

PO-AAW-E70

ISSN=53446

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TIPAN

Transformation and
Integration of the
Provincial
Agricultural
Network



Northwest Frontier Province, Pakistan

**Office of International Agriculture
University of Illinois at Urbana-Champaign**

**In collaboration with
Southern Illinois University at Carbondale**

ADMINISTRATIVE REPORT - PARTICIPANT TRAINING

JOHN W. SANTAS

5 OCTOBER - 23 OCTOBER 1987

Submitted to
the Northwest Frontier Province
Agricultural University
Peshawar, NWFP, Pakistan

and

the U.S. Agency for International Development
Mission to Pakistan

A Report of Contract No. 391-0488

by
Office of International Agriculture
University of Illinois at Urbana-Champaign
Southern Illinois University at Carbondale

A2-November 1987

271-0788-C-00-5001-06

TRIP REPORT

TRAVELLER: John W. Santas, TIPAN Training Officer

ITINERARY: October 5, 1987 - Arrive Islamabad
Entry Interviews in USAID/ARD and HRD and
Travel to Peshawar
October 6-20 - in Peshawar and NWFP
October 21 - Exit conferences in ARD and HRD
October 22 - Islamabad to London
October 23 - London to Champaign

PURPOSE: Hold discussions with NWFP-AU faculty/administration, with TIPAN field team members, USAID representatives and participant nominees; directed toward assessing progress in the training component of the TIPAN project and planning activities/priorities for 1988 and beyond.

More specifically to:

1. Report to NWFP-AU administration, TIPAN project officer and field team leader on the progress/performance of participants enrolled in U.S. universities.
2. Follow up on pending training matters, such as extension requests, that may need attention.
3. Re-examine procedures followed and personnel involved in the nomination/selection of participants and their preparation for study in the U.S.
4. Become more familiar with the research dimension of NWFP-AU by visiting selected Research/Outreach stations. Also interview participant nominees during these visits.
5. Interview campus-based participant nominees being considered for 1988 placement in degree and non-degree study.
6. Initiate implementation of recommendations on training that arise from the TIPAN project evaluation conducted during September 1987.

My report will be presented under headings taken from the above scope of work.

Introduction

There was an upbeat, positive attitude at the NWFP-AU during my visit. Reasons for this may have been (1) The fact that students had returned to campus and classes were back in full swing after the long closure due to unrest, (2) Project evaluation had just been completed and the report was known to be quite positive, (3) The recent return of two faculty members, fresh from Ph.D. programs in the U.S. and full of enthusiasm. The TIPAN project may indeed be entering a new era.

1. Report on Participant Progress:

These discussions were augmented by the Academic Enrollment and Term Reports that I carried to Peshawar. These reports gave detailed information on the work that participants had completed during the 1987 Summer Session and their plans for the Fall Term. This visit was an opportunity to mention the individuals who are doing exceptionally well and to point out those cases where problems or difficult decisions might be on the horizon. It is always gratifying to witness the sincere interest and concern that Vice-Chancellor Khattak has for each of his faculty members studying in the U.S. It was my impression that the Vice-Chancellor, the Project Officer and the Team Leader were all quite satisfied with our progress on training and the way in which that component of the TIPAN project is being managed.

In addition to contacts with the above individuals, some of the most productive time during my visit was spent in individual meetings with NWFP-AU Deans and Department Chairmen to inform them on the progress of their faculty members who are enrolled in U.S. universities. This included giving notice of their estimated completion dates and discussing the nature of the positions these participants would take upon their return to the NWFP-AU. These administrators also gave me their views on the training needs and graduate program design considerations for participant nominees from their respective departments and faculties who may depart for training in 1988.

2. Follow up on Pending Training Matters:

In this area, I was able to locate and shake loose three requests for extension of financial support needed for participants to complete degrees and two requests for travel clearance for dependents to join participants in the U.S. These matters are now receiving the necessary attention.

3. Procedures followed and personnel involved in the selection, nomination and preparation of participants for TIPAN-sponsored study:

Many hours were spent in dialogue with Dr. Cragle, Dr. Seiders and Ms. Reiten to "Get our signals straight" between the field and campus offices on training matters. Excellent progress was made toward reaching a clearly understood set of steps; ranging from participant selection, to TOEFL and GRE preparation, to the submission of applications, preparation for departure, monitoring of progress and eventual return to the NWFP. Another result of this extended dialogue was refinement of the lists of nominated, pending degree and non-degree participants. These lists, which appear in each monthly participant report, will now give a more accurate and realistic picture of the individuals who are at various stages in the process of preparing for TIPAN-sponsored training.

To complete this portion of my scope of work, it was necessary for me to explain our participant processing procedures and steps to NWFP-AU faculty, administration, and most importantly; to those individuals who are nominated for advanced degree study in the U.S. The principal challenge was to dispel a host of misconceptions, particularly among participant nominees, about the admissions process and the actual steps which lead to the decision to accept or reject an applicant for advanced degree study in a U.S. university. I believe I left a more realistic set of expectations among the 19 nominees who were attending the English Improvement/TOEFL preparation classes on campus. Arrangements were made for a lecture/discussion session with them as a group, followed by individual interviews. As an additional attempt to dispel misconceptions, I met with the President of the NWFP-AU Teachers Association on two separate occasions and with the association's officers on another occasion. During these discussions, I tried to explain that most U.S. universities have many more applicants than they can accept and that they continually raise their requirements for admission to graduate study. This is particularly true of the TOEFL requirement. TOEFL scores that were used to gain admission for TIPAN participants in 1983, 84 and 85; will in many cases fall short of the minima required for 1987 and 88 admission. I also tried to remind them that accept/reject decisions are not made by the TIPAN project or the TIPAN training officer. I think agreement was reached with the Teachers Association that the honeymoon is over for TIPAN advanced degree training and that the years ahead will be much more competitive, rigorous and business-like. We also agreed, I believe, that qualified nominees will still be able to gain admission to graduate study in U.S. universities through the auspices of the TIPAN project. The topic of graduate admission requirements and procedures was also on the agenda for a Thursday morning staff meeting, so on that occasion I had the opportunity for interaction with NWFP-AU administrative staff. The end result, I hope, is a more realistic set of expectations at all levels of the NWFP-AU system.

4. Visit selected Research/Outreach Stations

I was able to get to the stations at Surezai, D.I. Khan, Pirsabak and Tarnab. Although useful and informative, this part of my scope of work became less critical because I was able to interview many of the off-campus participant nominees while they were in Peshawar attending English classes.

The following is a summary of research nominees interviewed during this visit:

	<u>Name</u>	<u>Station</u>	<u>Field of Study</u>
1.	Zamir Hussain	Tarnab	Soil/Plant Relationships
2.	Saifur Rehman	D.I. Khan	Biochemistry of Saline/Sodic Soil
3.	Abdul Malik Lughmani	Abbottabad	Agronomy/Pulse Crops
4.	Sahibzada Qayum	Dhodial	Maize Agronomy
5.	Adam Khan	Tarnab	Food Processing

<u>Name</u>	<u>Station</u>	<u>Field of Study</u>
6. Muslim Shah	Tarnab	Agronomy/Forages
7. Saleem Khan	Tarnab	Weed Control in Cereals
8. Zar Quresh	Tarnab	Sunflower Production
9. Gulzar Hussain	D.I. Khan	Entomology (IPM)
10. Faiz Ul Hassan	Tarnab	Plant Pathology
11. Mohd. Khaliq Zaman	Abbottabad	Vegetable Breeding (Tomato)
12. Mustajab Khan	Tarnab	Weed Science
13. Nazir Ahmad Khan	Serai Naurang	Soil Fertility
14. Abdur Rauf	Pirsabak	Maize Agronomy
15. Gul Rahman	Mardan	Sugar Cane Breeding

(The above nominees were interviewed during their participation in English enhancement classes on campus. All were registered for the October 24, 1987 and January 9, 1988 TOEFL's.)

Interviewed at Tarnab Research Station:

16. Izharul Haq Soil Plant Analysis

Interviewed at D.I. Khan Station:

17. Masud Ahmad Khan	Saline/Alkaline Soils
18. Gul Hassan	Weed Science
19. Khizar Hayat	Sorghum Breeding
20. Abdul Latif	Entomology
21. Mohd. Riaz Khalil	Plant Pathology
22. Shaukat Ali	Statistics (Non-degree)

5. Interview campus-based participant nominees:

Those faculty who are likely to be ready for 1988 placement and enrollment were identified and interviewed. The following is a summary:

<u>Name</u>	<u>Department</u>	<u>Specialization</u>
1. Mohammad Sher	Horticulture	Demonstration Farm Mgt.
2. Anwar Fazil Chisti	Agric. Econ.	Marketing
3. Muhammad Bashir	Agric. Econ.	Farm Management
4. Khurshid Ahmad	Plant Breeding	Biotechnology
5. Anwar Hussain	IDS	Economics/Public Policy
6. Shamsul Muneer	Food Technology	Cereals Processing
7. Shad Khan	Agronomy	Crop Physiology
8. Sohail Akhtar	Animal Husbandry	Livestock Management
9. Sajida Perveen	Soil Science	Soil Chemistry/Analysis
10. Mohammad Arshad	Agric. Mech.	Machine Maintenance
11. Karimullah	Entomology	IPM/Extension (non-degree)

<u>Name</u>	<u>Department</u>	<u>Specialization</u>
12. Sultan Ahmad Rizvi	Soil Science	Soil Microbiology (non-degree)
13. Iqtidar A. Khalil	Biochemistry	Analytical Equipment (non-degree)

6. Initiate implementation of evaluation team recommendations:

A draft of the team's report was available for reading shortly after my arrival in Peshawar. I reviewed the report, giving special attention to the sections on training, and made some needed corrections in tables and other portions dealing with participant numbers. It was indeed fortunate that my visit came soon after the evaluation, because I was able to emphasize the recommended new training directions in all my meetings and discussions with participant nominees and NWFP-AU faculty/administration. As a result, the message is spreading that future training starts will be determined much more by actual NWFP-AU staffing needs than by TOEFL performance. A score of 550 on the TOEFL cannot mean automatic and immediate departure for graduate study abroad. We will also be looking for younger participants. Although we will move toward filling staffing gaps with younger people, we must continue to insist on a selection/nomination process that puts forward only those people who are fully qualified for advanced degree study. During 1988 we should also continue to concentrate on gaining graduate admission for research personnel to close the gap between numbers of on-campus and off-campus faculty that are out for training.

The actual implementation of these new directions in staff development and training will to a great extent be the responsibility of the seven member participant selection committee. The membership of that committee is given in the letter of appointment (No. 223/DT) which is attached to this report. So that this committee could have a reason for meeting and some immediate business, I gave each of them a copy of the revised lists of degree and non-degree participant nominees that was to appear in my October 31, 1987 monthly report. Thus, they had the most recent lists of persons for whom I am trying to secure placement and make training arrangements. The first order of business for this selection committee should be to carefully study my list of pending participants and make any changes they feel are necessary.

It is generally acknowledged that this selection committee has not been active. The challenge and mandate given them by the project evaluation team should provide the prompting and incentive that this group needs to begin looking carefully at the lists of faculty available for training and/or being processed for study abroad.

The evaluation report also reminded us of the need to get more advanced degree participants back to the NWFP for their research. Although the attitude in Peshawar toward this aspect of the project has been less than enthusiastic, the emerging Advanced Studies Office at the

NWFP-AU may be cause for new hope. This unit could provide both the logistical and supervisory support needed by participants in the process of conducting their research. It would also assure the incorporation and institutionalization of the participants' thesis/dissertation projects into the research program of the NWFP-AU. Perhaps a carefully selected short-term advisor could facilitate and hasten the establishment of the Advanced Studies Office, thereby paving the way for more TIPAN participants to conduct their research in Pakistan.

Conclusions/Observations

The scope of work that I followed during this visit was one which I had prepared and sent to Peshawar nearly two months prior to my arrival. Midway through my visit and before his departure for home leave, Dr. Cragle prepared a scope of work (copy attached) giving his perceptions on areas needing my attention. There are similarities and differences in these two statements of work.

Most of my work during this visit was of a routine nature and gave attention to things that needed to be done just to keep the training operation afloat. To some extent, I was putting out fires. This was mostly due to the fact that nearly two years had passed since my last visit to Peshawar.

The scope prepared by Dr. Cragle contains important long-range objectives, particularly the idea of identifying young faculty and getting them started on career development paths. Advanced degree study should be part of their career development. Although there has been some progress in this direction, a great deal of thought, discussion and work are still needed. Without having done any careful study of how we might approach this challenge, I think it is safe to say that much of our work will have to concentrate on upgrading the English communication skills of these young faculty. My interaction with a wide range of faculty during this visit made it clear that the younger generation does not have the same degree of fluency in English that we were fortunate enough to find in participants who were sent out for training during the early years of the project.

In my view, the scope of work prepared by Dr. Cragle points out considerations that are critical and should receive our attention during the coming years. In the near term however, his statement can serve effectively as a bridge to my 1988 visit. During this trip, I became painfully aware of the need for a yearly visit to Peshawar and the NWFP to work on the training component of the TIPAN project. The principal reason for this need is the rapid rate at which change is taking place at the NWFP-AU and the fact that the TIPAN project, particularly the training component, must be responsive to these changes. Another reason is the low level of field team staffing, which understandably impacts on training support. Added to these reasons, are the misconceptions regarding the admissions process which seem to continually sprout and grow among nominees who are awaiting placement for training.

By way of this report I also wish to record and convey my sincere appreciation to all NWFP-AU faculty, staff and administration as well as the TIPAN field team staff for willingly giving of their time and assistance to make this a highly productive visit.

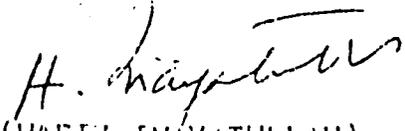
N.W.F.P. AGRICULTURAL UNIVERSITY PESHAWAR

No. 223/DT.
Dated 15/8 / 198

NOTICE

The Vice Chancellor is pleased to make the following
Committee for selecting candidates for sending abroad for
advanced education :

- | | |
|----------------------------|-----------|
| 1. Vice Chancellor | Chairman |
| 2. Pro-Vice Chancellor | Member |
| 3. Prof. S.Basit Ali Shah | Member |
| 4. Dr. Raymond Cragle | Member |
| 5. Dr. William W. Sieders | Member |
| 6. Mr. Mohammad Siddiq | Member |
| 7. Prof. Hafiz Inayatullah | Secretary |


(HAFIZ INAYATULLAH)
Secretary

Scope of Work
Dr. John Santas
5 - 22 October, 1987

Dr. John Santas is the Training Officer for the TIPAN Project and is based at the University of Illinois, Urbana-Illinois.

During the past six months, the TIPAN Field Team, working closely with Vice Chancellor Khattak and Dr. Santas, has been analyzing the Participant Program from the view of best serving the development needs of the NWFP Agricultural University and Pakistan.

The Participants Program represents the lead element in the long-range development of the University along lines that serve the agricultural development interests indicated previously.

Specifically, the aspects of the Participants Program, to which Dr. Santas will add definition and begin to place definition during his current visit, are:

1. With the Field Team, lay the framework for career development of the fairly large group of junior faculty and research/outreach staff members which up to this time have been given only moderate attention.
2. With the Field Team, plan the necessary steps for bringing young faculty staff members onto good career development paths. These steps include:
 - a. A comprehensive plan for raising communication skills in English among all faculty/staff members but particularly aimed at faculty/staff members in their first two years in the University system.
 - b. A study of the number of participants in the several career fields needed for serving NWFP Agricultural Development and a response in planning for moving young faculty/staff members onto career lines to meet these needs.
3. Meet with faculty/staff members currently being considered for participant training on both degree and non-degree programs. There is some tightening up that should be done relating to training in the U.S. and the needs for specialty programs at NWFP Agricultural University. The two most important discussion points at the moment are the evolving higher standards for admission into U.S. universities and the evolving definition of the specialty areas needed in the future by NWFP

Dr. John Santas
Scope of Work
Contd.

Agricultural University. Although career development of the individual is a desirable personal motivation, a gentle backdrop of the needs of the University in terms of serving provincial agricultural development should be omnipresent.

4. NWFP Agricultural University has become an institution which is rapidly evolving. The participants program is at the center of this evolution. With several years of experience now having been gained in the participants program and with approximately 18 degree-earning participants expected to return to the University by the end of 1988, more mature discussions can be held with participants in-training. With assurance, Dr. Santas should return to the United States and be able to tell participants that just as this University is evolving, so are the degree program requirements changing. With neither the U.S. degree programs nor the University standing still, programs of this year are not the same as last, and we can count on changes next year, too.

Since Dr. Santas has very close contact with all of the participants in the U.S. from this University, it is important that he be attuned to the many changes occurring here and that he be a knowing lead element in the process of the evolution of Agricultural University as related to the participants.

5. Dr. Santas should hold a conference with the Vice Chancellor concerning the Participants Program before returning to the U.S.