PN-AAD-271

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523

DOMINICAN REPUBLIC

PROJECT PAPER

GRADUATE MANAGEMENT TRAINING

AID/LAC/P-138

Project Number: 517-0157

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE: A = Add, C = Change, D = Delete

Amendment Number

DOCUMENT CODE: 3

2. COUNTRY/ENTITY: DOMINICAN REPUBLIC

3. PROJECT NUMBER: 517-0157

4. BUREAU/OFFICE: USAID/DR

5. PROJECT TITLE (maximum 40 characters): Graduate Management Training

6. PROJECT ASSISTANCE COMPLETION DATE (PACD): MM 06 DD 22 YY 91

7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4)

A. Initial FY 83 B. Quarter 3 C. Final FY 87

8. COSTS ($000 OR EQUIVALENT $1 =)

A. FUNDING SOURCE	FIRST FY 83 B. FX	C. L/C	D. Total	LIFE OF PROJECT E. FX	F. L/C	G. Total
AID Appropriated Total	470	70	540	4,756	244	5,000
(Grant)	(470)	(70)	(540)	(4,756)	(244)	(5,000)
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S. 1.						
Other U.S. 2.						
Host Country	0	2,400	2,400	0	9,484	9,484
Other Donor(s)						
TOTALS	470	2,470	2,940	4,756	9,728	14,484

9. SCHEDULE OF AID FUNDING ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE 1. Grant	2. Loan	D. OBLIGATIONS TO DATE 1. Grant	2. Loan	E. AMOUNT APPROVED THIS ACTION 1. Grant	2. Loan	F. LIFE OF PROJECT 1. Grant	2. Loan
(1) EH	660	635		0	0	540	0	5,000	0
(2)									
(3)									
(4)									
TOTALS				0	0	540	0	5,000	0

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each): 650

11. SECONDARY PURPOSE CODE: 680

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code	BR	PART	TNG				
B. Amount							

13. PROJECT PURPOSE (maximum 480 characters)

To establish a graduate management school at the Catholic University Madre y Maestra offering degree programs in Business and Public Administration and supporting the public and private sectors through Research and Executive Training.

14. SCHEDULED EVALUATIONS

Interim MM 06 YY 84 MM 06 YY 85 Final MM 06 YY 91

15. SOURCE/ORIGIN OF GOODS AND SERVICES

☒ 000 ☒ 941 ☒ Local ☐ Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a ____ page PP Amendment.)

17. APPROVED BY

Signature

Title: Director, USAID/DR

Date Signed: MM 06 DD 22 YY 83

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

AID 1330-4 (8-79)

PROJECT AUTHORIZATION

NAME OF COUNTRY/ENTITY: CATHOLIC UNIVERSITY MADRE Y MAESTRA (UCMM)

NAME OF PROJECT : Graduate Management Training

NUMBER OF PROJECT : 517-0157

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Graduate Management Training Project for the Dominican Republic involving planned obligations of not to exceed $5,000,000 in grant funds over an eight (8) year period from date of authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is eight (8) years from the date of initial obligation. The Project consists of establishing a quality program of graduate management education, training and research in the Catholic University Madre y Maestra to educate managers and administrators for both the private and public sectors of the Dominican Republic. The Project will include the financing of technical assistance, equipment and materials, long and short term training, staff operational costs and project evaluation.

2. The Project Agreement which may be negotiated and executed by the Officer to whom such authority is delegated in accordance with A.I.D. Regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

3. Source and Origin of Commodities, Nationality of Services

a. Commodities financed by A.I.D. under the project shall have their source and origin in the Dominican Republic or in the United States except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the Dominican Republic or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing.

b. Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

4. Conditions Precedent to Disbursement and Covenants

1) First Disbursement. Prior to the first disbursement under the Project, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

(a) an opinion of the Legal Advisor to the Grantee, or other counsel suitable to A.I.D., that the Project Agreement has been duly authorized and executed on behalf of the Grantee, and that it constitutes a valid and legally binding obligation of the Grantee in accordance with all of its terms;

(b) a statement of the name of the person who will represent the Grantee, and of any additional representatives, together with a specimen signature of each person specified in such statement;

(c) The name of the project coordinator together with evidence that the coordinator will contribute adequate time and effort to the successful implementation of the project.

2Y Disbursement For Participant and Off-Shore Training

Prior to disbursement under the Project Grant, or the issuance by A.I.D. of documentation pursuant to which disbursement will be made for participant and off-shore training, the Grantee will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D., in the case of participant training, a faculty training staffing plan which conforms to curriculum needs. The plan will also include the academic background of the proposed individual, the business or public administration school to be attended, and estimated costs of training. In the case of off-shore, short term training, the Grantee will also present a staff training plan describing the training/orientation to be undertaken, and the timing, location and estimated costs of the training.

5. Special Covenant

The Grantee shall covenant to submit to A.I.D. for annual approval throughout the life of the project, a progress and implementation plan and budget for the coming year of Project implementation, the plan and budget to be submitted to A.I.D. by June 30 each year.

Date 6/25/83

Signature

Philip R. Schwab
Typed Name of Authorizing Officer

Office Symbol D/USAID/DR

Drafted: RLA/Tolber:sm

Clearance: EDU/TNicastro

MGT/RFascell

DD/RVenezia

CRD/NMerrill

CRD:LArmstrong

OPE:RVeith

CONT:SLiapis

CPD/LEG:BHenriquez

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523

DOMINICAN REPUBLIC
PROJECT PAPER
GRADUATE MANAGEMENT TRAINING
PROJECT NUMBER: 517-0157

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I. SUMMARY AND RECOMMENDATION

A. Recommendation

The Education Project Committee USAID/DR recommends that a Grant be authorized to the Universidad Católica Madre y Maestra (UCMM) in the amount of $5,000,000 to establish a graduate management training program. The grant will be implemented over an eight year period.

B. Grantee and Implementing Agency

The Grantee and Implementing Agency will be the Universidad Católica Madre y Maestra.

C. Summary Project Description

The purpose of the project is to assist UCMM to establish a quality program of graduate management education, training, and research. The program will be designed to both educate practically as well as theoretically oriented managers and administrators for both the private and public sectors of the Dominican Republic. The project will include creation of a top Executive Training Institute (Instituto de Alta Gerencia); a Center for Administrative and Economic Research (Centro de Investigaciones Administrativas y Económicas); a graduate curriculum in administration; long-term participant training for faculty development; short-term faculty training; and procurement of equipment and materials for these programs. The new graduate programs will be linked with an on-going undergraduate program in economics and business to compose a new Faculty of Administration. A building to house the Faculty of Administration will be constructed.

AID will assist the UCMM Graduate Management project by grant financing $5,000,000 for long and short-term technical assistance, equipment and materials purchase, and participant and short term training over a period of eight years. The UCMM Dominican counterpart will be the equivalent of $9,484,000 for staff and operational costs and construction. The construction costs are funded under a loan UCMM has

obtained from the Government of the Dominican Republic from FY 83 supplemental Caribbean Basin Initiative funds UCMM will assume responsibility for long-term continuing costs after completion of the Project.

D. Negotiation Status

Representatives of UCMM have worked closely with the USAID staff on the design of this project. In the project identification documentation process. the USAID made a preliminary determination that this project required professional collaboration with an educational institution for project design and that a collaborative assistance contracting mode (AIDPR 7-4.58) would be followed. This determination was based on the Universidad Católica Madre y Maestra's leadership and outstanding academic record. AID/W confirmed that original determination in the DAEC Cable State 82-258234.

As part of the approved PID design, UCMM personnel visited INCAE in Nicaragua, FSAN in Peru and IESA in Venezuela. The final selection phase of the collaborating U.S. institution was based on visits to four academic institutions in the United States by UCMM/USAID personnel. The project paper is a result of the joint efforts of the University of South Carolina's College of Business Administration, Indiana University School of Public and Environmental Affairs, UCMM and USAID. Due to a need to emphasize business, UCMM requested that negotiation for an implementation phase contract be entered into only with USC. This negotiation will begin once the project is authorized and grant agreement developed negotiated, approved and signed.

The Grantee will be the Universidad Católica Madre y Maestra. There are no remaining issues which require substantive negotiaton. UCMM has entered into a loan agreement with the Government of

the Dominican Republic for funds to construct a Faculty of Administration (see Annex 11).

E. Conditions and Covenants

a. Conditions Precedent

1. Initial Conditions

Initial conditions precedent to any disbursement under the project will include the usual AID legal requirements, including a statement by a recognized legal entity that the project is legally binding, and that the recipients of the grant are responsible and legally bound to all requirements under the Project Agreement. In addition, UCMM will be required to name a project coordinator, acceptable to AID, who can devote adequate time and effort necessary for the successful implementation of this project. Once these conditions are met, the recipients of the grant funds may proceed with procurement of technical assistance and all commodities with the exception of the computer.

2. Conditions for Participant and Off-Shore Training

For participant training, UCMM will submit a faculty training staffing plan which conforms to curriculum needs. The plan will also include the academic background of the proposed individual, the business or public administration school to be attended, and estimated costs of training.

For off-shore short term training, UCMM will submit a staff training plan describing the training/orientation to be undertaken, and the timing and location and estimated costs of the training.

b. Covenants

1. The Grantee will covenant to submit to USAID for aproval annually, throughout the life of the project, a progress and implementation plan and budget for the coming year of project implementation. This report will be due by June 30 of every year. See Annual Joint UCMM/USC Progress and Implementation Report description, Chapter VII, Section A.

F. Project Design Committee

This Project Paper was prepared with the assistance of the following:

Universidad Católica Madre y Maestra

Radhamés Mejía, Executive Vice Rector

Jorge Morales Yordán, Professor of Public Administration

José Herrero, Director, Department of Economics

Marcelo Jorge, PhD Candidate

Frank González, Director, Undergraduate Business Administration Program

University of South Carolina, College of Business

James Kane, Dean

Christopher Korth, Project Coordinator and Associate Professor of International Finance and Banking

Garnett Beazley, Professor of Accounting

J. Stanley Fryer, Associate Dean

Allen Dickerman, Professor of International Management

John Willenborg, D ector of Center for Executive Development

Randolph Martin, Director of Bureau of Business Research

James Kleckley, Financial Officer for Bureau of Business Research

University of South Carolina, Adminisrative Officers

Francis Borkowski, University Provost

John Wood, University Controller

Pete Denton Vice President of Finance

Robert Roberson, Director of Computer Services

Stanley Applegate, Vice President of Sponsored Programs and Research

Together with:

Thomas Nicastro, USAID/DR

Wendell Schaeffer, Senior Management Specialist, National Association of Schools of Public Affairs and Administration

Robert Boatler, Professor of Finance, M.J. Neeley School of Business, Texas Christian University

Jay Doubleday, Dean, Graduate School of Management, Willamette University

Gerald Adams, Financial Consultant

Additional assistance in the design of the Project Paper was provided by faculty members and administrators from the School of Public and Environmental Affairs of Indiana University.

The Project Paper was reviewed by USAID/DR.

II. INTRODUCTION AND OVERVIEW

The relatively rapid growth and increasing complexity of the economy of the Dominican Republic over the past two decades has increased the demand for and resulted in severe shortages of qualified managers at critical levels. Both private enterprise and government suffer from a paucity of adequately trained managerial personnel. There are clearly many other factors constraining the economic and social development of the Dominican Republic but management deficiencies appear to be one of the most significant.

For the broad rational development strategy envisioned by the present government, which calls for the building of a strong, vigorous private sector as well as a more effective, efficient public sector, high quality managerial talent is essential. Although the country enjoys superior leadership in some areas, overall trained leadership is seriously inadequate. At mid-management levels, the shortage of qualified people appears to be even more severe. This critical level of management frequently provides the difference between success or failure of programs and development efforts. Enterprises cannot expand because of the absence of a strong middle-management structure and thus opportunities to generate

new employment are lost. Similarly, in government, deficiencies at this level are likely to result in poor planning, waste of resources, and general inefficiency across major areas -- education, sanitation, health care, public works and agriculture. Inadequate service delivery and support in these areas directly and adversely affects the poor. Private development is inhibited when the public infrastructure is not supportive, not because of adverse policy but rather because of inadequate execution of policies and programs.

In the perception of many of the country's top leaders, the lack of managerial capability ranks as one of the most serious impediments to the ecoromic and social development of the Dominican Republic. There is a strong convergence of various indicators of demand for management education to overcome existing management deficiencies. Several indicators are discussed below.

Both private and public sector executives who were interviewed by the project design group almost universally affirmed the need for graduate level management education as a means of ameliorating these deficiencies. Executive seminars offered in recent years by various institutions, such as the Instituto Centroamericano de Administración de Empresas (INCAE) and the Universidad Católica Madre y Maestra (UCMM), have attracted capacity enrollments and a large majority of participants have expressed strong interest in further study. Indeed, there is an informal organization of executives who have participated in INCAE's top management seminars when these were presented here some time ago, and the members complain of the absence of such programs in the past couple of years. Enrollment in the UCMM public administration program in 1981 was substantial, even though at that time the program was developed only partially. Persons possessing business or public administration degrees from U.S. graduate programs command premium salaries from Dominican enterprises and from American firms working in the Dominican Republic. The premium amounts to doubling the salary paid to a person with only an undergraduate business degree from a local institution.

The demand for high quality management education is considered to be large, based on the substantial number of managers needing training and the willingness of business and government leaders to send employees to training programs and pay the costs involved. Of the approximately 80,000 civil servants in the central government, 10-12,000 are in the mid-to-higher-level administrator/manager category. Another 3-5,000 managers are found among the 150,000 employees of public enterprises. Private sector demand is more difficult to quantify, but of some 130,000 employees in the organized, non-agricultural sector, 10-20,000 are most certainly in managerial or supervisory positions. Another 160,000 persons are employed in the unorganized, non-agricultural sector, including commercial, construction, transportation, and other services, and some demand is likely from this sector. The large agricultural sector, some 750,000 persons, can be expected to generate demand for somewhat more specialized management education.

Another indicator of potential demand is the large number of Dominican students, approximately 2,500, currently enrolled in undergraduate business, banking, accounting, and related programs. The potential demand for graduate programs in management would be substantial if only 10 percent of that number chose to pursue graduate education.

The Collaborative Assistance Mode

The Mission made a preliminary finding that this project requires professional collaboration with an educational institution for project design and implementation and, therefore, a collaborative assistance contracting mode (AID PR 7-4.58) was followed. This determination was confirmed by AID/W (State 82-258234). Using the selection procedure outlined in the procurement regulations, the University of South Carolina (USC) College of Business Administration and Indiana University, School of Public and Environmental Affairs were selected to assist in designing the project paper with the intention that a collaborative assistance implementation contract would be negotiated. Due to a need to emphasize business, UCMM requested that negotiation for an implementation phase contract be entered into only with USC.

The project design is based on the concept that effective institutional development can be substantially assisted by linking the implementing institution, UCMM, with USC which possess an established and successful graduate program in the field of major need and thrust, that of business administration. Close collaboration and rapport are essential to the successful development of this mode and obtaining maximum benefit from it. The collaborative assistance design facilitates incremental changes that may result from experience, new indicators of special demands, organization learning, and adaptation. The project design and eight-year implementaion plan takes advantage of the longer time horizon established for the project to develop a solid work relationship and a long-range institutional connection between UCMM and USC.

In order to take full advantage of the collaborative assistance mode, it is essential that all parties involved in the project. UCMM, USC and AID, keep open the opportunity to learn from experience, evaluate progress in a timely and deliberate manner, and use such evaluation to modify the project inputs and design as the situation changes. It is anticipated that continuing assessment of program progress will ensure a gradual refinement of project programs, procedures, and relationships.

III. PROJECT BACKGROUND

The graduate management training project is the culmination of a substantial effort to assess the level of managerial capability in the Dominican Republic and to identify the most appropriate institution for providing management education and executive training.

Although various scattered efforts have been made by international donors, no assistance has been forthcoming for long-term, continuing graduate education in business and public administration. For the most part international activity has focused on short-term courses dealing with specific needs, such as the International Labor Office efforts through the National Institute of Professional and Technical Training (INFOTEP). However, building domestic academic capability to provide education and training on a continuous basis -- programs tailored to the Dominican environment, institutions and practices -- appears to be the most practical and realistic approach to the task over the long term.

The effort to identify the most appropriate institution for delivery of the project revealed little prospect for creation of a totally new institution. Because of the need to provide education in private sector management as well as in public administratation, it did not appear likely that any government training institute would be appropriate. Neither did it seem appropriate or adequate to continue to rely on a diverse and uncoordinated series of short courses and executive seminars to provide the necessary scope of management education.

For all these reasons, the decision to support a graduate program in management in an established institution was reached. After an evaluation of the existing capabilities and potential of other institutes and universities in the Dominican Republic, the Universidad Católica Madre y Maestra emerged as the strongest institution for building a viable, major management education program. The impressive development of UCMM since its founding in Santiago de los Caballeros in 1962 supports its reputation as a higher education institution of exceptional quality. The recently established campus in Santo Domingo is situated strategically to serve the educational needs of the large number of potential graduate students who are located in the business firms, commercial establishments, and central government in the capital. The principal role of the UCMM in Santo Domingo is considered to be graduate education and management training. With the expansion of the existing structure, scheduled to begin in January, 1984, the UCMM campus in Santo Domingo will increase its academic offerings in a modern and conveniently located facility. (Further discussion of the matter of location of the program is included under Institutional Analysis Chapter V.B.)

IV. PROJECT DESCRIPTION

A. Project Goal and Purpose

The goal of the project is to upgrade the human resource base necessary for national development of the Dominican Republic. The purpose of the project is to establish a quality program of graduate management education, training and research at the Universidad Católica Madre y Maestra. The program will be directed specifically toward the preparation

of practically and theoretically trained, broadly oriented managers and administrators for both the private and public sectors of the Dominican Republic. The immediate objective is to fill an evident need for managerial skills in business and government. This will remove a serious obstacle to private sector growth and enhance the capability of public institutions to deliver services and provide an environment in which private enterprises can flourish. Given the size of the Dominican Republic and the extent of the nation's underdeveloped resources, the project is expected to have a signficant development impact.

The project will assist UCMM in establishing and conducting academic programs at the graduate level leading to the degrees of Master of Business Administration and Master of Public Administration. The two programs will share a generic core of common courses while providing separate specializations in the two fields. (See Annex 2, for Course Descriptions.)

The long-term viability of the project after withdrawal of the contracting university will be based upon participant training of selected present and future UCMM faculty. Participants will be enrolled in advanced degree work in business administrtion, public administration, and other related fields in United States universities, thus assuring UCMM a well-prepared faculty for long into the future.

A new Executive Training Institute, ETI. (Instituto de Alta Gerencia) will be established within the UCMM Faculty of Administration (Facultad de Administración). The Institute will offer regularly and on a demand basis a variety of top management workshops, short courses, and seminars for private sector and public executives. (See Annex 4, Development Plan for ETI.)

A Center for Administrative and Economic Research , CAER, (Centro de Investigaciones Administrativas y Económicas) will be established within the Faculty of Administration, combining the existing UCMM applied economics research unit with the new program in applied business research and public management investigation. The Center will engage in applied business research, focusing specifically on current problems encountered in the private and public sectors of the Dominican Republic. It will in

the process develop case materials for use in the classroom, facilitate faculty research and interaction with business establishments and government departments and enterprises, and channel student research into needed areas. It will provide translations of case selected materials and other teaching instruments. In addition, the Center will become a repository of business, economic, and public management data. (See Annex 5, Development Plan for CAER)

The graduate degree programs in business and public administration are expected to enroll approximately 120 new students each year in the two year master's programs. The majority of students are likely to be employed full-time and able to attend classes only in the late afternoon or at night. The teaching program is therefore designed to operate on a trimester basis, year round, with each trimester consisting of 15 weeks. In order to complete the 36 hour program in two years, students must enroll in two courses each trimester throughout the six-trimester program.

The immediate beneficiaries of the project will be those persons trained as managers and as teachers of managers. This group will form a cadre of qualified professionals who in turn will benefit the business firms and governmental institutions and universities in which they work or find employment. The long term effects of better trained managers will be reflected in higher productivity, enhanced economic growth, and improved delivery of public services.

B. Project Inputs

The following inputs are required for the project:

1. a) technical assistance from a United States university and technical assistance directly contracted by UCMM
   b) executive training
2. long term participant training for UCMM faculty
3. short term training for UCMM faculty and administration
4. commodity purchases
5. physical plant
6. staff operational costs
7. student loans
8. evaluation

To provide a firm institutional foundation for the Faculty of Administration in Santo Domingo, the project is planned for eight years, with lower levels of support provided in the later stages. Eight years will not only provide adequate time for program development, evaluation, and adjustment, such a time span will fully accommodate the participant training requirements, including the need for probationary periods of teaching for those UCMM faculty members selected for doctoral level study in the United States. During those years, a strong tie should be forged between UCMM and the University of South Carolina, selected for collaboration and provision of technical assistance.

1. a. University Technical Assistance (grant funded)

The University of South Carolina College of Business Administration will assist UCMM in establishing its Faculty of Administration in Santo Domingo. In so doing, it will:

(1) Provide long and short-term faculty to teach courses, counsel students, work with and assist UCMM faculty in course design and teaching methodology, conduct research and guide that of students, help UCMM administrators in developing policies and programs; participate in faculty and student selection; work in executive training activities; assist in library development and in the effective utilization of computer facilities and resources, and help develop the program of activities of the Center for Administrative and Economic Research within the Faculty.

(2) Assist in the design and management of the participant training program in business and public administration and related fields for the development of UCMM faculty, including participation in the evaluation of candidates for such training in the United States.

(3) Provide a resident Chief of Party, and in the first two years of the project a deputy, who will provide general consulting assistance and guidance to the administration and faculty of UCMM with respect to the graduate management program, executive training and research activities, commodity procurement, faculty selection, and such other concerns on which assistance may be needed. The Chief of Party will exercise general supervision of all faculty and short-term personnel from the collaborating university, arrange for special consultants as needed,

and represent the collaborating university on all matters related to the project.

(4) Provide technical assistance in evaluating designs for the new building to be constructed for the Faculty of Administration, and in other matters related to the physical plant as may be needed.

(5) Provide assistance in selection and preparation for use of computer equipment, including training of personnel in computer equipment operation.

(6) Provide backstopping and support on its home campus for project activities for which it is responsible, including administrative support of appropriate university officials.

Directly Contracted Technical Assistance

Technical assistance in public administration and in some core course areas will be provided by professors contracted directly by UCMM. The scheduling of such assistance, whether long or short term, requires coordination with that provided by the collaborating university. The Coordinator of UCMM and the USC Chief of Party will together establish the appropriate schedules. Persons contracted to teach core courses or courses in public administration will in addition counsel students, engage in consultation or applied research, provide consultation and guidance in curriculum development, and teach in the top management program when appropriate.

b. Executive Training

Technical assistance in the creation and operation of the Executive Training Institute also will be contracted directly by UCMM rather than through the cooperating university, although the latter will assist in the process of training of the new director. It is anticipated that this will be done on a course-by-course basis initially with the Central American Institute of Business Administration (INCAE), with whom UCMM already has a cooperative agreement. However, assistance may also be sought from other experienced organizations, such as the Institute of Advanced Economic Studies (IESA) in Caracas or the Brazilian School of Public Administration (EBAP) in Rio de Janeiro.

2. Long Term Participant Training (grant and counterpart funded)

The collaborating institution, the University of South Carolina's College of Business Administration, will assist in the nomination and placement of UCMM faculty nominees for advanced business education in the United States, and for English language training if needed. It is anticipated that all candidates who enroll in a master's degree program, will return to UCMM upon its completion and teach in the UCMM Faculty of Administration. After evaluation of their performance as teachers and in other professional activities, selected individuals will be sent back to the United States for doctoral study in fields particularly needed in the UCMM program. Some participants will, however, engage in programs of specialization rather than seek to complete academic degrees.

A majority of the faculty nominees in business will study at USC as one means of developing a long-term, solidly-based institutional relationship between UCMM and USC.

Public administration faculty nominees will be programmed directly by UCMM and sent to institutions with strong, accredited programs. Additional assistance in placement may be obtained from AID/W's Office of International Training, LASPAU, the Graduate School of the U.S. Department of Agriculture, or the National Association of Schools of Public Affairs and Administration (NASPAA).

The first two master's candidates have been selected and placed, using LAC regional training funds, for language training during the spring semester of 1983, and for graduate work beginning in the fall of 1983.

When the projected staffing requirements of the project are considered, the level of ten to twelve participants appears to be adequate. Based on a signed contract, each faculty member returning from training will be expected to provide full-time academic services (dedicación exclusiva) to UCMM for a period at least double that of his/her training experience in the United States or repay the cost of such education to the university. Academic services shall include:

a. teaching up to three classes a trimester during at least two trimesters each year;

b. advising students and guiding their academic and research activities;

c. overseeing and engaging in special studies and work projects;

d. maintaining regular office hours;

e. participating in research and consulting activities;

f. participating in executive training activities when appropriate.

Guidelines and Schedules for Participant Training

The candidates for participant training will go into each of the two fields, business administration and public administration. According to his/her skills, interests and the needs of UCMM, most will take advanced degrees. It is important that the total group of participants be distributed across the principal areas of specialization in order to provide sufficient staffing for UCMM's academic courses and to allow for future attrition.

It is of immense importance that graduate education of the participants be practically and professionally oriented rather than focused on theory and arcane research. Whenever possible, programs should be selected that stress internships and the gaining of experience through doing. When the participants return to UCMM to teach, they will find that most of their students are working students, many with considerable experience. Teachers with a purely theoretical background and outlook are likely to have great difficulty in such a situation.

It is anticipated that some participants will structure programs for specialization in certain functional areas, such as international finance, international marketing, urban management, or environmental management. Some who already have master's degrees may be enrolled in non-degree programs to build up specialties rather than seek doctoral degrees. Although the participant schedule cannot be anticipated totally in advance, Figure 3, Part A, line D at the end of Chapter VI, Implementation, presents a good approximation.

Inevitably, two or three participants will drop out of the program for reasons such as illness, family problems, or academic difficulty. Attrition will be covered to the extent possible by sending additional participants or by hiring faculty who already hold master's degrees and sending them for advanced study only.

3. Short-Term Participant Training (grant funded)

The project will provide short term visits to and training in U.S. business and public administration schools for selected UCMM faculty members and administrators. To the extent possible, short-term visits will be scheduled to coincide with major professional association meetings, special conferences, or seminars. Similar visits may be arranged to Latin American institutions such as IFSA, INCAE, EAFIT, or ICAP.

Short-term training and orientation is provided by the project for "retooling" or up-grading UCMM teaching and managerial competence in areas critical to the program. In each case, a carefully designed course of advanced study will be worked out for each participant. The short term training schedule is as follows:

Project Years:	1983	1984	1985	1986	1987	1988	1989	1990	1991
UCMM Administrators	2	2	2	2	2	1	1	1	1
UCMM Faculty and Support Personnel	12	7	5	4	5	4	4	5	2

A second type of short term training will be provided by a continuing series of faculty seminars at UCMM Santo Domingo. Long-term and short-term faculty from the collaborating university and other institutions will conduct these seminars in their special areas of competence. The seminars, although intended primarily for the UCMM faculty, will be open to graduate students in the master's programs. At least two such seminars will be held every trimester.

4. Commodities (grant funded)

An analysis of the equipment and material needs for long-term development of the UCMM Faculty of Administration was made by the project design committee. The review was conducted according to

several guidelines: (a) avoidance of unneeded duplication of existing equipment and facilities; (b) provision for long-term development of the Faculty in an orderly phasing; (c) insurance of compatibility and integration with existing systems; and (d) integration of equipment procurement plans with the architectural planning for the new building on the Santo Domingo campus.

The equipment and material needs fall into four main categories: (a) computer equipment and related material; (b) library resources; (c) logistical support; and (d) audiovisual and other classroom instructional equipment and simultaneous translation equipment.

a Computer Equipment and Related Material

The recommendations for procurement of computer equipment and related material are based on a needs analysis of the academic program as well as the Center for Administrative and Economic Research of UCMM. In addition, the computer system will serve the Executive Training Institute. It is designed to provide fully integrated computational services for the campus. An IBM 4341 - Mod. 9 and necessary software and initial maintenance will be purchased for $309,000. The package will be approved by AID/W SER/DM. (See Annex 8, Computer Study for UCMM).

b. Library

Under the project, a basic collection of some 10,000 books in business and public administration will be procured. Total cost is estimated at $264,000. Subscriptions will be entered for a carefully selected range of some 100 periodicals at an estimated cost of $90,000. Some $20,000 is budgeted for acquisition of back issues of periodicals on microfiche. To the greatest extent possible, Spanish language materials will be procured, but many titles and key journals are available only in English. The listing in Annex 7 includes only basic books for early purchase and principal journals. The remaining book purchases will be based on specific program needs as they emerge and as new titles appear. One microfiche and two microfilm readers will be purchased for $2,400.

c. Logistical Support

This project will place an increased burden on the existing UCMM support services. In order to assist the University to respond to

these demands on a timely basis and allow for a maximization of professional teaching, research and study, four typewriters, a copy machine and two calculators, will be purchased for $43,830. Communication subscriptions and supplies through FY 87 are included for $47,800. A station wagon for transport of faculty will be purchased for $13,000.

d. Classroom Equipment

(1) Instructional Equipment

The recommendations for procurement of audio visual equipment are based on an inventory of existing equipment on the Santo Domingo campus, consideration of class schedules, and the architectural plans for the new classroom and library facilities to be constructed.

Estimates of instructional material needs for the graduate degree programs in administration are based on the assumptions that four operating classrooms will be needed during the first two years of the project, and that approximately 200 students will be enrolled during the second year. Although current inventory of instructional materials at UCMM was considered in arriving at the list of equipment to be acquired for the program, existing materials must also service other UCMM programs. Hence, only minimal support can be expected from present resources. Instructional material acquisitions also incorporate the needs of the executive training program. These recommendations do not provide for completely equipping the planned classrooms, but they are considered adequate to service the major part of the program when combined with existing equipment.

4 Pulldown wall screens at $200	$ 800
4 Overhead projectors at $500	2,000
2 Portable overhead projectors at $400	800
2 Videotape recorder/playback units and monitors at $2,500	5,000
4 Tape recorders (cassette) at $150	600
1 CRT terminal/microcomputer projector at $2,200	2 200
2 Portable lecterns with built-in amplifiers, speakers, and microphones at $800	1,600
1 Wireless microphone and amplifier at $700	700

2 Video cameras, lights, microphones. and miscellaneous equipment (such as tripod)for taping special presentations at $1,800	3,600
1 Portable screen at $150	150
1 16 mm color sound projector at $1,600	1,600
2 Slide projectors at $475	950
2 Video recorder/playback units, headphones to accommodate 3-4 persons per unit, carrels, and monitors at $1,800	$ 3,600
2 Audiotape playback units (at $1,500) and headphones (20 at $50) to accommodate 3-4 persons per unit	4,000
Grand Total	$27,600

(2) Simultaneous Translation Equipment

The nature of the instructional program of the Faculty of Administration requires the availability of equipment for simultaneous translation. During the life of the project, and very likely after its termination, the Executive Training Institute will present management seminars, workshops, and other types of training programs that will require the employment of some non-Spanish speaking instructors. International conferences held at the Institute will involve the attendance of participants who do not all speak Spanish. Further, in the early years of the project, a substantial percentage of teaching faculty in the program will be unable to conduct classes completely in Spanish.

For these reasons, the project includes the procurement and permanent installation of simultaneous translation equipment in the facilities to be constructed at UCMM Santo Domingo. Such installation in two lecture rooms will cost $90.000. In addition, a portable modular simultaneous translation system to accomodate 75 people will be procured at a cost of approximately $20,000.

5. Physical Plant (counterpart funded)

In order to house its new Faculty immediately, UCMM will rehabilitate, for $200,000, a section of its existing Santo Domingo campus for offices as well as classrooms. A contract for approximately

$2,000,000 will be let for the construction of a new building expected to be ready in January 1985. The building will be attached to the present structure. The land which UCMM owns is valued at more than $2,000,000. Furnishings are estimated to cost $328,000.

6. Staff Operational Costs (grant and counterpart funded)

A fully staffed Faculty of Administration will have at least 11 graduate professors and other related administrative personnel. UCMM will pay life of-project salaries of $1,514,000 The grant will finance $521,000 for bilingual translators, an administrative officer, a financial officer and other support personnel. These individuals will be responsible for supporting the long and short term technical assistance and project management. Almost 90% of all expense is before FY 88. UCMM will incur one time short-term contract personnel, promotion and start-up costs for the Executive Training Institute and Center for Administrative and Economic Research totaling $402,000. Similar expenses for the library are $345,000. There are miscellaneous expenses estimated at $110,000.

7 Student Loans (counterpart funded)

Most, if not all, public administration students will have their full tuition and costs paid for by the CODR. A good deal of the business students will probably have support from their businesses. However, UCMM has earmarked $510,000 for student loans over the life of the project for tuition and books. UCMM may arrange internal or external funding to cover student loan needs, including donations from private sources. The fund will provide educational loans to 25 students a year. Credits will be repaid with 8 percent interest. There is a six-month grace period and five years to repay.

8 Evaluation (counterpart funded)

In addition to the annual evaluative report discussed in the evaluation section, two outside evaluations will be performed during the project. The first in year four will focus on policy, curriculum and technican assistance. The second, in year six, will focus on the ability of the program to modify to new market demands.

C. Project Outputs

Figure 1 indicates the flow of inputs and outputs. Outputs are essentially of three types: institutional outputs, activity or program outputs, and outputs to beneficiaries of the activities.

1. Institutional Outputs

The major institutional output is a functioning Faculty of Administration (it would be called a School of Administration in an American university). This involves an organization headed by a dean, numerous professors, sub-units of organization for teaching in business and public administration, sub-units for executive training and for applied research, and supporting sub-units comprised of a computer center, library, admissions office, and financial office. The academic sub-units, as well as those for executive training and applied research, will be headed by experienced professors, technical assistance personnel and/or existing faculty at the outset and returned participants in later project phases. The computer center and library will be directed by persons trained and experienced in the respective fields. (See Figure 2, Organization Chart of the Faculty of Administration.)

The new management library will have a basic collection of 10,000 books by the end of project, plus standing subscriptions to major journals in both business and public administration. The list of publications in Annex 7 is illustrative, but the materials listed there should be acquired if not already in the UCMM library in Santo Domingo. Obviously, during the course of the project many new books in the management field will be published, and funds for library acquisitions are therefore spaced out over the eight-year time span.

The computer center is provided under the project with a flexible and advanced computing system capable of handling not only teaching needs, but also research and administrative demands. (See Annex 8 for a full description of computer equipment and the analyses that led to recommending its acquisition.)

Administratively, the Dean of the Faculty of Administration will report to the Executive Vice Rector in charge of the Santo Domingo campus. The Vice-Rector reports to the Rector of the University. The Rector maintains offices both in Santo Domingo and Santiago. Thus the new Faculty fits within the normal institutional framework of UCMM (see Chapter V-B, Institutional Analysis).

A very important element in the structure of the new Faculty of Administration is the Advisory Council, an eleven-member group appointed for 3-year staggered terms by the Rector of the University. The purpose of the Council is to help create a strong and close relationship between the academic leadership at UCMM and key entrepreneurs, business leaders, and public officials in the Dominican Republic. The Advisory Council will provide broad advice and counsel on the overall graduate management programs and on the activities of the Executive Training Institute and the Center for Administrative and Economic Research. Particular focus will be given by the Council to such questions as: how the program is perceived in the community and the country; ways in which faculty and administration can keep the programs of the school relevant to the needs of the country; needs for special executive training seminars and courses; priority areas for research and consulting activity; and evaluation of on-going activities and programs.

An important function of the Advisory Council is to seek financial support for the long-term development of the Faculty of Administration. As the Faculty's reputation develops favorably, there will arise demands for program expansion, more extensive research efforts, and admission of more students. The full costs of academic programs can seldon be met by tuition payments alone when full-time faculty are employed. The Faculty will seek a steady flow of financial resources from the private business community and from the government. The Advisory Committee should take a primary responsibility in developing and maintaining such a flow.

The Faculty of Administration will be housed in its own new building constructed on the Santo Domingo campus with funds provided by a separate AID loan project (see Annex 11 for a description of the new building and its facilities). The Faculty will, therefore, have a physical as well as an organizational and programmatic identity. Its institutional character will be well established long before the end of the project. To create the institution, inputs of technical assistance, participant training, and commodities will be provided under this project whereas counterpart funds, some of which are borrowed, will provide the building and a student loan fund.

2. Activity Outputs

There are three major activity outputs, all of which require inputs of technical assistance, participant training, and library and computer resources. These are the two academic programs, top-management short courses and workshops, and administrative and economic research.

a. Degree Programs in Business and Public Administration

The major academic activity provided by the project consists of two graduate degree programs, one in business and the other in public administration and leading to the MBA and MPA degrees, respectively. Technical assistance provided by the collaborating university and by professors contracted directly by UCMM, plus the inputs of the few faculty already employed in these fields on the Santo Domingo campus, will result in the development and regular offering of 19 courses taught at the graduate level. Five courses will constitute a common core, and seven courses in each of the two fields will provide degree specialization. Multiple sections of core courses will be offered each year, and as enrollments grow, more than one section of specialization courses will become necessary. (See Annexes 1 & 2 for a description of each course and schedule of the order in which they will be taught.)

Regular curriculum courses will be taught for three credit hours each, two courses during each of three trimesters of 15 weeks duration over a two-year period. Students can enter the program only at the beginning of each fall semester.

The courses offered in the two curricula have been designed to meet the needs of Dominican students, with syllabi and case materials relevant to the management of business and the conduct of public affairs in the Dominican Republic. During the first several years of the project, the two programs will be limited to 36 trimester hours each. Although they will be strong programs, they provide little opportunity for specialization. After the first several years, consideration will be given to expanding the offerings by the addition of specialization courses in each of the two fields. A certificate might be awarded for specialization beyond degree requirements.

Throughout the programs, however, and beginning in the first trimester, two or more special colloquia will be offered each term by technical assistance professors or professional managers in the field of their specializations. These may take place on a Friday night or Saturday, and they would be open to professors and students alike. Subjects of immediate topical interest can be covered in this manner as well. In order to graduate, all students will be expected to participate in at least 80 percent of those colloquia offered in addition to regular classwork.

Participants training in the United States will begin to return to take over teaching responsibilities when they complete master's degrees. A few will subsequently return for doctorates after demonstrating their capability and promise in teaching, research, and consulting. In the later years of the project, all courses will be taught by Dominican professors and technical assistance will be correspondingly reduced to occasional visits and special seminars from time to time.

Throughout the programs, use of new library resources and computer facilities is essential. Extensive use of computers in teaching will guarantee that no student completes his degree work without mastering

the important technology that is playing an ever larger role in both private and public management. Familiarization with basic management books and important journals and their use in the classroom are essential elements of a quality program.

b. Executive Training Institute

Within the Faculty of Administration, a top-management training program will be created. This program will be conducted by appropriate professors and outside specialists. The Institute will offer executive seminars, workshops, and short courses for business and public executives of the Dominican Republic. Assistance from the University of South Carolina, Central American Institute of Business Administration (INCAE) and/or other experienced organizations will be utilized in getting the program started, with the first course scheduled for August of 1983 and a second for November. In later years, as many as three to four courses or seminars may be offered each trimester, depending upon demand.

Top-executive training requires special competences and skills in teaching style and methodology that many professors do not possess. Those who come to UCMM under the technical assistance component of the project and who possess such skills and experience in their application will be expected to contribute to the Institute's programs in their special fields. Others will be brought in from INCAE, IESA, or other organizations to participate in the seminars and courses. Several UCMM professors will be trained through the participant training program in offering top executive courses and seminars during their work in the United States and/or by attachment to INCAE or IESA to gain the necessary experience. One will be named director of the Institute and will assume management responsibilities for its operation.

The Executive Management Institute is expected to be self-sufficient financially once it is fully operational. Seed money from the project will be needed to get the program started, however, and to guarantee its credibility as a top quality activity of use to the very highest levels of entrepreneurs, business managers, and public officials. Programs designed for middle and lower level personnel will not be

undertaken, until the quality of the Institute program has been firmly established, even if the offering of such courses might be financially attractive at the outset.

Many seminars and workshops offered by the Institute will make use of the new physical facilities to be constructed on the UCMM campus. Others, however, particularly seminars for key executives who cannot be away from their offices for long periods of time, will make use of hotels and other facilities outside Santo Domingo where isolation and residential atmosphere over a two-or-three-day period contribute to the intensity of the training experience and participants are free of distractions.

b. Center for Administrative and Economic Research

No truly effective business or public administration program can be operated without active participation of faculty and students in applied research and consultation. The regular contact with real problems, as distinct from theoretical ones, that require study and analysis to resolve is essential to professional education. This has been increasingly recognized throughout the world, and has formed the basis of strong recommendations by both the International Labour Office and the International Association of Schools and Institutes of Administration. Professors and students engaged in the graduate programs in business and public administration at UCMM will organize their research and consulting activities around a Center for Administrative and Economic Research. All professors in the programs, both those brought to UCMM under technical assistance and those trained under the participant program, will give a portion of their time to the work of the Center. Students may be involved in the second year of their studies through work assignments and special applied research projects. For some of the work, computational facilities are essential.

For the Center to be truly useful, it must develop its research and consulting activities in collaboration with industries, businesses, and government agencies whose management problems can become the subjects of analysis by Center faculty and students. This requires

close contact between the Center and the Dominican manufacturing, business, and governmental communities. The creation of a working relationship should be a key output. It is, of course, a two-way relationship, for the Center will help its business and governmental clients solve their problems at the same time that such clients provide the material upon which research activity can focus.

By the end of the project, a continuous interchange between the Center and its research clients should be firmly established, and consulting activities should be bringing substantial income to the program. Economic self-sufficiency may eventually be possible but first priorities should seek mutual confidence building and development of practical research and consulting opportunities for faculty and students alike.

A strong faculty member dedicated to applied research should be named director of the Center. The work "applied" is stressed, as it is important to maintain the principle that the research agenda be driver by client needs and priorities and not be captured by the research interests of faculty members with a predominantly theoretical focus. (See Annex 5 for a detailed description of the Research Center.)

3. Outputs to Beneficiaries

There are four categories of direct beneficiaries of the Graduate Management Training Project. The first and most obvious is the group of professors whose participant training programs will result in their acquisition of master's degrees from U.S. universities. A few will receive doctorates. Others may engage in specialization rather than degree programs, but all participants will be prepared for full-time faculty work in UCMM and their teaching and research careers thus assured. The group thus benefitted is small, however, consisting of from ten to twelve people. A number of other UCMM faculty and administrators will benefit from short visits to U.S. universities and opportunities to attend professional conferences. A few short-term participants will also be sent to other training centers such as INCAE or IESA.

Direct beneficiaries of project activities, however, constitute a much larger group. Thus the second category of beneficiary is the student population at UCMM who complete graduate programs for the MBA and MPA degrees. The third is the extensive number of business and public executives who receive training in the seminars and short courses of the Executive Training Institute, and the fourth is the group of organizations, private and public, which benefit from research and consulting activities of the Faculty Center for Administrative and Economic Research.

a. The Student Population

Over the life of the project, some 650 to 800 persons will graduate from UCMM with MBA and MPA degrees. These graduates will be middle-level supervisors, technical personnel, and promising executive talent sponsored for the business program by the enterprises in which they already hold jobs, or middle-level technical personnel and supervisors in government secretariats and departments. The government is expected to pay the costs of educating personnel in the public administration program as it has done over the last two years. Some senior executives from both private enterprises and government may also be expected to enroll. All of those who complete the courses and graduate will become outputs of the project as leaders and managers of private enterprises and the public service.

There will no doubt be a few people who lack any work experience who will apply for admission, but who will enter and be admitted into the program and complete the degree while paying their own way. This is most likely in the business program. For this reason a loan fund is being established by UCMM to assist persons without sponsorship or sufficient resources to complete the degree and enter the ranks of business leadership. UCMM will put up to $510,000 in a student loan fund.

b. Executive Training Beneficiaries

The normal size of an executive training group should not exceed 30 people. With as many as 10 short courses and seminars a year, once the Institute's activities are fully operative, up to 300 executives and managers may benefit from the project every year. During the life of

the project, well over 1,500 managerial personnel from private enterprises and the government should become beneficiaries of these activities. The number could easily reach 2,000. If previous experience with executive training in the Dominican Republic and elsewhere is any indicator, many beneficiaries will enroll in more than one course or seminar. Not only will these executives constitute project outputs as training beneficiaries, but their impact within the organizations where they work should constitute a secondary output.

c. Institutional Beneficiaries

A fourth major project output will be the consulting and research assistance provided enterprises and public agencies by the Center for Administrative and Economic Research. Inasmuch as the first academic year of the project will focus on getting the academic programs under way and the Executive Training Institute established, Center organization and activities will become significiant only in and after the second year. The year's delay will provide time for establishment of Faculty-community relationships so essential to the successful functioning of the research and consulting program. If a dozen research studies are undertaken each year thereafter, and fifteen consulting activities are completed each year, the output can be very significant in terms of new information available to managers and of solutions found to economic and managerial problems.

Figure 1. FLOW OF INPUTS AND OUTPUTS: FACULTY OF ADMINISTRATION

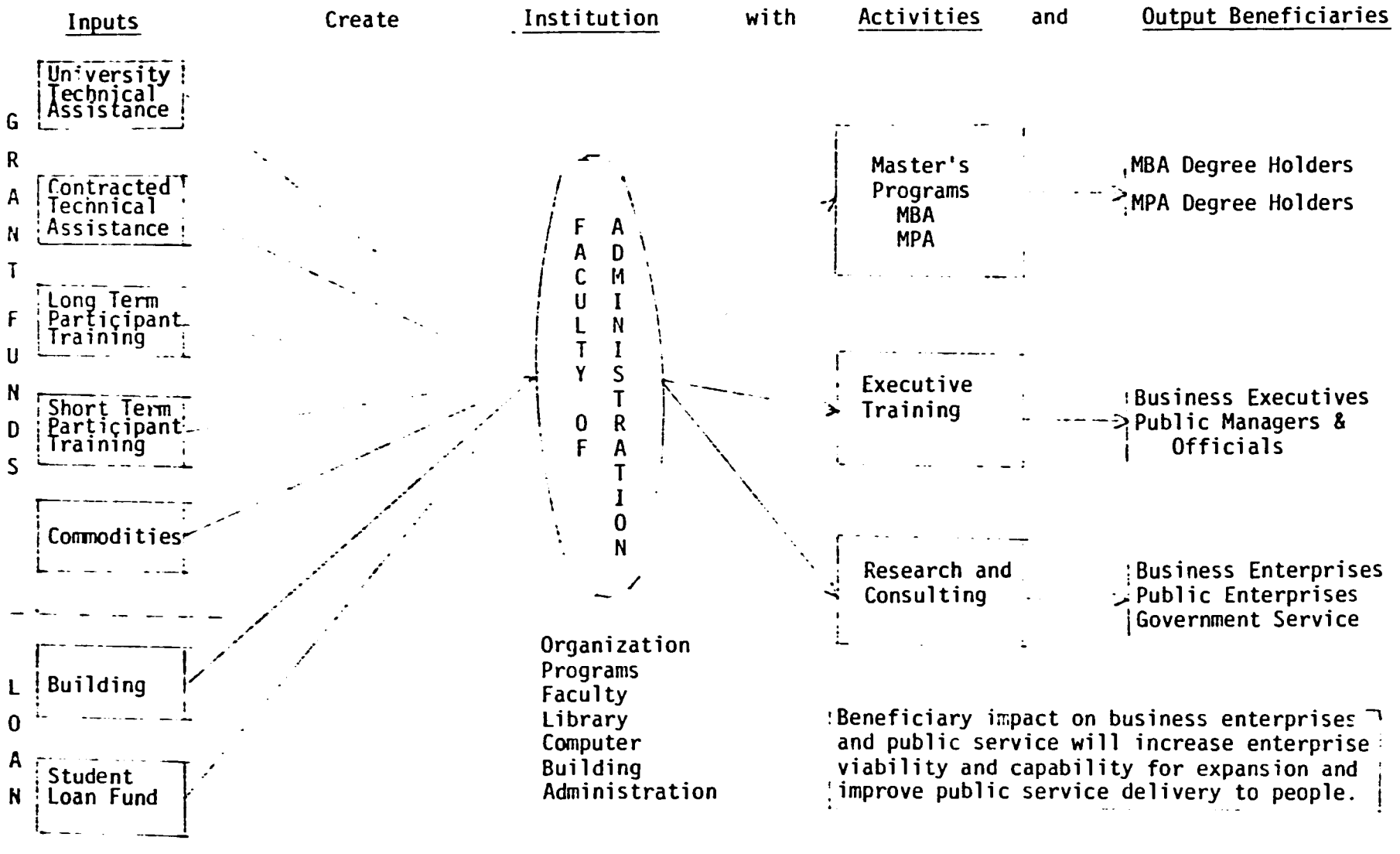
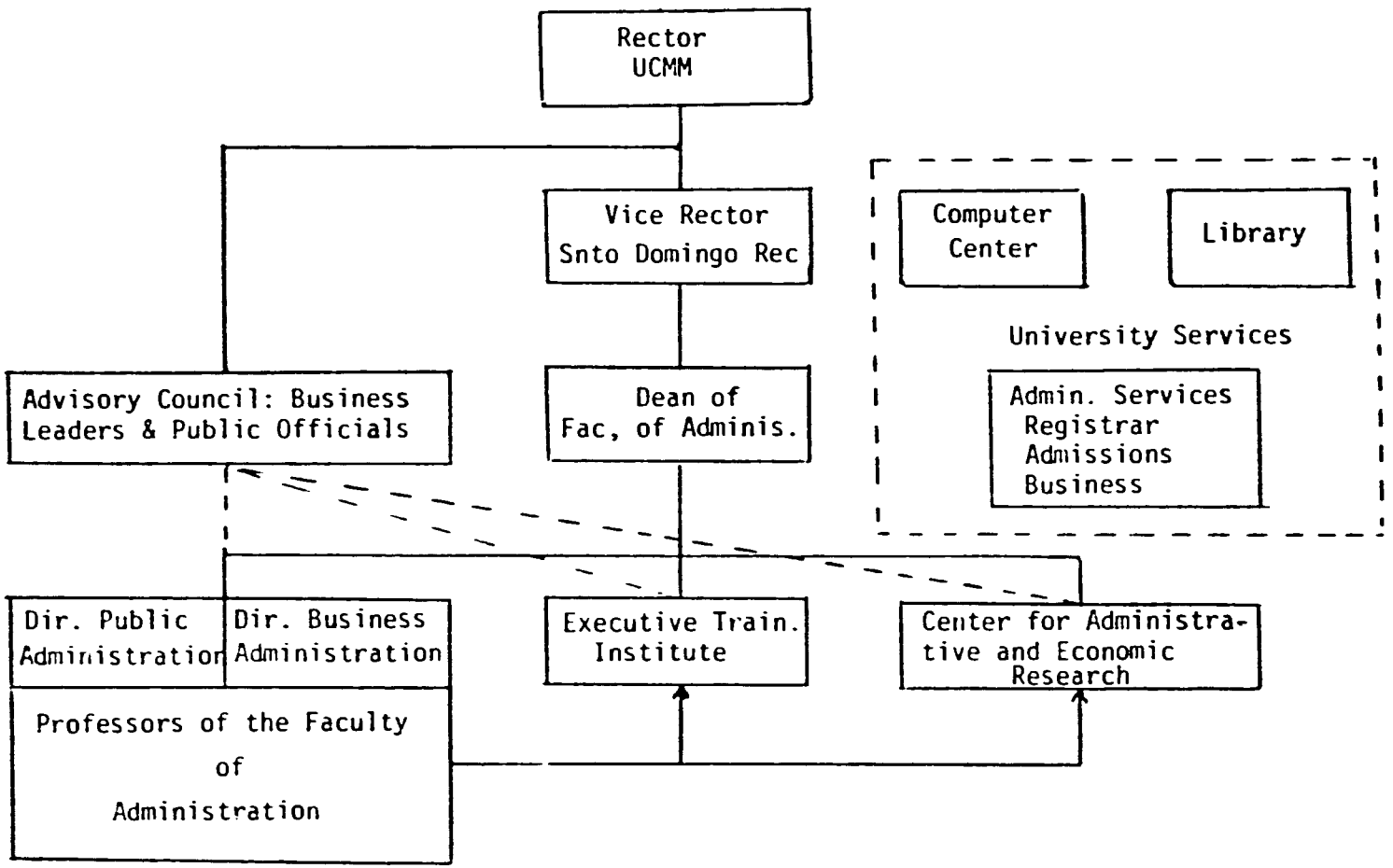


Figure 2. ORGANIZATION CHART, FACULTY OF ADMINISTRATION
UNIVERSIDAD CATOLICA MADRE Y MAESTRA, SANTO DOMINGO



V. PROJECT ANALYSES

A. Technical Analysis and Feasibilty

There are several critical issues to be addressed with respect to project feasibility and technical adequacy. These flow from the fact that the graduate degree programs are expected to draw students from a variety of undergraduate fields of study and put them through a highly structured curriculum with specific goals in knowledge acquisition, skill attainment and attitude development. Most students are expected to be working full time while engaged in graduate study, to work with books and other course materials which are in a foreign language, English, and to acquire the ability to manipulate data and solve problems with the aid of a highly advanced technology, computer science. Other issues involve the use of teaching methodologies with which most students are certain to be unfamiliar, the development of social science research skills and their application in a culture sometimes unsympathetic to such activities, and the practicality of training people in a field, public administration, for which there is no career pattern in the Dominican Republic.

Another set of issues relates to the preparation of future university professors in the United States where some work they take may seem irrelevant to the Dominican situation and where they must study in a language in which most will have but limited competence. There is also the problem that once a participant completes an advanced degree in the United States particularly the doctorate, new employment opportunities are opened.

1. Varied Backgrounds of Master's Degree Students

Advanced study in management and administration in most countries, including the United States, usually involves persons with varied backgrounds. Management knowledge is applied in many fields, from manufacturing to agriculture and from medicine to operation of airlines. Management concepts and technology, as well as skills and attitudes, nevertheless constitute a discrete body of material that can be taught. An early problem in dealing with eclectic backgrounds is to get students on the same footing. This is accomplished in two ways: (a) careful

screening in the admission process to make certain that those who enter the graduate programs have the intellectual capabilities to grasp new ideas and concepts and that prior undergraduate work has provided basic learning skills, and (b) use of a basic set of courses at the outset to assure a common foundation of knowledge in management and organization theory, an understanding of economic phenomena, and possession of mathematical and methodological skills to be applied in the analysis of managerial and administrative problems. The admission standards to be applied by UCMM are designed to assure that those who enter have the intellectual capability and learning skills to proceed. Further, the curriculum design assures a common core of basic courses to be taken first that will provide the knowledge, understanding, and skills to continue study and move into specialized areas of the curriculum.

2. English Reading Materials

Dominican students entering the graduate programs are expected to have a basic reading knowledge of English. For undergraduate students at UCMM in Santo Domingo, the study of English is provided by the Dominican-American Bi-National Center. Students from other institutions may have studied English, but perhaps in less rigorous programs. A speaking knowledge is not required, however, and those admitted will be expected to have only a reading knowledge. Courses taught in English in the graduate programs will involve simultaneous translation so that all students will be able to follow lectures, discussions, and seminar presentations regardless of language problems.

To the greatest extent possible, text materials in Spanish will be employed, and one output of the Center for Administrative and Economic Research will be translated articles and case materials for classroom use. By the time they graduate, students should be able to work rather easily with English materials as well as those in Spanish. It should be noted that other successful graduate programs, such as those of the Instituto de Estudios Superiores de Administración (IESA) in Venezuela and Instituto Centroamericano de Administración de Empresas (INCAE) in Nicaragua and Costa Rica, have dealt successfully with the language problem in the same way that it will be handled at UCMM.

3. Computer Science Technology

The revolution in information technology is one of the most important realities of the present age. No person can be considered educated in the management field without at least basic computer science knowledge. Not only will the basic methodology course introduce students to the computer and its uses, but also practical application will be made of the computer in courses throughout the program. The computer equipment to be acquired under the project will not only meet the teaching needs of students, but also provide facilities for applied and theoretical research as well. (See Annex 6, Instructional Methodology and Annex 8, Computer Study)

4. Teaching Methodologies

Around the world, the most common teaching methodology is the lecture. This remains true despite the fact that it involves passive rather than active learning. Research has demonstrated time and again that students learn more and learn faster when they participate actively in the learning process. Throughout the program at UCMM, lectures will be accompanied by readings and discussions, but in addition a variety of other methodologies will be employed. These will include: case studies; simulation exercises, role playing, individual research; presentation of findings; and computer-assisted instruction. Most of these techniques will be new to the students, but they will provide an excellent variety of learning opportunities. They should create considerable student enthusiasm and high motivation for study.

5. Social Science Research

The key to building receptivity to social science research is its application to the solution of real problems in business and government. The entire program of graduate study in management at UCMM will be intensely practical. Classroom research assignments will be directed toward finding solutions to actual rather than theoretical concerns. In due course, this may lead toward more theoretical investigation, but in the meantime, the value of applied social science research will have been demonstrated and resistence to investigation largely overcame.

6. Dominican Public Administration Careers

Experience with the first graduate program in public administration already carried out successfully at UCMM has indicated a strong demand from persons already employed in the public service. These individuals whished to improve their knowledge and skills for application in their daily work. Furthermore, even in the absence of a carrer system, the Dominican Government has nevertheless strongly supported study of public administration by its employees through a system of tuition payment. Over time, the increased capabilities of public employees cannot fail to have a favorable impact on the performance of public services. The presence of a strong graduate program of professional study in this field will also provide a foundation upon which a career system can eventually be built.

7. Participant Study in the United States

Many problems dealt with in business and public administration courses in the United States are specific to the American environment and are therefore not directly relevant to the kinds of problems faced in developing countries. The difficulty is easily exaggerated, however, and a careful selection of courses and/or programs of study can result in its avoidance in many cases. The MBA degree in the U.S. is the most rigid of the possible programs for Dominican participants, and for this reason a number will be encouraged to take the more flexible MS degree, which allows for a much wider set of options in course selection. Similarly, in public administration, programs that combine basic management with economic and social development are available at some institutions. Throughout the course of the project, maximum effort will be made to select both institutions and programs that provide relevant curricula. At the doctoral level, much greater flexibility is available in almost all programs.

Adequate language preparation is best achieved by maximum immersion in the culture. To achieve quickest and most satisfactory results, the decision was made to send participants to the United States for language training prior to enrollment in graduate programs rather than seek to provide English instruction in the Dominican Republic. In the

U.S., participants can give their full time to learning English for a concentrated period; there is really no way to accomplish this in their own country.

8. Retention of Professors

Universidad Católica Madre y Maestra has developed a pattern of relationships with prospective professors that should minimize any tendency to remain in the United States or go elsewhere after participants complete their advanced degrees. The first relationship is a period of apprenticeship on the UCMM/Santo Domingo campus in which the individual will work as an aide to a teaching professor. If the person performs well and shows genuine aptitude, he/she will then be sent to the U.S. to begin graduate work while continuing to receive a university salary. After two years of work, or completion of the masters degree, the person will return to Santo Domingo and begin teaching. The strongest effort will be made to integrate the new professor fully into the university program and environment. A second phase of study abroad will be supported only when satisfactory performance as a teacher has been demonstrated and the individual has become a regular member of the university community. It is further contemplated that doctoral research would be focused on some aspect of Dominican business or government appropriate to the management field, such as, perhaps, a study of international marketing possibilities for Dominican products. Thus both relevant focus and a need to conduct some of the research in the Dominican Republic will be used to maximize ties to the country.

Equally important are two other considerations. Participants will be asked to sign a contract whereby they commit themselves to repay the UCMM the cost of their education abroad should they not return and teach for at least twice the period of study in the U.S. The more positive incentive is the UCMM determination to provide competitive remuneration so as to make university teaching, research, and consulting an attractive career in the Dominican Republic.

B. Institutional Analysis

The background analysis carried out as preparation for the Project Identification Document (PID) focused on, among other factors, the institutional alternatives for developing a management education program in the Dominican Republic. Given the need to develop domestic institutional capability (in lieu of training abroad), various institutional arrangements were considered. Universidad Católica Madre y Maestra emerged as by far the strongest established university to sponsor and develop a graduate program in management. The decision was therefore made to respond to the university's interest in such an endeavor and provide needed financial, technical assistance, participant training, commodity, and other resources to enable it to proceed.

Universidad Católica Madre y Maestrta (UCMM) was founded by the Conference of Dominican Bishops on September 9, 1962. It initiated its first academic programs on November 15, and on December 31 of that same year it obtained its legal basis under Law No. 6150. The same law acknowledged that the academic degrees awarded by UCMM would provide the same rights, privileges, and responsibilities as those awarded by the Autonomous University of Santo Domingo, the national university.

UCMM grew rapidly. It was the first institution to establish educational programs in electrochemical engineering, business administration, mining engineering, nursing, and other areas of importance to national development. Today some thirty-five academic programs are offered, mostly on the home campus at Santiago de los Caballeros.

Institutional growth has been characterized not only by new programs but by steady increases in student population, development of a full-time faculty, and gradual progress into graduate level professional education. A campus was set up on Santo Domingo three years ago for a limited range of programs. One such program, the first graduate program in public administration in the Dominican Republic, was begun in 1981 and the first group of students have completed the curriculum and received MPA degrees. Experience gained with this program, viewed as a pilot project with strong encouragement from government executives and from the Na-

tional Office of Administration and Personnel (ONAP), provides a good basis for further development of graduate work in the management field. Demand for the first course was much higher than the sixty students finally admitted, and many able applicants were turned away.

As UCMM's success and the dedication of its leadership to quality education have become recognized, support for the institution has come from many national and international sources, including the Inter-American Development Bank, the Pan American Health Organization, and others. UCMM has developed considerable capability in the management of sponsored development projects, and a wide range of inter-institutional linkages have been established with organizations in and outside of the Dominican Republic. The University's wide experience in administration of programs financed by international agencies and organizations, the its academic reputation, and its extensive contacts with both the private and public sectors in the Dominican Republic were important factors in deciding upon UCMM as the institution to carry out the management education project.

The graduate management program has high priority within UCMM development plans. Support from the rector and from the Board of Trustees, a group of twenty-one members most of whom are business executives and entrepreneurs of high standing in the Dominican Republic, has been assured from the outset of project planning.

The creation of a corps of capable faculty is regarded as of utmost importance, and UCMM has definite procedures to achieve this under the project. These include the following:

1. Careful recruitment of persons with excellent academic records, some with master's degrees already earned.

2. Assignment of new faculty to a grooming period during which each will serve as a professorial aide for at least one academic term. The aide will assist in the preparation and delivery of course materials as well as the preparation and grading of examinations. If, after this experience, which may last as long as an academic year, there is mutual agreement between the aide and UCMM, the aide will become a candidate for off-shore training, mostly in the United States.

3. During the time the trainee is abroad, UCMM will continue to pay the individual's salary.

4. Trainees will pursue master's and doctoral degrees, depending on initial status, capability, needs of the program, and motivation. After two years abroad, the trainee will return to UCMM for a period of teaching, research, and service. Doctoral students may also collect data for dissertation research. If performance is satisfactory and other conditions appropriate, the trainee may return abroad to complete the doctorate in business, public administration, or related field, such as development economics.

5. When the formal training period is complete, the trainee is obligated to perform services on a full-time basis of two years for each one year of training received. If the trainee (now a full faculty member) does not fulfill this contract, repayment of the full cost of the training received is obligatory, such repayment to be spread over a period of years if necessary.

6. Upon return from training abroad, each faculty member will be provided salary and working conditions designed to retain the individual as a full-time faculty member in a professional career pattern with UCMM.

7. The program for participant training provides for possible attrition and also anticipates that some trainees who already possess advanced degrees may be sent for specialization programs only.

8. Short-term visits to and training in U.S. schools offering business and public administration courses will be provided for selected UCMM faculty members and administrators. In particular, training of this sort will be provided directors of the Management Training Institute, the Center for Administrative and Economic Research, the Computer Center, and the Library, all units to be created as part of the new program of management education.

The new program of management education will be organized on the Santo Domingo campus as a Faculty of Administration, with a dean as chief academic officer who will be responsible to the Executive Vice Rector in charge of the campus. An Advisory Council for the Faculty will be

appointed by the Rector of UCMM. It will be composed of nine to eleven key individuals from the private and public sectors. The Council will focus on such matters as:

1. Raising funds for the Faculty of Administration and its programs.

2. Acting as a sounding board as new programs and activities are developed.

3. Evaluating existing programs and activities.

4. Promoting participation in executive seminars and short courses.

5. Encouraging enrollment in the master's programs of the Faculty.

6. Helping delineate the research agenda to be undertaken by the Faculty and its sub-units.

7. Providing leadership in finding employment for graduates who do not already have positions.

Students in the new programs will be carefully selected, as high quality performance will be required. Admission will be based on the following:

1. Review of application for admission, which will include:
   a. Transcript of previous work leading to the undergraduate degree.
   b. A statement of professional experience and objectives.
   c. Photograph.
2. A personal interview with admission committee.
3. Ability to read English, as many of the instructional materials will be in English.

The committee on admissions will be chosen by the Dean of the Faculty, or by the Vice Rector, pending selection of the Dean.

The above concepts and the project in its entirety are supported fully by the UCMM faculty and administration on both the Santiago and Santo Domingo campuses. This support includes commitment to full integration of existing faculty into the management education project and close cooperation between the two UCMM campuses.

C. Economic Analysis and Feasibility

The purpose of this economic analysis is to present a mixture of indicators and results which demonstrate the economic viability of this proyect for the Dominican Republic's economic and social development. The analysis includes aggregate demand, the internal rate of return from the private point of view and an appraisal of cost effectiveness. The section ends with an analysis of financial viability of the graduate program.

1. Demand

The following is a brief overview of the current economic situation, its historical antecedents, and its implications for human resource needs for appraising the demand for MBA and MPA graduate education from the private and public sectors of the Dominican economy.

a. The Current Economic Situation

The Dominican Republic experienced a period of extremely rapid economic growth during the ten-year period from the mid 1960s to the mid 1970s. From 1968 to 1974 the Gross Domestic Product (GDP) expanded at an average annual rate of about 10 percent a year. During this period, economic activities shifted from the primary sector (agriculture and mining) to secondary and tertiary activities with emphasis on high technology manufacturing for import substitution, food processing, and on commerce and services.

By the late 1970s the rate of growth had dropped to the 5.0-5.5 percent range owing to increased oil prices and the precipitous decline in export prices, particularly of sugar and ferro nickel. The trend toward secondary and tertiary activities continued but at a much slower rate. In 1982 the economy experienced no real growth, reflecting world-wide economic recession, and it is expected that this situation will continue well into 1983 and perhaps part of 1984.

Despite the recent slowdown, the long-term growth of the manufacturing sector has created thousands of more companies with demands for new skills at all levels. In the last five years, an average of 954 new businesses were registered each year and given legal status. Fifteen years ago, for example, there was one cement factory and two plastics firms. Today there are four cement factories and twenty two plastics

firms. The number of commercial banks, mortgage banks, and savings and loan associations has grown from ten to forty-seven in the same period. These institutions have become increasingly specialized to meet the differing needs of a growing private sector.

b. Human Resource Implications

The Government of the Dominican Republic has carried out studies to identify the greatest training needs and has offered training to meet the need at the middle and lower levels, through the National Institute of Technical and Professional Training (INFOTEP) for the private sector and through the National Office of Administration and Personnel (ONAP) for the public sector. For the higher levels, however, government policy places training responsibility in the teaching programs of the universities. Unfortunately, the limitation of human and economic resources has forced the government to focus its efforts at the undergraduate or Licenciatura level with no attention being given to graduate professional education. It is to meet the need at the master's and doctoral levels that UCMM seeks to create programs in management education.

c. Pool of University Graduates

One indicator of demand for graduate management education is the annual production of university graduates in fields from which graduate students in this area are generally drawn. A study conducted by UCMM defined the pool as consisting of Dominican professionals graduated in technical, economic, administrative and social career fields. The annual rate of graduates falling within these categories averaged 1,175 between 1969 and 1974. However, between 1974 and 1978 the average rose to 1,300 per year. It is even higher today, reflecting a continuing growth trend[1].

[1] UCMM, Perfil de Demanda del Programa de Adiestramiento para Graduados en Administración de Empresas. Santo Domingo, 1982.

d. Demand in the Private Sector

An accurate estimate of the actual and future demand for graduate MBA training programs is difficult to make owing to the dearth of relevant statistics. No surveys are available which indicate specific educational preferences nor the intentions of the Dominican professionals to carry out post-graduate studies in various technical, economic, and managerial fields. The national educational credit institutions have no consolidated records which reflect the number of Dominican students engaged in graduate business studies outside the Dominican Republic. Neither is there a detailed census of private sector employees to indicate the various work categories from which graduate students might be drawn. In order to get some idea of the potential demand, UCMM interviewed more than twenty of the leaders in commerce and industry to obtain their views of the need for persons trained at the master's level. During the course of project identification, similar inquiries were made by the AID PID team.

Both the UCMM interview and those conducted by the PID team brought forth the unanimous view from those interviewed that there was a serious shortage of managerial and supervisory talent, and undergraduate programs were not sufficiently rigorous or conducted in sufficient depth to meet the demand. Those trained in foreign universities, however, particularly those educated at the master's level in the United States, were in great demand and could command much higher beginning salaries than those with only the undergraduate degree in business.

One source of top management training in the Dominican Republic has been the Central America Institute for Business Administration (INCAE), which has conducted a few short courses in the country, all of them several years ago. There are some 200 Dominican certificate holders from such courses, and most of them are working in top executive positions in Dominican business. Discussions with some of these people revealed strong support for a graduate business program in the Dominican Republic and willingness to send members of their organizations to enroll in such a program if conducted during non-working hours.

The private sector employs 80% of all employed persons, but this includes the very large agricultural sector. The persons employed in business and industry, plus those working in public enterprises, account for a very large portion of the work force, nevertheless, several times greater than those working in the government secretariats and the other national offices. This fact, plus the change in size and nature of Dominican economic activities in recent years, with the shift from primary to secondary and tertiary activities, suggest an increasing demand for trained managers and executives. Rapid growth means a greater demand for professionally trained administrators and entrepreneurs to meet the increased pressure and risk in managerial decision making and in determining new policies, strategies and operations. The UCMM study estimates that an average of 400 persons trained at the MBA level will be needed each year for at least the next eight years just to begin to meet current demand.

d. Demand in the Public Sector

In 1980-1981 the first census of officials and employees of the State was carried out in order to obtain a global vision of the public service, establish a profile of state servants, organize an integrated national registry, and undertake improvements in the employment situation in the public sector. The results were published in December 1981. They revealed that there are 220,000 employees in the public sector, including those in the central government, state businesses, autonomous entities, and the municipalities. Of this total there were 90,633 in the Secretariats of State and in the Presidency, of which 46,912 were men (51.76 percent) and 43,721 were women (48.24 percent). This is the group from which candidates for public administration degrees are most likely to be drawn. Those in state enterprises would more likely opt for a business degree.

The census covered all branches of government except the armed forces. The census revealed that the Secretariat of Education had the largest percentage of employees with 34 percent. Public Health was next with 20 percent, Public Works had 16 percent, Agriculture 11 percent, the Presidency 5 percent, Finance 5 percent, and the remaining five Secretariats had percentages less than 2 percent each.

The level of education for the employees was as follows:

TABLE V-1

Education Level Among Secretariats of State and the Presidency

Education Level	Number	PerCent
None	5,752	6.35
Primary	19 637	21.67
Intermediate	11,829	13.05
Secondary	26,944	29.73
University	24,562	27.10
Post Graduate	1,909	2 10
Total	90,633	100.00

The total pool of potential candidates for graduate education is much larger than the 24,562 with a university degree, for less than half the public sector is represented in the foregoing table. Many may opt for business education, however, as already mentioned.

The UCMM study concludes that most public sector managers have little or no formal training in administration, whatever their professional background may be. Furthermore, although there is a system of scholarships for government employees, only 7,117 have received them.

The UCMM plan is to offer the MPA under a financing agreement with the government at no cost to the employee if he/she completes the program and continues to work in the public service for a prescribed number of years. Since most of the national government employees live and work in Santo Domingo, additional costs for travel and room and board are avoided. Opportunity costs are relatively small since classes are offered in the evening permitting participants to carry on fulltime employment.

2. Internal Rate of Return

Although it is clearly impossible to estimate the rate-of return of the production of MBAs and MPAs on the economy, one can utilize, as an indicator for demand, the internal rate-of-return to students[2] of their

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2. The calculations are for private rates-of return which ignore any public subsidy to [illegible] program.

investment in the education program and the return in life time earnings. Since the salaries offered in the private sector are more subject to supply and demand conditions than those in the public sector, private sector salaries will be used, for the purposes of these analyses, as a proxy for the market value of the training. It is also assumed that the demand for management talent trained at the MBA level is a function of private industry's view of the value of such personnel in production terms.

The per student costs of the MBA Program are compared with benefits in Table V 2. Annual costs for tuition, books, transport, and other items to the individual are estimated to be RD$3,650. The individual's estimated annual opportunity cost for leisure time lost due to study is DR$5,090. It is assumed that no earnings will be lost, as the degree program is an evening part time program designed for students who have full-time employment. Assuming that the average recipient of an MBA will work twenty-three years after receiving the degree, the lifetime net benefit of earning the degree will be $166,520. The internal rate of return is 38.4 percent.

TABLE V-2

MBA Degree Earned at UCMM: Rate of Return for Individuals

Dominican Pesos

	Year 1	Year 2	Year 3	Year 4-25
Cost of MBA				
Tuition	1,350	1,350		
Books and Materials	1,260	1,260		
Transport	480	480		
Other	560	560		
Value of leisure lost due to study	5,090[a]	5,090[a]		
TOTAL	8,740	8,740		
Benefits of MBA				
MBA Beginning Salary less beginning BA Salary			8,000[b]	176,000[b]
Life Time Net Earnings				DR$166,520
IRR = 38.4%				

(a) Assumes 3 hours per week of study time including 6 hours in class three trimesters per year of 15 weeks. Hourly value of leisure time is DR$3.65, based on an average annual salary for a bachelor's degree of RD$7,000.

(b) Average beginning MBA salary of RD$15,000 less average beginning BA salary of 7,000 equals RD$8,000.aaAn implicit assumption is that each graduate will find a job that will pay, on the average, RD$8,000 more than his/her previous salary.

3. Cost Effectiveness

To assess the cost effectiveness of the Graduate Management Training Project, the cost of study at UCMM may be compared with the cost of participant training at a university in the United States to obtain a similar degree. Table V-3 shows combined budget expenditures from grant funds and from UCMM's own sources (column 1) for providing one year of graduate education. Column 2 shows the average annual cost of participant training at a U.S. university used by the AID Office of International Training. Column 3 reflects the adjusted cost of such training, given the fact that the UCMM program requires only 36 credit hours of study as compared to the 60 hours commonly required in U.S. schools of business. Public administration programs in the U.S. vary from 36 to 48 hours to achieve the MPA degree. Stronger programs are at the 48-hour level. Thus the use of sixty percent of U.S. costs to achieve comparability with UCMM costs is a conservative approach.

In each year of the project, the per student cost of education at UCMM is substantially below the cost of the adjusted AID participant training rate. Beginning in the sixth year, the cost of education in the U.S. becomes more than four times the cost at UCMM owing to declining technical assistance costs. No inflation factor is used, as it is assumed that both institutions are likely to experience a similar rate.

The average cost per student in Table V-3 includes costs of administering the executive (non-degree) training program, although the Table ignores the participants in that program. If the costs of executive training program administration were excluded from the student costs, the cost-effectiveness of the project would be higher, although by only a small amount.

An additional factor not taken into account is that the project output includes a permanent faculty established in the Dominican Republic capable of training people for years to come. Sending participants abroad will never accomplish this apart from the institutional development included as part of the project. Future years of education beyond termination of the project will be at no cost to AID. Clearly, the UCMM project is far more cost effective compared to the cost for training in the U.S.

TABLE V-3

COST EFFECTIVENESS OF EARNING MBA OR MPA DEGREE AT UCMM

Average Annual Cost per Student of MBA and MPA Degree Program:

(US Dollars)[a]

Year	(1) Degree Study UCMM (Part Time)[b]	(2) U.S.AID Participant Training Rate (full time)	(3) Adjustment for Part-time Character of UCMM Program (Col. 2 x .6)[c]	(4) Difference (Col 3-Col.1)
1	$9,777	$21,000	$12,600	$2,823
2	4,251	21,000	12,600	8,349
3	6,153	21,000	12,600	6,447
4	5,677	21,000	12,600	6,923
5	4,372	21,000	12,600	8,228
6	2,830	21,000	12,600	9,670
7	3,047	21,000	12,600	9,553
8	3,011	21,000	12,600	9,589
9	2,895	21,000	12,600	9,705
10	2,505	21,000	12,600	10,095

(a) Data assume constant prices.

(b) Includes UCMM costs for faculty salaries library, maintenance, overhead, administration, research and executive education programs, and amortization of debt on new building in the Faculty of Administration. Includes all costs supported from the AID Grant. The first year UCMM cost is high mainly due to start-up costs.

(c) Students at UCMM will complete 18 credits per year, which is sixty percent or more of the average load in U.S. Master's degree programs in management.

4. Reduction of Subsidy

Can the project eventually be self supporting? Under the present plan, the first eight years of the project will be subsidized through a grant of US$5 million. Once the eight year period is over, will the income generated by the tuition payments, by the Executive Training Institue and the Center for Administrative and Economic Research plus other sources, supply the necessary operation costs of the Faculty of Administration?

The project plan is to admit approximately 120 students to the program each year (60 in each program). By the second year, there will be 240 students participating each year. Although some attrition is anticipated, this can be compensated for by increasing admissions so as to maintain a level of 240 students over the coming years. Scheduled tuition is 75 pesos a credit and this will generate 162,000 pesos the first year and 324,000 pesos each year thereafter. In addition, the facility will be used by a minimum of 500 undergraduate students during the day and for some evening programs. The Vice Rector estimates that the undergraduate program will generate approximately 250,000 pesos each year of income to be paid to the Faculty of Administration.

Adding the expected surplus from the undergraduate program (250,000 pesos) to the tuition income from the graduate program (324,000 pesos), produces an income of 574,000 pesos per year for operation of the MBA and MPA programs after the eight years of AID subsidy. If the full-time teaching staff of 12 professors were paid an average of RD$30,000 a year, the cost to the program would be RD$360,000, leaving over RD$200,000 for administration and maintenance and payment of other costs. Another possible sources of funding not included in this analysis is donations from alumni and Dominican entrepreneurs who will wish to support the program once the Faculty of Administration is created. Table V-4 projects outcome of Faculty of Administration operation over the next 25 years.

D. Social Analysis

The development and institutionalization of a viable graduate management education program at the UCMM is designed to develop a well trained cadre of business and public managers in the Dominican Republic. The economic analysis has demonstrated how business effectiveness and growth should result in enhanced productivity and new employment generation. In the public sector, better trained managers should have a most salutary impact on service delivery to the public.

The 650-800 business and public sector managers to be trained over the life of the project are the immediate beneficiaries, but the skills and perspectives they acquire will increase the nation's ability to design and implement programs and projects which affect the poor and the public in general. The capability of business to become a more viable element in the country's development will be increased. It is, of course, impossible to determine with any degree of precision the percentage of the overall population which will benefit from stronger industry and business and improved administration and management, but all indicators suggest the effect will be broadly felt.

The private sector's need for capable executive and managers has been only partially covered by sending promising young people aborad for training. Only enterprises large enough to afford the costs of such training, or wealthy families, have been able to utilize this method of preparing future leadership. Consequently, in industry, commerce, and other areas lacking the resources, there exists an unsatisfied need whose continuance limits development and expansion of major portions of Dominican economy. As long as the demand remains unmet, the larger enterprises, the wealthy families and the international corporations enjoy an advantage which over time becomes more and more accentuated.

In addition to those persons provided graduate education in business and public administration, however, a substantial group of present business and government executives will receive short course and seminar training through the Executive Training Institute. The number of such persons is estimated at 1,500 over the life of the project, but it could easily reach 2,000, although many people will be repeaters. Such persons, already in top management positions, will have a more immediate impact on

their organizations than those who will only reach the top some years hence. It is anticipated that many of the executives who participate in executive training programs will be owners of small businesses and medium-size enterprises who have had little opportunity to obtain any form of management or professional education. For them, the program will offer great opportunity for management skill improvement.

Small and larger enterprises and the goverment departments will all benefit from research studies conducted by the Center for Administrative and Economic Research. Some enterprises will be assisted directly by in-house studies of managerial, marketing, or production problems, as will also agencies of the government which can draw on the Center for assistance in improving performance and service delivery. Information generated by Center research will provide a better basis for all types of managerial decisions.

Making available the opportunity to educate, train, and raise the skills of administrative personnel is a valuable input not only to the social stability of the country but also to maintaining or creating a more even balance of the social levels through the creation of training opportunities which up to now have been available only to the very few who could afford off-shore training or who had the luck to work in an enterprise which, recognizing personal merits, would assume such expenditures.

For the public sector, skill enhancement can have an immediate effect. For the past five years, the Dominican Republic has been forced to pay commissions for approved loans which have not been disbursed as programmed. Such loans are from the World Bank, the InterAmerican Development Bank, and other donors. There presently exists serious lack of technical capacity to provide an efficient administration for contracted programs. Improvement of the capacity to manage these programs would constitute a direct, immediate and visual contribution to the social progress of the country.

From the standpoint of the foreign investment it must be assumed that only with a marked and dramatic increase in the availability of capable managerial personnel will business be willing to expand in the Dominican Republic.

From the the lower income groups of Dominican society, the benefits of the administrative program become even more obvious. Any increase in the administrative skills of public or private organizations means the preservation of existing employment levels and a potential increase in production. By this process, private and public savings can be generated to be invested in new enterprises.

The job and social promotion opportunities of lower income groups can only be possible under the condition that the private and public sectors have the capacity to save and absorb resources and use them to create new enterprises. It is hard to believe that without improving the capacity of the country to design plans and outgrow administrative deficiencies, mishandling of resources, delays and public administration inefficiencies, a timely response can be given to the urgencies of the lower income groups.

There are some limited indicators that women will comprise a considerable portion of the direct beneficiaries of the project. Data on public sector employment shows more women (32 percent) than men (26 percent) have at least some college education. In the first UCMM MPA class, which graduated 36 students, over half were female. There appears to be a substantial potential clientele for postgraduate courses. National Planning Office statistics on the growth of the labor force in the Dominican Republic indicate that the rate of growth among women in the labor force of the country as a whole has been substantially higher than the rate for men.

E. Environmental Concerns

The Initial Environmental Examination for the project reached a negative determination in terms of recommended environmental action. This was confirmed in IAC/DR IEE-83-6. (See Annex 13, IEE Approval.)

The construction of additional facilities for the UCMM School of Administration will require only extensions of utilities and create moderate noise and air pollution during construction. Eventual landscaping will actually enhance the environment of the university neighborhood. To the extent that broader socioeconomic changes are concerned, the project should result in positive economic effects that contribute to broad national development.

UCMM GRADUATE MANAGEMENT TRAINING PROJECT

Table V-4

PROJECTION OF CASH RECEIPTS AND DISBURSEMENTS-RD$000'S

YEAR	1	2	3	4	5	6	7	8	9	10
RECEIPTS										
EXECUTIVE TRAINING INSTITUTE - ETI	108	108	162	162	162	180	216	216	216	216
ADM. & ECONOMIC RESEARCH CENTER-CIAR	25	26	87	88	89	109	129	129	129	129
TUITION - MBA & MPA	162	277	277	277	321	321	321	321	321	321
INCOME FROM OTHER DEPARTMENTS - UCMM	0	0	70	107	136	142	144	150	150	150
DONATIONS	50	60	72	86	100	100	100	100	100	100
TOTAL RECEIPTS	345	471	668	720	808	852	910	916	916	916
DISBURSEMENTS										
SALARIES	89	138	157	184	242	270	282	312	312	312
EXPENSES OF ETI AND CIAR	27	27	50	50	50	58	70	70	70	70
LIBRARY EXPENSES	30	45	45	45	45	45	45	45	45	45
MAINTENANCE EXPENSE	29	29	29	29	29	29	29	29	30	30
MISCELLANEOUS	10	11	12	13	14	15	17	19	19	19
GENERAL SERVICES EXP	35	47	67	72	81	85	91	92	92	92
CONTINGENCY	22	30	36	39	46	50	53	57	57	57
TOTAL DISBURSEMENTS	242	327	396	432	507	552	587	624	625	625
EXCESS RECEIPTS	103	144	272	288	301	300	323	292	291	291
LESS:										
DEBT AMORTIZATION	60	60	60	60	60	224	232	230	225	220
STUDENT LOANS	34	68	68	68	68	68	68	68	68	68
CASH SURPLUS	9	16	144	160	173	8	23	-6	-2	3

NOTE: INFLATION OF EXPENSES IS EXPECTED TO BE OFFSET BY INCREASES IN FEES

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
216	216	216	216	216	216	216	216	216	216	216	216	216	216	216
129	129	129	129	129	129	129	129	129	129	129	129	129	129	129
321	321	321	321	321	321	321	321	321	321	321	321	321	321	321
150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
916	916	916	916	916	916	916	916	916	916	916	916	916	916	916
312	312	312	312	312	312	312	312	312	312	312	312	312	312	312
70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
30	30	32	32	32	32	32	35	35	35	35	35	35	35	35
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
92	92	92	92	92	92	92	92	92	92	92	92	92	92	92
57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
625	625	627	627	627	627	627	630	630	630	630	630	630	630	630
291	291	289	289	289	289	289	286	286	286	286	286	286	286	286
216	212	207	203	198	194	189	185	180	176	171	167	162	158	153
68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
7	11	14	18	23	27	32	33	38	42	47	51	56	60	65

F. Administrative Feasibility

The general questions of organizational responsibilities and relationships are discussed in Part V.B, Institutional Analysis and VI, The Implementation Plan. In this analysis, the focus is on the capability of the involved organizations to implement the project effectively.

UCMM is responsible for the overall direction of the project. UCMM is the most outstanding university in the Dominican Republic. It offers academic programs that cover a full range of voc/tech skills training and academic bachelors and masters education. Its leadership, a unique mixture of church and private individuals, represent a wide-spectrum of the Dominican Republic. UCMM has undergraduate business and economics program in Santiago. There are graduate economics and public administration programs in Santo Domingo.

The nature of the Faculty of Administration and UCMM's professional relationships with the USAID during the problem identification phase of this project allowed the USAID to determine that the collaborative assistance procedure, which calls for joint and full planning and implementation of the proposed project, with a U.S. academic institution was to be used.

The University of South Carolina School of Business Administration will serve the primary technical assistance role in overall program development and business administration. UCMM, with USC collaboration, will contract individuals for the public administration program. Coordination of all academic activities will be the responsibility of the UCMM project coordinator assisted by the on-site USC Chief of Party.

Figure 3, Part a, TEACHING AND PARTICIPANT TRAINING ACTIVITIES, EXECUTIVE SEMINARS AND SHORT COURSES & RESEARCH

			83		84			85			86			87			88			89			90			91
			SU 1	F 2	SP 3	SU 4	F 5	SP 6	SU 7	F 8	SP 9	SU 10	F 11	SP 12	SU 13	F 14	SP 15	SU 16	F 17	SP 18	SU 19	F 20	SP 21	SU 22	F 23	SP 24
A.	1	Course Schedule:																								
	2	No. of Courses	-	2	2	3	6	6	7	6	6	7	6	6	7	6	6	7	6	6	7	6	6	7	6	6
	3	No. of Sections	-	7	6	5	11	10	9	11	10	9	11	10	9	11	10	9	11	10	9	11	10	9	11	10
	4																									
B.	5	Course Staffing:																								
	6	Total Faculty	-	4	3	3	8	7	7	8	7	7	8	7	8	8	9	8	8	9	8	8	9	9	10	10
	7	UCMM Faculty	-	3	1	0	4	2	1	4	3	1	5	4	6	7	9	8	8	9	8	8	9	9	10	10
	8	Teaching Assistants	-	2	1	3	3	3	3	1	2	3	0	1	0	1	-	-	-	-	-	-	-	-	-	-
	9	Technical Assistance Faculty:																								
	10	Long-Term	-	-	2	2	1	2	2	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-
	11	Short-Term	-	1	0	1	3	3	4	3	3	5	2	2	1	1	-	-	-	-	-	-	-	-	-	-
	12	Core	-	1	0	1	1	0	1	1	0	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	13	Business Administration	-	-	-	-	1	1	2	1	1	2	1	1	1	1	-	-	-	-	-	-	-	-	-	-
	14	Public Administration	-	-	-	-	1	2	1	1	2	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-
	15																									
C.	16	Special Seminars for Students:																								
	17	Technical Assistance Faculty	-	2	3	3	3	3	3	3	2	2	2	2	1	1	-	-	1	-	-	-	-	1	-	-
	18	UCMM Faculty	-	-	-	-	-	-	-	-	1	1	1	1	2	2	3	3	2	3	3	3	3	2	3	3
	19																									
D.	20	Participant Trainees:																								
	21	Total	2	2	3	4	5	7	7	8	9	8	8	7	5	4	2	2	3	2	2	2	1	1	-	-
	22	LASPAU Funding	2	2	2	2	2																			
	23	Contract Funding	-	-	1	2	3	7	7	8	9	8	8	7	5	4	2	2	3	2	2	2	1	1	-	-
	24	Business Administration	1	1	2	3	3	5	4	5	6	5	5	5	3	3	2	2	2	1	1	1	-	-	-	-
	25	Public Administration	1	1	1	1	2	2	3	3	3	3	3	2	2	1	-	-	1	1	1	1	1	1	-	-
	26																									
E.	27	Executive Training Institute:																								
	28	Short Courses	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	29	Seminars	-	-	1	2	1	2	1	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1	2	2
	30																									
F.	31	Research Projects:	-	-	-	-	2	3	4	4	5	4	5	6	4	6	6	5	6	7	8	8	9	10	10	9

Figure 3, Part b SCHEDULE OF CLASSES: 1983-1991

	Numbers in boxes refer to cohort groups.	83		84			85			86			87			88			89			90			91
		SU 1	F 2	SP 3	SU 4	F 5	SP 6	SU 7	F 8	SP 9	SU 10	F 11	SP 12	SU 13	F 14	SP 15	SU 16	F 17	SP 18	SU 19	F 20	SP 21	SU 22	F 23	SP 24
C-1 1	Analytic Skills		1			2			3			4			5			6			7			8	
C-2 2	Organization Theory & Mgt. Process		1			2			3			4			5			6			7			8	
C-3 3	Economics			1			2			3			4			5			6			7			8
C-4 4	Financial Accounting			1			2			3			4			5			6			7			8
C-5 5	Management Science & Information				1			2			3			4			5			6			7		
6	Systems																								
7																									
B-1 8	Managerial Accounting				1			2			3			4			5			6			7		
B-2 9	Financial Management					1			2			3			4			5			6			7	
B-3 10	OperationsManagement					1			2			3			4			5			6			7	
B-4 11	Commercial Law						1			2			3			4			5			6			7
B-5 12	Marketing Management						1			2			3			4			5			6			7
B-6 13	Personnel Administration: Business							1			2			3			4			5			6		
B-7 14	Integration of Managerial							1			2			3			4			5			6		
15	Processes: Business																								
16																									
P-1 17	Government Financial Management				1			2			3			4			5			6			7		
P-2 18	Governmental Accounting and Auditing					1			2			3			4			5			6			7	
P-3 19	Program Management					1			2			3			4			5			6			7	
P-4 20	Administrative Law						1			2			3			4			5			6			7
P-5 21	Public Policy						1			2			3			4			5			6			7
P-6 22	Public Personnel Administration							1			2			3			4			5			6		
P-7 23	Integration of Managerial							1			2			3			4			5			6		
24	Processes: Public																								
25																									
26																									
27																									
28																									
29																									
30																									
31																									

VI. IMPLEMENTATION PLAN

A. Organizational Responsibilities

The Graduate Management Training Project will be established and implemented as an integral program of the Universidad Católica Madre y Maestra on its Santo Domingo campus. Direction and implementation of the project will be the responsibility of a coordinator, who will be appointed by the University. The first coordinator is expected to be the Executive Vice Rector in Santo Domingo. He will exercise overall management direction and control of project activities under the general policy guidance of the Rector of UCMM. Such management functions will be exercised in collaboration, however with the University of South Carolina through its resident Chief of Party and Deputy Chief of Party. The Chief of Party shall be responsible for supervision of the performance of all duties undertaken by the contracting university in the Dominican Republic. All implementation operations are subject to the technical review and monitoring of the USAID Education Division, Dominican Republic.

The collaborative assistance mode employed for implementation of the project can only be effective when there is full joint planning of all project activities, continual feedback, joint evaluation and replanning as implementation proceeds. The Graduate Management Training Project is unusually complex in the range of inputs, the variety of outputs, and in the methods to be employed in achieving project goal and purpose. Public administration technical assistance, as well as that for portions of the core programs, for instance, is to be directly contracted by UCMM rather than by means of the collaborating university, but the contribution of such assistance in terms of curriculum, teaching methodology, research efforts and top management training must all form part of an integrated program in each activity area. It is imperative, therefore, that there be continual consultation between the UCMM coordinator and the University of South Carolina Chief of Party on all matters bearing on project success. This consultation includes faculty selection, curriculum inputs, student admission standards and criteria, selection of participants for training abroad, the program of executive seminars and short courses, and determination of research programs and projects. Mutual trust and respect

are obviously essential not only to realization of day to day project progress but also to creation of the long-term institutional linkages that the collaborative assistance mode is designed to facilitate.

In due course, a dean will be selected as the chief academic officer of the Faculty of Administration. Provisionally, UCMM may appoint a dean from among the professors providing technical assistance. In nomination of the dean, the advice of the Chief of Party of the collaborating university will be sought. Such an appointment is not essential to early phases of project implementation, but as the number of full-time faculty increases in the second and third years of the project, it will become necessary. The organization structure of the Faculty of Administration is indicated by the Figure 2 at the end of Chapter IV.

As noted in Figure 2, the UCMM Faculty of Administration has overall responsibility for operation of the Graduate Program, the Executive Training Institute, and the Center for Administrative and Economic Research. UCMM will provide and be responsible for operation of its own library, computer center, admission and registry functions, and business activities, including food service, motor pool, and any related types of services. A number of these service operations will only come fully on stream as the Faculty building nears completion.

B. Project Responsibilities and Arrangements

The three principal organizations committed to the Graduate Management Training Project are UCMM, USAID, the the University of South Carolina Each has specific responsibilities with respect to project execution.

1 Universidad Católica Madre y Maestra

As the institution responsible for project implementation and the recipient institution of technical assistance, UCMM will provide necessary space and logistic support, including normal housekeeping

functions. UCMM will, in consultation with USC's Chief of Party, make timely decisions on faculty and administrative appointments, student admissions, selection of participants for training, and other matters affecting project progress; coordinate supporting university functions and development planning; provide facilities for the various instructional and research activities of the project and for faculty offices; monitor project progress and prepare necessary reports; and fulfill a key role in project evaluations. UCMM will designate the USAID to sign a collaborative assistance contract with the University of South Carolina for business administration and certain core courses. UCMM will enter into grant financial technical assistance contacts with individuals for certain core and all public administration courses as well as needed support staff. (See Grant Summary, Table VIII - 6.7.)

2. The University of South Carolina

The collaborating university will provide assistance to UCMM in carrying out its responsibilities under the project as indicated above. It will provide the technical assistance required to teach courses in the field of business administration and assist UCMM in evaluation of candidates and selection of professors in public administration. It will submit appropriate resumes of all personnel recommended for assignment to the project and receive approval from the UCMM Coordinator and USAID/ED prior to their commitment. USC will participate in all phases of project planning and replanning as the project develops, assist in the creation of the Executive Training Institute and the Center for Administrative and Economic Research. USC, with guidance from UCMM, will identify technical assistance requirements and deliver the academic curriculum as planned jointly with UCMM and provide short term training for UCMM faculty and long-term participant training as scheduled. USC will also assist in technical evaluation of building plans, computer installation and operation, and library development, and perform such other services as are described in this Project Paper.

3. USAID/Dominican Republic

USAID will fund the project as scheduled. It will monitor project progress, relying extensively on UCMM and USC for regular information on such progress. It will participate in project evaluations in close consultation with UCMM and USC. It will provide normal logistic support available to AID contractors.

C. Detailed Implementation Schedule

The detailed implementation schedule is presented graphically in Figure 3. All elements of project activity are included for the life of the project. Obviously, the schedule will be subject to revision throughout the life of the project as feedback and experience indicate the need. Such continual adjustment is an essential feature of the collaborative implementation mode. Indeed, an immediate need for a professor in quantitative and analytic skills may require contracting technical assistance in the first trimester that had been planned for the second trimester of the program, a possibility not foreseen at the outset of planning the teaching schedule.

In Figure 3, Part a, the scheduling of course staffing (Item B) is tied directly to the availability of current UCMM faculty and to the sending and return of participants who undertake graduate study in the United States (Item D). Because of multiple sections of courses, there is not a one to-one relationship between number of courses and number of faculty. Also, the long-term faculty will not teach every trimester.

The contracting by UCMM of any long-term public administration professors would have a significant impact on the number of short-term professors required. This contracting would not eliminate the need for some short-termers due to field specializations involved. That is, no single long-term professor could be expected to cover all public administration subjects. Also core courses may be taught by UCMM acquired public administration professors.

The special seminars for students and faculty (Item C) will normally be offered once a month during each trimester. Long and short-term technical assistance faculty will teach them in the earlier part of the project. Beginning in 1986 the returned participant faculty

will begin to take over this teaching function. However, an occasional visitor from the University of South Carolina may be expected to offer a seminar now and then. Seminars may also be offered by non-faculty Dominican specialists or visitors from countries and institutions not directly involved in the AID project. Obviously, it is not possible to indicate the schedules of such visitors in advance.

Both UCMM and technical assistance faculty will participate in the short courses and seminars offered by the Executive Training Institute. It is also anticipated that some short courses and seminars will be presented by INCAE or other institution rather than by project faculty. Inasmuch as fees will be charged to cover the cost of Executive Training Institute programs, such programs will become self-supporting once high quality is established and demand developed.

Many research activities are expected to be financed by government and business enterprises also, but others may be undertaken to develop teaching materials and to provide experience for students and faculty. The research program should not be viewed initially as a money-making activity, although some projects will clearly be paid for by the beneficiaries.

Figure 3, Part b, traces the passage of cohort groups of students through the masters' program. Depending on demand, the size of such groups may be increased in later years when more UCMM faculty become available for teaching additional sections. It is also possible that additional courses will be added to the program both to strengthen it and provide for areas of specialization. This can only take place after the two programs are firmly established and a strong UCMM faculty is available, as will be the case in 1988 and thereafter. Such possibilities have not been included in the charting of activities, however, as there are too many contingencies involved.

The construction of the Physical Plant for the Faculty of Administration will adhere to the following schedule:

1983		Activities
Accomplished:		FDP/AID authorizes UCMM to prepare detailed plans, specifications and bid documents.
June 1	:	Initiation of remodeling, by force account, of existing structure for officers and 6 classrooms.
June 20	:	Invitation sent to contractors for prequalification.
June 25	:	UCMM requests FDP and AID approval of model construction contract document.
July 20	:	Final evaluation of contractor prequalification statement.
August 20	:	Procurement of furnishings for remodeled structure completed
September 1	:	Remodeling of existing UCMM structure completed.
September 15	:	Prequalified contractors notified
October 1	:	UCMM presents for FDP and AID approval of detailed architectural plans, specifications, cost estimates and bid documents.
October 25	:	Request for construction bids from prequalified contractors.

		Activities
November 25	:	Construction bid opening for joint analysis by UCMM/FDP/AID/
December 6	:	Construction contract signed.
1984		
January 1	:	Construction of Faculty of Administration building begins.
January 10	:	Furnishings and equipment specifications presented for FDP and AID approval.
March 1	:	Furnishings and equipment procurement begins.
1985		
January 1	:	Construction complete, procurement complete and ready for UCMM use

D. Commodity Purchases

All computer equipment will be purchased directly by UCMM. This actual configuration will be determined in consultation with USC, SER/DM and the USAID. This sole source or bid procurement procedures directly relate to the agreed upon computer configuration. The purchase is expected in the first year of project operations. UCMM also will directly purchase all commodities listed under project imputs, Chapter IV. These are expected to be in place by the end of the second year of the project.

VII. THE EVALUATION PLAN

The collaborative assistance contracting mode places a heavy emphasis on operational decisions which, during the life of project, may require adjusting the flow of AID financed inputs. These operational decisions also increase the demand for improved and timely progress reporting and periodic, joint and structured reports of results. These reports are imperative as a basis for monitoring and evaluating contractor performance, revalidating or adjusting project design and for determining future funding levels and commitments.

Information for carrying out the evaluation will be obtained from several sources: project office records and reports; student applications, student enrollments, and other student records; activity records and annual reports from the Research Center, the Executive Training Institute, and the computer Center: course and training materials; printed program materials; program financial records; and interviews with the Advisory Council, UCMM personnel and students, senior level government officials and businmess executives, USAID officials, and project personnel.

South Carolina will, therefore, be responsible for the following reports: a) an annual joint (UCMM/USC) project progress report and implementation: b) a trimester contractor report; and c) an end-of-project report. Annex 9 contains general evaluation criteria to be used as guidance for all reporting.

A. Annual Joint (UCMM/USC) Progress and Implementation Report

This report shall be structured within the framework of the project purpose, outputs and yearly performance indicators in the project paper. The development of this joint report will serve as the occasion for discussing changes in or additions to workplans in the project paper as well as proposing changes in types of activities authorized and budget which may require contract amendment. This report will be developed and submitted to USAID for its review and approval NLT the first day of the summer trimester of each calendar year. This report will serve as the basis for continued technical assistance funding as described in Chapter 1 - Section E 2b, Covenants. The first report is due June 30, 1984 for FY 85 funding and every June 30 thereafter.

2. Contractor Trimester Report

This report shall be structured within the framework of regular trimester contractor technical assistance inputs. The report will focus on: a description of South Carolina University institutional project support, management, linkage with UCMM and adherence to project paper workplan. Faculty selection as well as performance in teaching, research and off-campus courses will also be described. A section on recommendation(s) for improving the above mentioned inputs shall also be included. The report will be presented to UCMM and USAID for review and approval NLT 30 days after the close of each trimester.

3. Joint Final Report (USC/UCMM)

Two trimesters prior to the South Carolina departure from the Dominican Republic, a joint draft final report will be submitted to USAID/DR for review and approval. This joint report will be a historical description of the implementation of the project. It will discuss the impact of graduates, studies and short courses on the management capacity of the Dominican Republic and UCMM's role in institutional changes in the Dominican Republic's management functions of the private and public sectors.

UCMM will be responsible for an annual report. At the end of every academic year, UCMM will submit to USAID a report on its academic and financial activities. This report will present UCMM annual and cumulative counterpart funding information.

VIII. FINANCIAL ANALYSIS AND PLAN

A. The Institution

The Universidad Católica Madre y Maestra (UCMM), founded in 1962 with 80 students, has enjoyed 21 years of continuous growth and established itself as a viable institution in the Dominican Republic. Today, over 6,500 students are enrolled at UCMM's two principle campuses in Santiago and Santo Domingo. UCMM has earned the confidence of the GODR to the extent that the government has provided grant assistance in annual amounts that approximate that of the tuition received. This subsidy and Inter-American Development Bank (IDB) loans have funded the growth of UCMM and help insure its solvency.

Condensed Statements of Financial Condition and Statements of Receipts and Disbursements for the years 1978 through 1982 appear as Tables 3, 4 and 5. These have been prepared from financial reports examined by price Waterhouse & Co., Certified Public Accountants, who rendered unqualified favorable opinions on such reports.

There is little doubt about the financial viability of UCMM as long as it continues to merit the support of the GODR and the confidence of international lending institutions. As guarantor of the IDB loans to UCMM, the GODR is linked to the future of UCMM well into the 21st century. Some growing pains may manifest themselves in a tight cash flow at times. An example of this is the growing amount of student loans where student repayment is scheduled over a period of time that is three times that of the disbursement phase. However, this should present no problem inasmuch as the GODR's annual apropriation covers any cash flow deficit.

B. The Financial Plan

The total cost of the project is $14.5 million. An AID grant will provide $5 million and UCMM will contribute RD$9.5 million. The Summary Cost Estimate and Financial Plan of Table VIII-1 details the respective contributions and Table VIII-2 projects the expenditures by fiscal year. All commodity purchases will be executed by UCMM using standard AID procurement regulations. These regulations will be the subject of a future implementation letter.

Major components of the project include:

1. Technical Assistance ($2.585,000-grant)

A total of $2.58 million will finance 12.5 person years of technical assistance provided by the University of South Carolina ($2,165,070) for the faculty of business administration, and costs of 3.6 person years of visiting faculty for the Masters of Public Administration Program ($385,000). The University of South Carolina costs consist of:

In the Dominican Republic	
Compensation (1983-1987)	$ 879,250
Fringe Benefits	208.030
Travel	38,980
Facilities and Allowances	244 360
Overhead (26%)	356,370
Total	$1.726 990
In the United States	
Compensation (1983-1991)	$ 173,200
Fringe Benefits	33,960
Travel	68 400
Operations	27,300
Overhead (45.1%)	135,220
Total	$ 438,080
Total Univ. of S. Carolina	$2,165,070

The professors for the Public Administration Program as well as the core program, will be contracted by UCMM through the years 1984 to 1987. Therefore, there may be some shifting of funding within the total technical assistance line item. However, no additonal funding is foreseen.

During 1983 and 1984, UCMM will contract professors and speakers for the Executive Development courses ($35,000). It is anticipated that in 1985 and subsequent years UCMM staff will be able to conduct the courses without major assistance.

2. Participant Training ($550,000 grant and $160 counterpart)

A total of 31 person years is scheduled. Ten or eleven faculty will receive degrees. The AID input will finance tuition, maintenance in the U.S., and travel ($550,470) while UCMM will continue the salaries ($160,000) of the participants.

3. Short Term Training ($76,000-grant)

Travel costs for short term training/orientation will be provided to UCMM faculty and administrators for 64 trips during the course of the project. International professional meetings will also be financed.

4. Commodities ($928,000-grant)

a. Computers ($309,000)

UCMM will acquire one IBM 4341 Mod. 9 main terminal with 10 terminals, 10 personal computers, and other peripheral equipment. This amount provides for $22,000 of software and $24,000 for maintenance.

b. Library ($376,000)

The purchase of aproximately 10,000 basic books is scheduled and throughout the course of the project there will be 100 subscriptions to periodicals. Microfiche acquired will provide back issues of publications necessary for research. The library equipment will be carrols, readers, and display units.

c. Logistical Support ($105.000)

A copying machine ($35,000), 4 typewriters ($4,000), 2 calculators ($330), and miscellaneous equipment ($4,500) will be acquired during the term of the project. For non-recurring office expenses $47,800 will be allocated. Most of this will be spent in local currency for supplies and communications. Subscriptions in the amount of $3,500 are included. These expenses will terminate in FY 1987. Purchased at the inception of the project, the auto ($13,000) will provide the necessary transportation for resident and visiting team members.

d. Classroom Equipment ($138,000-grant)

Simultaneous translation equipment will cost $110,000 and provide translation for 70 students at one time in each of three classrooms (one portable, two installed). The remaining $27 600 will provide for audio/visual equipment.

5. Physical Plant ($5,232,000-counterpart)

a. Building ($2,257,000)

Remodeling costs of the present structure will cost about $250,000. The amount of $2,007,000 is for new construction to provide 6.275 square meters of floor space (13 classrooms, 32 offices, 2 conference rooms, an auditorium, computer room, library and cafeteria.)

b. Equipment ($975,000)

Building equipment will cost $330,900. Furnishings and fixed equipment for offices and classrooms will amount to $235,855. There are provisions of 10 percent for contingency ($272,103) and 5 percent for inflation ($136,052).

The above costs will be financed by a loan from the GODR with funds derived from the Caribbean Initiative. UCMM will repay the loan over a 25-year period, which includes a 5-year grace period. Interest will be at 2 percent for the first 5 1/2 years and at 3 percent thereafter.

c. Land ($2,000,000)

The Graduate School will be constructed on a site provided by UCMM at a stated value of $2,000,000.

6. UCMM Operational Costs ($521,000 grant and $3,174,000 ctp)

a. Salaries ($2,035,000)

AID grant funds will pay the salaries of simultaneous translators $205,000 and administrative personnel $316,000 for a total of $521,000 through FY 1987.

UCMM estimates that RD$1,514,000 will be paid in salaries to 16 professors and 3 bilingual secretaries (at RD$5,000 each) during the life of the project. Salaries of the professors will range from RD$12,000 to RD$30,000 depending on credentials.

b. The Executive Training Institute (ETI) and The Center for Administrative and Economic Research (CAER) (RD$402,000)

These are identifiable costs other than staff costs and overhead that are unique to centers such as contract personnel, promotion expense and expense related to specific research activity.

c. Library Expenses (RD$345,000)

The UCMM estimate of operating costs for the library (exclusive of book and periodical acquisition) is based on the costs of operation of the library in Santiago. This includes a salary of RD$6,300 for the librarian.

d. Equipment Maintenance (RD$232,000)

This estimate is based on 10 percent of the acquisition cost of equipment purchased for the project.

e. Administrative and Support Services (RD$570,000)

This is UCMM's estimate of the Craduate School's share of academic and administrative services such as registration and admissions, the costs of utilities. janitorial services, watchmen, motor pool, etc.

f. Miscellaneous Expenses (RD$111,000-counterpart)

This is an estimate of expenses other than those listed above.

7. Student Loans (RD$510,000)

This provides for RD$34,000 of loans in the first year of the project and RD$68,000 for each of the remaining years. The student loans will be handled in the same manner as are all other student loans, i.e., as an accounting classification of the General Fund of UCMM rather than as a separate fund.

8. Evaluation ($75,000-counterpart)

The costs of outside evaluations will be paid for by UCMM and will be done twice, once in the fourth year and again in the sixth year.

TABLE VIII-1

UCMM GRADUATE MANAGEMENT PROJECT

SUMMARY COST ESTIMATE AND FINANCIAL PLAN (In 000'S)

	AID FX	AID LC	TOTAL AID	UCMM LC	TOTAL
1. Technical Assistance:	2,447	138	2,585		2,585
2. Participant Training	550		550	160	710
3. Short Term Training	76		76		76
4. Commodities					
a) Computers	309		309		309
b) Library Publications and Equipment	376		376		376
c) Logistical Support	61	44	105		105
d) Simultaneous Translation and Classroom Equip.	138		138		138
5. Physical Plant					
a) Building				2.257	2.257
b) Equipment				975	975
c) Land				2.000	2,000
6. UCMM Operational Costs					
a) Salaries		521	521	1,514	2.035
b) Expense of ETI & CAER				402	402
c) Library				345	345
d) Equipment Maintenance				232	232
e) Miscellaneous				111	111
f) Adm. & Support Services				570	570
7. Student Loans				510	510
8. Evaluation				75	75
Sub-Totals	3,957	703	4,660	9 151	13,811
Inflation	82	188	270		271
Contingency	56	14	70	333	402
TOTALS	4,095	905	5,000	9,484	14,484

TABLE VIII-2

UCMM GRADUATE MANAGEMENT PROJECT

PROJECTION OF EXPENDITURES BY FISCAL YEAR (IN 000'S)

Fiscal Year	Grant-AID	UCMM	TOTAL
1983	49	2.200	2 249
1984	1,617	3,286	4,903
1985	1,095	365	1,460
1986	924	465	1,389
1987	559	461	1,020
1988	128	578	704
1989	125	570	695
1990	96	602	698
1991	68	635	703
Sub-Totals	4,660	9,151	13,811
Inflation	271		271
Contingency	69	333	401
TOTALS	5,000	9.484	14,484

TABLE VIII-3

UNIVERSIDAD CATOLICA MADRE Y MAESTRA

STATEMENT OF FINANCIAL CONDITION - GENERAL FUND

AMOUNTS EXPRESSED IN 000'S $RD

For Years Ended July 31:	1982	1981	1980	1979	1978
Assets					
Cash	965	132	102	90	43
Accounts Receivable:					
Salary Advances	47	45	35	25	19
for Hotel Montemar	96	98	86	105	99
Central Bank		15	15	15	45
Dominican Government			30		
Miscellaneous	202	31	18	28	12
Plant Fund	392	332	350	19	14
Student Loans - Net	7,602	6.294	5.083	3,944	3,084
Inventories	375	419	370	223	128
Prepaid Insurance	32	25	20	18	16
Commemorative Medals	55	55	55	53	63
Leasehold-Hotel Montemar	43	49	55	61	67
Investments	37	170	154	85	
Other Assets	46	73	25	6	6
Total Assets	9,892	7,738	6,398	4,672	3,596
Liabilities and Fund Balance:					
Due Suppliers - Univ.	262	272	250	242	284
Due Suppliers - Hotel	370	389	224	149	92
Other Acct. Payable	126	65	2		14
Vouchers Payable	135	77	21		
Accrued Expenses	428	328	390	462	270
Retention Payable	7		10	21	13
Bank Loans & Charges	2,168	908	341	103	3
Due B.I.D. - Long Term	570	462	309	79	91
Deferred Income	199	250			
Due Plant Fund	538	294	211	140	90
FUND BALANCE	5,089	4.693	4.640	4,672	2,739
TOTAL LIABILITIES AND FUND BALANCE	9.892	7,738	6.398	4.672	3,596

TABLE VIII-4

UNIVERSIDAD CATOLICA MADRE Y MAESTRA
STATEMENT OF FINANCIAL CONDITION - PLANT FUND
AMOUNTS EXPRESSED IN 000'S RD$

FOR YEARS ENDED:	1982	1981	1980	1979	1978
ASSESTS					
Cash	23	45	119	69	97
Advances to Contractors and Supplies	23	111	61	169	162
Due From General Fund	538	294	211	140	90
Property, Plan & Equip.	21,411	18,919	14,422	13,739	12,879
TOTAL ASSETS	21,995	19,369	14,813	14,117	13,228
LIABILITIES AND FUND BALANCE					
Due General Fund	393	331	350	18	14
Vouchers and A/C Payable	1,024	1,390	43	1	63
Loan Payable - B.I.D.	5,300	4,561	3,928	3,936	3,396
Fund Balance	15,278	13,087	10,492	10,162	9,755
TOTAL LIABILITIES AND FUND BALANCE	21,995	19,369	14,813	14,117	13,228

TABLE VIII-5

UNIVERSIDAD CATOLICA MADRE Y MAESTRA
RECEIPTS, DISBURSEMENTS AND CHANGE IN FUND BALANCE
AMOUNTS EXPRESSED IN 000'S $RD

FOR YEARS ENDED JULY 31:	1982	1981	1980	1979	1978
Receipts:					
Tuition	4,739	4,273	3,823	3,088	2,740
Government Subsidy	4,912	4,456	3,383	2,520	2,975
Private Donations	82	587	339	280	201
Central Bank Donation	628	181	181	181	160
Aux. Enterprise Receipts	1,276	1,248	1,118	558	304
Interest on Student Loans	464	339	258	190	145
Special Projects	381				
Miscellaneous	650	467	313	274	182
Total Receipts	13,132	11,551	9,415	7,091	6,707
Disbursements:					
Instruction	4,872	4.298	3,682	3,203	2,378
Administration	2,860	2,231	1,673	1,359	1,201
Professional Development	82	83	159	62	50
Prov. for Doubtful Loans	482	455	451	372	360
Library	162	136	125	82	70
Student Expenses	242	238	177	154	144
Disb. of Aux. Enterprises	1,438	1,264	1,123	565	305
Interest & Commissions	303	191	169	135	186
Technical Assistance	39	8	215	14	65
Specific Projects	64				
Total Disbursements	10,544	8.904	7.774	5.946	4,759
Excess Receipts over Disbursements	2,588	2.647	1,641	1,145	1,948
Other Additions (Deductions):					
Depreciation - Hotel	84	57	104		
Plant Fund Transfers	80	12	-39	-16	2
Deferred Income (Re:Plant)		-250			
Payments of Debt and Plant Fund Bills	-673	-158	-237	-161	-207
Investments in Plant, Property & Equipment	-1,684	-2.279	-305	-231	-610
Other	1	23			
Total Other Add/-Deduct	-2,192	-2.595	-477	-408	-815
Increase in General Fund	396	52	1,164	737	1,133

TABLE VIII-6.1
GRANT BUDGET SUMMARY
TOTAL

I. TECHNICAL ASSISTANCE/USC	1983	1984	1985	1986	1987	1988	1989	1990	1991	TOTAL
A. Dominican Republic										
1 Direct	149.600.	300,060.	455,710	281,540.	183,710.					1,370,620.
2. Indirect	38,900.	78,020.	118,490.	73,200.	47,760.					356,370.
TOTAL	188,500.	378 080.	574,200	354,740	231,470.					1,726,990.
B. United States										
1 Direct	79,290.	59,820.	45,430	42,550.	45 230.	6.320.	9,200.	6,320.	8,700.	302,860.
2. Indirect	34,850.	26,980.	20,490.	19,190.	19,950.	2,850.	4,140.	2,850.	3,920	135,220.
TOTAL	114,140.	86.800.	65 920.	61,740.	65,180.	9,170.	13.340.	9,170.	12,620.	438,080.
TOTAL T.A./USC	302,640.	464,880.	640,120.	416,480.	296,650.	9,170.	13,340.	9,170.	12,620.	2,165,070.
II. TCOM										
A. Participant Training		39.320.	144 170.	163 830.	104,850.	45,870.	39.320.	13,110.		550,470.
B. Development Activities	646,630.	212,720.	310,280.	344,060.	157,580.	72,090.	72,090.	73,310.	55,660.	1,944,420.
III. TOTAL/TCOM	646,630.	252 040.	454,450	507 890.	262,430.	117,960.	111,410.	86,420.	55,660.	2,494,890.
IV. Grand Total - BEFORE INFLATION	949,270.	716,920.	1,094,570.	924,370.	559,080.	127,130.	124,750.	95,590.	68,280.	4,659,960.
V. Contingency										68,640.
VI. Inflation Per Year			32,840.	64,710.	67,090.	22,880.	29,940.	28,680.	25,260.	271,400.
VII. Grand Total - WITH INFLATION	949,270*.	716,520.	1,127,410.	989 080	626,170.	150,010.	154,690.	124,270.	93,540.	4,931,360.
GRAND TOTAL										5,000,000.
INFLATION FACTOR			1.03	1.07	1.12	1.18	1.24	1.30	1.37	

*Funded in AID Fiscal Years 1983 and 1984

TABLE VIII-B.2
GRANT BUDGET SUMMARY
TOTAL USC COSTS

I. TECHNICAL ASSISTANCE/USC	1983	1984	1985	1986	1987	1988	1989	1990	1991	TOTAL
A. DOMINICAN REPUBLIC										
1. Direct										
a. Compensation	72,380.	202,000	288,040.	195,500	121,330.					879,250.
b. Fringe Benefits	17,130.	47,790.	68,150.	46,250.	28,710.					208,030.
c. Travel	8,640.	6,720.	13,490	6,740.	3,390.					38,980.
d. Facilities/Allowances	51,450.	43,550.	86,030.	33,050.	30,280.					244,360.
TOTAL (Direct)	144,600.	300,060.	455,710.	281,540.	183,710.					1,370,620.
2. Indirect (26%)										
a. Compensation	18,820.	52,520.	74,890.	50,830.	31,550.					228,610.
b. Fringe Benefits	4,450.	12,430.	17,720.	12,030.	7,460.					54,090.
c. Travel	2,250.	1,750.	3,510.	1,750	880.					10,140.
d. Facilities/Allowances	13,380.	11,320.	22,370.	8,590.	7,870.					63,530.
TOTAL (Indirect)	38,900.	78,020.	118,490	73,200.	47,760.					356,370.
TOTAL T.A. (D. R.)	188,500.	378,080.	574,200.	354,740.	231,470					1,726,990.
B. UNITED STATES										
1. Direct										
a. Compensation	44,000.	35,800.	28,800.	27,400.	28,800.	1,400.	2,800.	1,400.	2,800.	173,200.
b. Fringe Benefits	8,490.	7,010.	5,720.	5,460.	5,720.	260.	520.	260.	520.	33,960.
c. Travel	22,000.	12,210.	6,110.	4,890.	6,110.	3,660.	4,880.	3,660.	4,880.	68,400.
d. Operations	4,800.	4,800.	4,800.	4,800.	4,600.	1,000.	1,000.	1,000.	500.	27,300.
TOTAL (Direct)	79,290.	59,820.	45,430.	42,550.	45,230.	6,320.	9,200.	6,320.	8,700.	302,860.
2. Indirect (45.1%)										
a. Compensation	19,840.	16,150.	12,990.	12,360.	12,990.	630.	1,260.	630.	1,260.	78,110.
b. Fringe Benefits	3,830.	3,160.	2,580.	2,460.	2,580.	120.	230.	120.	230.	15,310.
c. Travel	9,920.	5,510.	2,760.	2,210.	2,760.	1,650.	2,200.	1,650.	2,200.	30,860.
d. Operations (Exclude Equ.)	1,260.	2,160.	2,160.	2,160.	1,620.	450.	450.	450.	230.	10,940.
TOTAL (Indirect)	34,850.	26,980.	20,490.	19,190.	19,950.	2,850.	4,140.	2,850.	3,920.	135,220.
TOTAL T.A./US	114,140.	86,800.	65,920	61,740	65,180.	9,170.	13,340.	9,170.	12,620.	438,080.

TABLE VIII-6.3 GRANT BREAKDOWN USC DIRECT COSTS/DOMINICAN REPUBLIC

	1983	1984	1985	1986	1987	1988	1989	1990	1991	TOTAL
I. TECHNICAL ASSISTANCE										
A. DOMINICAN REPUBLIC										
1. Compensation										
a) Long-Term Staff										
(1) Chief of Party	22,690.	60,500.	60,500.							143,690.
(2) Deputy Chief	22,690.	60,500.	40,330.							123,520.
(3) Replacement			25,210.	60,500.	40,330.					126,040.
TOTAL	45,380.	121,000.	126,040.	60,500.	40,330.					393,250.
b) Short-Term	27,000.	81,000.	162,000.	135,000.	81,000.					486,000.
TOTAL COMPENSATION	72,380.	202,000.	288,040.	195,500.	121,330.					879,250.
2. Fringe Benefits										
a) Long-Term Staff										
(1) USC Fringe	9,080.	24,200.	25,210.	12,100.	8,070.					78,660.
(2) Defense Base Act	1,660.	4,430.	4,610.	2,210.	1,480.					14,390.
TOTAL	10,740.	28,630.	29,820.	14,310.	9,550.					93,050.
b) Short-Term										
(1) USC Fringe	5,400.	16,200.	32,400.	27,000.	16,200.					97,200.
(2) Defense Base Act	990.	2,940.	5,930.	4,940.	2,960.					17,780.
TOTAL	6,390.	19,140.	38,330.	31,940	19,160.					114,980.
TOTAL FRINGE BENEFITS	17,130.	47,770.	68,150.	46,250.	28,710.					208,030.
3. Travel										
a) Long-Term Staff										
(1) Chief of Party										
(a) To Santo Domingo	620.									620.
(b) Dependents (2)	1,240.									1,240.
(c) Professional Dev.		620.	620.							1,240.
(d) Conf. with USC	620.	620.	620.							1,860.
(e) Per Diem	600.	1,190.	2,430.							2,980.
TOTAL	3,080.	2,430.	1,190.							7,940.
(2) Deputy Chief of Party										
(a) To Santo Domingo	620.									620.
(b) Dependents (5)	3,100.									3,100.
(c) Professional Dev.		620.	620.							1,240.
(d) Conf. with USC	620.	620.	620.							1,860.
(e) Per Diem	600.	1,190.	1,190.							2,980.
TOTAL	4,940.	2,430.	2,430.							9,800.
(3) Replacement										
(a) To Santo Domingo			620.							620.
(b) Dependents (3)			1,860.							1,860.
(c) Professional Dev.			620.	620.	620.					1,860.
(d) Conf. with USC			620.	1,240.	620.					2,480.
(e) Per Diem			1,190.	1,780.	1,190.					4,160.
TOTAL			4,910.	3,640.	2,430.					10,980.
TOTAL LONG TERM STAFF	8,020.	4,860.	9,770.	3,640.	2,430.					28,720.
b) Short-Term Staff to S.D.	620.	1,860.	3,720.	3,100.	960.					10,260.
TOTAL TRAVEL	8,640.	6,720.	13,490.	6,740.	3,390.					38,980.

[illegible] DOMINICAN REPUBLIC

I. TECHNICAL ASSISTANCE (cont'd)	1983	1984	1985	1986	1987	1988	1989	1990	1991	TOTAL
4. Facilities And Allowances										
a) Long-Term Staff										
(1) Chief of Party										
(a) Temporary Quarters	3,750.		1,880.							5,630.
(b) Housing	3,380.	9,000.	9,000.							21,380.
(c) Passports Physicals	750.									750.
(d) Shipping										
(i) Furniture, F.E.	6,720.		6,720.							13,440.
(ii) Auto	1,500									1,500.
(iii) Unacc. Baggage	1,900.									1,900.
(e) Educational Travel	700.	700.								1,400.
TOTAL	18,700.	9,700.	17,600.							46,000.
(2) Chief of Party										
(a) Temporary Quarters	3,750.		1,880.							5,630.
(b) Housing	4,050.	10,800.	7,200.							22,050.
(c) Passports Physicals	1,500.									1,500.
(d) Shipping										
(i) Furniture, F.E.	8,360.		8,360.							16,720.
(ii) Auto	1,500.									1,500.
(iii) Unacc. Baggage	3,800.									3,800.
(e) Educ. Allowance	3,950.	7,900.	3,900.							15,750.
TOTAL	26,510.	18,700.	21,340.							66,950.
(3) Replacement										
(a) Temporary Quarters			3,750.		1,870.					5,620.
(b) Housing			3,750.	9,000.	6,000.					18,750.
(c) Passports Physicals			1,000.							1,000.
(d) Shipping										
(i) Furniture, F.E.			8,360.		8,360.					16,720.
(ii) Auto			1,500.							1,500.
(iii) Unacc. Baggage			2,530.							2,530.
(e) Educ. Allowance			1,900.	3,800.	1,900.					7,600.
TOTAL			22,790	12,800	18,130.					53,720.
Total Long Term	45,610.	28,400.	61,730.	12,800.	18,130.					166,670.
b) Short-Term Staff										
(a) Temporary Quarters	1,790.									1,790.
(b) Housing	3,000.	12,000.	18,000.	15,000.	9,000.					57,000.
(c) Passports Physicals	250.	750.	1,500.	1,750.	750.					4,500.
(d) Shipping										
(i) Personal Effects	300.	900.	1,800.	1,500.	900.					5,400.
(ii) Inst. Material	500.	1,500.	3,000.	2,500.	1,500.					9,000.
TOTAL Short Term	5,840.	15,150.	24,300.	20,250.	12,150.					77,690.
Total Facilities and Allowances	51,450.	43,550.	86,030.	33,050.	30,280.					244,360.

TABLE VIII-6.5 GRANT BREAKDOWN USC DIRECT COSTS/UNITED STATES

I. TECHNICAL ASSISTANCE	1983	1984	1985	1986	1987	1988	1989	1990	1991	TOTAL
B. UNITED STATES										
1. Compensation										
a. Academic Coordinator/Advisor	20,000.	20,000.	20.000.	20,000.	20,000.					100,000.
b. Secretary	3,000.	6,000.	6,000.	6,000.	6,000.					27,000.
c. Development Consultations										
i. Research Center	4,200.	2.800.	1,400.		1,400.		1,400.		1,400.	12,600.
ii. Executive Education	4,200.	1,400.		1,400.		1,400.		1,400.		9,800.
iii. Computer Center	7,000.	1,400.	1,400.		1,400.		1,400.		1,400.	14,000.
iv. Library	2,800.	1,400.								4,200.
v. Building Construction	2,800.	2 800.								5,600.
Developement Sub-total	21,000.	9,800.	2,800	1,400	2,800.	1,400.	2,800.	1,400.	2,800.	46,200.
Total Compensation	44,000.	35,800.	28,800.	27.400.	28.800.	1,400.	2,800.	1,400.	2,800.	173,200.
2. Fringe Benefits										
a. Academic Coordinator/Advisor	4,000.	4,000.	4,000.	4,000.	4,000.					20,000.
b. Secretary	600.	1,200.	1,200.	1,200.	1,200.					5,400.
c. Development										
i. Research Center	630.	420.	210.		210.		210.		210.	1,890.
ii. Executive Education	630.	210.		210.		210.		210.		1,470.
iii. Computer Center	1,050.	210.	210.		210.		210.		210.	2,100.
iv. Library	420.	210.								630.
v. Building Construction	420.	420.								840.
Developement Sub-total	3,150.	1,470.	420.	210.	420.	210.	420.	210.	420.	6,930.
DSA on Developement	740.	340.	100.	50.	100.	50.	100.	50.	100.	1,630.
Total Fringe Benefits	8,490.	7.010.	5,720.	5,460.	5,720.	260.	520.	260.	520.	33,960.

TABLE VIII-6.6 GRANT BREAKDOWN UFC DIRECT COSTS/UNITED STATES

I. TECHNICAL ASSISTANCE (Cont'd)	1983	1984	1985	1986	1987	1988	1989	1990	1991	TOTAL
3. Travel										
a. USC Administrative Personnel										
i. Travel to D.R.	1 880.	1 880.	1 880.	1,880.	1,880.	1,250.	1,250.	1,250.	1,250.	14,400.
ii. Per Diem	1,790.	1,790.	1,790.	1,790.	1,790.	1,190.	1,190.	1,190.	1,190.	13,710.
Administrative Sub-Total	3,670.	3,670.	3,670.	3,670.	3,670	2,440.	2,440.	2,440.	2,440.	28,110.
b. Development Consultations										
i. Research Center										
(1) Travel to D.R.	1,880.	1,250.	620.		620.		620.		620.	5,610.
(2) Per Diem	1,790.	1,190.	600.		600.		600.		600.	5,380.
ii Executive Education										
(1) Travel to D.R.	1,880	620		620		620		620		5,610
(2) Per Diem	1,790	600		600		600		600		5,380
iii. Computer Center										
(1) Travel to D.R.	3,130.	620.	620.		620.		620.		620.	6,230.
(2) Per Diem	2,980.	600.	600.		600.		600.		600.	5,980.
iv. Library										
(1) Travel to D.R.	1,250.	620.								1,870.
(2) Per Diem	1,190.	600.								1,790.
v. Building and Construction										
(1) Travel to D.R.	1,250.	1,250.								2,500.
(2) Per Diem	1,190.	1,190.								2,380.
Development Sub-Total	18,330.	8,540.	2,440.	1,220.	2,440.	1,220.	2,440.	1,220.	2,440.	40,290.
Travel Total	22,000.	12,290.	6,110.	4,890.	5,890.	3,660.	4,880.	3,660.	4,880.	68,400.
4. Operations										
a. Equipment	2,000.				1,000.					3,000.
b. Misc. (copying telecomm.)	2,800.	4,800.	4,800.	4,800.	3,600.	1,000.	1,000.	1,000.	500.	24,300.
Operation Total	4,800.	4,800.	4,800.	4,800.	4,600.	1,000.	1,000.	1,000.	500.	27,300.

TABLE VIII-6.7 GRANT SUMMARY BUDGET UCMM

II. UCMM	1983	1984	1985	1986	1987	1988	1989	1990	1991	TOTAL
A. Participant Training										
1. Participant Training		35,000.	128,330.	145 830	93,330.	40,830.	35,000.	11,670.		489,990.
Administration Fee		4,320.	15,840.	18,000.	11,520.	5,040.	4,320.	1,440.		60,480.
TOTAL PARTICIPANT TRAINING		39,320.	144,170.	163,830.	104,850.	45,870.	39,320.	13,110.		550,470.
B. Development Activities										
1. Staff Operations										
a) Simultaneous Translators	15,000.	40,000.	60,000.	60,000.	30,000.					205,000.
b) Administrative Assistant	4,000.	8,000.	8,000.	8,000.	8,000.					36,000.
c) Financial Officer	8 000.	16,000.	16,000.	16,000.						56,000.
d) Support Personnel	14,000.	28,000.	28,000.	28,000.	28,000.	28,000.	28,000.	28,000.	14,000.	224,000.
e) Public Admin Faculty		35,000.	140,000.	175,000.	35,000.					385,000.
f) Executive Education	20,000.	15,000.								35,000.
TOTAL	61,000.	147,000.	252,000.	287 000.	101,000.	28,000.	28,000.	28,000.	14,000.	941,000.
2. Travel										
a) UCMM Administration										
(1) To U.S.	1 250.	1,250.	1.250.	1.250.	1,250.	620.	620.	620.	620.	8,730.
(2) Per Diem	1,190.	1,190.	1,190.	1,190.	1,190.	600.	600.	600.	600.	8,350.
TOTAL UCMM ADM.	2,440.	2,440.	2,440.	2,440.	2,440.	1,220.	1,220.	1,220.	1,220.	17,080.
b) Teaching Faculty										
(1) To U.S.	620.	1.860.	1,860.	1,860.	1,860.	1,860.	1,860.	1,860.	620.	14,260.
(2) Per Diem	600.	1,790.	1,790.	1,790.	1,790.	1,790.	1,790.	1,790.	600.	13,730.
TOTAL TEACHING	1,220.	3,650.	3,650.	3,650.	3,650.	3,650.	3,650.	3,650.	1,220.	27,990.
c) Development										
(1) Research Center										
(a) To U.S.	1,250.	620.		620.		620.		620.		3,730.
(b) Per Diem	1,190.	600.		600.		600.		600.		3,590.
TOTAL RESEARCH	2,440.	1,220.		1,220.		1,220.		1,220.		7,320.
(2) Executive Education										
(a) To U.S.	1,860.	1,250.	620.		620.			620.		4,970.
(b) Per Diem	1,790.	1,190.	600.		600.			600.		4,780.
TOTAL EX/EDUCATION	3,650.	2,440.	1,220.		1,220.			1,220.		9,750.
(3) Library										
(a) To U.S.	620.									620.
(b) Per Diem	600.									600.
TOTAL LIBRARY	1,220.									1,220.
(4) Computer Center										
(a) To U.S.	3,130.	620.	620.		620.		620.		620.	6,230.
(b) Per Diem	2,980.	600.	600.		600.		600.		600.	5,980.
TOTAL COMPUTER	6,110.	1,220.	1,220.		1,220.		1,220.		1,220.	12,210.
TOTAL TRAVEL	17,080.	10,970.	8,530.	7,310.	8,530.	6,090.	6,090.	7,310.	3,660.	75,570.

TABLE VIII-6.8 GRANT SUMMARY BUDGET UCCM (CONT'D)

UCCM	1983	1984	1985	1986	1987	1988	1989	1990	1991	TOTAL
3. COMMODITIES										
a) Computer	309,220.									309,220.
b) Library										
1) Equipment - readers	2,400.									2,400.
2) Books	40,000.	28,000.	28,000.	28,000.	23,000.	28,000.	28,000.	28,000.	28,000.	264,000.
3) Periodicals	10,000.	10,000.	10,000.	10,000.	10,000.	10,000.	10,000.	10,000.	10,000.	90,000.
4) Micro Fiche	10,000.	10,000.								20,000.
TOTAL	62,400.	48,000.	38,000.	38,000.	38,000.	38,000.	38,000.	38,000.	38,000.	376,400.
c) Logistical Support										
1) Copy Machine	35,000.									35,000.
2) Typewriters	4,000.									4,000.
3) Calculators	330.									330.
4) Miscellaneous	500.	1,000.	1,000.	1,000.	1,000.					4,500.
5) Auto	13,000.									13,000.
6) Supplies	3,000.	5,000.	5,000.	5,000.	5,000.					23,000.
7) Subscriptions	500.	750.	750.	750.	750.					3,500.
8) Communications	3,000.	5,000.	5,000.	5,000.	3,300.					21,300.
TOTAL	59,330.	11,750.	11,750.	11,750.	10,050.					104,630.
d) Classroom Materials										
1) Instructional	27,600.									27,600.
2) Simultaneous Trans.	110,000.									110,000.
TOTAL	137,600.									137,600.
TOTAL COMMODITIES	568,550.	59,750.	49,750.	49,750.	48,050.	38,000.	38,000.	38,000.	38,000.	927,850.
TOTAL DEV. ACTIVITIES	646,630.	212,720.	310,280.	344,060.	157,580.	72,090.	72,090.	73,310.	55,660.	1,944,420.

ANNEX 1
SCHEDULE OF CLASSES
1983-1986

	Fall 1983	Spring 1984	Summer 1984	Fall 1984	Spring 1985	Summer 1985	Fall 1985	Spring 1986	Summer 1986
CLASSES OF:	1985			1986			1987		
Courses:									
C1 Analytic Skills	C			C			C		
C2 Organization Theory	C			C			C		
C3 Economics		C			C			C	
C4 Financial Accounting		C			C			C	
C5 Mgt. Science & Info. Sys.			C			C			C
B1 Managerial Accounting			B			B			B
B2 Financial Management				B			B		
B3 Operations Management				B			B		
B4 Commercial Law					B			B	
B5 Marketing Management					B			B	
B6 Personnel Adm. in Business						B			B
B7 Integration: Business						B			B
P1 Govt. Financial Mgt.			P			P			P
P2 Program Management				P			P		
P3 Govt. Accounting & Aud.				P			P		
P4 Administrative Law					P			P	
P5 Public Policy					P			P	
P6 Public Personnel Admin.						P			P
P7 Integration: Public						P			P

C = Core
B = Business Administration
P = Public Administration

ANNEX 2

COURSE DESCRIPTIONS

1. CORE COURSES

Analytical Skills

This course is divided into two components: quantitative support skills and analytical methods. The quantitative support skills portion provides a thorough review of the mathematical and statistical techniques required in the analysis of business, economic and public problems, as well as basic computer components and their application. The component is divided into three modules: (1) mathematics (algebra and calculus), (2) descriptive statistics, and (3) introduction to the computer.

The analytical methods component emphasizes the application of statistics and probability theory to problems in managerial analysis. Included are such topics as Frequency Distribution, Probability Sampling, Simple Linear Programming, Regression Analysis, Hypothesis Testing, Analysis of Variance and Time Series Analysis.

Organization Theory and Management Processes

An overview of management concepts, theory of the firm, theory of bureaucratic behavior, systems theory and interactions between organizations and their environment. Analysis of the various theories that attempt to explain organizational action and the different models which have been devised to emphasize the importance of organizational development and design.

Economics

Analyses of modern theories of national employment, output and pricing as well as the tools and methods of economic analysis as they relate to the public and private sectors. The impact of aggregate economic conditions on organizations and on managerial decision making is examined; determinants of national income, money and financial markets, inflation, the international sector, and macroeconomic policy are discussed. Microeconomic theory and policy is studied with a focus on managerial decision making; topics include demand, cost, pricing, market structures, effects of government policies, and capital analysis.

Financial Accounting

This course directs attention to accounting concepts, conventions and assumptions for an understanding of the content and underlying principles used in preparation of financial statements. Subjects include the recording process, income determination, asset valuation, cost accumulation and control, financial statements and the uses of accounting information.

Management Science and Information Systems

Assessment of decision-making approaches to managerial problem solving. Management science techniques include linear programming, network models. inventory and queuing models, simulation, and other mathematical programming models. The study of information systems includes computer applications for program development, and the organization, gathering, storage and retrieval of information, and the use of information in the decision process.

2. BUSINESS ADMINISTRATION COURSES

Managerial Accounting

This course provides the basis for an understanding of the manner in which accounting serves as a managerial tool by providing information for decision-making and control of operations. Included are accounting planning and control models, and cost concepts and information in relation to the decision-making process.

Financial Management

Included in this course are analysis of sources and application of funds, capital structure, administration and determination of working capital. capital budgeting, and other problems related to the financial operations of both large and small firms. The analysis of actual situations and practices is emphasized.

Operations Management

Survey of the primary operations and production functions of organizations. The planning, design, and organization of operating systems, as well as the planning, scheduling, and controlling of on-going operations are studied. Problems encountered in producing both goods and services are considered.

Commercial Law

Analysis of the set of norms aimed at ruling the legal relationships originating from business and resolving conflict arising among businessmen on account of the acts they perform in commerce. Review of the legislative and legal provisions ruling the behavior of firms and their lawful way of operating.

Marketing Management

Analysis of marketing decisions, marketing planning and implementation through application of appropriate behavioral science concepts, quantitative tools, case analyses and simulation. Includes market planning in the international environment and the effect of government policies and procedures which stimulate or inhibit international trade.

Personnel Administration in Business

Involves the study of personnel and employee relations as a staff function concerned with selection and placement, training and development; wage, salary and benefit programs; labor-management relations; manpower planning and evaluation and the administration of the personnel function in the firm.

Integration of Managerial Processes: Business

This course emphasizes policy formulation and decision making in business organizations. The interrelationships of functional areas within the organization, the application of management skills and processes to integrate these areas, executive leadership, strategic planning and the impact of external factors are examined with a view toward the attainment of organizational goals.

3. PUBLIC ADMINISTRATION COURSES

Government Financial Management

Public finance, its organization and management. Impact of public financial decisions on the private sector and on economic development. Revenue and taxation policies. Budget preparation, including revenue forecasting and expenditure planning. Techniques of budget preparation and execution, including allotments, encumbrances, and management of cash flow. Debt and debt management. Application of financial management theory and techniques in the Dominican Republic.

Program Management

The role of the manager as decision-maker, leader, and director in program planning, program operations, monitoring and controlling results, designing organization, assessing the environment in which the program functions, and managing external relations. Emphasis will be given to processes of social learning, communication and coordination, participation by organization members and clients, and bureaucratic reorientation.

Government Accounting and Auditing

The need for and uses of financial information in government. Concepts and techniques of accounting and auditing applied to the government context. Topics include cash and obligation accounting versus accrual accounting, encumbrance accounting, cost accounting, fund structure, fund control, financial reporting, training for accounting personnel, types of audit, and audit procedures.

Administrative law

The study of the principles and rules which regulate the activity of the state in the accomplishment of its activities and the determination of the means for achieving macrosocial objectives. Administrative law is designed to create ways and means of regulating organizational conduct as to provide internal coordination and pave the way to understanding how policy is formulated and implemented. Includes the study of administrative legislation, the power of the government to regulate the relationship between citizens and public employees, among public employees themselves, and controversies referred to administrative boards not subject to judicial control.

Public Policy

Examination of the processes of public policy formulation, including the role of national planning for economic and social development. Considers models for policy analysis and evaluation and the appropriate techniques for each model. Applications of analytic approaches to substantive policy problems, such as community development, transportation, health and education.

Public Personnel Administration

Personnel functions and problems from the perspective of the program manager. History of public service in the Dominican Republic, including proposals for career legislation. Personnel functions of recruitment, selection, placement, job design, training, promotion, compensation, and manpower planning. Labor management relations, performance evaluation, and employee motivation are emphasized.

Integration of Managerial Processes: Public

This course emphasizes policy formulation and decision making in organizations. The interrrelationships of functional areas within the organization, the application of management skills and processes to integrate these areas, executive leadership, strategic planning, and the impact of factors external to the organization are examined with a view toward the attainment of organizational goals. Discussion of political, legal, social, and ethical factors which affect government policies.

Annex J. UCMM COURSE TOPICS

1. <u>Common Core</u>

   a. Management Processes and Organization Theory:
      - Management principles
      - Structure of public, private and public enterprise in D.R.
      - Organization theory and behavior, leadership, motivation, groups, incentives, rewards.
      - Organization goals, strategy, structural design
      - Varieties of organizations

   b. Analytic Skills
      - Applied statistics
      - Analysis of business, economics and public problems
      - Analytical models of decision making in the public and private sectors.

   c. Economic Analysis:
      - National employment, putput and price levels
      - Economic analysis materials and tools
      - Cost analysis
      - Demand analysis
      - Price analysis
      - Cost benefit analysis
      - Production functions

   d. Management Science and Information Systems:
      - Introduction to Management Science
      - Management Science uses, approaches and techniques
      - Decision models and their application
      - Information systems; uses and techniques (organization, gathering, storage, records management.)

   e. Human Resource Administration
      - Principles of personnel management
      - The political, cultural, and governmental milieu

- Personnel functions: recruitment, selection, placement, job design, training, promotion, standard setting, wage and salary administration, evaluation, preparation for bargaining, counseling, grievance procedure, health and safety
- Human resource development
- Public personnel law and public policy
- Industrial relations processes
- Development of civil service
- Personnel reform

2. Public Administration Courses

a. Budgeting and Finance:
- Principles of finance
- Principles of budgeting
- Revenue and forecasting
- The budget process
- Budgeting and budget preparation
- Intergovernmental finance and regulation

b. Planning and Control:
- Centralized planning in approaches and functions
- Executive leadership and strategic planning
- Planning processes
- Planning and Reorganization
- Types of planning
- Planning process linkages: Central planning, middle range and operational planning
- Planning substance linkages; economic and social planning
- Control and implementation, monitoring and feedback.

c. Public Enterprise Management:
- Principles of management applied to PE
- PE and private sector comparisons
- Unique characteristics of PE
- Specific management functions -- organization design, budget and finance, personnel, collective bargaining -- as applied in PE

- Private enterprise and PE
- PE and the national government

d. Program Design and Evaluation
- Program development, design, operation, and assessment
- Approaches to evaluation
- Evaluation research methods; experimental, quasi-experimental, natural experiments, etc.
- Types of evaluation; summative, output, outcome, evaluative assessment, etc.
- Evaluation and the organization
- Evaluation and the policy process

e. Public Policy Analysis
- Modes of policy analysis
- Applications of analytic approaches to substantive areas
- Models of policy analysis
- Appropriate techniques

f. Administrative Law
- Administrative legislation
- Laws, regulations, and decrees affecting administration
- Executive powers
- Role of administrative boards and courts
- Law from the public manager's perspective

g. Integration of the Managerial Process: Public Administration
- Policy formulation and decision making
- Interrelationships of functional areas
- Executive leadership
- Strategic planning
- Application of management skills and processes.

3. <u>Business Administration Courses</u>

a. Managerial Accounting
- Analysis of financial statements
- Evaluation of operating performance through budgets and

standard costs

- Structure and use of profit planning surplus
- Accounting planning and control models
- Cost concepts and information relating to the decision making process

b. Marketing Management

- Analysis of marketing decisions
- Marketing planning and implementation
- Marketing information planning and utilization
- Behavioral concepts relating to selecting, implementing and evaluating market strategy

c. Operations Management

- Production and operations functions of organizations
- Identification of major problem areas
- Concepts and decision processes

d. Financial Management

- Sources and application of funds
- Capital structure
- Administration and determination of working capital
- Capital budgeting

e. Financial Accounting

- Principles of accounting
- Accounting methods
- Auditing
- Financial reporting

f. Legal Aspects of Business

- Laws, regulations, and decrees affecting business
- Executive powers
- Financial, accounting, and auditing powers and duties
- Government control over economic activity
- Government subsidies and business prerogatives

g. Integration of Managerial Process: Business Administration

- Policy formulation and decision making
- Interrelationships of functional areas
- Application of management skills and processes
- Executive leadership
- Strategic planning

ANNEX 4

DEVELOPMENT PLAN FOR EXECUTIVE TRAINING INSTITUTE

Mission and Scope of Activities

The Institute will be the executive education arm of the Faculty of Administration, UCMM. Its mission will be to provide high quality management training and professional development for Dominican executives and management personnel. Programs offered by the Institute will be designed to meet specific needs of executives and managers from both private and public sectors. The Institute will develop and present seminars, short courses, workshops and conferences. They will be practical and job-oriented. Generally, they will not carry academic credit; however, some exceptions may be feasible and some certificate granting programs may be instituted.

The programs can be presented in the UCMM facility in Santo Domingo or in other locations such as Santiago, La Romana, and Puerto Plata if demand warrants. On site, in-house programs also may be presented on a contractual, custom-designed basis.

The Institute's programs will be designed so as to assure their prestige, attractiveness, effectiveness, and overall quality. Fee charges for programs should reflect that orientation.

Objectives

1. To provide a means for managers and policy-makers to renew or upgrade the skills necessary for effective management.

2. To fulfill the obligations of UMCC to meet the educational needs of the population of the Dominican Republic and to play a major role in the country's development.

3. To enhance the professional image of UMCC as a provider of management education.

4. To provide an opportunity for university faculty to work with and learn from private and public sector executives; to help them become better teachers and researchers via exposure to a wide range of managers and situations.

5. To generate revenue to help support other UMCC programs and activities and for reinvestment in the executive development and professional programs offered by the university.

Program

The program of the Institute should be flexible enough to take advantage of targets of opportunity in management and executive development in the Dominican Republic. Such targets of opportunity may range from an expression of need in a public speech or private comment by prominent business and government leaders to the passage of major pieces of legislation which may require special training or technical assistance to implement.

Normally, the program of continuing education and training of the Institute should be projected six to twelve months in advance. But there should also be sufficient latitude in the schedule to introduce new offerings as the need arises. In general the program of the Institute should attempt to address generic needs of both the private and public sectors in executive development. In cooperation with other divisions of the school, government agencies, private industry, professional associations and the like, continuous research on and surveys of the management training needs of the Republic's economy should be conducted.

The program of the Institute, in its early years in particular, should plan to capitalize on the availability of specialized assistance from INCAE, IESA, the University of South Carolina, and other institutions. The program might also make use of adaptations of successful learning formats and program content currently being used by these institution and others. Adaptation to local needs is the key concept here.

While the teaching methodology for the courses and seminars may vary according to content and level of participants, the latest techniques in adult education should be the general rule rather than the exception. This includes liberal use of games, cases, simulations, role playing, audio-visuals, and use of participants as "teachers". Cultural factors in the successful use of such techniques should also be taken into consideration. An inventory of existing UCMM audio-visual equipment has been conducted and recommendations made for additional purchases to provide adequate capacity of the Faculty and the Institute in this area.

Some possible categories of program clusters might include, among others:

1. General management processes and the executive role (i.e. Supervision, Leadership, etc.)

2. Technical skill development (i.e. "How to do it," state of art, etc.)

3. Team Building (Organizational Development Strategies)

4. Managerial Finance and Economics (What the manager needs to know about economic and fiscal matters, finance, budgeting)

Each of the above clusters, plus others selected, should be based on market analysis and identifiable or perceived needs. This, however, does not preclude the offering of seminars for "leverage" on problems not yet perceived or fully identified as soluble. Time management by top executives has been suggested as an issue of this sort. A mind set that attempts to anticipate and "manage" the future is considered by many an important attribute of the modern successful executive.

A major challenge to the program will be language. While it may be possible to mount some programs through use of simultaneous translation, the limitations of this technique must be recognized. Every effort should be made to identify faculty and lecturers with Spanish language capability. Realizing that this may take some time to accomplish, the Institute should build into its program and facilities a high quality and flexible simultaneous translation capacity for both small and large-scale conferences.

The quality of the program is paramount. While there is not a necessary direct correlation between program fees (to participants) and progam quality, there has been a tendency on the part of some to equate the two. Low fees are sometimes interpreted as low quality and vice versa. It is a factor to be kept in mind when programming for high level executives.

There are several other factors that could be viewed as either program, organization, or course considerations. Those not mentioned elsewhere are discussed below.

1. The program, especially the first seminars, should be conducted with high visibility. The highest level of government, religion, business, press, etc. should be involved in the launching.

2. Program formats that might be used by the Institute include a) seminars, b) workshops, c) conferences, d) traditional short courses, e) intensive short courses, f) colloquia, g) roundtable. Definition of each format may vary, but for the purposes of this discussion, the following meanings are suggested.

a) Seminars - 1-3 days, with few speakers, pooling and sharing of expertise among participants.

b) Workshops - 1-5 days, highly participative, with emphasis on "work" and problem solving rather than lectures.

c) Conference - 3-5 days, many speakers, may or may not have central theme.

d) Traditional short-course -- definite length, meeting regularly for relatively short periods (3-4 hrs), intermittently over a period of time;

e) Intensive short course -- meeting for long periods (7-8 hours) continuously over one to three days,

f) Colloquium -- series of exploratory papers by experts on interrelated topics within a relatively broad theme, usually to an audience of experts or highly interested laymen, with the main purpose to stimulate discussion and debate.

g) Roundtable -- a brief meeting -- a few hours to a few days -- on special topics in preparation for a larger meeting or decisions in which further clarification is required for maximum effectiveness.

All or some of the formats may be used, depending on objectives and audience. Seminars and short courses might be considered as the standard form of the Institute, with other formats employed for special occasions.

3. The programs of the Institute should probably emphasize the high personal interaction model, particularly with high level participants. This would be an excellent training and development model in communication skills for middle and junior level managers. Roundtable as opposed to theater style seating would be most likely to enhance the eye to eye contact which (in most Western cultures) promotes communication.

4. When possible, high level executives should be taken away from the vicinity of their workplace for seminar programs. This would also be advisable for middle level managers for most programs, except possibly for "courses".

5. Seminars and workshops as defined above, should probably be limited to 20-30 persons, while other formats may accommodate more, depending on objectives of the learning experience.

6. For the highly interactive programs, it is suggested that, as far as possible, persons of similar rank and/or salary be invited.

7. For program formats, except conferences, an effort should be made to provide background information in advance of the first meeting in order to assure effective early interaction. For some programs, some form of participant profile assessment questionnaire may be utilized.

8. Some sort of alumni organization should grow out of the program in order to provide reinforcement to graduates and assist with evaluation and promotion of overall program.

The Director of the Institute should assess the validity of the above suggestions and determine their priority and feasibility within the policy parameters established by the University. The Advisory Board should be involved in this assessment and prioritization.

The Market for Manager and Executive Training

Summary:

All indications suggest a promising but unmeasured market for executive and professional development programs in the Dominican Republic.

1. Private Sector

UCMM administrators and faculty feel strongly that there will be substantial demand for high quality management training progams. Most private sector managers interviewed reinforced that view. It is our judgement that UCMM will be able to attract private sector managers to programs initially because of its favorable image and reputation, as long as fees charged for programs are perceived to be reasonable. UCMM should be able to charge a premium price, but must deliver a better product.

2. Public Sector:

According to Dr. Raymundo Amaro Guzman, Director of the National Office of Administration and Personnel, the development and presentation of management training programs for public sector executives would be welcome. Currently, the government conducts training for middle and lower level managers, particularly in technical and skill-oriented areas. General management programs are offered less frequently. There is very little training provided for middle-to-upper level managers.

Organization/Staffing

The institute should have a full-time director at the earliest possible date. The director should be Spanish-speaking and have excellent academic credentials. The director should have managerial experience and/or an understanding of the functions and tasks of management; have experience in executive development/training; possess communication and organization skills; and be a self-starter. He should project a professional image and be comfortable interacting with managers and executives. He should understand and appreciate the roles of the University in the comaunity and throughout the country. He must understand and seek to preserve the sometimes delicate balance between the academic institution and the external practitioner environment.

If the director lacks the experience described above, it is recommended: 1) training in an ongoing management development organization in the United States or a third country. In two or three weeks, he/she can become aware of and learn enough about the workings of the operation to develop a plan for the Institute; 2) a consultant from an existing management development operation can work with him for several weeks to lay a strong foundation.

Initially, the staff should include at least a full-time secretary/staff assistant who is equally accomplished in secretarial and public relations functions. The volume of programming activities will be the primary determinant of the number of staff additions. However, support staff must be available to coordinate arrangements and activities that accompany actual program presentation. Someone should be available whenever a program is in process, whether during the day or in the evening. Well-trained and knowledgeable part-time staff persons could accomplish these tasks.

Faculty should be hired from both academic and practitioner areas, and might be recruited from the United States or a third country, particularly from institutions such as IESA, INCAE, and ICAP.

Tasks of the Staff

To assist in the identification of staff, the following tasks may be included in a job description(s)

1. Secretarial functions
   a) Processing of registration. Acknowledgement of receipt of registration and/or fee. Confirmation of program arrangements and reminder to attendee one to three weeks before the program.
   b) Correspondence generated by Director.
   c) Maintenance of files, including "company" or "organization" files and files for each program.
   d) Typing and duplicating address labels for promotion mailing.
2. Program Coordination/Promotion

a) Brochure/mailing piece design. Supervision of printing. Placement of advertising.

b) Coordination of program elements; facilities; audio-visual equipment; refreshment breaks, luncheons, room set-up; student attendance certificates.

c) Development and preparation of program manuals and other handout materials.

d) Establishing relationships and working wth faculty. Correspondence, arrangements such as hotels and transportation for visitors.

e) Working with hotels, other sites when programs are offered in other locations.

3. Bookkeeping/Accounting Functions.

a) Receive revenues; billing; purchases; inventory control (supplies, etc.); collection of fees; paying bills.

b) Faculty payments of honoraria and expenses (where appropriate).

Marketing

Everything that UCMM and the Institute undertake that is observable to the public will reflect on the professional image that is projected. All promotion, therefore, should be consistent with and should attempt to enhance the desired image.

Promotion

Comments have been offered below to illustrate various components of the promotion function and how each may be utilized.

1) Promotional brochures. Must be carefully designed to reflect a high quality, highly professional image. Copy should emphasize benefits to attendees.

2) Newspaper advertisements. Should be heavily used because it is the generally accepted way in which managers are informed about such programs. As the Institute begins its programming, a feature article should be arranged.

3) Publicity. Free promotion should be sought. Television, radio public service announcements are potentially valuable to generate awareness. Monthly press releases listing forthcoming programs should be written.

4) Catalog. A catalog of descriptions of programs with dates should be considered, but not until the Institute has more than 10 scheduled programs to be presented over at least a six month period.

5) Support Materials. A package of promotional materials should be developed to give sales support and high visibility to the Institute activities. For example, notebooks, folders, letterhead, writing paper, pencils and other items can be used to enhance the professional image of the institute.

6) Logo. A logo for the Institute that is consistent with the USMM image should be designed. It should be used for identification purposes whenever possible. Use of the existing USMM shield in combination with a distinctive type-face may be appropriate.

7) Personal contact. There is no substitute for personal contact between the director and decision-makers in the private and public sectors. The director should be very active in the community and should regularly solicit suggestions for more effectively serving the needs of companies and other units.

8) Coordinated promotion program. The director should develop a plan for the overall promotion of programs and the Institute.

9) Development of list of key decision-makers. The director should maintain such a list and direct specialized promotions and other correspondence to them.

10) General mailing list generation. Such sources as industrial directories and association membership rosters can be utilized. Other lists may be available for purchase and use either on a one-time or many-time basis.

Program Development

1. Sources of Topics and Program Ideas

   a) Internal. Proposals can be generated from existing faculty. Ideas will be obtained from promotion brochures of competition; from academic and business literature; and from the committee of the Advisory Council with an interest in the Institute.

   b) External. Active solicitation of program ideas from external faculty, consultants, business leaders, and others will yield many suggestions. As the reputation of the Institute grows, unsolicited proposals will be obtained.

2. Program Types

   a) Seminars will be of various lengths (e.g., one, two, or three days in duration). Will tend to be intensive and emphasize skill-building.

   b) Courses. We recommend development of a high level executive development program that will appeal to managers with high potential and upward mobility. The program should put greater emphasis on decision-making that is influenced by external and environmental factors. Attendees should have a voice in policy formulation. This type of program probably should not be attempted for at least a year. Timing may depend on interests and qualifications of the director. This type of program should be the most visible of all and receive special administrative support.

   c) Contract programs. A significant opportunity exists in United States management education for contractual programs, usually provided on-site at the contractor's location. Similar opportunities certainly exist in the Dominican Republic for the Institute to contract with private sector firms or public sector departments to provide and customize management training. It will be difficult to provide such training until the Institute instructional staff is well-established. However, the flexibility necessary to develop and deliver contractual programs can be an important Institute attribute and should be sought.

The blue-ribbon executive development program should not be presented until suitable facilities are available and the qualifications of the director will permit. Strong consideration should be given to using facilities in Puerta Plata, La Romana, or other areas conducive to high level management education. We recommend a continuing analysis of the market for such a program and a search for an appropriate location.

3. Other Suggestions
   a) Most programs should be designed to "solve problems". There must be clear, promotable "benefits" for attendees. Techniques, concepts, etc. should have on-the-job applications.
   b) Programs aimed at lower level management must be skills-oriented with the emphasis on techniques to solve problems.
   c) Programming should be flexible. The Institute should be able to respond in the minimum possible time to "hot issues", questions, etc. in designing programs.
   d) There must be a program evaluation mechanism. One should be administered at the conclusion of each program. In addition, decision-makers who have approved attendance should be asked to comment on the effectiveness of the program in accomplishing its objectives.

Pricing of Program

1. Generally, pricing should be at the upper end of the scale relative to competition. The price differential should be based upon the perceived quality difference. When in doubt, price high rather than low until more is learned about the price elasticity of demand.

2. Programs aimed at upper levels of management should be priced higher than those aimed at lower level segments. Pricing strategy based on demand factors is suggested rather than strategy based on costs. The cost factors become very relevant in determining break-even volumes and in making go - no go decisions.

3. Price tends to be more elastic relative to programs aimed at lower management than those offered for upper level managers.

4. Pricing for contract programs may be best described as "going-rate" pricing; however, adjustments may have to be made if program costs are higher than usual or if special factors apply. Generally, pricing for comparable programs should be consistent rather than differentiated to avoid comparisons among organizations.

Faculty Compensation/Relationships/Contracts

1. Full-time Faculty

   Faculty capability to deliver executive training programs should be a factor to consider in hiring. If possible, full-time faculty should receive extra compensation for executive training, preferably at the same rate as received by part-time faculty. Faculty rates of pay based upon rank or experience may be considered. A more desirable system is to pay for the quality of the job that is done. However, the system should be equitable and seek to pay a "standard" rate per hour for comparable programs.

2. Part-time Faculty

   Should be paid on a flat fee per contact hour of instruction -- to be paid only if attendance justifies presentation of the program (the Institute should retain the right to make go - no go decisions). For marginal or uncertain programs, faculty may be asked to work on an incentive pay basis. Faculty should share the up-front risk by agreeing to teach at a much lower per hour rate when attendance is low in open enrollment programs.

   Faculty compensation based on a percentage of gross or net revenue or profit should be avoided. Some faculty cannot resist the temptation to calculate the Institute's revenue or profit after the fact and seek a "share" of the good fortune. Because the Institute will sometimes have to offset individual program losses with high profits from other

programs, extra payments based upon unusually high returns should be avoided, particularly after the fact. This should not discourage negotiated, up-front compensation scales based on attendance with risk-sharing.

3. Other Considerations

In many programs, faculty compensation may be 25 percent to 40 percent of expenses for a successful program. The proportion may be higher in the Dominican Republic because other costs, particularly promotion, may be lower. Certainly the compensation proportion will be considerably higher in contractual (versus open enrollment) programs.

4. Problems/Questions to be Resolved

What are the rights of external, part-time faculty who contract with the Insititute to present a program(s) with regard to entering agreements with other companies or organizations? These faculty, if allowed to contract with others, will be in direct or indirect competition and, as a result, attendance at the Institute program(s) may be adversely affected.

Suggestions for part-time faculty. Any business obtained by a faculty member that is the direct or indirect result of the relationship with the Institute must be negotiated by the Institute on behalf of the faculty member (if the Institute wishes to do so). That is, the faculty member is assumed to be employed by the Institute and restricted (perhaps in some time frame and/or a defined geographical area). The above suggestion is particularly relevant for either part-time or full-time faculty if the Institute has invested in the development and/or promotion of the program.

The agreement will be more attractive to the faculty member if the Institute agrees to seek and encourage in-housing contractual programs for him.

5. Should a full-time faculty member be allowed to present this program(s) under contract with organizations other than the Institute? Probably not because of the investment the Institute has made in the program. At a minimum, the director of the Institute should have the right to forbid the practice and should adopt as consistent a policy as possible.

6. Both full-time and part-time faculty hired by the Institute should sign an agreement which covers such items as: Who pays for what? What is covered in travel expenses?; audio-visual programs needs; handout materials, who will duplicate them, and the latest dates for submission to the Institute for examination and duplication; and rules regarding commercialization of services during the program presentation.

7. Rates of pay locally at the present time are: EVENSA and Industrial Psychology, 10 to 50 pesos per hour; ONAP, 10 to 20 pesos per hour; UCMM, 80-100 pesos per day. Recommendation: competitive rates.

<u>Timetable for Programming</u>

1. The planning horizon may be four to six months in duration. An example:

- Program date:	June 30
- Mail brochure:	April 15 - May 1
- Print brochure, letters, other promotion:	April 1 - April 15
- Design promotion, write copy:	March 15 - April 1
- Program development:	February 15 - March 15
- Approval of proposal:	February 15
- Receipt of proposal or solicitation of proposal:	January 15

The timetable may be shortened or streamlined in many ways. The ideal time frame can only be ascertained through experimentation. The Dominican experience may vary widely from the above. If so, it may be possible to develop and present a program as early as August 1983, particularly if promotion is primarily by telephone or face-to-face.

Specific Courses

A schedule of priority short courses should be developed for the early phase of the Institute. The time frame might be considered one semester, three months, six months or whatever seems reasonable to the Institute leadership. The first seminar should have high visibility and project the Faculty and the Institute in a favorable light to opinion leaders.

Some suggested criteria for selecting the first wave of courses are the following.

1. High perceived need on the part of the university and potential users;
2. Capability of the Institute to deliver a quality product;
3. Attractiveness to top level managers;
4. Potential for packaging, marketing and delivery in short time span;
5. High lead-in capacity for building interest in follow-on seminars for top level executives and subordinate staffs.

Prior to final selection of the first set of courses, a market analysis of some depth should be done to test the validity of the recommendations below. This might well be a first order of business for the Director of the Institute or another designated official. However, it is importa ' that this be done before a final decision is made. This market analysis can also provide insight into desirable course content, length, level of orientation, and other matters of strategic importance to academic planning. It can also give a feeling for the profitability of a given course, whether or not a decision is made to offer it. Some courses may be offered because of felt need (but low profitability), while others may be mounted largely because of revenue considerations.

The sub-committee of the Faculty's Advisory Council should play a prominent role in determining the courses and seminars to be offered, their timing, and the management level towards which they should be directed. Top management seminars should be directed at the two or three top tiers of executives in business corporations and government. Middle level seminars and courses would be directed at section and office directors immediately below the top management group. Other seminars would be directed at the junior (in terms of status and responsibility) level managers. The first priority of the Institute should be towards top and middle level managers.

The content and subject matter directed toward each group might be similar, but the teaching/learning methodology, length, outcome expectations, etc. might be different. In some cases -- in most perhaps -- it would be desirable to have a mix of business and government executives in the same seminar. In general, upper level groups probably respond better to discussion type formats.

Topics for Institute for Executive Training Courses

* Priority

* 1. Financial Mgmt. for Non-financial Managers
* 2. Micro-Computer Applications for Managers
3. Time Management
4. Export/Import Techniques and Strategies
5. Futures Market
6. Commodities Market
7. Project Design and Implementtaion
* 8. Cash Management
9. Solid Waste Management
* 10. Cost Benefit Analysis
* 11. International Marketing
12. Marginal Cost Pricing - Public Enterprises
13. Employer-Employee Relations

14 New Management Styles

15 Community Development and Planning

16 Environmental Management and Pollution Control

17 Pricing of Natural Resources

18 Manager and His Job

19 Functions and Theories of Management

20 Tools of Management

21 Personnel Mgmt. and Human Resources Planning

22 Strategic Planning

23 Management by Objectives

24 Zero Base Budgeting

25 Teaching Mgmt. Decision Making

26 Control Techniques in Management

27 Capital Budgeting

28 Working Capital Budgeting

29 Market Research

30 International Business Management - Balance of Payments, Financial Management, etc.

31 Communications - Listening, Speaking, Effective Writing

32 Recruiting & Selection

ANNEX 5

DEVELOPMENT PLAN FOR CENTER FOR ADMINISTRATIVE AND ECONOMIC RESEARCH

Mission and Scope of Activities

The proposed Center for Administrative and Economic Research will be a vital part of the Faculty of Administration of the Universidad Católica Madre y Maestra in Santo Domingo (UCMM). While directly addressing the research mission of UCMM, the research center will also play a major role in the teaching and service missions. It is of utmost importance that, in the establishment and subsequent development of the research center, the goals and objectives of the Faculty of Administration and UCMM be kept uppermost in mind. The mission of the research center must be consistent with the mission of the total program.

The Center will be responsible for overall coordination of the research mission of the Faculty of Administration and will provide support for the teaching and service missions. The research center must fullfill its responsibilities in a way to ensure that UCMM meets its obligations: providing excellent graduate and continuing education in administration, providing research and consulting services, and serving as a source of knowledge, all to further the development of the Dominican Republic.

Objectives

(1) supporting teaching and continuing education;

(2) serving the constituents of UCMM including both the public and private sectors;

(3) developing the research skills of faculty and students;

(4) developing data bases in support of the research, teaching, and service missions of UCMM;

(5) facilitating faculty oriented research;

(6) advancing the academic disciplines;

(7) developing a publication program in support of the research, teaching, and service missions of UCMM;

(8) contributing to the financial base of UCMM.

In the long run, the Center must address all these objectives. Obviously, this can be done only over a period of time. Resource contraints dictate that UCMM initially concentrate on selected objectives and that a total research program evolve from this base.

Some suggested research programs and projects are described in the section that follows. While a plan for such activities is needed, flexibility must be maintained in tailoring the future activities of the research Center to the evolving characteristics of the Faculty of Administration and changes in the needs of the Dominican Republic.

Appendix 1 lists typical activities of research units that are consistent with the above objectives. This appendix can serve as a checklist in evolving the actual activities of UCMM's Research Center.

Program

This section contains recommendations on how the efforts of the Center should be directed early in the program. There is considerable demand on faculty time to support the development phase of the Faculty of Administration. This reduces the time available for faculty research. This fact, coupled with the extreme importance of developing and implementing instructional programs of high quality, affects the recommendations of this section. More emphasis is placed on research in support of instruction than would be typical for the research center of a mature graduate school.

1. Applied Versus Basic Research

With few exceptions, priority should be given to applied research that is linked to Dominican problems and frameworks, to research that can be generalized from the Dominican Republic to similar economies worldwide, and to research in support of instruction. These types of research will clearly demonstrate the interest of the Faculty of Administration in

providing service useful to its constituents. This, in turn, should enhance the ability of the Faculty to grow and prosper and thereby be able to provide even greater services in the future. Basic research based on methodological and subject or discipline specific analysis that is not directly related to instruction or to the Dominican experience should be avoided early in the program.

Basic research should not be prohibited; all research can be encouraged, but the priority for applied research should be clear. As the Faculty of Administration becomes established and more resources become available, a broader range of research activities will become possible and desirable.

2. Research in Support of Instruction

The Research Center should play an important role in supporting the teaching mission of the Faculty of Administration. Specific activites should include:

a. design and development of teaching materials;

b. identification of relevant, existing teaching materials;

c. translation of teaching materials.

These activities should be initiated immediately upon the start of the program.

Teaching materials will be needed that not only illustrate general principles but do so within the context of the special characteristics of the Dominican Republic and other small nations with relatively open international economies. The Research Center, working with the faculty, should play an active role in the development of such materials. Examples of materials would include cases, data sets, audiovisual aids, and testing and evaluation packages. The development of teaching materials will have not only the direct effect of improving the quality and relevance of the instructional process but also very important indirect effects. The process of developing the materials will foster the establishment of contacts with the public and private sectors that can be very helpful when broader research projects are undertaken.

The Research Center should provide assistance to the faculty in identifying relevant, existing teaching materials. This will involve such activities as reviewing materials available from other countries as well as identifying and cultivating sources of information, including statistical series, within the Dominican Republic.

Some teaching material identified will need to be translated into Spanish. It is recommended that the translator who provides simultaneous oral translation to support instruction be used to translate written teaching materials on a highly selective basis. Because students must have a reading knowledge of English in order to be admitted to the degree programs, there will be no justification for translating the bulk of instructional materials.

It is possible that the instructional materials program of the research center could become self-sustaining over time.

3. Research for Public and Private Sector Clients

A major objective of any professional program is to be responsive to the needs of its "real world" clients; in this case the private and public sectors of the Dominican Republic.

From its inception, the Center must begin developing a capability to perform applied research that will be beneficial to these clients. However, caution must be exercised. Failure on a large research project prematurely undertaken for a client could seriously impair the credibility of the program. For this reason, no major research grant or contracts will be sought for at least the first year of the program. (See Chap. VI, Implementaton Plan.) Early client-oriented research should be directed toward smaller projects that are very specific and well defined.

It would be premature, and of little practical use, to propose a rigid list of client-oriented research at this time. Some guidance can, however, be offered as to where client-oriented research programs may be most rapidly implemented. In general, those who are strong supporters of UCMM and the Faculty of Administration are most likely to be amenable to forming research relationships. They are familiar with the mission of the program and have a strong interest in its success. For those reasons, they

will be willing to enter into research agreements not only for the benefits that may accrue to them, but also because they recognize the need for the research center to establish its credibility through some early successful projects. Those organizations which interact with the Research Center in other activities, e.g., case study development, are also potential customers for client-oriented research.

Most students in the Faculty of Administration will be employed in public or private organizations. These organizations may offer research opportunities either during their employees' enrollment in the program or after they have graduated. Organizations which send their personnel to programs of the Executive Training Institute are also likely candidates for cooperative research efforts.

Likely clients for research would include public utilities, public enterprises, the Central Bank, the National Statistics Office, and large private companies. In special cases it may be feasible to perform research for groups of smaller companies that have some unifying characteristics such as membership of a free zone or of one of the business associations.

It is impossible to predict the types of research that might be performed. However, the following topics should offer excellent possibilities: economic impact studies; economic development studies; analysis of educational needs; studies in any area of international business; tourism; data needs in support of economic development; industrial marketing; financial management to include the effects of parallel financial markets; organizational strategy and policy; organizational design; employee relations; production management including production control and quality control; productivity; and the effect of government policies on economic development.

4. Publication Program and Conferences

Instructional materials developed by the Center in collaboration with faculty should be reproduced inexpensively for purchase by students. In selected instances, publishing such materials may be justified by anticipated sales to academic and other users. A journal is very expensive to publish. Moreover, obtaining and evaluating a continuing flow of suitable articles for a first-rate publication is an enormous undertaking. It is recommended that the Center not undertake the publication of an academic journal. Rather the Center should assist in publishing a newsletter of the Faculty of Administration, which would include brief accounts of research activities and reports of research results written in language suitable for practicing managers.

There are other elements of a publication program that are relatively inexpensive but offer considerable benefits. These should be designed not only as outlets for research-related information but also as effective marketing tools for the research center, the Faculty of Administration, and UCMM. Examples are: reports on specific research projects and a brochure on the Center program that catalogs research interests and expertise.

The Research Center should carefully plan occasional research-related conferences in conjunction with the Executive Training Institute. Economic outlook conferences were previously recommended. Conferences should be designed to serve carefully targeted clientele groups by providing useful knowledge and information that can be a basis for action. International conferences, because costly and time-consuming to organize, should be undertaken only if there would be a specific payoff for the Dominican clients of the Faculty of Administration.

5. Student Projects

The Center should play an important role in training students to do useful research. The Center can help to obtain field access for projects assigned by faculty, assist students in obtaining data and assist students to select and use appropriate research methods. In carrying out research for clients, the Center should employ students wherever possible, to give

them research experience. It is important that such student work be carefully supervised by competent research personnel.

6. Other Research Activities

Appendix 1 provides a detailed list of activities in which the Research Center might become involved as the program evolves. These should be considered by the Director during the planning process, but care should be exercised to keep the program objectives and activities at a level consistent with available professional and financial resources.

Two organizational issues are discussed in this section:

- leadership of the Research Center
- identification of research opportunities.

A director of the research center should be appointed as soon as possible after the program begins. The following characteristics should be considered in selecting a director:

1 research skills and research experience in business, economics, or management;

2 strong interest in public and private sector applied research;

3 familiarity with the business and economic environment in the Dominican Republic;

4 capability of developing close working relationships with the private and public sectors;

(5) capability of working with and providing guidance for the research efforts of UCMM faculty and students;

(6) ability to market and manage the research programs of the research center;

(7) appropriate graduate degree.

The Director of the Center should be responsible for identifying the need for research policies, and then for developing and gaining approval for those policies.

A major function of the Director of the Center during the early years of the program will be to identify research opportunities. In doing this, the Director must interact with leaders in the business and public sectors, and seek the advice of the UCMM administration, the Advisory Council, faculty, and technical assistance personnel from the University of South Carolina. Careful attention must also be paid to information gathered from other research activities, such as the development of case studies. A strong client-oriented research program does not result from researchers stating what they want to do. Rather, it evolves from an understanding of the needs of constituents, the establishment of the necessary contact to sense these needs, development of a research capability, and the achievement of credibility. The need to market the services of the Research Center cannot be overstated.

Many policies for the Research Center will necessarily evolve over time. However, certain issues should be dealt with early in the life of the center. These are: (1) reward of faculty for research; (2) proprietary versus non-proprietary research; (3) consulting versus research; (4) free versus paid research; (5) overhead payment and allocations.

Obviously, faculty must be rewarded for the research they perform through the Center. Their research should be a significant factor considered in the processes of promotion and salary increases. Further, faculty should be directly rewarded for participating in specific research projects. Rewards should be allowed in the form of either reduced teaching loads or monetary payments in addition to regular salary. The design of each research project should include a clear definition of the payment to be received by participating faculty. This payment should be negotiated by the Director of the Center and the faculty member involved, taking into account the requirements of the project and the needs of the institution and the faculty member. The rewards program will have a major impact on the ability of UCMM to retain excellent faculty.

Ideally, all research done by a university associated research center would be made available to any interested party. However, strict adherence to such a policy will preclude research projects that will not only directly benefit the organization for which the research is being done but also benefit the economy in general, as well as the research institution. Therefore it is recommended that, where at all possible, research be done with the results available to all. However, proprietary research should be allowed when circumstances dictate this approach. In any event, this issue must be clearly resolved for each research project.

It is recommended that initially there be a policy that faculty may not engage in private consulting. All consulting and research projects involving work with other organizations should be performed through the Center. University direction and coordination of all research and consulting will greatly contribute to the effective and efficient use of resources and to the development of UCMM's reputation in administrative and economic research, teaching, and service. This policy should be presented in a positive light as necessary for creating a team approach to achieving the objectives of UCMM.

While it would be ideal that all research projects be paid for by those for whom they are being performed, such a policy is unrealistic. The decision as to how specific research will be financed must be left to the adminstration of UCMM. This is a very important strategic decision. The long term and intrinsic benefits of some research may justify its being done at no charge. This will be particularly true in the early stages of the research center while its credibility is being established.

In general, there should be an overhead charge for those research projects done for a fee. The term overhead is used here simply to reflect the excess of the fee charged over direct expenses of the research.

It is recommended that each year, the Director of the Center prepare a review of what has been accomplished and a plan for the future. The plan should cover the coming five years and be in considerable detail for the first year of that five-year period. Advice should be sought from sources both internal and external to UCMM in developing the plan. Sources of advice should include the UCMM administration and faculty, representatives

from the University of South Carolina, the Advisory Council for the Faculty of Administration, other key representatives of the Research Center's constituency, and students.

1. Staffing

The actual staffing levels needed over the life of the project will naturally depend on the success of the Research Center. Involvement in numerous client-oriented and funded projects will demand a growing staff. One of the Director's duties will be to continually update staffing plans as the Center evolves.

A full-time secretary, who will serve as the Director's secretary and also provide secretarial support to other members of the Center, should be hired no later than the first semester of the second year.

The staffing level for researchers should support the ongoing programs of the Research Center, plus provide some support for specific one-time research projects. However, additional research time, to be provided primarily by UCMM faculty, will be needed as client-oriented projects become more prevalent.

2. UCMM Participant Trainee Faculty

Dominican faculty, during their master's and Ph.D. training, should receive research training and engage in research activities in the research centers of the universities they are attending. This will increase their knowledge of research methods and techniques and thereby improve their abilities to contribute to the research programs of UCMM. Dominican faculty, after completion of their off-shore training, should be responsible for maintaining a strong research program to include working with the Research Center.

Those Dominican faculty making short-term visits to the United States under this program should have as one of their objectives making contact with and obtaining information and training from the research centers of the institutions they visit. Visits should be preplanned, highly organized, and objectives for each visit, should be clearly defined.

The Director of the Research Center should visit the University of South Carolina during the first and second years of the program.

3 Visiting Faculty

Faculty provided by the University of South Carolina will be expected to accept major responsibility for the research mission of the Faculty of Administration in addition to their teaching duties. Contributions will be of many forms, depending on their academic specialties, particular research skills, and the needs of the research program while they are in the Dominican Republic. Typical activities would include: offering formal research seminars to faculty and students of UCMM, providing advice to faculty and students on a more informal basis, planning and/or executing research projects in conjunction with the personnel of UCMM, and assisting the Director of the Center in the development of its programs. It should be kept in mind that the development of research skills in the UCMM staff is at least as important as the performance of research projects. An important side benefit of this process is that the visiting faculty, after their departure from the Dominican Republic, will continue to be a source of advice to UCMM faculty. Additionally, the contact established between visiting and UCMM faculty will serve as another entry into the international academic network.

During the first three years of the program, there should be an annual visit by someone from the University of South Carolina with expertise in the operation of a research center. The purpose of these visits would be to review progress and provide assistance to the Director of the Center. It is possible that this function can be accomplished by visiting faculty who are teaching in the Faculty of Administration.

APPENDIX I
TYPICAL ACTIVITIES OF RESEARCH UNITS

1. Support of Faculty Oriented Research Programs

   (a) Released time for research
   (b) Grants for research expenses
   (c) Research seminars
   (d) Research assistants
   (e) Other services (see section 3)

2. Support of Externally Funded Research Programs

   (a) Information on funding sources and procedures
   (b) Contacts with funding sources
   (c) Research bulletins and seminars
   (d) Proposal preparation
   (e) Administration of grants and contracts

      (1) performance

      (2) finances

      (3) deliverables

   (f) Preparation of research reports

3. Other Services for Researchers

   (a) Assistance in research design and analysis
   (b) Coordination of computer services
   (c) Data
   (d) Secretarial services
   (e) Editing
   (f) Translation
   (g) Publication outlets
   (h) Mailings

4. Assistance to Graduate Students
   (a) Staff appointments (part time)
   (b) Assignments on research projects (part time)
   (c) Coordination of student internships/field studies
   (d) Data
   (e) Research seminars

5. Publication Program
   (a) Journals
   (b) Monographs
   (c) Research reports
   (d) Reprint series
   (e) Working paper series
   (f) Report on faculty and sponsored research
   (g) Report on faculty interests and expertise
   (h) School or research unit newsletter

6. Research Projects for Constituents

7. Maintaining Data Bases and Information Service
   (a) Data bases
   (b) Research library
   (c) Information service

8. Affiliations with Professional Research Organizations

9. Special Services
   (a) Economic forecasts
   (b) Economic outlook conferences
   (c) Economic indices
   (d) News releases
   (e) Gather economic data
   (f) Subscription services
   (g) Mailing lists

10. Support of Teaching and Continuing Education
   (a) Teaching materials: accumulating, developing, translating.

ANNEX 6.

INSTRUCTIONAL METHODOLOGIES

Courses:	Core Text	Readings Materials	Cases	Problem Solving Exercises workbook	Laboratory Workshop	Lectures/ Demons-trations	Student Projects	Guest & Student Presen-tations	Computer Use
Analytical Skills	X			X	X	X	X		X
Organization Theory	X	X		X		X		X	
Economics	X	X		X		X		X	X
Fin. Accounting	X			X	X	X	X		
Management Science	X	X	X	X	X	X	X		X
Managerial Acct.	X			X	X	X			X
Financial Mgt.	X	X	X	X		X		X	X
Operations Mgt.	X		X	X		X	X		X
Commercial Law	X	X	X			X	X	X	
Marketing Mgt.	X	X	X			X			X
Personnel: Business	X	X	X		X	X		X	
Integration: Bus.	X	X	X		X	X	X	X	X
Govt. Fin. Mgt.	X	X	X	X		X	X	X	
Program Mgt.	X	X	X		X	X	X	X	X
Govt. Accounting	X	X	X	X		X	X	X	X
Administrative Law	X	X	X		X	X	X	X	
Public Policy	X	X	X	X		X	X	X	X
Personnel: Public	X	X	X	X		X	X	X	
Integration Public	X	X	X	X	X	X	X	X	X

ANNEX 7

Books and Periodicals for Initial Procurement

Books: Public Administration

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Cyert, Richard M. and James G. March. A Behavioral Theory of the Firm. Englewood Cliffs, N.J.: Prentic Hall, 1963.

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ANNEX 8
Computer Study for Universidad Catolica
Madre y Maestra - Dominican Republic

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I. Introduction

The design group for the Graduate Management Training Project based its analysis of the need for computing equipment for Universidad Catolica Madre y Maestra on the following considerations:

1. Providing adequate instructional computing resources to be responsive to the 200-250 students anticipated in the Graduate Management Training Project within the next two years.
2. Assuring that additional resources exist to be responsive to the research needs of the Santo Domingo campus--including the Center for Administrative and Economic Research.
3. Analysis of the computing needs of the anticipated total enrollment at Santo Domingo of some 900 students, including the 200-250 students in the management programs.
4. Consider the computing and resources which would be necessary to support usage received from the planned Executive Training program.
5. Consider the support for administrative computing in addition to the above, and how it could be supported and integrated without negatively affecting the academic program.
6. Evaluate the potential for providing services to various governmental and private sector areas which could generate revenue to the university to aid in underwriting technological expansion and assist in funding the operating expense of the computing facilities.
7. Determine the likely growth for computing resources beyond the initial two year period.
8. Establish the possible additional computer resources needed to support instructional and research needs for the Santiago campus (currently 7,000 students) and establish the basis for providing communication between Santo Domingo and Santiago.
9. Investigate the potential vendors in the Dominican Republic for purposes of determining the hardware and software availability and the support mechanisms available from vendors for any installation obtained by the University.

Limitations

Discussions were held with a number of individuals both within the university and from other areas of the Dominican Republic. The objectives

of these discussions were to determine the limits of equipment available for purchase, adequacy of and/or service and support, the significance of electrical outages, the availability and reliability of commercial communications, and the technical and communications requirements between Santo Domingo and Santiago.

II. Summary of Recommendations

Recommendations

1. Funding should be sought from AID in 1983 in the amount of $294,244 to provide the full funding for hardware, software, maintenance, shipping, and associated costs of installation of IBM System 4341-MOD 9. This is the amount necessary for the first year of the project, exclusive of items to follow.
2. The site preparation should be carried out to provide a secure environment for the proposed configuration as well as an environment conducive to good instructional and research usage.
3. Funding should be sought from AID to support at least one person-month, preferably two, of technical training at the contracing university. Such funding should also be sought for three person-months of on-site technical assistance when the equipment is to be installed. (Estimated cost: $15,000.)
4. Support for the installation of the land microwave system between Santo Domingo and Santiago should be investigated. Such communications would allow the Santiago System 34 to support admnistrative computing, consolidate and integrate the instructional and research activities of UCMM, and assist in expanding the technical skills and resources which will support the Graduate Management Training Project and associate programs.
5. Support for staff to assist in consulting with academic users should also be sought along with other operating expenses.

Conclusion

It is the conclusion of this report that the proposed computing resource is needed and justified. The investment, athough greater than initially anticipated, is extremely important considering the total commitment being made and the critical role of adequate technical resources. The proposed computer configuration can support the software

required in the program, is maintainable and expandable, and also offers the opportunity for significant enhancement after the initial installation in small cost increments, whether in terms of adding to the processor (proposed IBM 4341-9) or through the addition of attachable microprocessors (personal computers).

III. Academic Computing Requirements

The proposed 12 course, 6 semester joint Master of Administration program relies very heavily on computer resources. Many courses within the program will require access to both personal computers and a minicomputer in the 1-2 megabyte memory range. Although many previous courses have formerly been taught with only light to moderate computer utilization, these subject areas have seen an enormous growth in computer applications.

Computing skills now make the difference between an adequately prepared Master's graduate and a student who is technologically illiterate. For the UCMM program to be state-of-the-art, heavy reliance on computing is an absolute necessity.

The table on pages 5 and 6 presents the expected degree courses and magnitude of computer utilization for the UCMM master's curriculum. This table does not include computer use associated with concentrations which might be developed, or computer use associated with the other 700 students enrolled at UCMM-Santo Domingo. Both of these factors need to be included when developing alternatives and recommendations for a computer system. However, software requirements for the master's core program, by themselves, justify a computer capable of eventually supporting a minimum of thirty access devices within two to three years (10 terminals and 20 microcomputers). Although this number of devices could certainly support more than the anticipated enrollment for the program, most graduate students will be working during the day. Thus, they will be able to use the computer only in the evening and on weekends. Enough devices must be available to meet these peak loads. Thirty access devices should be sufficient for this purpose. An important result of this situation is that the computing facility will be available to service other UCMM programs and faculty research needs during morning and afternoon hours, as well as for purposes of research and revenue generating activities.

Expected Degree and Kind of Computer Utilization

for Master's Core Courses

Course	Degree of Utilization[1] High	Moderate	Low	None	Applications Software
Quantitative Support Skills (prerequisite)	X				Statistics, Basic or Pascal, Computer Assisted Instruction
Organization Theory & Management Processes				X	_____
Legal Aspects of Management				X	_____
Personnel & Labor Relations				X	_____
Analytical Skills	X				Statistics, Econometrics, Linear Programming, Multivariate Analysis, Simulation, Graphics
Managerial Economics			X		Linear Programming, Benefit Cost Analysis, Simulation
Financial Accounting		X			Electronic Spread sheet, Accounting Applications, Computer Assisted Instruction
Management Science and Information Systems	X				Data Base Management, Decision Analysis, Simulation, Statistics
Budgeting and Finance		X			Electronic Spread-sheets, Simulation

[1] High utilizaton = 6-8 hours connect time per student per week
Moderate utilization = 4-6 hours connect time per student per week
Low utilization = 2-4 hours connect time per student per week

Course	High	Moderate	Low	None	Applications Software
Managerial Accounting		X			Electronic Spread sheets, Accounting Applications, Computer Assisted Instruction
Marketing Management		X			Statistics, Market Analysis Applications
Public Enterprise Management			X		Decision Analysis, Simulation, Data Base Management
Planning & Control			X		Decision Analysis, Simulation, Data Base Management
Financial Management	x				Electronic Spread sheet, Decision Analysis, Simulation, Financial Management Applications
Production Management		X			Decision Analysis, Simulation, Graphics, Mathematical Programming, Data Base Management
Program Evaluation		X			Statistics, Decision Analysis, Data Base Management
Management & Public Policy			X		Decision Analysis, Simulation
Integration of Managerial Processes			X		Decision Analysis, Simulation

With respect to academic research, computer resources beyond the minimum necessary for instructional purposes are required. Both memory and speed are important considerations in the research area. Current and potential applications include econometric analysis, statistical analysis, mathematical programming, decision analysis, data base management, simulation, multivariate analysis, financial modeling, and graphics.

Instructional computing can be split between the minicomputer and the microcomputers. However, most research computing will require access to software which can be implemented only on a 1-2 megabyte, 0.5-1.0 million instructions per second (MIPS) minicomputer. For example, the "Time Series Processor" econometrics software package, supplemented by an interactive modeling package, requires 600 to 800 thousand bytes of memory. Many of the software packages necessary for the previously mentioned research applications require similar amounts of memory. Furthermore, the ability of the computer system to generate revenue relates directly to the extent to which reserach oriented software can be supported.

Since the configuration proposed is capable of supporting the management and administrative use of the System 34 in Santo Domingo, it is cost effective to initially install what would amount to approximately 2 hours of such management data processing on the proposed processor. This processing can comfortably co-reside with the academic processing. Based on the current and proposed curriculum, administrative usage, research and instructional usage, overhead of the system operation, and executive training it is estimated that a .3 - .35 MIPS processor is required.

Software Requirements

Minicomputer:

Statistics and Econometrics -

Statistical Analysis System (SAS) with Econometric Time Series (ETS) Library

Time Series Processor (TSP)

Linear and Mathematical Programming

Graphics

Accounting and Business Applications Software

Data Base Management System (Relational)

Languages: Fortran, Basic, Cobol, RPG, Pascal, 4341 Assembly Language

Microcomputers:

Word Processing

Statistics

Data Base Management

Electronic Spreadsheets

Graphics

Accounting and Business Applications

Languages: Basic, Pascal

IV. Proposed Computer System

The following recommendation is presented as being the most responsive to the overall needs of the university. It takes into account the totality of requirements, considers the aniticipated growth of usage, the need to be responsive to such growth and the importance of an integrated system. This alternative provides the appropriate level of computing to the user in the most economical and efficient manner and yet does not impose an impediment to extending the magnitude of a given user's goals as the demand for computing resources increases.

The primary user data used to derive this alternative are:

- The research and instructional needs of the Master of Administration degree program (250 students)
- The support facilities for the Executive Training Program
- The research and instructional needs of the Santiago campus (3,500-4,000 student users)
- The continuance and expansion of the administrative data system for the university
- The potential of outside usage which could generate revenue to support expansion and operations support for the computing resources.
- The need for UCMM flexibility to expand the system to accommodate research and instructional use for the other academic components of the Santo Domingo campus (450-550 students)

To size the appropriate hardware the premise was established that the average student would initially require 150 instructions to be executed per second. The research faculty instructions per second in established

at a minimum of 300 instructions per second. These figures are derived from average usage at U.S. universities. Based on the student usage and presuming a continuing base of twenty active research faculty in Santo Domingo, the instructions per second needed is established at 126,000. The executive training program and management systems are considered to jointly require 300,000 instructions with the majority of that for management information systems. Thus, the combined requirements are 426,000 instructions per second. Adding overhead, the equivalent of a .5 - .6 MIPS processor is required to support all identified needs, excluding the provision for revenue which could be derived from outside usage.

The recommendation to obtain the IBM 4341-MOD 9 configuration is based on IBM's ability in the areas of:

1. The widest range of needed academic software.
2. The potential of providing software not yet identified as required.
3. Upgradability of IBM hardware.
4. It is the least expensive of the options considering the total need of UCMM.

In addition, the IBM 4341 processor is recommended over the 4331 from considerations of cost and expansion capability. Although the 4331 processor does provide many of the capabilities necessary to meet the start-up needs of the program, it has very little expansion capability. A system based on the 4331 would cost approximately $20,000 to $25,000 less than the proposed 4341 system, but would not be upgradeable. Furthermore, the acquisition of a 4341 allows the University to invest additional resources in the system to meet future requirements of new program development, or expansion of instructional or administrative needs for the graduate management training program.

Proposed Configuration

QTY	ITEM	Estimated Purchase Cost (U.S.)	
1	4341-MOD 9 (.6 MIPS) 2 Megabytes Memory	$ 72,500	
1	3278A2 - Systems Console	2,988	
1	3262-5 - 600 LPM Printer	14,621	
1	3411-3 - Tape (1600 BPI/80 KB)	16,740	
1	3340A2 Disk 1.3 Gigibytes	8,600	
2	3344B2 Disk 2 Removeable	29,640	
1	3830-2 Disk Controller	10,000	
8	Data Modules	17,600	
10	3277-2 Terminals	23,000	
1	Controller	3,025	
10	Personal Computers	30,000	
5	Dot Matrix Printers	3,000	
	Miscellaneous Cabling, connectors, diskettes, etc.	1,500	
		$233,214	$232,244
		Estimate	
	Other costs, 1 time: Shipping:	$ 5,000	
	Installation:	10,000	
		$15,000	15,000
	Estimated Annual Costs:		
	Software:	$22,000	
	Maintenance:	24,000	
		$46,000	46,000
	Training (estimated)	15,000	15,000
		TOTAL	$309,214

Summary

Estimated Initial System Costs

	1983
Hardware	$233,214
Shipping/Install	15,000
Software/Main	46,000
Training	15,000
Total	$309,214

Proposed Network (1983)

Santo Domingo

Personal Computers	4341-9 2 Megabytes	Personal Computers

3277 Terminals — Locally Connected

IBM 34 - Removed and Software Converted to 4341-9

Operating Expense

As previously noted the initial software/hardware costs for maintenance and lease of software is estimated to be $46,000 annually. It is strongly recommended that at least two full time people (or that equivalent) be assigned by the University to technically support the center. This provides backup staff should one not be present. In normal circumstances, one, or both, of these people should be trained on the level of systems programmers, operational (console) and application software.

It is required that the computing system be operated for at least 13-14 hours per day in order to meet the needs of the student in the Graduate Mangement Program who will have to access the system primarily in the early evening hour. The daytime shift would be used for research, other student usage, and administrative processing.

It should not be expected that a large amount of revenue will be gained immediately. However, subject to available time and where such outside use does not interfere with UCMM needs, the possiblity of eventually gaining $50,000 a year in revenue is conceivable. Such revenue could reduce net operating costs such as software licenses, hardware maintenance, and staff cost.

Costs should be budgeted for provision of consulting to academic users on how to use software packages and gain access to the computing resources. As demand increases at least one such person should be a part of the research staff of the center.

Site Preparation

The requirements for the computer room in UCMM-Santo Domingo should include:

- Raised flooring to protect and conceal the cables
- Air conditioning and dehumidifying facilities sufficient to dissipate moisture and cool the BTU's of the equipment.
- An uninterruptable power supply would be installed to assure that power failure does not result in downtime

Proposed Considerations

Computer Lab		Computer Room	
	Raised Floor	Processor	Air Conditioning (BTU's: ?)
		System Console	Dehumidifier
	Direct Cable under floor	Disks	Raised floor
		Tape	Fire Protection
		Controllers	Uninterruptable Power Supply
Work Stations (up to 30) (3 x 4 ft.)		Wall with Glass Windows	

Operating Systems and Staff Training

It is evident that there is technical competency within UCMM. Judging from the use of sophisticated software packages such as the Time Series Processor (TSP), SPSS, SAS, simulation models, etc., the staff at UCMM is more than qualified to use applications software on the proposed equipment. Nevertheless, the technical expertise required at a practical/operational level for the recommended computer configuration -- IBM 4341-9 -- represents a major leap in the areas of systems programming, systems management, and performance evaluation and the overall efficient control of the resource. All existing 4341-1 or 4341-2 inscallations in the Dominican Republic (8 total) run the DOS/VS2 operating system provided by IBM. This environment is well beyond the level of technical expertise necessary to manage the System 34's installed in UCMM, but is not nearly as complex as, and inadequate to meet the requirement of, the program in question. The recommendation is that UCMM use the IBM operating System VM on the proposed IBM 4341-9 and use DOS/VS2 as a sub-operating system. The functionality of this relationship results in two major assets to the UCMM program. All software available to the VM capability, such as CMS, which allow full interactivity of compilers provided by IBM, and the use of DOS/VS2 which is a level of technology in the local IBM branch office, will be available to UCMM. The net effect is there will be full functional capability and at least one technical area with full IBM technical support.

To assure full capability of UCMM to support and maintain this composite of resources the following is advised;

1. All technical training offered by IBM, either locally or elsewhere, should be pursued, including learning operation and software functions at IBM local branch prior to Point 2, below.
2. Appropriate technical staff from the contracting university should spend at least 1 man month (preferably 2) sometime after June 1983 to provide "hands on" training on the 4300 series equipment.
3. Once the IBM 4341-9 is delivered to UCMM-Santo Domingo, contractor's technical staff should be resident in Santo Domingo from 1-3 months to assist the local UCCM staff in "bringing-up"

the operating environment necessary to meet the project objectives, and to share experiences on the methodology in the use of the 4341-9.

Expansion

Possible future modifications to the proposed configuration, subject to use, demand for additional facilities, and need to increase capacity for anticipated growth are:

1984 or 1985

QTY	ITEM	Estimated Purchase Cost (U.S.)
1	1 Megabyte Memory	$ 7,500
1	3278A2 Systems Console	2,989
10	Personal Computers	30,000
		$ 40,489

Other one-time Costs:	Shipping	$ 1,000
	Installation	1,000
		$ 2,000

Estimated increase to annual costs:

Software	$ 5,000
Maintenance	$ 4,000
	$ 9,000

The total second or third year expense for expanding the capability of the system (if desired) is approximately $50,000.

1986 or 1987

	Estimated Purchase Cost (U.S.)
1 Megabyte Memory (4341-MOD ()	$ 7,500

If an expansion of the overall system is deemed desirable, then instead of a simple expansion of memory the following upgrading alternatives are suggested.

		Mod 10 $59,500	Mod 11 $95,500
1	Upgrade 4341-9 to 4341-10/11 and 4 Megabytes of Memory (.86 MIPS)		
2	3344 B2 Disks	29,640	29,640
8	Data Modules	17,600	17,600
10	Personal Computers	30,000	30,000
		$136,740	$172,740

There could be any combination of costs betwen 0 and $172,740 depending on the computing resources required. The selection of options would effect maintenance and one-time costs. The choice betwen an upgrade to the Mod 10 or Mod 11 is subject to need.

The preceding option offers the software, capacity, power, and flexibility deemed appropriate for the Graduate Management Training Project for UCMM-Santo Domingo, including the integration of programs such as economics.

Potential for Integration of Santiago Campus

An added benefit of the proposed IBM 4341 computing system, is the potential for this system to be upgraded by UCMM to support the computing needs of the Santiago campus. Should the university consider extending the system to accommodate the needs of the Santiago campus, a number of things would have to occur:

1. The processor would undoubtedly require upgrading. Through field upgrade this can be done up to a MIP rate of 1.9 MIPS.
2. Devices located for Santiago could include:

3277-2	terminal	- 2,300 each
3271	controller	- 3,500
3705	Santo Domingo Controller (Supports remote Device)	-45,000
	Multiplexors/Modems (Support dial-up 3277's) (and Personal Computers)	-15,000
	Personal Computers	- 3,000 each

3. In view of the inadequate telephone communications between Santiago and Santo Domingo, a land microwave system is an option. Such a data connection is estimated to have a cost of $200,000-$300,000. (See Appendix 3.)

Basis For Determining Upgrades of Equipment

The requirement for upgrading is a function of a number of factors, many of which may be interelated. The following items, related primarily to performance, are major determinants in considering the need to increase the resources of a computer configuration.

Disk capacity

Assuming that appropriate management of data is occurring (e.g., purging outdated data, termination dates for data files, and dumping of data files to tape), when total disk capacity usage has reached 80 percent of available space and is growing, additional disk storage should be considered.

Memory Capacity /Processor Power

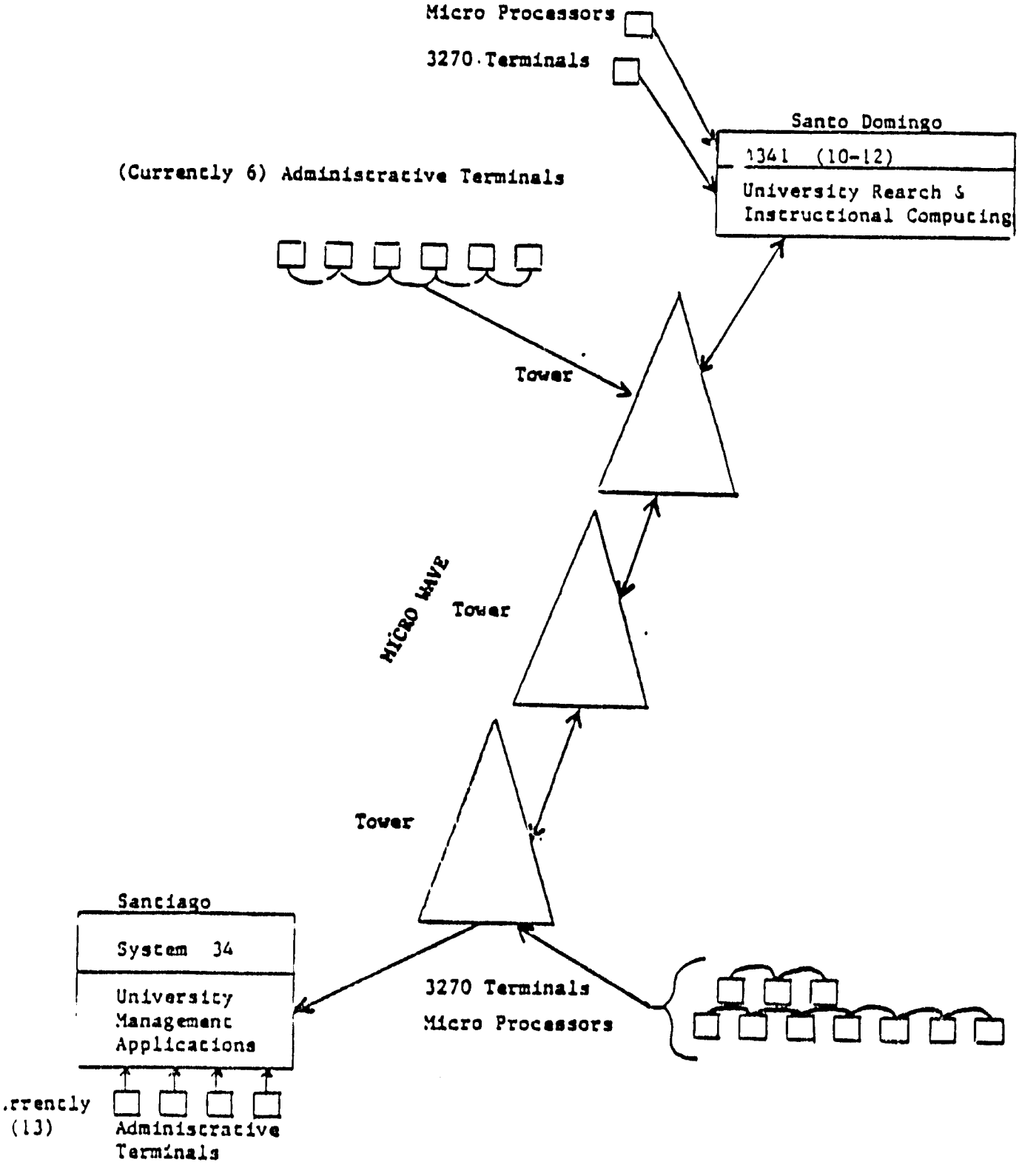
At the point that 15 percent or more of the batch work is backlogged and as the result turnaround time for batch jobs exceeds an acceptable time lag (12 hours) and/or there are more remote users (terminals/PC's) then can access the system concurrently, or with response time to terminal exceeding 5-7 seconds, memory capacity increase should be evaluated. However, if the system is executing at over 90-95 percent of efficiency and if sufficient communication lines for remote local users exist, the issue is not memory but the need to increse the power of the processor.

Access Devices/Terminals, Micro Computers

The necessity of increasing the number of access devices is generally a function of numbers of people seeking access to the devices available. A human reaction to such a condition generally establishes the need in this case. However, the quantity of terminals versus personal computers is an issue of seeking to offload the processor in cases where the personal computer is capable of meeting classes of user needs which would otherwise require the processor power at the expense of all users.

There are aids from vendors to analyze performances of computer systems and which will assist in determining what steps should be taken to relieve an overload situation.

POTENTIAL SANTO DOMINGO-SANTIAGO NETWORK



ANNEX 9

Evaluation Guidance

I. INTRODUCTION

This annex provides general evaluation guidance for the Graduate Management Training Project in accomplishing the goals and objectives specified in the Project Paper. This guidance is subject to expansion and modification based on the experience gained as the project progresses. Further, more specific, quantifiable measures will be developed where possible. Evaluation guidance will be periodically reviewed and updated to reflect the most recent knowledge of the Graduate Management Training Project.

II. INPUTS (TECHNICAL ASSISTANCE)

A. Long Term

1. Established and staffed as scheduled.
2. Fulfillment of specific project responsibilities by Chief of Party and Deputy Chief of Party
   - (a) Efficient and effective operation of the project office including sound financial management
   - (b) Academic assistance and support for the graduate degree programs including:
     - (1) teaching
     - (2) student selection
     - (3) student advising
     - (4) curricula and course design
     - (5) special seminars for UGMM faculty and students
     - (6) teaching materials
   - (c) Establishment of effective relationships with the following to minimize problems in program implementation and to maximize program accomplishments:

(1) participating universities

(2) other universities

(3) UCMM

(4) USAID

(5) business executives

(6) government officials

(7) other elements of the Dominican Republic

(d) Assistance to the following units:

(1) Center for Administrative and Economic Research

(2) Executive Training Institute

(3) Computer Center

(4) Library

(e) Planning and coordinating project inputs to include:

(1) visiting faculty

(2) consultants

(3) long term participant training

(4) short term participant training

(5) commodities

(f) Design and conduct project evaluations

3. Orderly transfer of responsibilities to replacement for position of Chief of Party.

4. Assistance in developing UCMM self sufficiency.

B. Short Term

1. Provided as specified in the Project Paper and required by the project.

2. Specific work plan designed for faculty reflecting their expertise, length of stay, needs of the program, and language capability

3 Involved in both teaching and support of other selected project activities.

4. Display high degree of cooperation with UCMM, USAID, and the Dominican community.

5. Reflect high level of interest in the success of the project.
6. Professional approach to fulfilling teaching responsiblities.
   (a) Provide detailed course outline to students that includes material to be covered, reading assignments, examination schedule, project assignments, grading policies, and other information needed for successful learning.
   (b) Establish and enforce high standards for students while being sensitive to their needs and capabilities.
   (c) Use teaching methodologies appropriate to course, to faculty skills, and to student capabilities.
   (d) Select or develop, as necessary, teaching materials that are relevant to the course and to the Dominican environment.
   (e) Provide opportunities to interact with students outside of class.
   (f) Punctual in meeting classes, meeting schedules contained in course outlines, returning graded materials, and responding to needs of students, UCMM, USAID, the Project Office, and others.
7. Work closely with UCMM counterparts to help them prepare for their teaching, research, and other responsibilities.
8. Actively solicit advice and assistance from UCMM faculty that will aid in teaching in the Dominican environment.
9. Initiate activities, provide new capabilities, and document contributions in a way to ensure their continuation.
10. Establish relationships that will continue to be of mutual benefit after the faculty member departs.

C. <u>Consultant</u>

1. Consultant assistance provided as defined in Project Paper or as evolving needs of project dictate subject to budget limitations; areas of assistance to include Center for Administrative and Economic Research, Executive Training Institute, Computer Center, and Library.

2. Objectives of each consultant visit clearly defined.
3. Consultants clearly well-qualified for assigned tasks.
4. Orientation provided each consultant prior to consulting activity.
5. Consultation not only accomplishes tasks but provides UCMM with capability to perform similar tasks in the future.
6. Contributions of consultants thoroughly documented.

III. TRAINING

A. Participant

1. Long term participant education provided as specified in the Project Paper; numbers educated and years of education are consistent with the Project Paper.
2. Specific aspects of the education process include:
   (a) Assist UCMM in identifying and selecting candidates for graduate education to include the consideration of future UCMM faculty requirements as well as the capabilities of candidates.
   (b) Assure that those selected for graduate education have or develop adequate language capability in English.
   (c) Advise and assist candidates prior to and during their graduate programs.
   (d) Assure that the schedule of events required for admission to the institutions providing graduate education is met.
   (e) Assure that graduate education provided is of high quality.
   (f) Periodic assessment of long term participant education needs to identify changing conditions with subsequent revisions in education plans as feasible.
   (g) Advise UCMM on financial resources required by those selected for graduate education to insure that educational process is not impaired by lack of support.

3. Modify overall plan for long term participant education as necessary to reflect changing project needs that may result from evolving curricula, UCMM faculty attrition, UCMM faculty acquisitions, and other changing program requirements. The objective of UCMM self-sufficiency upon completion of the project is used as a major guide to the long term participant education program.

B. Short Term

1. Informal training of UCMM faculty and staff provided in the Dominican Republic through seminars and direct contacts.
2. Short term training of UCMM personnel provided at the participating universities or elsewhere in the United States as specified in the Project Paper.
3. Periodic assessment of short term training requirements to identify changing needs.
4. Periodic revision of short term training plans as necessary to insure the growth in UCMM capabilities so that self sufficiency is achieved by the end of the project.

IV. COMMODITIES

1. Assistance to UCMM in procuring and using commodities specified in the project paper.
2. Advice and assistance in procuring books and periodicals:
   (a) Approximately 10,000 books procured and subscriptions for approximately 100 journals established by the end of the project.
   (b) Recommendations made on need for multiple copies.
   (c) Recommendations made on specific titles to be procured including advice on the availability of Spanish language materials.
   (d) Growth in library holdings planned to insure initial program needs are met and that phased procurements will avoid obsolescence of collections at end of project.
   (e) Assistance in minimizing costs of books and journals.
   (f) Consultant assistance as needed in development and operation of library.

3. Advice and assistance in procuring audio-visual equipment specified in the Project Paper to insure availability as needed and cost-effective procurement.
4. Advice and assistance in procuring simultaneous translation equipment as specified in the Project Paper to insure availability for the initial classes of the program not staffed by Spanish speaking faculty.
5. Advice and assistance in implementing the computer system specified in the project paper:
   (a) Hardware
   (b) Institute for Executive Training
   (c) Center for Administrative and Economic Research
   (d) Computer Center
   (e) Library
   (f) Faculty recruitment, education, training, and retention
   (g) Commodity purchases

V. COOPERATIVE RELATIONSHIPS

1. Relationships established within UCMM among the elements of the Faculty of Administration, e.g., the academic, research, executive training, and computer programs.
2. Relationships established between UCMM and external organizations including those in the business and governmental sectors.
3. Relationships established between UCMM faculty and faculty of participating universities.
4. Evidence that relationships are more than in spirit only but result in specific beneficial programs such as:
   (a) Cooperative research
   (b) Executive training including contract programs
   (c) Opportunities for service in a cooperative mode to business and government.

VI. OUTPUTS

A. Curricula and Courses

1. Offering of courses as defined in the Project Paper.
2. Continuing improvement of curricula and course content through modification and/or expansion.
3. Full participation of UCMM in the development of curricula and course content.
4. Curricula and course content reflects the Dominican environment.
5. Reflection of relevant U.S. experience in curricula and course content.
6. Development and implementation of required seminars that are presented beyond the formal courses comprising the curricula.
7. Acceptability of curricula and courses as evidenced by perceptions of:
   (a) UCMM personnel
   (b) Advisory Council
   (c) UCMM students
   (d) Government officials
   (e) Business leaders
   (f) USAID officials
   (g) Visiting faculty
8. Value of graduate programs as evidenced by:
   (a) Opinions of graduates
   (b) Opinions of employers
   (c) Advancement of graduates
   (d) Growth in quality and quantity of student applications.

B. Teaching Materials

1. Development of Dominican cases, problem sets, simulations, experiential learning exercises, and computer projects for both graduate programs and executive training.
2. Establishment of programs to support the development of teaching materials.

3. Utilization of teaching materials appropriate to the course being taught.
4. Development of detailed course outlines and instructions for students.
5. Translation of existing materials where appropriate.

C. Graduates

1. Well designed student recruitment process as evidenced by:
   (a) Development and implementation of recruiting campaign to include:
      (1) use of news media
      (2) contacts with employing organizations
      (3) contacts with undergraduate programs
   (b) Acceptable quantity and quality of student applications.
2. Acceptable student selection process as evidenced by:
   (a) Subsequent academic performance of students
   (b) Willingness of students who perform well to stay in the program
   (c) Successful job placement
3. Through indoctrination program for entering students to minimize future student complaints, losses, and confusion in progressing through the graduate program.
4. Creation of formal and informal procedures for advising and counseling students.
5. Quality and usefulness of the graduate programs as evidenced by:
   (a) Student perceptions
   (b) Employer perceptions
   (c) Career advancement after graduation
   (d) Increased support of programs by employers and graduates
   (e) Increases in quality and quantity of student applications and students admitted to the program.
6. Achievement of low student attrition rates.

D. Advisory Council

1. Establishment early in program.
2. Represents a broad sector of leadership from the Dominican Republic.
3. Meets regularly, is fully informed, and considers issues of vital importance to the project.
4. Provides advice of value to UCMM and the project.
5. Members display continuing interest in serving and in UCMM.
6. Regular selection of new members.
7. Serves as an active rather than ceremonial body.

E. Special Units: Research , Executive Training, Computer Center, and Library

1. Established and staffed as scheduled.
2. Planned technical assistance provided.
3. Continuing development of capabilities and serives provided.
4. Support of UCMM programs including support of UCMM faculty and administration, students, and external constituents.
5. Development as a revenue generating unit where appropriate.
6. Relevance of services provided to real problems of business and government.
7. Acceptance of services provided as evidenced by increasing demand for the services.
8. Continuing establishment of relationships with UCMM personnel and external constituents to include supportive public relations program.
9. Development of sound management policies and procedures.
10. Growth in measureable outputs as evidenced by such factors as: teaching materials; research and consulting reports; executive training programs held and numbers attending; books and journals available in general and in Spanish in particular; and computer services provided to students, faculty and others.
11. Achievement of full transfer of operations to UCMM personnel.

Project Title: Graduate Management Training

LOGICAL FRAMEWORK

NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Sector Goal: To upgrade the human resources base necessary for national development. Program Goal: To improve the administrative capacity of mid-level and senior manager in the private and public sectors as a means of greater productivity in the private sector and more effective delivery of public services.	Measures of Goal Achievements: Significant increase in the availability of trained mid-level managerial personnel (1) Increased productivity and salary levels in private sector (2) Increase effectiveness of public sector service	(1) Government human resource records (2) University records (1) Interviews (2) Government records (3) Record of firms	Continued political, economic, and social stability Improved management skills will contribute to national development Improved management skills will contribute to service delivery and productivity
Project Purpose To establish a quality program of graduate management education, training and research	EOPs: fully staffed MBA/MPA program (1) a) 350 MPA graduates 350 MBA at average 60 program/year b) Library fully stocked 50 periodicals 10,000 books c) 10-12 experienced faculty (2) Executive Training total 62 seminars (3) Research Center total 121 studies and consultations	(1) Student records (2) UCMM records (3) Observation (4) Schedules and records of executive training (5) Research studies	Training programs will be relevant to private and public management needs. Demand for training and research will continue
Outputs: 1) Institutional a) Faculty of Administration b) Curriculum c) Faculty 2) Activities a) Graduate Teaching b) Executive Training c) Research & Consulting 3) Beneficiaries a) Program Graduates b) Executives c) Enterprises & Government	(1) Institutional a) Faculty organized with dean and advisory council in place b) 19 courses created in Spanish c) 11-12 (3) p/yr participants returned d) New Building with classrooms Library with 10,000 books IBM mainframe 9 (2) Activities year a) 240 students in courses b) 10 short courses & seminars c) 12 research and 15 consulting projects (3) Beneficiaries a) 350 MBA degree holders 350 MPA degree holders b) 150 business & public executives trained in management c) 8+ research and 125 consulting projects completed	(1) Curriculum documents and catalogs (2) Transcripts and diplomas (3) Observation (4) Minutes of meeting (5) Records (6) Records and Studies	(1) Inputs will be provided in a timely manner (2) Participants will return to teach and conduct research at UCMM (3) Building will be built to meet the needs of program (4) Exchange w/UCMM Advisory Council will result in strengthened program
Inputs: 1) Technical Assistance 2) Participant Training 3) Short Term Training 4) Commodities a) Computers b) Library c) Logistical Support d) Classroom Equipment 5) Physical Plant 6) Staff Operational Costs 7) Student Subsidies 8) Evaluation 9) Contingencies/Inflation TOTAL	AID / UCMM / TOTAL 1) 2,483 / / 2,583 2) 550 / 160 / 710 3) 76 / / 76 4) a) 309 / / 309 b) 376 / / 376 c) 103 / / 103 d) 138 / / 138 5) / 5,233 / 5,233 6) 531 / 3,174 / 3,695 7) / 510 / 510 8) / 75 / 75 9) 169 / 133 / 873 TOTAL 5,553 / 9,868 / 14,421	Contractor Reports UCMM/AID records	(1) Technical assistance available (2) AID funding available (3) Qualified participants available

Best Available Document

ANNEX 11

CONSTRUCTION

DESCRIPTION OF THE PROJECT CORRESPONDING TO THE PLANT TO SERVE AS THE LOCATION FOR POST-GRADUATE PROGRAMS IN ADMINISTRATION OF THE UCMM IN SANTO DOMINGO.

(Translated from the Spanish)

The Property

Several possible locations for the program facilities were studied. The results of the study showed the most feasible site to be the UCMM property on which is located the University Campus in Santo Domingo, designated as the Recinto Santo Tomas de Aquino.

This property has 18,610 M^2 and is located on the northwest corner of of Abraham Lincoln Avenue and Bolivar Street Extension. Presently two remodeled buildings are located on the property; one of three floors that serves for instruction; and the other of two floors used for administrative offices for the campus. The latter building still has 40 percent of its area unremodeled. This portion, with indicated changes, will be used as offices for professors, the Center for Administrative and Economic Research, and an enlarged computer center. The two floors of the wing to be remodeled are considered part of the present study, and will be physically connected with the new building to be constructed.

The Project

In determining the architectural design of the new building, factors considered included the specific program components to be housed, physical conditions of the site, such as the area available, and the equipment and furniture. The site permits analysis of the best location for the different components, taking into consideration the relationship between the various services, the noise factor, and orientation to and relation with existing buildings.

A parking zone was designated at the front of the site along Abraham Lincoln Avenue, with three areas at different levels because of the topography. Next to this are the elements which, produce noise or for which exterior noise is not a problem, as is the case of the Cafeteria, the closed auditorium, and the principal entrance.

The building housing the seminar rooms will be perpendicular to the existing building forming an enclosed perimeter. This building will be oriented north-south in order to permit the best natural light, avoid direct sunlight, and capture breeze. The location is removed from the avenues to avoid noise.

The library is placed in the central part of the property, thus serving the other units while remaining removed from the streets and protected from noise. It will be surrounded by green areas.

Owing to the dimensions of the site and its present use, all the buildings were designed with three floors. This permits them to be used without the need for elevators. However, mechanical means will be needed in the library to vertically transport books .

The lecture rooms are to be located in the rear of the property to achieve greatest seclusion and allow maximum concentration. The rooms serve to enclose the group of buildings at the rear.

A small auditorium for 200 persons is to be on the second floor over the cafeteria. Bridgeways join the existing building at this level. They will draw students and therefore tend to avoid congestion of the lower floor. The hallways to the existing building, besides giving unity and integration to the complex, serve as upper level bridges joining the second floor. This facilitates double horizontal entry for students and professors.

Remodeling

The remodeling of part of the existing administration building so as to serve the program permits a reduction in the total square meters of construction needed. As already noted, the remodeled area will be used for professor's offices and other project components.

Gardens

The interior of the site remains bordered by gardens that penetrate between the buildings and create an atmosphere of green and shady tranquility with the existing trees. Others will be moved from areas that the buildings will occuply. Outside, the comples remains bordered by parking areas, protected by an existing perimeter of greenery. Two hundered and thirty parking spaces will be provided (101 existing and 129 projected).

Air Conditioning

Only the library, the auditorium, and lecture rooms will be joined to the central air conditioning system. This is dictated by their special functions: protection of books and bibliographical materials in the library. A quiet and cool auditorium is needed. This is also true for lecture rooms.

The professor's offices, secretariat offices, and research and computation centers, as well as the social area for executives, will be provided with individual air conditioning units. The building housing these spaces is located along Abraham Lincoln Avenue. Their eastwest orienttion necessitates air conditioning to avoid the noise and the heat. The building, however, does not lend itself to connection to a central air conditioning system.

DETAILED DESCRIPTION BY LEVELS

First Floor Existing Building of Administration

EAST SIDE REMODELING: Offices for the director general.

Offices for the director of the program of administration and offices for professors, assistants, and secretaries.

Enlargement of the Computer Department and bathrooms for men and women.

NEW CONSTRUCTION:

1st Floor

- Principal Entrance Hall
- Bathrooms - men's and women's
- Cafeteria and garden
- Kitchen with its services
- Eating facility for executives (Executive dining room)
- Executive lounge
- Covered balcony for expositions
- 2 lecture halls for 85 students
- 2 booths for simultaneous translation

1st Floor Library

- Library Offices
- Reception and classification of books
- Reproduction department
- Covered circulation and stairs
- Parking for 129 vehicles

2nd Floor Auditorium for 200 persons

- Bathrooms - men and women
- 4 large rooms for seminars of 30 students
- 4 large lecture rooms with translation - 85 persons
- 2 meeting rooms
- 2nd floor library (group reading)
- Technical processes
- Covered and uncovered passageways, stairs and hall

EXISTING BUILDING	Offices for professors
AREA TO BE REMODELED	Research Department
3rd Floor	Hall
	Bathrooms
	3 large seminar rooms for 30 students
	2 large lecture rooms - 85 students
	Large audiovisual room
	3rd floor library - audiovisual department
	Patios
	Covered hallways and stairs

The project has the following characteristics with relation to the total exterior.

Total land area	18,610 M^2
Area of existing construction	4,550 M^2
Area of new construction	7,100 M^2
Area of remodeled construction	790 M^2
Existing parking - Bolivar Avenue	101 cars
Project parking	129 cars
Total parking	230 cars

CONSTRUCTION MATERIALS

1. CONCRETE STRUCTURE

a)	Cement	Exterior walls
b)	Columns	Metallic support in auditorium
c)	Beams	Asbestos tiles in auditorium
d)	Marteline stairways	
e)	Tiles	
f)	Steel - reinforced walls	

2. DIVIDING WALLS

a) Cement blocks
b) Plywood or wood panels (dividers)
c) Perforated clay-block walls

3. FLOORS

a) Exteriors of cement and brick
b) Clay tilets in passageways (hallways), hall and cafeteria
c) Carpeting in lounge and executive dining room
d) Vinyl in library, audio visual, PIT and bathrooms
e) Polished cement in color in seminar rooms, lecture rooms and bathrooms
f) Ceramic in kitchen and cafeteria
g) Asfalted concrete in parking lot

4. WALL COVERINGS

a) Ceramic tile in baths
b) Special enamel paint for kitchen
c) General acrylic paint
d) Rustic exteriors (coarse)

5. PARTESOLES

A) Natural finished palm planks

6. WINDOWS

a) Natural aluminum and glass in general

b) Anodized aluminum and bronzed glass in library and entrance

c) Windows of aluminium and painted asbestos in classrooms

7. DOORS AND CARPENTRY

a) Of aluminum and glass

b) Of wood furred plywood

c) Handrails and counters

d) Doors of laminated metal

8. SOFFITS OF ISOLATED PRESSED MATERIAL

a) In the audiovisual room (auditorium)

b) In the library

c) In the PIT rooms

9. BATHROOM FURNITURE

A) White-domestic (institutional) Fluxometro

10. FLAT ROOFS WITH GUARANTEED WATERPROOFING

11. LIGHTING

a) Fluorescent lighting in interiors

b) Incandescent lighting in hallways

COST ESTIMATES

A. Architectural Designs:

		DESIGN	SUPERVISION
1.	Project Administration	$ 6,000.00	$12,000.00
2.	Detail Drawings	9,000.00	
3.	Copies	2,500.00	
4.	Materials	2,000.00	
5.	Soils studies	4,000.00	
6.	Structural designs	15,000.00	9,000.00
7.	Electrical designs	15,000.00	4,500.00
8	Architectural designs	15,500.00	
9	Plumbing and sewer system designs	2,500.00	5,400.00
		$71,500.00	$30,900.00

B. Cost Estimates for Construction and Furnishings:

1. CONSTRUCTION

a) Site Preparation

a_1 relocation of trees and plants	$2,500.00
TOTAL	$2,500.00

b) INFRASTRUCTURE

b_1 water connections	$500.00
b_2 sewer connections	300.00
b_3 septic tanks (2)	2,400.00
b_4 telephone connections	5,000.00
b_5 parking for 129 cars	55,000.00
b_6 parking area lighting	9,000.00
TOTAL	$72,200.00

c) BUILDINGS	
c_1 6,275 M^2 at \$300.00/M^2	\$1,882,500.00
TOTAL	\$1,882,500.00
2. a) Electrical connections and transformers	\$25,000.00
b) emergency generator	50,000.00
c) central air conditioning	250,000.00
d) bells	500.00
e) water pumps (2)	2,400.00
TOTAL	\$327,900.00
3. FURNISHINGS	
a) New furnishings and fixed equipment	\$235,855.00
TOTAL	\$235,855.00
4. REMODELING	
a) Construction	\$70,384.29
b) electrical installations	33,034.04
c) lighting fixtures	4,000.00
d) individual air conditioners (12)	9,600.00
e) furniture and equipment	83,060.00
TOTAL	\$200,078.33

FURNISHINGS AND EQUIPMENT DETAILS

A. CLASSROOMS (PITS)

1. 6 lecture rooms for 85 students each continuous convexo-concave desk with revolving chairs		$60,000.00
2. Seminar Classrooms		
30 chairs	$1,200.00	
30 tables	1,500.00	
professor's chair	40.00	
TOTAL/Classroom	$2,840.00	
7 Seminar Classrooms		$19,880.00

B. ADMINISTRATIVE OFFICES

1. Director's Office		
Desk	$400.00	
Desk Chair	200.00	
2 Visitors' chairs	300.00	
Credenza	250.00	
Air conditioner	800.00	
Office equipment	200.00	
Bookcases	300.00	
		$2,450.00

*2.	PROFESSOR'S OFFICES		
	Desk	$350.00	
	Desk chair	150.00	
	2 Visitors chairs	150.00	
	Credenza	250.00	
	Bookshelves	200.00	
	Air conditioner	800.00	
	Office equipment	100.00	
	TOTAL/Office	$2,000.00	
	13 offices for professors		$26,000.00
*3.	SECRETARY'S OFFICES		
	Desk	$250.00	
	Secretarial chair	100.00	
	Chairs for waiting area	200.00	
	2 file cabinets	320.00	
	typewriter	800.00	
	Office	200.00	
	TOTAL/Office	$1,870.00	
	3 Secretarys' offices		$5,610.00
*4.	CONFERENCE ROOMS		
	Conference table for 12 persons	$800.00	
	12 chairs	1,200.00	
	Air conditioner	1,600.00	
	Carpeting	1,500.00	
	Curtains	600.00	
	TOTAL/Conference Room	$5,700.00	
	2 Conference Rooms		$11,400.00

C. LIBRARY

1. CIRCULATION AREA		
3 card catalog cabinets	$1,575.00	
2. EQUIPMENT FOR TECHNICAL PROCESSING		
3 typewriters	2,100.00	
5 shelves	3,000.00	
25 tables and chairs for graduate carrels	12,500.00	
3 areas for 12 persons each with six tables for 6 and 36 chairs	6,000.00	
3. PERIODICALS		
Shelves, files and display cases	10,000,.00	
4. BOOK REPAIR	5,000.00	
5. AUDIO-VISUAL CENTER		
Movable panels		
4 desks		
4 chairs		
2 typewriters		
Tables	5,000.00	
LIBRARY TOTAL		$45,175.00

D. AUDITORIUM (200 persons)

200 fixed seats	$40,000.00	
Carpeting 300 M^2	12,000.00	
Head Table for 12 persons	1,000.00	
Lectern	300.00	
12 chairs	1,200.00	
Projection screen	4,000.00	
TOTAL		$58,500.00

*E. COMPUTER ROOM

Desk		
Chair		
Movable panels		
Files $2,500.00		
Air conditioner	3,200.00	
TOTAL		$5,700.00

F. CAFETERIA

1. Kitchen		
Kitchen and cafeteria service equipment	$30,000.00	
2. Dining room		
20 tables and 60 chairs	10,000.00	
TOTAL		$40,000.00

G. EXECUTIVE AREAS

1. Dining Room		
6 tables for 4 and 24 chairs	$4,000.00	
Carpeting	900.00	
Air conditioner	1,600.00	
2. Lounge and exhibit area		
Chairs and coffee tables	3,000.00	
Carpeting	1,200.00	
Air conditioner	1,600.00	
TOTAL		$12,300.00

*H. RESEARCH AREA

1. Director and Secretary	$4,320.00	
2. 4 offices for researchers	8,000.00	
3. Office for 3 secretaries	5,610.00	
4. Project Directors office	2,450.00	
TOTAL		$20,380.00

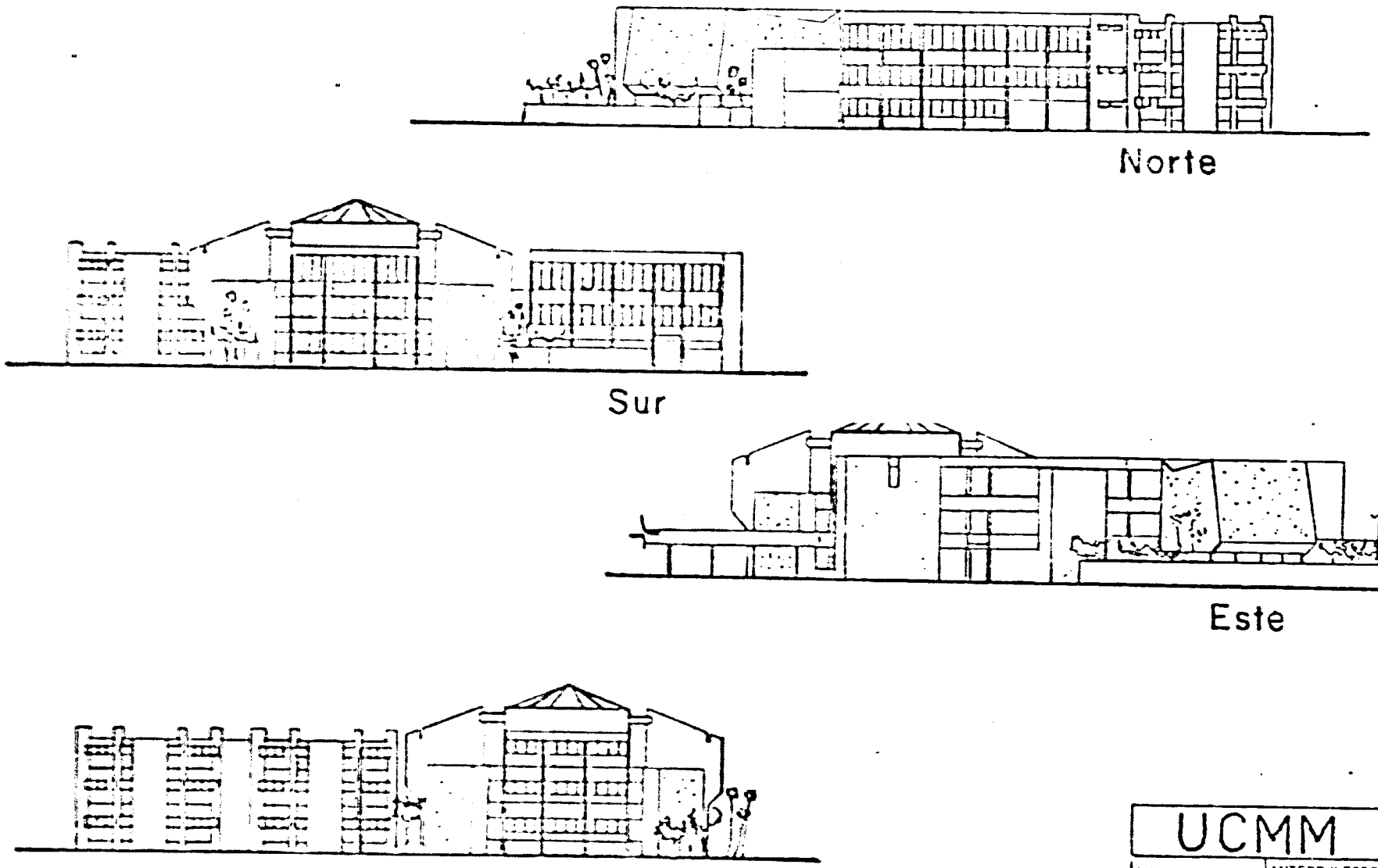
*I. EXECUTIVE TRAINING PROGRAM OFFICE

1. Offices of Director and Secretary	$4,320.00	
2. Offices for guest professors	4,000.00	
3. Air conditioners	3,200.00	
TOTAL		$11,520.00

Remodeled Building furnishings and equipment	$83,060.00	
Furnishings and equipment for new buildings	$235,875.00	
Furnishings and equipment Total	$318,935.00	
TOTAL		$318,935.00

*Items for use in remodeled structure.

I - Direct Costs		**$3,129,188.32**
New Construction	$1,957,200.00	
Furnishings and Equipment	235,855.00	
Equipment	327,900.00	
Remodeling of existing building	200,078.33	
Sub-total Direct costs	$2,721,033.33	
10% contingencies	272,103.33	
5% inflation	136,051.66	
II - Indirect Costs		**$102,400.00**
(Project Costs)		
a) Design	$71,500.00	
b) Supervision	30,900.00	
TOTAL: Direct and Indirect Costs		**$3,231,588.32**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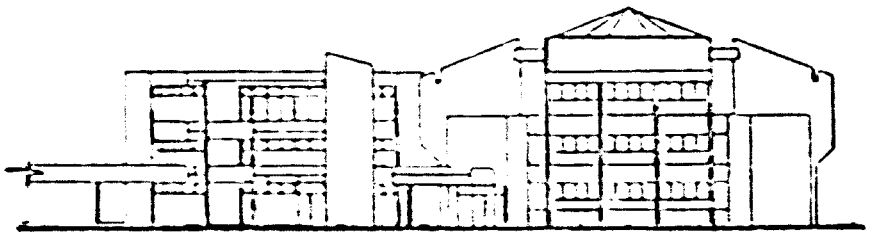
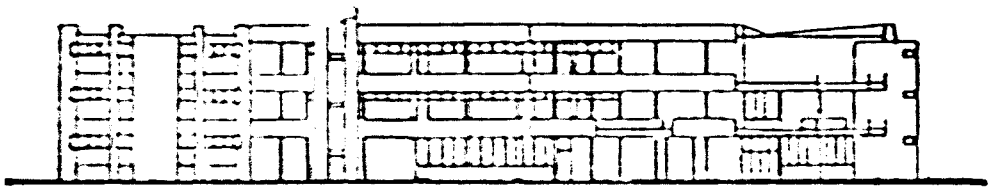
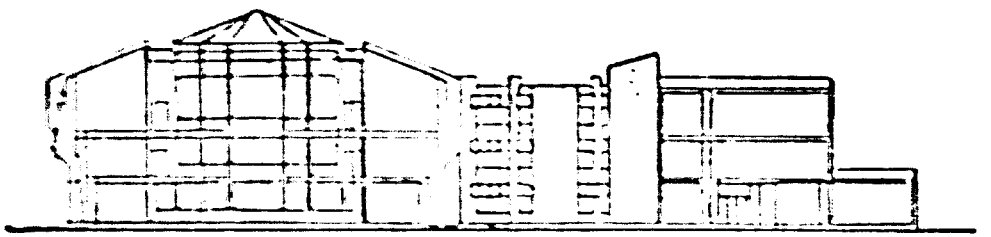
ELEVATIONS



Corte Fachada Norte



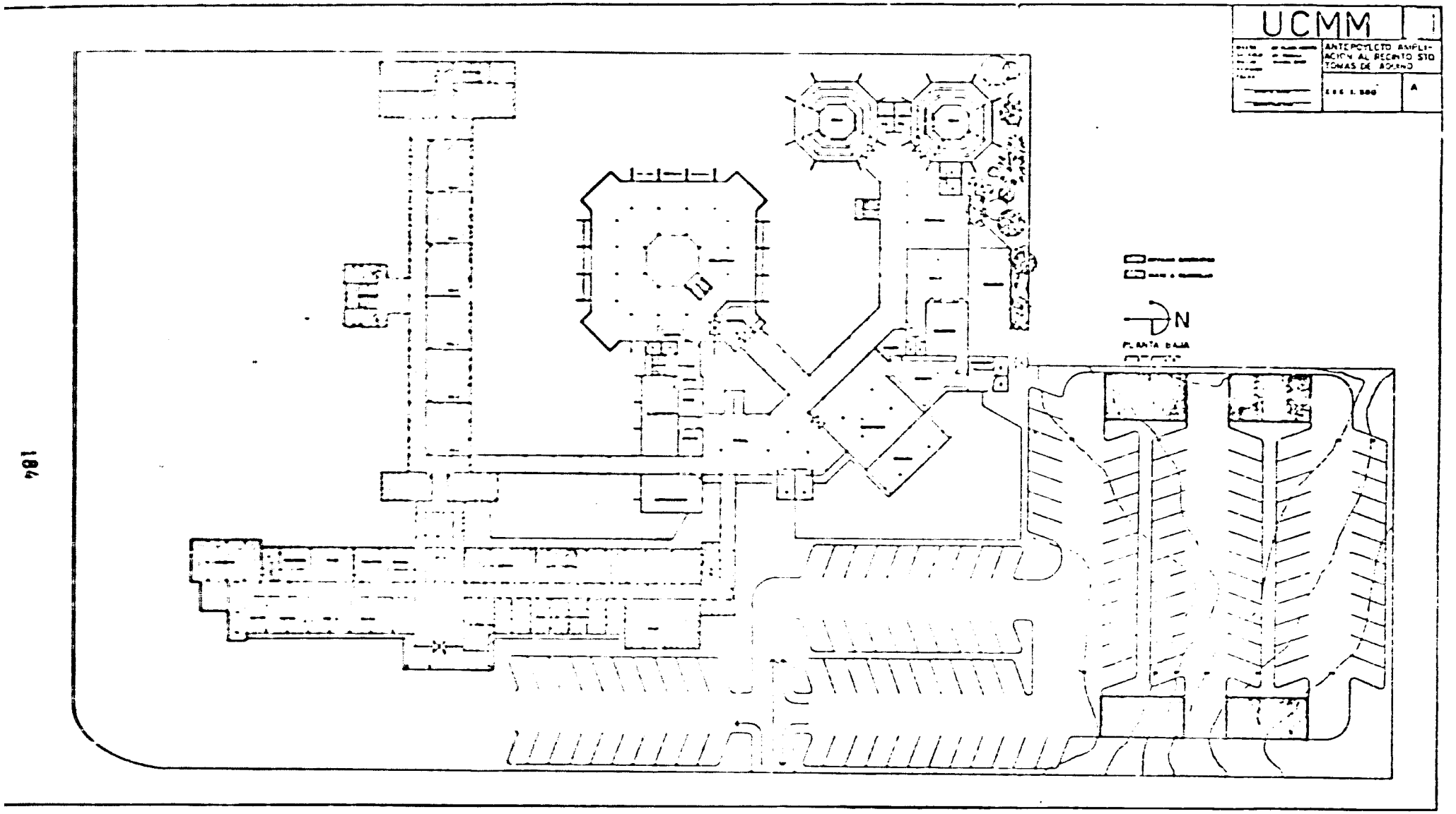
Corte Fachada Sur



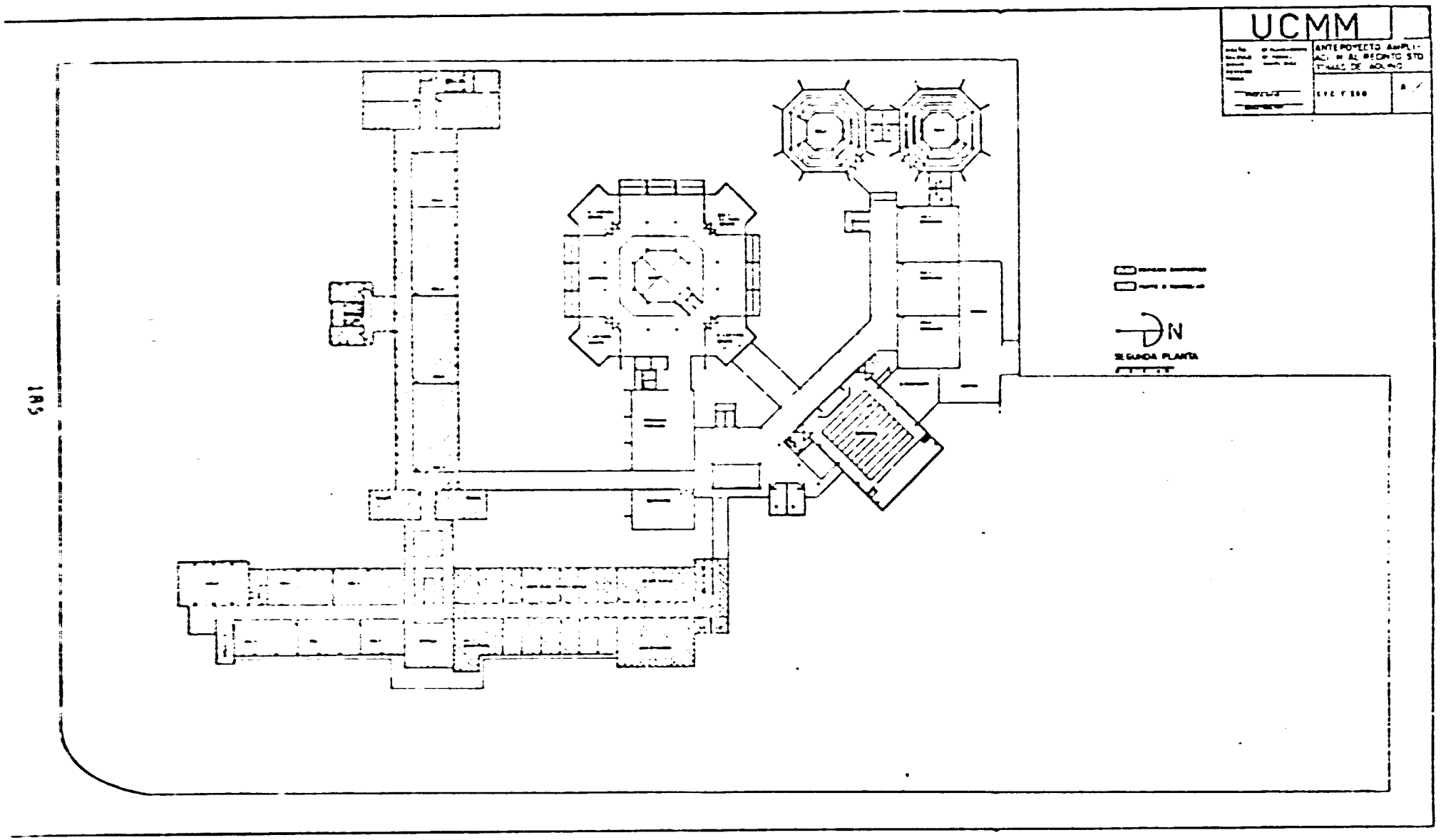
Corte Fachada Este

UCMM

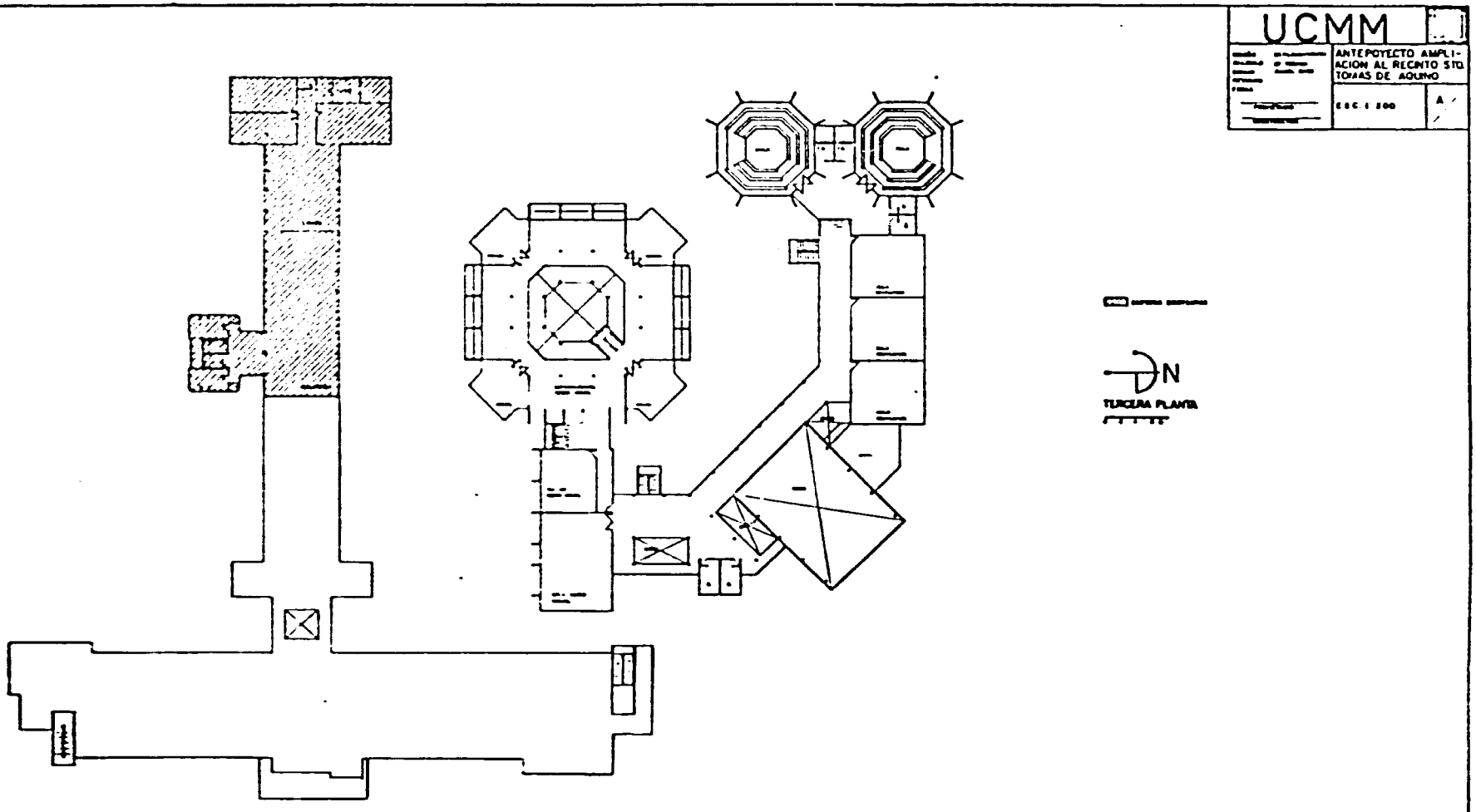
SECTIONS



PLAN - FIRST LEVEL



PLAN - SECOND LEVEL



PLAN - THIRD LEVEL

ANNEX 12

DESCRIPTION OF UCMM INCOME AND EXPENDITURES

A. Income

Table 1 at the end of this Annex presents five sources of income whose estimates are indicated as follows:

1. Executive Training Institute

Year	No. of Courses	Ave. No. Part.	Cost per part.	Total (000)
1	6	30	600	108
2	6	30	600	108
3	9	30	600	162
4	9	30	600	162
5	9	30	600	162
6	10	30	600	180
7	12	30	600	216
8	12	30	600	216

These estimates are based on the experience of UCMM over the past two years, on the requests for courses by the different business and professional sectors, and on the availability of professors.

2. Center for Administrative and Economic Research

Income of the Center for Administrative and Economic Research is estimated on the assumption that program personnel will be able to dedicate 14 percent of their time to consulting and 13 percent to research. Consulting income is estimated as follows:

Year	Hours of Consulting Time	Cost at $5.00 per hour
1	90	4,500
2	120	6,000
3	135	6,750
4	150	7,500
5	187	9,350
6	187	9,350
7	187	9,350
8	197	9,350

During the first two years, there will be fewer professors available and the time dedicated to teaching will be greater.

As for research, it is contemplated that during the first two years only one project will be undertaken. However, beginning with year 3 and during years 4 and 5, four projects will be carried out. In years 6-8, six research projects will be completed. An average of RD$20,000 per project is estimated to be the gross income.

3. MBA and MPA Programs

The estimate of annual income from the programs in business and public administration is based on the demand projections contained in the Economic Analysis for the project as well as on foreseen classroom capacity during the time span established for classroom construction. Consequently, it is estimated that there will be 120 participants in the first year of the project, of which 85 will continue their studies to graduation in the second year. To these 85 must be added 120 new students accepted to start the programs in year two, implying 205 students in the second project year, a figure continued up till the fifth year when the admission of 140 new students is foreseen. The student group will thus stabilize at 238, assuming an attrition rate of 30 percent, which will remain constant till the eigth year.

The number of annual credit hours per student in the MBA and MPA is determined by the curriculum, consisting of 12 courses of 3 hours each distributed over 6 trimesters, three trimesters each year with two courses taught each trimester, resulting in a total of 18 credit hours per student. At RD$75 per credit (the rate for both programs), a total of RD$1,350 per student will be received each year for an income of RD$162,000 from the program in the first project year. This figure rises to RD$276,750 in the second year and reaches a value of RD$321,000 starting from the fifth year of the project.

4. Transfer Income from Services to Other Departments

Income from services to other departments outside the project refers to a cost that UCMM determines for the use of classrooms and reception areas belonging to this project by other academic departments of

the university not involved in training in administration. It has been estimated that these physical facilities will be used 160 hours a week throughout forty-four weeks a year during the third and fourth years of the project. From the fifth year, the use will rise to 200 hours a week. Cost per hour is RD$10.

Likewise, if we take into account that beginning with the fourth project year professors returning from training in the United States can give 20 percent of their time to undergraduate teaching, we can assume that 20 percent of the payroll of the program will be paid by the undergraduate programs to which teaching services are contributed. The amount paid for teaching services by the undergraduate programs to the graduate program would be the following:

Year	Contribution
4	37,000
5	48,000
6	54,000
7	56,000
8	62,000

5. Gifts

A basic part of the project is the creation of an Advisory Council to the Administration Program. One function of the Council, not necessarily its most important, is to search for financial support of the program. We have conservatively estimated that we can set as a Council goal the raising of at least RD$50,000 the first year, increasing the amount by 20 percent in the following years until RD$100,000 a year is reached in year five.

B. Description of Costs

1. Salaries of Professors and Administrative Personnel

The cost of salaries has been estimated at RD$12,000 annually for those contracted as teaching aides prior to being trained abroad and rising to a maximum of RD$30,000 for those completing the doctorate and assuming administrative responsibilities. The average salary for the period of the project is estimated at RD$23,000.

The bilingual secretaries will be paid an estimated RD$5,000 annually.

2. Administrative and Special Expenditures of the Executive Training Center and the Center for Administrative and Economic Research

It is estimated that, in addition to the costs of professors, permanent secretarial personnel, and general services expenses (physical facilities, electricity, etc.), which appear in other budget lines, both courses and research projects will generate expenditures which, based upon experience, will amount to 20 percent of the income of each course or research project. Included are promotional costs, personnel employed on an ad hoc basis, etc.

3. Library Expenses

The amount of library expense is based on actual costs of the library on the Santo Domingo campus. Not included are the costs of acquisition of books and other bibliographic materials, inasmuch as during the life of the project the AID grant will cover this item. The operational costs of the library are estimated to increase by RD$10,000 the first year and by RD$15,000 beginning the second year. Present cost of operating the Santo Domingo library is RD$20,000.

4. Equipment Maintenance Costs

This budget item is based upon an estimate of 10 percent of the value of the contemplated equipment to be acquired for the project, and this is calculated to be approximately US$290,000.

5. Miscellaneous Expenses

Miscellaneous expenses are estimated to be $10,000 the first year, with an increment of approximately 10 percent each year thereafter, in accordance with the volume of expected operations and taking into account the experience of the UCMM Santo Domingo campus.

6. General Services Expense

As the project is going to function as an integral part of the Recinto Santo Tomás de Aquino of UCMM, it will be integrated within the central administrtaion which will provide general services to all its programs. These are:

a. Academic and Administrative Coordination:

- Registration and Admissions
- Accounting
- Personnel

b. Utilities:

- Electricity
- Water
- Electrical and sanitary maintenance, etc.

c. Cleaning

d. Security

e. Messenger service

f. Transportation

g. Others

The Recinto will charge the Program of Administration 10 percent of its income to cover these services.

7. Unanticipated Expenditures

This is estimated at 10 percent of expenditures

8. Debt Amortization

This is estimated at 2 percent during the eight years of the project, plus a quota of RD$150,000 annually, as capital amortization beginning the sixth year.

9. Educational Credit

It is estimated that the UCMM will seek means to provide educational loans to 25 students per year for a total of RD$510,000 over the eight years of the project. These credits will be to pay matriculation costs.

The University will arrange these credits with other institutions, the government, and from its own income.

10. Observations

No budget item has been included for construction, as this will be a charge to the general budget of the University. The charge will be on the order of RD$232,000 and will not be levied against the project.

No estimate of inflation has been included. It is assumed that the rate of inflation in costs will be accompanied by a corresponding increase in income from matrculation, consulting, etc.

ANNEX 12

TABLE 1

Universidad Catolica Madre Y Maestra

Estimated 8 Year Budget

(000)

A. Income								
1. Executive Training Institute - ETI	108	108	162	162	162	180	216	216
2. Center for Administrative and Economic Research - CAER	25	26	87	88	89	109	129	129
3. MBA - MPA Program	162	277	277	277	321	321	321	321
4. Income for Transferences of Services	-	-	70	107	136	142	144	150
5. Donations	50	60	72	86	100	100	100	100
SUBTOTAL	345	471	668	720	808	852	910	916
B. Expenses								
1. Salaries: Professors-Administration and Personnel being Trained Abroad	89	138	157	184	242	270	282	312
2. Administrative and Special Expenses ETI/CAER	27	27	50	50	50	58	70	70
3. Library Expenses	30	45	45	45	45	45	45	45
4. Maintenance Expenses: Equipment and Facilities	29	29	29	29	29	29	29	29
5. Miscellaneous Expenses	10	11	12	13	14	15	17	19
6. Expenses for General Services 10%	35	47	67	72	81	85	91	92
SUBTOTAL	220	297	360	393	461	502	534	567
7. Contingency 10%	22	30	36	39	46	50	53	57
5. Debt Repayment	60	60	60	60	60	210	210	210
6. Student Education Credits	34	68	68	68	68	68	68	68
TOTAL EXPENSES	336	455	524	560	635	830	865	902
AVAILABILITY or CASH FLOW (A-B)	9	16	144	168	173	22	45	14
BALANCE ACCRUED	9	25	169	337	510	532	577	591

ANNEX 13

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

LAC/DR-IEE-83-6

ENVIRONMENTAL THRESHOLD DECISION

Project Location	:	Dominican Republic
Project Title and Number	:	Graduate Management Training 517-0157
Funding	:	$6,790,000 - Loan $1,110,000 - Grant
Life of Project	:	Eight years, FY 1983 - FY 1990
IEE Prepared by	:	Betty Facey, Chief Engineer, Capital Resources Allen Merrill, Acting Chief, Capital Resources
Recommended Threshold Decision	:	Negative Determination
Bureau Threshold Decision	:	Concurrence with recommendation
Action	:	Copy to Philip R. Schwab Director, USAID/Dominican Republic
	:	Copy to Betty Facey/Allen Merrill
	:	Copy to Barry Burnett, LAC/DR/CAR
	:	Copy to IEE file

James S. Hester Date 18 November 1982

James S. Hester
Environmental Officer
Bureau for Latin America
and the Caribbean

INITIAL ENVIRONMENTAL EXAMINATION

PROJECT LOCATION: Dominican Republic

PROJECT TITLE: Graduate Management Training

FUNDING: $6,790,000 Loan, $1,110,000 Grant

LIFE OF PROJECT: Eight years, FY-1983/FY-1990

IEE PREPARED BY: Betty Facey, Chief Engineer, Capital Resources Development Office
Allen Merrill, Acting Chief, Capital Resources Development Office

Betty Facey — Signature

August 2, 1982 — Date

ENVIRONMENTAL ACTION RECOMMENDED: Negative Determination

CONCURRENCE: Philip R. Schwab, Director USAID/DR

Signature

8/4/82 — Date

I. EXAMINATION OF NATURE, SCOPE AND MAGNITUDE OF ENVIRONMENTAL IMPACTS.

The project will fund the establishment of a graduate school of management as part of an existing Dominican university, UCMM. The principal project expenditures will be for training of teachers, technical assistance in curriculum development and conducting of courses, and equipment of the school facilities and libraries.

The project includes up to $2.0 million to UCMM to be used for the construction of physical facilities for the graduate school and seminar programs, occupying a site of 13,000 to 15,000 square meters. The proposed site and alternates are located in existing urban areas requiring extensions of utilities only. During the estimated 14 month construction period some noise and air pollution can be expected. Following construction, the planting of trees, shrubs and grass will enhance the neighborhood through creation of a park like atmosphere. The relatively small number of students in attendance at any single time period (200 maximum) should not pose any appreciable increase in traffic or noise levels in the areas already served by 4-6 lane city Boulevards.

II. Recommendations for Environmental Action

The proposed project will have no notable impact on the natural environment of the Dominican Republic. Improved management practices expected to result from the project should have a positive overall impact on the management of natural resources, employment creation, and other aspects of the human and natural environment. It is recommended that the Assistant Administrator for Latin America and the Caribbean approve a Negative Determination for this project.

ANNEX 14

Department of State
INCOMING TELEGRAM
American Embassy Santo Domingo

UNCLASSIFIED

R 142230Z SEP 82
FM SECSTATE WASHDC
TO AMEMBASSY SANTO DOMINGO 2524
BT
UNCLAS STATE 258234

AIDAC

EO. 12356N/A
TAGS:
SUBJECT: GRADUATE MANAGEMENT TRAINING (517-0157)

1. THE DAEC MET ON AUGUST 25, 1982. THE PID WAS APPROVED, SUBJECT TO GUIDANCE SET FORTH BELOW.

2. FUNDING. SUBJECT OF FUNDING WAS DISCUSSED AT SOME LENGTH, FOLLOWING CONCERN ABOUT UCMM'S ABILITY TO REPAY LOAN, AND RELUCTANCE TO USE DA FOR SIZEABLE BRICKS AND MORTAR COMPONENT. SUGGESTED FUNDING STRATEGY IS THE FOLLOWING: CONSTRUCTION COSTS AND LOCAL COSTS FOR CLASSROOM MATERIALS (TOGETHER WIT ITEMS FOR INFLATION AND CONTINGENCY) WOULD BE FUNDED FROM LOCAL CURRENCY GENERATIONS OF THE CBI SUPPLEMENTAL APPROPRIATION. REMAINDER OF COSTS WOULD BE GRANT FUNDED, FOR A TOTAL LOP DA GRANT OF DOLS 4.1 MILLION, AS FOLLOWING TABLE DEMONSTRATES:

I	LOAN	GRANT	ESF COUNTERPART	TOTAL
PID BUDGET	6,790	1,110	---	7,900
PROPOSED	---	4,100	3,800	7,900

THIS SCENARIO WOULD REQUIRE IDENTIFICATION OF AN ADDITIONAL DOLS 3 MILLION IN GRANT ASUISTANCE.
- CHANCES ARE REASONABLY GOOD THAT SUCH GRANT FUNDS WOULD BE AVAILABLE.

IF MISSION FINDS THIS APPROACH ACCEPTABLE, YOU MAY PROCEED TO PP PREPARATION AND AUTHORIZATION WITHOUT FURTHER DAEC REVIEW.

IF MISSION WISHES TO PURSUE A LOAN OPTION THEN COMPREHENSIVE FINANCIAL ANALYSIS, DEMONSTRATING UCMM'S ABILITY TO REPAY LOAN WILL HAVE TO BE SUBMITTED FOR AID/W REVIEW BEFORE PROJECT MAY BE AUTHORIZED.

ENO
TRANS
ACTION: AID/C
INFO: AMB, DCM, POL, BIO, ECON, FCS, CONS, AC, BHO, CPU, GSO, PER, RSO, RHO, NCOIC, AGATT, DAO, MAAG, USICA, PC, IAGS, DIR, AD, PRG, CRD, CONT, AGR, MGT, HAN, EDU, UDD, A/RF, CHRON

UNCLASSIFIED

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3. PP DESIGN TEAM SHOULD PAY VISITS TO SIMILAR ORGANIZATIONS IN THE CARIBBEAN AREA SUCH AS INCAE, IESA AND ISAN DURING PROJECT DEVELOPMENT. PURPOSE OF THESE TRIPS WOULD BE TO DISCUSS ESTABLISHMENT OF SCHOOL AND TO AID IN SELECTION OF COURSE MATERIALS, AMONG OTHER THINGS. DISCUSSIONS SHOULD INCLUDE THE FOLLOWING TOPICS:

--A. MATERIALS REQUIREMENTS. BUDGET FOR BOOKS MAY NOT BE SUFFICIENT. COMPARISON OF PID BUDGET WITH THAT FOR LIBRARIES AT SIMILAR INSTITUTIONS MAY BE USEFUL.

--B. COMPUTER REQUIREMENTS. OTHER INSTITUTIONS MAY EMPLOY LARGER MACHINES THAN THE MICROCOMPUTERS PROPOSED IN THE PID. DESIGN TEAM MAY WISH TO RE-EXAMINE THIS ELEMENT.

--C. IDENTIFICATION OF EXISTING TEACHING MATERIALS IN SPANISH. UCMM SHOULD BE ENCOURAGED TO EMPLOY MATERIALS DEVELOPED FOR SIMILAR USES IN OTHER AREA INSTITUTIONS AND THUS REDUCE TIME AND EXPENSE INVOLVED IN CURRICULUM DEVELOPMENT.

4. NATURE OF INSTITUTIONAL ARRANGEMENT. MISSION IS URGED TO ENCOURAGE THE DEVELOPMENT OF A LONG-TERM LINK WITH A REPUTABLE INSTITUTION SPECIALIZING IN BUSINESS AND PUBLIC ADMINISTRATION TRAINING, RESULTING IN A SENIOR-JUNIOR PARTNER ARRANGEMENT. THIS WOULD IMPLY THE SHARING OF FACULTY, OR YEAR-LONG FACULTY ROTATION FROM PARENT INSTITUTION. TRAINING OF UCMM FACULTY AT "PARENT" INSTITUTION COULD ALSO INCLUDE SUCH ITEMS AS CURRICULUM DEVELOPMENT. (E.G., TRAINEE MIGHT DEVELOP "CASE METHOD" FOR ONE COURSE WITH ASSISTANCE OF FACULTY MEMBER AT U.S. INSTITUTION.) THIS APPROACH, WE UNDERSTAND, WAS FOLLOWED IN THE STANFORD LAW SCHOOL - UNIVERSITY OF CHILE PROJECT.

5. DEMAND ANALYSIS. WHILE REALIZING DIFFICULTY OF PERFORMING MEANINGFUL DEMAND ANALYSIS DURING PROJECT DESIGN, THIS QUESTION SHOULD BE INVESTIGATED THOROUGHLY ON TWO LEVELS.

--A. DEMAND FOR TRAINING: PP SHOULD EXAMINE CURRENT AND PROJECTED LEVELS OF DEMAND BY LOOKING AT NUMBER OF DOMINICAN GRADUATE STUDENTS APPLYING FOR MPA COURSES AT UCMM, FOR EXAMPLE, OR STUDYING ABROAD IN THE U.S. OR AT INCAE. DISCUSSION WITH DOMINICAN EDUCATORS IN RELATED FIELDS SUCH AS ECONOMICS SHOULD BE HELPFUL. PP SHOULD REFLECT REASONABLE CERTAINTY THAT SLOTS OPENING IN THE PROPOSED COURSES WILL BE FILLED.

--B. DEMAND FOR GRADUATES: DESIGN TEAM SHOULD BE ABLE, THROUGH INTERVIEWS WITH PRIVATE SECTOR INDIVIDUALS, TO ESTABLISH WHETHER GRADUATES OF THE UCMM PROGRAM WILL BE MORE DESIRABLE CANDIDATES FOR EMPLOYMENT. PARTICULAR ATTENTION SHOULD BE GIVEN TO EMPLOYMENT OPPORTUNITIES OF GRADUATES IN PUBLIC ADMINISTRATION PROGRAM.

6. RETENTION OF FACULTY. IT IS IMPORTANT THAT FACULTY

SALARY LEVELS BE COMPETITIVE WITH PRIVATE SECTOR SALARIES TO ASSURE STAFF RETENTION. UCMM SHOULD BE REQUIRED TO ESTABLISH POLICY ASSURING ADEQUATE SALARY LEVELS. CANDIDATES SENT FOR OFFSHORE TRAINING SHOULD BE REQUIRED TO REMAIN AT THE INSTITUTION UPON THEIR RETURN FROM TRAINING FOR A CERTAIN MULTIPLE (SAY TWO OR THREE) OF THE NUMBER OF YEARS THEY SPENT IN OVERSEAS TRAINING, OR PAY BACK TRAINING COSTS ON PRO-RATED BASIS.

7. PRIVATE SECTOR PARTICIPATION. ACTIVE INVOLVEMENT OF PRIVATE BUSINESS SECTORN
CRITICAL TO LONG-TERM SUCCESS
OF THE INSTITUTION. AS ONE OF PRINCIPAL BENEFICIARIES, BUSINESS SECTOR SHOULD BE MOBILIZED TO PROVIDE CONTINUING SUPPORT-FINANCIAL, (BY E.G., ESTABLISHING ENDOWMENTS AND OTHER FUND RAISING EFFORTS,) AND OTHERWISE (E.G., ADVISORY COMMITTEE). FAILURE OF BUSINESS SECTOR TO RESPOND TO UCMM EFFORTS TO DEVELOP SUCH INVOLVEMENT WOULD CAST DOUBT ON THEIR PERCEPTION OF INSTITUTION'S UTILITY. WE CANNOT STRESS TOO STRONGLY THE NEED FOR EARLY AND EFFECTIVE EFFORTS BY UCMM IN THIS DIRECTION. SUGGEST THAT PP DEVELOP AN APPROACH WHICH WILL CONDITION DISBURSEMENTS AT VARIOUS POINTS TO PROGRESS IN PRIVATE BUSINESS SECTOR INVOLVEMENT.

8. MISSION AUTHORIZATION. SUBJECT TO CONDITIONS SPECIFIED IN PARA 2, ABOVE, MISSION MAY AUTHORIZE PROJECT IN THE FIELD. HOWEVER, GC/LAC ADVISES THAT 611(E) CERTIFICATION REGARDING CAPABILITY TO MAINTAIN MUST BE SUBMITTED TO BUREAU AND TAKEN INTO CONSIDERATION BY AA, PRIOR TO AUTHORIZATION. IF, HOWEVER, PROPOSAL SET FORTH IN PARA 2 ABOVE (WHEREIN CONSTRUCTION AND RELATED COSTS ARE FINANCED WITH ESF-GENERATED LOCAL CURRENCY) THEN 611(E) CERTIFICATION WOULD NOT REPEAT NOT BE REQUIRED. MISSION SHOULD CONSULT WITH GC/LAC AT APPROPRIATE TIME TO DETERMINE PROPER COURSE OF ACTION.

9. FYI. ALL LAC PID APPROVALS SUBJECT TO REVALIDATION IF POST-PID PROJECT PREPARATION EXCEEDS ONE YEAR. END FYI. SHULTZ
BT
#8234

ANNEX 15

5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable generally to projects. This section is divided into two parts. Part A. includes criteria applicable to all projects. Part B. applies to project funded from specific sources only: B.1. applies to all projects funded with Development Assistance Funds, B.2. applies to projects funded with Development Assistance loans, and B.3. applies to projects funded from ESF.

CROSS REFERENCES:
IS COUNTRY CHECKLIST UP TO DATE? Yes.
HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT? Yes.

A. GENERAL CRITERIA FOR PROJECT

1. FY 82 Appropriation Act Sec. 523; FAA Sec. 634A; Sec. 653(b).

   (a) Describe how authorizing and appropriations Committees of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than $1 million over that amount)?

   (a) The project was included in the FY 83 Congressional Presentation as an FY 83 project. A Congressional Notification is required.

) An Advice of Program Change will be submitted for the change in funding.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of $100,000, will there be (a) engineering, financial, other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

   (a) Yes.

   (b) Yes.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

   No further legislative action needed.

4.	FAA Sec. 611 (b); FY 1982 Appropriation Act Sec. 501. If for water or water-related land resource construction, has project met the standards and criteria as set forth in the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973? (See AID Handbook 3 for new guidelines.)	Not Applicable.
5.	FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed $1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project?	Yes. See Mission Director's certification in the Project Paper.
6.	FAA Sec. 209. Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.	The Project cannot be executed as part of a regional project.
7.	FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.	Project will provide training to managers of both public and private sectors.

8.	FAA Sec. 601 (b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).	It is anticipated that the technical assistance and equipment for the project will be procured from U.S. private sector sources.
9.	FAA Sec. 612(b); Sec. 636(h); FY 1982 Appropriation Act Sec. 508. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.	The grant agreement will require that counterpart contribution will be used.
10.	FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?	There is no excess, U.S. owned local currency available for this program.
11.	FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?	Yes.
12.	FY 1982 Appropriation Act Sec. 522. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar, or competing commodity?	This project will not directly produce any commodity for export which is produced in the U.S.

13.	FAA 118(c) and (d). Does the project comply with the environmental procedures set forth in AID Regulation 16? Does the project or program take into consideration the problem of the destruction of tropical forests.	Yes
14.	FAA 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (dollars or local currency generated therefrom)?	N.A.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(b); Sec. 111; 113; 281 (a). Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

(a) By training managers to more effectively manage public sector programs aimed at the poor and private sector programs to create employment.

(b) N.A.

(c) Upgrading local management capabilities.

(d) Women's participation is promoted through equal access to training programs.

(e) N.A.

b. FAA Sec. 103, 103A, 104, 105, 106. Does the project fit the criteria for the type of funds (functional account) being used?

Yes.

c. FAA Sec. 107. Is appropriate emphasis on use of appropriate technology? (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?	N.A.
d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement been waived for "relatively least-developed" country)?	Yes
e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least-developed?" (M.O. 1232.1 defined a capital project as "the construction, expansion, equipping or alteration of a physical facility or facilities financed by AID dollar assistance of not less than $100,000, including related advisory, managerial and training services, and not undertaken as part of a project of a predominantly technical assistance character.	No

f. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?	Yes Yes. The project should contribute directly to the development of economic resources and to increasing the Management capacity of the Dominican Republic.
g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government.	
2. Development Assistance Project Criteria (Loans Only)	N.A.
a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, at a reasonable rate of interest.	N.A.
b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?	

3. Economic Support Fund Project Criteria

a. FAA Sec. 531(a). Will this assistance promote economic or political stability? To the extent possible, does it reflect the policy directions of section 102?	Yes.	Yes.
b. FAA Sec. 531 (c). Will assistance under this chapter be used for military, or paramilitary activities?	No.	
c. FAA Sec. 534. Will ESF funds be used to finance the construction of the operation or maintenance of, or the supplying of fuel for, a nuclear facility? If so, has the President certified that such use of funds is indispensable to nonproliferation objectives.	N.A.	
d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements be made?		

ANNEX 16

PROJECT AUTHORIZATION

NAME OF COUNTRY/ENTITY: CATHOLIC UNIVERSITY MADRE Y MAESTRA (UCMM)
NAME OF PROJECT : Graduate Management Training
NUMBER OF PROJECT : 517-0157

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Graduate Management Training Project for the Dominican Republic involving planned obligations of not to exceed $5,000,000 in grant funds over an eight (8) year period from date of authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is eight (8) years from the date of initial obligation. The Project consists of establishing a quality program of graduate management education, training and research in the Catholic University Madre y Maestra to educate managers and administrators for both the private and public sectors of the Dominican Republic. The Project will include the financing of technical assistance, equipment and materials, long and short term training, staff operational costs and project evaluation.

2. The Project Agreement which may be negotiated and executed by the Officer to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

3. a. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the project shall have their source and origin in the Dominican Republic or in the United States except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the Dominican Republic or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing.

b. Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

c. Conditions Precedent to Disbursement and Covenants

1) First Disbursement. Prior to the first disbursement under the Project, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

(a) an opinion of the Legal Adviser to the Grantee, or other counsel suitable to A.I.D., that the Project Agreement has been duly authorized and executed on behalf of the Grantee, and that it constitutes a valid and legally binding obligation of the Grantee in accordance with all of its terms;

(b) a statement of the name of the person who will represent the Grantee, and of any additional representatives, together with a specimen signature of each person specified in such statement;

(c) The name of the project coordinator together with evidence that the coordinator will contribute adequate time and effort to the successful implementation of the project.

2) Disbursement For Participant and Off-Shore Training

Prior to disbursement under the Project Grant, or the issuance by A.I.D. of documentation pursuant to which disbursement will be made for participant and off-shore training, the Grantee will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D., in the case of participant training, a faculty training staffing plan which conforms to curriculum needs. The plan will also include the academic background of the proposed individual, the business or public administration school to be attended, and estimated costs of training. In the case of off-shore, short term training, the Grantee will also present a staff training plan describing the training/orientation to be undertaken, and the timing, location and estimated costs of the training.

3. Special Covenant

The Grantee shall covenant to submit to A.I.D. for annual approval throughout the life of the project, a progress and implementation plan and budget for the coming year of Project implementation, the plan and budget to be submitted to A.I.D. by June 30 each year.

Signature _____

_____
Typed Name of Authorizing Officer

Office Symbol _____

Drafted:RLA/TCarter:sm _____

Clearance:EDU/TNicastro _____

MGT/RFascell _____

DD/RVenezia _____

CRD/AMerrill _____

ANNEX 17

CERTIFICATION PURSUANT TO
Section 611 (e) of the
FOREIGN ASSISTANCE ACT
As Amended

I, Philip R. Schwab, the principal officer of the Agency for International Development in the Dominican Republic, do herewith certify that in my judgment, the Dominican Republic has both the financial capability and human resources to maintain and utilize effectively goods and services procured under the capital assistance project entitled Graduate Management Training.

This judgment is based upon the record of implementation of AID-financed projects in the Dominican Republic and the results of the consultations undertaken during intensive review of this new project.

Philip R. Schwab
Director, USAID Dominican Republic

June 22, 1983

ANNEX 18

UNIVERSIDAD CATOLICA MADRE Y MAESTRA

RECINTO SANTO TOMAS DE AQUINO

22 de junio de 1983

Dr. Philip R. Schwab
Director
Agencia Internacional para el
Desarrollo AID
Su Despacho

Distinguido Dr. Schwab:

Como es de su conocimiento, la República Dominicana ha realizado esfuerzos extraordinarios en los últimos veinte años para alcanzar su desarrollo económico y social. Estos esfuerzos, si bien han sido exitosos en diferentes aspectos, en otros, han encontrado factores que no han permitido el logro de los objetivos planteados. Entre estos factores negativos, nuestra Institución, al igual que otros organismos e instituciones nacionales e internacionales, considera como uno de vital importancia la carencia de gerentes bien entrenados.

Estamos convencidos que esta carencia es uno de los factores que ha contribuído a que existan o se agraven muchos de los males que aquejan la sociedad dominicana.

Ante esta situación, nuestra Universidad ha considerado de alta prioridad el poner en ejecución un Programa de Desarrollo Gerencial, que contempla los siguientes programas:

a) Una Maestría en Administración de Empresas, y una Maestría en Administración Pública.

b) Un Programa de Entrenamiento de gerentes a través de cursos cortos, seminarios, talleres, etc.

c) Un Programa de Investigación en Administración y Economía.

Para llevar a cabo estos programas hemos decidido crear:

a) Una Facultad de Ciencias Administrativas y Económicas.

Av. Abraham Lincoln a Esq. Bolívar – Apartado 2748 · Santo Domingo, D. N. República Dominicana

b) Como parte de esta Facultad funcionará:

- El Departamento de Administración de Empresas.
- El Departamento de Administración Pública.
- El Centro de Alta Gerencia, y
- El Centro de Investigaciones Administrativas y Económicas.

Como parte del proceso de organización de esta Facultad, la Universidad se ha comprometido a contratar, en los próximos cinco años, tanto al personal administrativo (Decano, directores, etc.), como al personal docente, en condiciones salariales competitivas con el mercado y de acuerdo a las posibilidades financieras de la Institución.

Asímismo, hemos considerado de importancia para el Proyecto el tener un Centro de Cómputos, que permita el logro de los objetivos planteados en cada uno de los Programas mencionados. La Universidad asumiría los costos de mantenimiento y de personal de este Centro de Cómputos.

A fin de que estos Programas se realicen de conformidad, tanto a las necesidades del sector privado, como a las del sector público, la Junta de Directores de la UCMM decidió crear, el pasado día 11 de junio, una Junta de Dirección de la Facultad de Ciencias Administrativas y Económicas que estará formada, básicamente, por personas del mundo empresarial.

A fin de hacer posible la realización de este Proyecto, cuyo costo total es de $14,484,000.00 (CATORCE MILLONES CUATROCIENTOS OCHENTA Y CUATRO MIL PESOS), y tomando en consideración la importancia otorgada por la Agencia Internacional para el Desarrollo al mejoramiento de la capacidad administrativa, tanto del sector privado como del público, nos permitimos solicitar, por su intermedio a la AID que participe en la ejecución del Proyecto aportando, a título de donación, la suma de US$5,000,000.00 (CINCO MILLONES DE DOLARES). La UCMM aportaría la cantidad de RD$9,484,000.00 (NUEVE MILLONES CUATROCIENTOS OCHENTA Y CUATRO MIL PESOS).

Con la ejecución de este Proyecto, nuestras instituciones estarían dando una gran contribución al desarrollo integral de la sociedad dominicana.

Con la seguridad de que nuestra solicitud recibirá la acogida favorable que siempre ha dado la AID a los proyectos que tienen una real incidencia en el desarrollo dominicano, aprovecho la ocasión para saludarle

Muy cordialmente,

Mons. Agripino Núñez C.
Rector

ANC/lbg