

PDWAD892



International Science and Technology Institute, Inc.

Technical Advisory Support Services Project

(703) 522-3103

**TRANSMITTAL MEMORANDUM**

DATE: July 10, 1986  
TO: Dr. Hardy Williamson, Jr.  
FROM: Freeman T. Pollard *Freeman T. Pollard*  
SUBJECT: Review of Annual Report/Forward Plan

ISTI has completed and attached its technical review of the following annual report/forward plan:

Grant Number	<u>DSAN-12-G-0177</u>
University	<u>Alabama A&amp;M University</u>
Type of Grant	<u>Strengthening Grant</u>
Reporting Period	<u>5/1/85 - 4/30/86</u>

# EVALUATION SUMMARY

## Strengthening Grant Annual Report/Forward Plan

University Alabama A&M University

HBCU  yes  no Reporting Period 5/1/85 - 4/30/86

Report Due November 1985 Report Received April 1986

### COMMENTS/RECOMMENDATIONS

Forward Plan: This is Alabama A&M University's last forward plan under its SG and will serve as a bridge while the university is negotiating its JMOU/PSG. The plan is clear and concise. The university will continue to concentrate on the same objectives as in the previous five years. Accomplishment of the objectives of this final plan should provide the university with an enhanced capability to participate in AID development assistance programs. The university plans to accomplish this task by concentrating its efforts on the following objectives:

- Mobilization of existing university resources, including French language training, on-campus workshops/seminars, administrative and fiscal and/or contract management support, library resources acquisition support, faculty interchange with Kansas State and administrative support for the Office of International Programs.
- Support for institution building, concentrating on the development of linkages with LDC institutions.
- Support for internationalization of curricula at the university, including the development and introduction of new courses.
- Support of ongoing AID contracts, concentrating on the two existing university projects.

This plan appears to be adequate, reasonable, obtainable and conforms with Title XII objectives.

The budget is broken-down by source of funds (university and AID), activities and major objectives. The majority of these resources will be utilized to mobilize other university resources.

Recommendations: Approve Alabama A&M University's forward plan as submitted.

Reviewed by C.L. Mannings, PhD

Print Name

ATP for CLM

Signature

Date 7/10/86

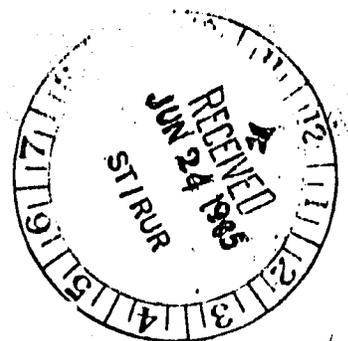
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INTERNATIONAL PROGRAMS  
NON-MATCHING STRENGTHENING GRANT EVALUATION

ALABAMA A & M UNIVERSITY  
NORMAL, ALABAMA 35762

SEPTEMBER 5 - 7, 1984

Office of International Programs  
Alabama A & M University  
Normal, Alabama 35762



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INTERNATIONAL PROGRAMS  
NON-MATCHING STRENGTHENING GRANT EVALUATION  
ALABAMA A & M UNIVERSITY

SECTION 1

INTRODUCTION

1. BACKGROUND AND SPECIAL ORIENTATION

Alabama A&M University is one of the oldest land grant universities in the U.S., founded in 1875 with sixty one pupils and two teachers. Today Alabama A&M functions in the land grant tradition of teaching, research, and extension. It has achieved wide recognition in activities related to these areas during its 109 years of existence.

The University is organized into five schools offering a wide variety of undergraduate degree programs:

1. School of Agriculture, Environmental Science and Home Economics
2. School of Arts and Sciences
3. School of Business
4. School of Education, and
5. School of Technology

Each of the schools has very strong departmental programs. The School of Agriculture, Environmental Science and Home Economics is organized into three divisions (Cooperative Extension, Research, and Home Economics, each with an Associate Dean) and six departments (Agribusiness Education, Community Planning, Food Science and Animal Industries, Natural Resources and Environmental Studies, Home Economics Education, and Food and Nutrition). These departments have well trained and highly competent faculty whose experience in teaching, research, and

extension outreach activities are not only pertinent to the various developmental needs of the less developed countries, but have also put the University in a good position in responding to these needs through its participation in various technical assistance projects.

There is also the School of Graduate Studies which offers programs leading to the Master's degree and teacher certifications at the A and the AA levels.

Alabama A&I University has had a long-standing international involvement, particularly in the training of international students, most of whom are from less developed countries. The University has, thus through the years, gained a considerable insight and understanding of the problems and aspirations of such students and their people. The table below shows the enrollment statistics of international students at the University since 1975.

Table 1.

International Students  
(Graduate and Undergraduate)  
Enrollment 1975-1983

Year	Total Foreign Students	Total AA&I Enrollment	Percent Total Enrollment
1975	177	4532	3.9
1976	405	4564	8.9
1977	574	4613	12.4
1978	728	4425	16.5
1979	825	4336	19.0
1980	629	4377	14.4
1981	860	4306	20.0
1982	831	4126	20.0
1983	877	4142	21.2

Number of countries represented have ranged from 16 to 33. The interruption in the steady growth of the foreign students population in 1980 was probably due to the Iranian hostage crisis. Iranian students constituted at that time the largest group of international students at the University. Today Nigerian students account for more than 80% of the foreign students enrollment. See also enrollment of participants, Table 2, Appendix 1.

Compared to many other U.S. Land Grant universities, Alabama A&M's involvement in various aspects of international development activities has been relatively recent. It dates back to the 1960s with the academic training of international students from other countries. Although these earlier efforts were limited to educational training programs or human resource development activities, it soon became clear to the governing authorities of the University through knowledge gained by the interaction with both the students who were from Third World countries and many members of the large international faculty at the University, that there was a great deal more the University could offer to these countries. The coming into effect in 1975 of the Title XII Amendment to the 1961 Foreign Assistance Act, provided the opportunity for Alabama A&M University to become more meaningfully involved in the development assistance programs of the U. S. government.

Thus, in 1979, active involvement in International Development programs in the Third World countries was accepted and formalized by the University as a relevant part of its mission (See University Mission Statement in the Appendix 2). This action was indeed seen as being in keeping with the mission goals of the institution to search for new

knowledge through research and its effective application and to extend educational services to the larger (world) community. In so doing, the University outlined some specific objectives and purposes for the inclusion of the international dimension in its programs.

1. To increase the availability of educational resources and training opportunities to students and professionals from the international community.
2. To recognize that the University's unique experience of working with limited resource people appears appropriate for Third World countries.
3. To strengthen the University's capability and capacity to better serve the needs of the State of Alabama, the U.S., and the world community.
4. To make friends and to broaden the knowledge base by learning more about other countries, their cultures, their people, and their values.
5. To serve as a forum for the discussion of issues of international importance within the University community.

Along with defining the objectives and purposes of international involvement right from the start, the University developed and approved certain policies and procedures that govern the participation of University personnel in international development activities. Details of these policies and procedures are contained in Appendix 3, reproduced from Institutional Self Study, Vol. 2, 1984.

## 2. ALABAMA A&M UNIVERSITY'S COMMITMENT TO INTERNATIONAL DEVELOPMENT ACTIVITIES

Alabama A&M University has adopted a strong commitment to vigorously pursue efforts to involve itself in meaningful international development programs, particularly in developing countries. Evidence of this commitment is illustrated by the prompt manner in which it put in place, early in the process, far-reaching policies and procedures to

govern the participation of University personnel in international development activities. (See Appendix 3.)

Alabama A&M University as an institution will continue to make the commitment necessary for the successful execution of projects for which it has contracts. The University is further committed to using any available resources to support the enlargement or expansion of its capacity to engage in technical assistance efforts. This is further illustrated by the support and encouragement provided to the faculty for the various strengthening activities in which they have been engaged, such as collaborative linkages with LDC scientists, and special foreign language training and the approved University policies that govern participation in international programs. Detailed information on this aspect is provided in the evaluation instrument and in the Appendix, Tables 3 AND 4.

### 3. UNIVERSITY CAPABILITY, FACULTY SPECIALIZATION AND AVAILABILITY

The University faculty is composed of well-qualified, capable, and experienced individuals, many of whom have lived and/or worked in the less developed countries. Many of these have short- and long-term experiences in international development work. Our involvement in a number of development projects, for example, the Human Resource Development Project in Upper Volta where one of our faculty members served as Chief of Party, and the Egerton Agricultural College Project in Kenya where we provided technical staff for the agricultural training program of Kenyans at the school, afforded additional experience to the faculty members. We have collaborated with Purdue University in the planning of the Integrated Crop Protection (ICP) Collaborative Research

Support Program (CRSP). We have had a faculty member visit the Cameroons and Upper Volta on a consultative basis to advise on the introduction of small grains such as triticale in those countries. A number of other faculty members have served in various other AID or FAO programs in the Philippines, Nepal, Nigeria, the Sudan, Haiti, and Costa Rica. At present, Alabama A&M University has a joint USAID contract in Niger with Purdue University for cereals research. It is an institutional building project. We were also a subcontractor to the University of Georgia in the Peanut CRSP planning project, being responsible for the development of a research plan in the areas of socioeconomics of peanut production and utilization. Alabama A&M is one of four U. S. universities involved in the implementation of this CRSP project with research in the Sudan and the Caribbean. Alabama A&M University is a colead institution in the SECID Environmental Training and Management in Africa project. These various activities have indeed enhanced the strengths and capabilities of the faculty for increased participation in technical assistance work in LDCs.

In addition to and as a component of these institutional building activities, Alabama A&M University faculty members have guided a large number of field research projects and analyses with other host countries' scientists, administrators, and students, some of which are in disciplinary areas which are relevant to the development needs of the LDCs. Some of these efforts may be cited here.

1. Since 1976, some of the triticale adaptation research carried out at Alabama A&M University has been extended to and in collaboration with at least ten (10) countries on nearly all continents. Under such and other programs during the past few years, researchers from Tunisia, Upper Volta, Nigeria, Peru, West

- Germany, Brazil, some Caribbean countries, Malaysia, Canada, and Australia have visited our teaching and research facilities.
2. Alabama A&M has a growing program in the remote sensing of agricultural and natural resources. For the past six years, it has studied practical problems of forest management, soil surveying, land use, transportation networks, and early disease detection using automated satellite imagery as well as conventional photo-interpretation techniques.
  3. Unique among its research programs is the work on winged bean, a versatile tropical legume known for its food and nutritional value.
  4. In 1974, Alabama A&M's food science program attained national recognition by becoming accredited by the Institute of Food Technologists (IFT). It is the only accredited program of its kind among 1390 land-grant universities and one of very few in the southeastern United States. In accrediting this program, IFT considered the size and quality of the faculty, the physical facilities reflecting special interest orientation and capability in food science and technology. This expertise in food science and technology has been vital in establishing collaborative linkage with the University of Ibadan in Nigeria, and another being planned in Tanzania. Alabama A&M's undergraduate and graduate programs in soil and plant science and timber management are also well recognized in the state and the region. The teaching and research activities in these areas, no doubt, have relevance in the development needs of the LDCs.

More detailed information on University capability is provided in the evaluation instrument and in the summary of accomplishments in the Appendix (Table 5, Appendix 6.)

#### 4. MANAGEMENT AND ADMINISTRATIVE STRUCTURE FOR INTERNATIONAL PROGRAMS

In addition to deans of schools, department chairpersons, and program directors, the University is administered by the president, executive vice-president, and vice presidents for academic affairs and business and finance. These individuals serve as the top administrative body for the University. (See Alabama A&M University Organizational Chart No. 1, Appendix 7.)

Alabama A&M University maintains specialized administrative structure to conduct its international development activities. The Office of International Programs at the University represents all of the academic departments and coordinates all the efforts of the University in technical assistance programs abroad. These departments are committed to the programs, thus ensuring that field staff to be involved in projects can be drawn from the technical expertise and experience of the full staff resources of all relevant departments. The Office of International Programs at the University is able to provide logistical support, administrative backstopping of personnel in the field, training program administration, instructional equipment and commodity procurement, and other services likely to be needed for an effective project implementation. The Director of the office reports to the Executive Vice President. This is illustrated in the International Programs organizational chart #2, Appendix 9.

5. ALABAMA A&M UNIVERSITY'S INVOLVEMENTS OR ACTIVITIES IN INTERNATIONAL PROGRAMS - A SUMMARY

As has been indicated earlier, Alabama A&M began its involvement in international activities during the early sixties (1960s) with the academic training of undergraduate and graduate students from foreign countries.

A more active cross-participatory involvement was begun in 1979 through the implementation of Title XII Strengthening activities and the realignment of University policies and procedures to allow for the active and meaningful participation of faculty, staff, and students in international activities.

During the past five years the thrust of involvement by Alabama A&M University has been varied, yet focussed - varied to allow for maximum involvement of faculty, staff, and students - while maintaining appropriate focus in order to expand existing strengths and expertise and build new ones. A summary of involvement includes:

### Domestic Activities

#### Title XII Strengthening Grant (Non-latching)

This five year, \$500,000 grant started us off on the University's international dimension. It has provided the means for the major strengthening efforts of the University.

#### Special Language Training

Under the Strengthening Grant program, the faculty members are provided the opportunity to learn certain foreign languages. Our training program, which began in 1973, has been focussed on the French language. A good deal has been accomplished. (Please see Table 3 in the Appendix.)

We tried Spanish language training for one year and interest in it was not sustained. Hence, the program was dropped. Our initial objective in foreign language training included Swahili but this could not be started because its need was not as critical as French. The countries that speak Swahili, mainly in East Africa, are English-speaking, also.

#### Course Offerings in International Agriculture

Several departments in the School of Agriculture, Environmental Science and Home Economics have introduced regular courses that have the potential of strengthening their academic programs. The Food Science Department offers one senior level course, International Food Development and Nutrition; Department of Natural Resources and Environmental Studies offers two upper division courses, Tropical Soils and Tropical Food Crops Production, and the Agribusiness Education Department offers one senior level course, International Agriculture Development. The School of Business offers about five upper division courses in International Marketing, Economics, Business, Finance, and Policy Management and Finance, and one graduate course in International Business. More courses are being developed for introduction by other departments. The Department of Community Planning is in the process of introducing one course during Spring semester, 1985.

### Faculty and Graduate Students Research

Some faculty members and their graduate students are involved in research that is related to international development problems. The Strengthening Grant has thus supported one graduate student in Food Science working on a developing country food problem. It has also provided funds for travel and field work for one faculty and one graduate student in the department of Agribusiness for research in Jamaica. It has also provided support for travel and lodging for many faculty members for various meetings, workshops, and conferences.

### International Development Conference

Under the auspices of the Office of International Programs, the University organized and hosted in 1981 a very successful conference whose theme centered on the Effective Participation of the 1390 Institutions and Other Small Universities in USAID Technical Assistance activities. As a result of the conference, AID introduced a new mode of contracting known as Joint Enterprise mode, which was based on the recommendation of the conference. This mode of contracting forms a main channel for involvement of smaller universities in AID activities in developing countries at this time. We are happy to take credit for that.

### Workshop on Contracts and Grants Management

The Office of International Programs organized and conducted in 1982 a workshop dealing with the various aspects of contracts and grants negotiations and management. It was intended to provide an opportunity for our faculty and staff to learn about AID contracts systems. About twelve other universities participated in the workshop.

### Workshop on Project Design and Evaluation

A workshop on project design and evaluation was conducted in 1982 for the faculty and staff at the University. Specialists from AID and World Bank Office of Program Evaluation were brought in as resource people.

## Overseas Contract Activities

### Linkage with LDC Institutions

Nigeria - Following the President's exploratory visit to a number of African countries in 1980, institutional linkages for mutual collaborative activities have been established with both the Universities of Ife and Ibadan in Nigeria. Faculty exchanges have already taken place between these institutions.

Eastern Caribbean - Plans have been underway to set up a linkage with countries of the Eastern Caribbean. Agreements are being worked out with the governments of St. Kitts/Nevis and institutions in Jamaica and the Bahamas.

Zimbabwe - The Director of International Programs and the Dean of the School of Agriculture, Environmental Science and Home Economics visited Zimbabwe in 1983 to work out a linkage arrangement with institutions in that Country. Indications are that one faculty member from the Faculty of Agriculture, University of Zimbabwe is planning to spend a sabbatical leave here during the coming year.

Other Linkages - During and after our contract activities on the ETMA project in Sierra Leone, efforts were made to establish a more lasting relationship with some institutions in that Country. Formalization of this relationship with both the Land and Water Development Division of the Ministry of Agriculture and Njala University is being worked out. Both institutions are keenly interested in the establishment of such a linkage.

Discussions are going on between some AAMU faculty members and those from the University of Dar Es Salaam, Tanzania who have expressed interest in establishing a collaborative relationship.

#### AID/SECID Contracts

Alabama A&M University has been involved in the following AID projects:

Upper Volta Human Resource Development Project (SECID) - The first Chief of Party on this project was Dr. S. K. Reddy. Other faculty members participated on various short-term assignments. Graduate students from that Country under the program also were trained at the University.

Egerton College Expansion, Kenya (SECID) - Alabama A&M University provided one long-term staff, Dr. Bishnoi, for three years. He came back in July, 1983.

Environmental Training and Management in Africa (ETMA) Project (SECID) - The University has served as a colead institution in this five year ETMA project. We have had active participation in it by conducting two separate training programs in Sierra Leone involving six faculty members on short-term assignments.

Higher Cereals Research Project (AID) - This is a 5 - 10 year institutional building project awarded jointly to Purdue and AAMU. It is a \$10.6 million project dealing with research on Sorghum, Millet, and Cowpea production improvement. It also has a separate extension component of more than \$10 million, soon to begin.

Based on our institutional capacity, Alabama A&I's responsibility on the project is expected to be 25% - 30% which means we would receive about \$2.55 million to \$3.13 million on the research component, and also an equal amount on the extension component. Dr. C. Reddy is on a long-term assignment for an initial two years on the project. At present we have five Nigerian students on the project enrolled at the University.

#### Collaborative Research Support Program (CRSP)

Integrated Crop Protection CRSP - Alabama A&I University received a subcontract of a little over \$15,000 from Purdue University to participate in the planning phase of this project.

Peanut CRSP - Through a subcontract from the University of Georgia, the University played a major role in the development of the global research plan on this project. Alabama A&I University is one of the four U. S. universities involved in implementing the Peanut CRSP project, with responsibilities for development of better and more food uses of the peanut in Africa and the Caribbean. Thus, we are working in the Sudan and with CARDI in Trinidad.

#### New Projects Development

##### Technical Support to Mission (TSM) West Africa

Alabama A&I University is one of the SECID member institutions that will be involved in the TSM project that SECID has just secured from AID.

##### OICD Cooperative Activities

The Office of International Cooperation and Development of USDA has provided support under a MOU with A&I University for one of our faculty members, Dr. Rao, for a visit to the University of Ibadan as part of our linkage effort there.

A Basic Ordering Agreement also exists between the OICD and A&I University for the training of AID or FAO sponsored international students. Many such students have been trained at the University and a few are currently enrolled.

A Farming Systems Research and Extension Project funded by the USDA/OICD for \$50,000 per year started in 1983.

##### Participant Training

Many AID, FAO, and Phelps Stokes Fund participants, both graduates and undergraduates, have been trained here. At the moment there

are eight participants, one from Zimbabwe, five from Niger, one from Guinea, and one from Cameroon enrolled at the University.

#### International Visitors

During the past two years we have had over twenty international visitors from different countries, such as Nigeria, China, Upper Volta, India, Brazil, Chile, West Germany, etc., come to the campus as visiting scholars.

The above summary is further supported by the Tables and Charts included in the Appendices, which may be referred to for more detailed and specific information. Also, specific responses and comments to the questions or issues raised in the evaluation criteria have been provided. These are contained in Section Two of this document.

SECTION 2Evaluation Instrument  
Non-Matching Strengthening Grant

University: Alabama A&amp;M University

Period of Grant: From August, 1979 To September, 1984

Date of Evaluation: September 5, 6, and 7, 1984

A. COMMITMENT

1. The extent to which promotion and tenure policies are operational for faculty participating in international development activities.
  - A. Does the university policy document recognize international activities of faculty in making promotion and tenure decisions?

COMMENTS: Yes. As contained in the brochures, "Policies and Procedures for Participation in International Programs" and its accompanying Performance Appraisal Instrument. These are reproduced from the Self Study document, "Institutional Self Study", Vol. II., pp IX-35 to IX-43. (Please see Appendix 3.)

- B. Has the policy document been modified and approved subsequent to the grant?

COMMENTS: The policies were developed and approved right from the start of the University's involvement. No modification has been needed, hence none has been made.

- C. Is the policy operational? Have faculty members been promoted or received tenure while on overseas assignment?

COMMENTS: The policy is operational. One faculty member got his promotion while he was overseas on the Egerton College assignment in Kenya.

2. The extent to which faculty received sabbaticals or other forms of leaves and incentives to participate in international development (number and nature of involvement)?

COMMENTS: Many faculty members have been granted leave on several occasions to participate mainly on short-term assignments either through SECID or on direct AID hiring. Dr. Wheelock in Senegal and Phillipines for project evaluation; Dr. Sharma twice in Nepal, first on PP preparation, second on project evaluation, and once in Sierra Leone for project design. Dr. Felix in Upper Volta, and Drs. Gooding and Montgomery in Sierra Leone for project design.

3. The extent to which the university mission statement includes an international dimension.

A. To what extent has this been modified as a result of the strengthening grant activities?

COMMENTS: The previous mission statement contained an implied reference to international dimension. The modified version, as contained on p. I-8 Vol. 1 of the 1983 Institutional Self Study, and excerpted in appendix 2, has a specific inclusion of the international dimension.

B. Does the modification address the intent of Title XII?

COMMENTS: Not specifically.

C. What process was utilized to develop and/or amend the mission statement?

COMMENTS: The process is outlined in the "Institutional Self Study" document, Vol. 1, pp I-6 to I-8. (Please see Appendix 2.)

4. The extent to which an international dimension has been incorporated into university teaching, research and extension programs.

A. Have any new majors, minors, or options been added?

COMMENTS: New minors in International Agricultural Development and in International Business have been added in the School of Agriculture, Environmental Studies, and Home Economics, and in the School of Business, respectively.

B. Have new courses been developed?

COMMENTS: The following courses have been developed and introduced as part of the internationalization of the curriculum:

FDS 412 International Food Development & Nutrition  
Department of Food Science & Animal Industries

NES 423 Tropical Food Crops Production

NES 454 Tropical Soils

Department of Natural Resources & Environmental Studies

AGB 424 International Agricultural Development  
Department of Agribusiness

✓ FIN 444 International Finance Management

✓ ECO 446 International Economics  
Department of Economics

✓ MKT 411 International Marketing  
Department of Marketing

✓ MGT 458 International Business Management  
Department of Business Administration

- X ACC 576 Accounting for Multinationals  
 x 509 MBA 514 International Business  
 x FIN 543 International Finance  
 x ECO 506 International Economics  
 Graduate Courses in MBA Program  
 Bus. International Logistics

C. Have existing courses been revised?

COMMENTS: Some of the above listed courses in B. are modifications of existing courses, especially the Business courses.

D. Have short courses been developed?

COMMENTS: No. However, the Agribusiness Education Department is working on a Summer short course to deal with farm implements and mechanization for LDCs.

E. Have existing research projects been redirected to focus on LDC issues?

COMMENTS: Yes. This is being accomplished through collaborative linkages and research with counterparts in LDCs such as Food Product Development in Nigeria, Agricultural Marketing in Jamaica, Environmental Management in Sierra Leone, Triticale introduction in Upper Volta, and Peanut Utilization in Sudan and the Caribbean.

F. Have existing extension projects been redirected to focus on LDC issues?

COMMENTS: The North Alabama Farming Systems Research and Extension project with USDA/OICD is intended to generate information that would be applicable and transferrable to LDCs.

5. The extent to which the university has developed formal linkages under Title XII.

A. How many linkages were established or strengthened with LDC Institutions?

COMMENTS: Formal linkages have been established with the University of Ibadan and the University of Ife in Nigeria. Both have involved faculty exchanges. Also, linkages are being developed with the Land and Water Development Division, Ministry of Agriculture in Sierra Leone, and Njala University, Sierra Leone. Similar linkages have been discussed with the Zimbabwe Ministry of Agriculture and the University, and in Tanzania.

B. How many linkages were established or strengthened with International Research Centers?

COMMENTS: Discussions have been going on with the IITA in Nigeria for the establishment of a linkage with AAMU. Two separate visits have been made by faculty and staff - the University President, the dean of Agriculture, and the Director of International Programs on one occasion, and a faculty member on a second occasion - in pursuit of this linkage.

- C. How many linkages were established or strengthened with other Title XII Institutions?

COMMENTS: Alabama A&M has for many years cooperated with Purdue University and our involvement in joint AID related projects has strengthened our relationship. Our involvement in SECID projects has brought us together in collaborative work with other Title XII universities. We linked with the University of Georgia in the planning of the Peanut CRSP. Alabama A&M University, University of Maryland-Eastern Shore, and Florida A&M University are cooperating on a new AID funded planning grant for research on underutilized legumes in Africa.

- D. How many linkages were established or strengthened with other non-Title XII Institutions?

COMMENTS: Alabama A&M University is assisting and cooperating with a sister institution, Oakwood College, in their efforts to get involved in international programs under the AID/NAFEO HBCU program. Alabama A&M University played a major role in the formation of the Alabama Council for International Development (ACID). This organization, whose members include University of Alabama, Birmingham and Tuscaloosa campuses; Alabama State University; Tuskegee Institute; Auburn University; and Alabama A&M University; was formed with the main purpose of cooperating and/or collaborating on international development activities.

## B. CAPABILITY

1. The extent of Faculty involvement in Title XII related teaching, research, extension and other technical assistance activities. How many faculty have received such support include consultancies)?

A. From strengthening grant funds? About 69 faculty members on over 138 different occasions. (Table 4, Appendix 5.)

COMMENTS: If we include faculty involvement supported by other Title XII projects such as contracts and grants other than Strengthening Grant, the number would increase to about 92, for a total of about 167 different occasions. (See also Table 5, Appendix 6.)

B. From other support (e.g. USDA, EAO, PVO's, etc.) About seven faculty members.

COMMENTS: Collaborative research with LDC scientists supported by OICD/USDA, in Nigeria for two, China/USA linkage visit for one by USDA, consulting on seed technology in Sudan for one by FAO, consulting on cereals production in Camerouns, Upper Volta, and Niger for three by PVO.

2. The extent to which faculty professional development has been enhanced by strengthening grant initiatives. List number of faculty in each category:

A. Completed the terminal or professional degree with support of Title XII Funds. 0

B. Participated in language training with support of Title XII funds. 27

COMMENTS: Most of those who have participated in our French language training had little or no foreign language background. Some of them (about 5) advanced in their training from category of "Beginning" to "Advanced or Intermediate" and one person took the Language Institute examination and passed at the 2½ or 2+ level. He has already been assigned to a French speaking country for two years. (Please see Table 3, Appendix 4.)

C. Participated in conferences, workshops and seminars specific to Title XII objectives.

COMMENTS: 121. These are different occasions when faculty members attended different seminars or conferences. (Please see Table 4, Appendix 5.)

3. The extent to which the university has sponsored Title XII conferences, workshops and seminars (e.g. audience, number and topic).

COMMENTS: International Development Conference in 1981. Attendance was about 95, representing 24 institutions.

Project Evaluation Workshop 1982. Attendance was about 19, representing nine departments and program areas at the University. (See Table 4, Appendix 5.)

Contracts and Grants Management Workshop 1982. Attendance was 35, representing ten institutions. Eighteen of the participants were from Alabama A&M University. (Table 4, Appendix 5.)

Five debriefing seminars by faculty on their return from overseas assignments. (Table 6, Appendix 9.)

Twenty-one other seminars by invited guests and consultants on different Title XII related topics. (Table 6, Appendix 9.)

4. The extent to which library resources have been enhanced by the Title XII initiatives.

- A. What library facilities have been designated for materials acquired under Title XII (e.g. main library or reading room)?

COMMENTS: The Learning Resources Center designated an international development collection and reading room at the center.

- B. To what extent have holdings of journals, periodicals, books and other materials been increased to support Title XII activities?

COMMENTS: Collections started in 1981 and 700 volumes and film strips on different aspects of international development have been collected. Subscriptions to various international related journals and periodicals have been established.

- C. To what extent are library resources used to support Title XII related activities.

COMMENTS: In addition to the support provided by the Title XII Strengthening Grant for library acquisitions, the LRC itself has made a significant effort in supporting the learning resource acquisition program.

- D. To what extent have faculty, staff and students used library resources in connection with Title XII related activities?

COMMENTS: The professors involved in teaching the international development courses and the students enrolled in those courses make constant use of the library resources, particularly the international collections. Those who travel to LDCs utilize the collections for information on the countries to be visited. During proposal writing, use is made of the relevant references or publications related to the subject of the proposal.

5. The extent to which the university has (from its own resources/recognizing that such costs are disallowed by BIFAD) designated equipment and facilities to support Title XII related activities in: (e.g. office space, labs, land and specialized equipment).

COMMENTS: Adequate effort has been made by the University to provide space for international related activities. The institution meets its matching responsibilities in the CRSP.

A. Teaching  
Office Space      Labs      Land      Equipment      Others

\_\_\_\_\_

COMMENTS: The University provides classroom space, labs, and allows use of available equipment and supplies as may be needed in the international courses offered.

B. Research  
Office Space      Labs      Land      Equipment      Others

\_\_\_\_\_

COMMENTS: The students involved in research on developing country food development problems are provided with necessary facilities for their research. The University provides office space, labs, equipment, and release time as part of its matching requirements in the Peanut Collaborative Research Support Program (CRSP) that it is engaged in.

C. Extension  
Office Space      Labs      Land      Equipment      Others

\_\_\_\_\_

COMMENTS: Office space and laboratories are provided by the University for the FSR/E related activities for those involved in the project.

6. The extent to which the university has utilized LDC travel to expose its personnel to development issues related to Title XII (who, what, when and where).

COMMENTS: In 1981 the President, Dean of Agriculture, and Director of International Programs visited Nigeria, Kenya, and Malawi to establish collaborative linkage in those countries. In 1981 one faculty member was supported with strengthening grant to participate in site visit to India on the Peanut CRSP planning. In 1982 the new Dean of Agriculture was sponsored on the strengthening grant to visit Zimbabwe on linkage arrangement. In 1983 a faculty member was supported with his graduate student for data collection in Jamaica. In 1983 faculty was supported to participate with strengthening grant in ETMA workshop in Sierra Leone. These are in addition to other LDC travels by faculty under our funded projects that they have been involved in, such as in Kenya, Upper Volta, Niger, Sudan, Sierra Leone, the Caribbean, Senegal, Thailand, and the Philippines. (Please see Table 5, Appendix 6.)

7. The extent to which Title XII funds have been used to support faculty involvement in international development.

A. Were funds used to employ new faculty, support faculty release time and/or support faculty overload situations?

COMMENTS: Support has been provided with Title XII funds mainly for travel to conferences, workshops, and LDC travel. Support for regular academic activities/release time has been for the various international development courses offered in different departments. To a certain extent, support has been provided for faculty/graduate student research.

B. Is data available to describe allocation of resources in the above categories?

Faculty travel	\$67,278.00
Release time (teaching-12 faculty members involved)	\$45,917.00
Faculty/Graduate Student research (two graduate students)	\$ 9,779.00

COMMENTS: The above figures represent support provided through the Strengthening Grant funds. Other Specific Title XII projects in which faculty members participated provided necessary support such as release time for their involvement.

C. MANAGEMENT/ADMINISTRATION

1. The extent to which the Office of International Programs is involved in the administration of International and Title XII activities.

A. Is there an Office of International Programs?

COMMENTS: Yes. This was established in 1979.

B. Is there a Director of International Programs?

COMMENTS: There is a Director of International Programs, appointed since 1979.

C. Does the Title XII grant provide budget support to the Office of International Programs?

COMMENTS: 1. Staff - Support for staff time was totally supported by Title XII Strengthening Grant at the beginning. Part of this support now comes from funded projects administered by the OIP.

2. Travel - Same situation as in 1 above.

3. Equipment and Supplies - Equipment and supplies needed in funded projects are provided by such funds. The remaining needs of the OIP are supported by the Strengthening Grant.

4. Other - None.

D. Is there a functional relationship between the Office of International Programs and Fiscal Officers; Admissions Office; Women in Development; and other office related to international affairs?

COMMENTS: The fiscal control and guidance for all funded projects at the University are vested in the Business and Finance Office. Nobody spends money without going through that office. The Office of International Programs works closely with the Admissions Office for placement of LDC participants. The Women in Development Committee works very closely with the OIP in organizing seminars and workshops.

E. Is there an established mechanism for communicating with faculty and other constituent groups about international development activities (newsletters, leaflets, brochures, memoranda, etc.).

COMMENTS: Communication on international development activities in and outside the University is carried through newsletter publication (the "International Sketch"), the University newspaper (the "Intercom"), brochures, and to a large measure, through memoranda. Of course, letters are written when they are necessary and group and/or individual meetings and conferences are used.

2. The extent to which consultants and other resource persons have been utilized for strengthening grant activities.

- A. How many consultants were used in the following strengthening grant activities:

- COMMENTS: 1. Curriculum planning. 4  
 2. Administrative organization. 0  
 3. Student recruitment. 0  
 4. Proposal development. 1  
 5. Fiscal management. 4  
 6. Project management. 4  
 7. Planning, management, and evaluation. 3

- B. Are international faculty and students being used as resource persons for strengthening grant activities? Give examples.

COMMENTS: International students are utilized by participating in assembling information for the newsletter, serving as conference and workshop participants guides, picking up such participants to and from the airport and hotel, helping to organize international food fair, and guides for international visitors. The faculty assist as members of organizing committees in the various activities.

3. The extent to which long range plans and processes have been developed.

- A. Have long range plans been completed for international programs and/or Title XII activities:

COMMENTS: An ad hoc committee has been appointed by the Advisory Council on International Programs to define the future directions of the University's international programs and to review the long range goals of the international programs, as were established when our Title XII program began in 1979. This committee has not completed its work. However, the different aspects of the long range goals as they exist at present are contained in the Institutional Self Study document, pp. II-34 and IX-47 to IX-52. (Please see Appendix 3.)

- B. What constituent groups were involved in developing the plans (e.g. faculty, administrators, external advisory groups, etc.).

COMMENTS: This ad hoc committee is comprised of faculty and administrators, including deans and departmental chairpersons.

- C. Has the plan been reviewed, approved and implemented?

COMMENTS: No. The committee is still working on the assignment.

- D. Has the Title XII Officer completed requirements in listing faculty resources under the RIR - Section A (X); Section B (X); and Section C (X); Section D (X)?

COMMENTS: Yes. Alabama A&M was one of the first groups of institutions to complete the requirements of the RIR. We are now in the process of updating the information.

4. The extent to which the university has initiated dialogue and/or working relationships for the purpose of understanding AID programs and processes.

- A. Has dialogue with AID resulted in any changes in initial strengthening grant activities?

COMMENTS: Not in any significant manner, although there has been a great deal of such dialogue with AID right from that 1979 when the University's involvement in Title XII started. As a means of improving our strengthening grant activity, such dialogues have not been fruitful. In 1979 our request, which was the forerunner of what now became the TSM to set up a mechanism that would enable the University to send its inexperienced faculty on the strengthening grant to a mission to participate in an ongoing project was thought to be an excellent idea. But when that mechanism came out of AID/W, it was called TSM, which became another contracting mode instead of a means of enabling us to send inexperienced personnel to work on actual AID projects to gain the necessary experience. A reference to this request was made in our 1979/80 Strengthening Grant Report (page 8). We have also walked the halls of AID/W seeking to get our faculty to participate in activities such as PP preparation, project evaluations or project design, either as direct hire or we could send such people to participate on the strengthening grant. None of these efforts yielded any useful results.

- B. Has the university attended and/or participated in Title XII workshops?

COMMENTS: Yes. (Please see Table 4, Appendix 5.)

- C. Has the University utilized AID personnel in seminars?

COMMENTS: Many AID personnel participated as resource people in the International Development Conference we organized at the University in 1981. Four AID/BIFAD/OICD personnel have been utilized for seminars at the University. Three AID Contract Office personnel have been used for a workshop on Contract & Grant Management held at the University. One AID personnel from the evaluation office with World Bank people has been utilized on a workshop on Project Evaluation. One other AID staff served as a keynote speaker in our World Food day observance in 1983. (Please see Table 6, Appendix 9.)

- D. Have discussions been initiated with AID regional program officers and BIFAD staff?

COMMENTS: Yes. These discussions have led to this program evaluation.

- E. Has the university or AID requested staff exchanges under the IPA or JCC arrangements? How many exchanges were implemented?

COMMENTS: No.

5. The extent to which internal and external processes (informative and summative) have been utilized to evaluate the university's role and performance under Title XII.

- A. What internal processes have been used and what results have been realized?

COMMENTS: The main body at the University that has responsibility for the University's international programs is the Advisory Council. It reviews activities and/or performance, including mini proposal review and approvals. It sets up subcommittees to examine the workings of the programs or develop new foci, if necessary. The guidance and input of the council has without question been beneficial.

- B. What external processes have been used and what results have been realized?

COMMENTS: The more experienced people from AID and BIFAD or from other universities as consultants have served the function of providing useful guidance and information that have assisted us in doing an effective job. Their involvement has been included in Table 6, Appendix 9.

#### D. INVOLVEMENT

1. The extent to which the university has encouraged and utilized faculty, staff and student exchange activities in international development initiatives associated with the Title XII strengthening grant.
  - A. How many outside faculty and staff have been brought to campus und formal arrangements? 45 (Please see Table 6, Appendix 9.)
  - B. How many faculty, staff and students have been allowed to participate in activities at other U.S. and/or LDC institutions?

COMMENTS: See Table 5, Appendix 6 for faculty involvement in programs overseas and Table 4, Appendix 5 on their involvement on other Title XII activities supported mainly by the Strengthening Grant.

2. The extent to which enrollment statistics have been influenced by Title XII related activities (Refer to Item #4 a-d, under Commitment).

COMMENTS: The enrollment is indicated in the introductory statement (page 2, Table 1). There is no doubt that Alabama A&M's international involvement has contributed to the growth of foreign students enrollment since 1979. Before 1979, the University did not have any AID or FAO or other agency participants enrolled at the University. Since the program began, however, we have had over nineteen participants from many countries sponsored by AID, Phelps Stokes Fund, IADS, FAO, or SECID. Furthermore, the visit of President Morrison to a few African countries, including Nigeria in 1980, must be seen as having influenced such enrollment statistics. (See also Table 2, Appendix 1.)

3. The extent of involvement in AID funded projects.
  - A. What were the titles and dollar amounts of proposals submitted to AID as lead institutions and/or subcontractor? Supply Data.
  - B. What were the titles and dollar amounts of proposals approved by AID as lead institutions and/or subcontractor? Supply Data

COMMENTS: See Table 7, Appendix 10. The dollar amounts for some of the projects, especially those unfunded projects, have not been provided. In some cases we have included the dollar amounts received or to be received by AAMU.

4. The extent of involvement in non-AID funded Title XII type projects.
  - A. What were the titles and dollar amounts of proposals submitted as lead institutions and/or subcontractor? Supply Data
  - B. What were the titles and dollar amount of proposals approved as lead institutions and/or subcontractor? Supply Data

COMMENTS: The University did not receive much non-AID funded projects during the period under review, except the North Alabama Farming Systems Research and Extension, starting 1983 at \$50,000/year, funded by USDA/OICD. A "Proposal for the Creation of An Intensive Foreign Language Training Program at AAMU" for \$80,000/year was submitted to the Department of Education in 1982. This was not funded.

Appendix 1  
 Table 2. International Development Agencies' Sponsored Participants  
 at Alabama A&M University, 1979 - 1984

PARTICIPANT	COUNTRY	DEPARTMENT	SPONSOR
ALOU, Abdourahamane	Niger	Natural Resources Department	AID
COBUE, Rosemary	Botswana	Division of Home Economics	Phelps Stokes Fund
DIALLO, Amadou	Niger	Natural Resources Department	AID
DIERRA, Boureima	Upper Volta	Food Science Department	SECID
DJIGUEMDE, Yamba Valentin	Upper Volta	Food Science Department	SECID
HAMA, Boukary	Niger	Natural Resources Department	AID
HAROUNA, Kouassi	Niger	Natural Resources Department	AID
JYOTI, Jawahar	Nepal	Food Science Department	FAO
KABORE, Adele	Upper Volta	Learning Resources Center	SECID
KARNA, R. S. L.	Nepal	Natural Resources Department	IADS
KHOKHAR, Lal Khan	India	Natural Resources Department	AID
AWBUSO, Nxumalo	Swaziland	Division of Home Economics	Phelps Stokes Fund
EKHOLoANE, Lebese	Lesotho	Natural Resources Department	Phelps Stokes Fund
ORRI, Wilbur	Tanzania	Food Science Department	AID

Appendix 1, Table 2, Continued  
 International Development Agencies' Sponsored Participants  
 at Alabama A&M University, 1979 - 1984

PARTICIPANT	COUNTRY	DEPARTMENT	SPONSOR
MAHAMADOU, Ibrahim	Niger	Natural Resources Department	AID
MAHAMAN, Sabiou	Niger	Natural Resources Department	AID
MARAUPULA, Segametsi	Botswana	Division of Home Economics	Phelps Stokes Fund
MUTHOKA, Spencer	Kenya	Natural Resources Department	FAO
OGWU, Ikem James	Nigeria	Agribusiness Education	AID
PHINEAS, Inspector	Botswana	Food Science Department	Phelps Stokes Fund

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## Appendix 2

## UNIVERSITY MISSION STATEMENT

(Reproduced from "Institutional Self-Study", Vol. 1, 1984)

## REVISIONS IN PURPOSE STATEMENT

The results of the extensive study by the Committee on Purpose during the 1973 self-study produced the following statement of purpose that was approved for the study:

The basic purposes of the University are: (1) to provide a scholarly environment in which inquiring and discriminating minds may be further developed; (2) to educate youth to prepare intelligently and responsibly for effective citizenship in an American society; (3) to provide education in the professional and other vocations which require training beyond the high school level; (4) to search for new knowledge through research and its effective application where feasible; (5) to extend, through an outreach program, educational services to fit the changing needs of the larger community.

At the conclusion of the 1973 self-study, a long-range planning team was appointed by the president to develop a five year plan under the guidelines of Title III. It was noted that several significant

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<sup>7</sup>Alabama Commission on Higher Education, "Planning Document Number One," Montgomery, AL, 1975, p. 19.

<sup>8</sup>Alabama A&M University, "Institutional Self-Study," March 1973, Normal, AL, p. 14.

events had taken place at the institution over a period of time which would affect purpose. Among those most often cited were as follows:

- The establishment of the School of Arts and Sciences
- The establishment of master's level programs
- The establishment of "AA" Programs

It was concluded by the Planning Committee and adopted by the University that the phrase "Purpose of Institution" would be changed to a broader concept of "Mission Statement." Therefore, the Purpose Statement and the six goal statements presented in the 1973 Institutional Self-Study were combined to form the first comprehensive Mission Statement of the University. The Mission Statement that appeared in the Title III document of 1974 was as follows:

1. To provide in the land-grant tradition, an education that is compatible with our times and that is within reach of all qualified, capable individuals who may be interested in further developing their general knowledge and technical or professional skills.
2. To provide education for capable potential students disadvantaged by a system and circumstances which have thwarted their efforts and chances for normal education opportunities.
3. To provide a scholarly environment in which inquiring and discriminating minds may be further developed.
4. To educate youth to prepare intelligently and responsibly for effective citizenship in American society.
5. To provide education in the professions and other vocations which require training beyond the high school level.
6. To search for new knowledge through research and its effective application where feasible.
7. To extend, through an outreach program, educational services to fit the changing needs of the larger community.

## DEVELOPMENT OF CURRENT MISSION STATEMENT

Through continuous work over more than a two-year period, the president and Committee for Institutional Planning completed a long-range plan covering the period 1982-87. The Mission Statement as reported in this document was approved December 7, 1981. The statement is as follows:

Alabama Agricultural and Mechanical University reflects the uniqueness of the traditional land-grant institution which combines professional, vocational and liberal arts pursuits. The University provides baccalaureate and graduate studies that are compatible with the times to all qualified, capable individuals who are interested in further developing their technical, professional and scholastic skills and competencies. It operates in the three-fold function of teaching, research, and public service, including extension. A center of substance and excellence, Alabama A&M University provides a setting for the emergence of scholars, leaders, thinkers, and other contributors to society. Specifically, the University is committed to (1) excellence in education and a scholarly environment in which inquiring and discriminating minds may be nourished; (2) the education of students for effective participation in local, state, regional national and international societies; (3) the search for new knowledge through research and its applications; (4) the provision of a comprehensive outreach program designed to meet the changing needs of the larger community; and (5) programs necessary to adequately address the major needs and problems of capable students who have experienced limited access to education. Alabama A&M University, in cooperation with businesses, industrial and governmental agencies, and other institutions, provides a laboratory where theory is put into practice in a productive environment.

## THE INTERNATIONAL PROGRAM

### Introduction

The history of Alabama A & M University's involvement in the various dimensions of international development dates back to the 1960's with the training of international students who had come to get a university education. Although the university's efforts were limited to such human resource development activities, as time went on, and as a result of our interactions with both the students from mainly the Third World countries and many members of the large international faculty at the University, it became clear to the planners at the University that there was a great deal more that the institution could offer to these countries. Thus, the international development dimension, as an integral part of the University's mission, was formally recognized and incorporated into the teaching, research and public service programs in 1979.

### Purpose/Objectives

Alabama A & M University's involvement in international development activities, is in keeping with its mission goals to search for new knowledge through research and its effective application and to extend educational services to the larger community. The specific objectives of the program are:

1. To increase the availability of education resources, and training opportunities to students and professionals from the international community.
2. To recognize that the university's unique experience of working with limited resource people appears appropriate for Third World countries.
3. To strengthen the University's capability and capacity to better serve the needs of the State of Alabama, the U. S. and the world community.

4. To make friends, and to broaden the knowledge base by learning more about other countries, their cultures, their people and their values.
5. To serve as a forum for the discussion of issues of international importance within the University community.

#### Administrative/Organization

The President of Alabama A & M University, who is the chief executive officer, has the ultimate decision making authority on each international project under the policy established by the Board of Trustees. The functional operational aspects of the program lie with the program director who is responsible to the executive vice president.

The main activity related to project development occurs in each departmental unit. With due consultation with the deans of the schools and with the Director of International Programs, and other administrative channels as appropriate, programs are formalized through approval by the Advisory Council on International Programs and the Executive Officers for Planning.

#### Financial Resources

Alabama A & M University was one of the first universities to receive in 1979, a \$500,000 Title XII Strengthening Grant. The grant is intended to assist the University to strengthen its capability and capacity in providing technical assistance delivery systems. In addition to this source, financial resources are provided through on-going grants and contracts. The total current financial resources for international activities amount to approximately \$616,719 per year.

#### Programs

The following section describes the various program activities of the International Program (Table IX-7). Activities are described as

domestic and overseas grants and contracts. Guidelines for the development of international activities precede the summary of current programs as well as policies and procedures for participation.

GUIDELINES AND PROCEDURES FOR MINI-GRANT PROPOSAL PREPARATION  
AND SUBMISSION UNDER THE ALABAMA A & M UNIVERSITY'S  
TITLE XII STRENGTHENING CIRCUIT ACTIVITIES

1.0 - Proposal Preparation

- 1.0 Title: A brief, clear specific designation of the subject of the program or project.
- 2.0 Objectives: A clear, concise, complete and logically arranged statement of specific aims of the project or request.
- 3.0 Procedures: A statement of the essential working plans and methods to be used in attaining the stated objectives. Procedures should correspond to the objectives.
- 4.0 Justifications (or Relevancy): How do the objectives of the proposal relate to the broader objectives of the Strengthening Grant Program? This question should be discussed in detail in the proposal. It should include the importance of the project to the needs of the Strengthening Grant Program. Preliminary correspondence with institution or counterpart of the host country should be part of the proposal.
- 5.0 Information (or Literature Review): A summary of pertinent information about the host country, its people, agricultural, economic and cultural development.
- 6.0 Project Timetable: Important phases should be shown as a function of time.
- 7.0 Personnel: The personnel (in the case of a group project or trip) who will be involved in the project and their roles should be clearly identified. It should include their vitae which can be attached as an appendix.
- 8.0 Expected Results or Merit of the Project: A statement of the scope of the trip/project or expected results should be made in sufficient detail to enable reviewers to make some judgement of the merit of the project in relation to the broader objective.

- 9.0 Budget: A detailed budget for the proposed project is required (for each participant in the case of a group project) and a cumulative budget covering the entire project should also be included or shown.

2.0 - Note

- 10.1 Host Institution or Country Support: Evidence of host institution (or country) interest and support is important. Prospective applicants should confirm local interests and support. The preliminary correspondence with the host institution or government should be included as part of the proposal.

- 10.2 Departmental or School Support: Serious consideration will be given to the extent of support given by the applicant's department or schools or from other sources. This may include partial salary support (sabbatical leave compensation); departmental interest in developing long-range collaboration with the host institution.

10.3 Possible Areas that could be Considered in a Proposal

- 10.3.1 As a result of an invitation by a government, a university or an individual for assistance.

- 10.3.2 Part of a collaborative research effort.

- 10.3.3 Sabbatical leave.

- 10.3.4. Supervision of a graduate student's research.

- 10.3.5 A member of design team for AID or SECID.

3.0 - Scope of Strengthening Mini-Grants and Requirements for proposal Submission

- 1.0 Proposals may be submitted by individuals for:

- 1.1 Travel.

- 1.2 Study leave.

- 1.3 Sabbatical leave.

- 1.4 Research.

- 2.0 Proposals may be submitted at any time during the year, but must be no less than three (3) months before the intended starting date of the proposed activity.

- 3.0 Applicants will be required to have established their own contracts with counterparts or host institutions overseas and will be responsible for making all necessary travel and living arrangements. Firm commitment should have been received from host country before a proposal is submitted.
- 4.0 Study and/or sabbatical leave grants would be limited to cover a maximum of six (6) months per person. Two separate times of two (2) to three (3) months each time per person may be considered.
- 5.0 Grants may be made up to a maximum of \$12,000 per applicant depending on availability of funds at the time the application is approved.
- 6.0 All proposals must be relevant to the Strengthening Grant objective.
- 7.0 All recipients will be required to submit a written report at the end of a project. They will be required to share their experience with the home institution by presentation of a seminar.

Source: Office of International Programs

#### POLICIES AND PROCEDURES FOR PARTICIPATING IN INTERNATIONAL PROGRAMS

The University's participation in international agricultural development programs is in accord with its mission to extend educational services to the larger community. The University's background and history are similar and uniquely suited to those of the developing countries. In order to share experience and knowledge and to help the LDCs increase their food production capabilities, this calls for mobilization of total University resources relevant to Title XII. In the process, new knowledge is acquired that will develop an agricultural program with an international career orientation and above all would establish friendship with other countries and their people.

In pursuance of these, therefore, the University has approved certain policies to govern the participation in international develop-

ment assistance programs. These policies and procedures are intended to facilitate such participation and the implementation of the international development programs.

### 1.0 General Policies

- 1.1 Alabama A & M will encourage efforts by various units of the University and its faculty to participate in international work in keeping with the University mission. Therefore, the University administrators will provide support to the effect of its faculty to respond to RFP's issued by agencies such as USAID, BIFAD, USDA and other public or private agencies such as Rockefeller and Ford Foundations.
- 1.2 Beginning with this document, Alabama A & M will establish necessary procedures from time to time to facilitate such participation.
- 1.3 Alabama A & M will participate in any reasonable capacity such as a prime contractor or joint contractor with other universities by providing the services of its faculty members to serve on short and long-term advisory teams.
- 1.4 The Executive Officers of Planning is sensitive to certain hardships faculty members may encounter in accepting international assignments. The scope of such hardship is diverse. In some cases, for long-term assignments, it consists of loss of research funding, laboratory space and facilities, inadequate follow-up on their tenure and promotion, or smaller than normal yearly raises or increments. On a personal level hardships include making special arrangements for children's education while away and wives giving up their careers or alternatively, being away from the family. This policy statement outlines some of the procedures and fair compensations for minimizing such hardships.

### 2.0 Administration Procedures

- 2.1 The President of Alabama A & M University, who is the chief executive officer, will have the ultimate decision making authority on each international project under the policy established by the Board of Trustees.
- 2.2 The main activity related to project development will occur in each departmental unit. With due consultation with the deans of the schools and with the Director of International Programs, who is also the alternate trustee of SECID, the programs will be formalized

through approval by the Advisory Council on International Programs.

- 2.3 During the development of the program, the Executive Vice President, who is also Alabama A & M University's representative on the Board of Trustees for SECID, will be kept informed.
- 2.4 After the development of the programs and their clearance at the school level through the Director of Development, they will be submitted to EOP through the Executive Vice President for approval.
- 2.5 The Executive Vice President will be responsible for interfacing with the EOP in relation to policy and long-range plans and also for obtaining clearance for proposals from the EOP.
- 2.6 The above mentioned are the current procedures. They are subject to change as occasion demands.

### 3.0 Policies Relating to International Participation

#### 3.1 Leave, Tenure and Promotion

Alabama A & M will grant leave of absence for periods up to two years (renewable only under extraordinary circumstances) to enable faculty participation in University-sponsored international programs. During the leave of absence the rights of faculty as to tenure will be safe-guarded. Such a leave of absence will not be treated as a break in service at the University. During the leave of absence, the faculty will not be denied consideration for promotion nor will their chances of promotion be adversely affected by such leave of absence to serve on international programs.

#### 3.2 Reinstatement

On return from leave of absence the faculty will be assured a position at least on par with his status at the time of going on leave of absence. The salary on return will include the annual increases granted faculty during his leave of absence.

#### 3.3 Sabbatical Leave

Providing the faculty with leave of absence to serve on international programs will not adversely affect the eligibility for sabbatical leave.

### 3.4 Salary, Fringe Benefits and Compensation of Allowances

A faculty member participating in a short or long-term overseas assignment will receive a base salary comprising of his current salary and certain adjustments as noted below:

Adjustments to current on-campus salary:

- a. If a faculty member is on a 9-month academic contract and is expected to serve off-campus for 12 or more months, his 9-month rate may be annualized to 12 months.
- b. If the faculty member receives regular documented consulting income in addition to his salary, this may be averaged into his annual salary (since this would be income that he could not earn while on assignment, the additional can be justified).
- c. Normal anticipated increases may be added during the year if the faculty member would be receiving them as part of his on-campus duties.
- d. A one-time "special recognition increase" in salary up to 25 percent for the duration of the faculty member's off-campus assignment will be given by the University to compensate the individual for:
  - i. change of assignment (particularly if to a hardship post).
  - ii. increase in responsibilities.
  - iii. increase in administrative tasks.
  - iv. "despecialization" of expertise. If the individual is required as part of his overseas duties to familiarize himself with the broader aspects of his generic field without access to research or laboratory facilities or contact with his colleagues, this could be justification for additional compensation over and above the salary he is normally paid for teaching and research in his specific field.

- e. Up to 25 percent incentive applied to base salary is allowed for terms of less than 18 months. On assignments of 18 months or more, the individual receives tax advantages in accordance with IRS Publication 54, "Tax Guide for U.S. Citizens Abroad."

Source: International Program Office

Table IX-7

ALABAMA A & M UNIVERSITY'S INTERNATIONAL  
DEVELOPMENT PROGRAM ACTIVITIES  
- A SUMMARY -

1.0 Domestic Activities

1.1 Title XII Strengthening Grant (Non Matching)

The five year, \$500,000 grant was designed to launch University's international dimension. It has served to provide the means for the major strengthening efforts of the University for meaningful international involvement. The major activities of the grant are listed below.

Special Language Training

Under the strengthening grant program, faculty members are provided the opportunity to learn certain foreign languages. The efforts in this regard have been focused on the French language. Since the inception of the course in 1980, 23 students have taken the course in either the beginner or intermediate sections.

Course Offerings in International Agriculture

Several departments in the School of Agriculture, Environmental Science and Home Economics have introduced international courses. These courses include: International Food Policies, International Nutrition Seminar and Farming Systems in Developing Countries.

Faculty and Graduate Students Research

Several faculty members and their graduate students are involved in research that is related to international development problems. Research activities include Cassava product development in Nigeria.

Library Acquisitions

To date, the International Program has acquired approximately \$9,639.00 in books and related resources for the library in the area of development activities. The main objective of the activity is to establish an International Development Information Center at the University.

## 2.0 Overseas Contract Activities

### 2.1 Linkage with Least Developed Country

2.1.1 Nigeria - Following the President's exploratory visit to a number of African countries in 1980, institutional linkages for mutual collaborative activities have been initiated with both the University of Ife and Ibadan in Nigeria. Faculty exchanges have already taken place between these institutions.

2.1.2 Eastern Caribbean - Plans are underway to set up a linkage with countries of Eastern Caribbean. Agreements are being worked out with the governments of St. Kitts/Nevis and institutions in Jamaica.

2.1.3 Zimbabwe - The Director of International Programs and the Dean of the School of Agriculture, Environmental Science and Home Economics recently visited Zimbabwe to work out a linkage arrangement with institutions in that country.

### 2.2 Agency for International Development/South-East Consortium for International Development Contract (AID/SECID)

Alabama A & M has been involved in the following AID projects:

2.2.1 Upper Volta Human Resource Development Project (SECID)  
The first Chief of Party on this project was Dr. S. K. Reddy, a former faculty member. Other faculty members participated on various short-term assignments. Graduate students from that country under the program also were trained at the University. The project, which has ended, provided \$57,286 to the University.

2.2.2 Egerton College Expansion, Kenya (SECID) - Alabama A & M provided one long-term staff, Dr. Bishnoi, for three years. He returned in July, 1983. The project provided to the University \$166,675.

2.2.3 Environmental Training and Management in Africa (ETMA) Project (SECID?) - The University has served as a co-lead institution in this five-year ETMA project. Our major participation was by conducting two separate training programs in Sierra Leone. This project generated \$78,869 to the University.

2.2.4 Niger Cereals Research Project (AID) - This is a 5-10 year project awarded to Purdue and AAMU. It is a \$10.6 million project dealing with research on sorghum, millet and cowpea production improvement. It also has a separate extension component of more than \$10 million, soon to begin.

2.2.5 Collaborative Research Support Program (CRSP) on Peanuts - Alabama A & M University is one of four universities involved in implementing the Peanut CRSP project, with responsibilities for development of better and more food uses of the peanut in Africa and the Caribbean. Alabama A & M's involvement is in the Sudan and Trinidad. The five-year project totals approximately \$1.9 million.

### 3.0 New Research Developments

#### 3.1 Technical Support to Mission (TSM) West Africa

Alabama A & M University is one of the SECID member institutions that will be involved in a project that SECID has just secured from AID. The contract on this project will soon be signed.

### 4.0 Participant Training

Several students have been trained by the University under the auspices of various national and international development agencies. At present there are seven of such participants, one from Pakistan and five from Niger and one from Upper Volta. This project averages approximately \$22,667.

### 5.0 International Visitors and Faculty Short Trips Overseas

During the past two years over twenty international visitors from different countries, such as Nigeria, China, Upper Volta, India, Brazil, Chile, and West Germany have come to the campus as visiting scholars. Within the past two years four faculty from Alabama A & M have been involved in programs that took them to China, Japan, Egypt, Nepal and the Philippines for short periods of time.

## SUMMARY

### Administration

Situation. Alabama A & M University is progressively demonstrating its capability and willingness to participate in international development efforts. The leadership of the University recognizes that the institution's future is linked with the future of an increasingly interdependent world. The University further recognizes the relevance of an international development dimension as an integral part of its mission. This recognition is implied in the University's determination

to assemble basic and far-reaching internationally related research, teaching and extension capabilities. It has committed itself, therefore, to the development of these capabilities and to full participation in the efforts to assist the less developed countries of the world improve the quality of life of their people through rapid social and economic development.

#### Problems

1. Apparent indifference or lack of sensitivity by a large portion of the University community to international issues and development problems.
2. Lack of knowledge and/or understanding by University personnel of international development programs.
3. Lack of well-defined policy, guidelines and criteria by the University for involvement in international development activities.

#### Long-Range Goals

1. Provide leadership and coordination in the development of meaningful international programs at the University.
2. Relate to identified needs of selected poor countries in agricultural production, home economics, environmental sciences and other social or economic areas through mutual collaborative linkages with appropriate institutions of higher learning and government bodies in research, teaching, agricultural and rural development extension outreach, and other services.
3. To assist the U. S. Government in providing technical expertise to the solving of developing country problems through participation in AID or other government agency funded development assistance programs.

#### Activities

1. Pursue further the mutual collaborative linkage possibilities with LDCs.
2. Continue vigorously to place AAMU personnel in AID sponsored projects in LDCs.

Indicators

1. Number of faculty and staff who express interest on program through submission of individual strengthening grant proposal.
2. Number of faculty and staff who establish necessary and meaningful linkages with counterparts in a chosen LDC.
3. Extent to which other departments besides those in the School of Agriculture, Environmental Science and Home Economics have developed programs related to international area.

Evaluation

1. Strengthening Grant Annual Report.
2. Advisory Council on International Programs.

Program Planning and Development

Situation. There are many objectives embodied in the University's Title XII Strengthening Grant Program. These objectives envisage the coming into being of new programs to be planned and developed by the faculty and staff as a means of accomplishing these objectives.

Problem

1. Lack of previous experience in international development activities by a majority of the faculty and staff.

Long-Range Goal. To provide leadership and coordination in the planning and development of domestic and internationally-oriented programs.

Annual Objectives

1. To continue to sensitize faculty and staff on the benefits and challenges associated with participation in international development activities.
2. To continue efforts to enhance faculty and staff participation in international programs.

Activities

1. Assist in program planning and development for other program area or for each interested faculty and staff member.

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2. Encourage faculty members to participate in international program efforts through personal individual contacts.
3. Assist faculty in establishing collaborative linkage with their counterparts in LDCs.

#### Indicators

1. The extent to which people come forward for assistance or for information relative to project development.
2. The extent to which faculty members respond to requests for participation in announced projects.
3. The extent to which proposals are submitted by individuals or program areas for project funding.

#### Communication and Publicity

Situation. The University's international program is a new dimension in the activities on the campus. In order to keep the faculty, students, administrators and the entire University community informed of international activities, a well developed communication system should be in place. The local and state awareness of and sensitivity to international development problems, particularly those of the less developed countries, could be improved.

#### Problems

1. Lack of educated awareness of the dimensions of the University's international development programs.
2. Lack of recognition or appreciation among many local and state citizens of the interdependence between less developed countries of the world and the State of Alabama in particular and the USA in general.

Long-Range Goal. To provide leadership in the dissemination of information on world development problems, particularly as they relate to the less developed countries, and on the interdependence of nations not only to the University community, but also to the local and state people.

Annual Objective. Develop a relevant information pool for dissemination to the public.

Activities

1. Periodically publish current events in the international scene through the "Intercom" or the "Maroon and White" newspapers.
2. Work with local radio and TV stations to publicize international events and activities taking place on campus. Make available to them relevant information on vital aspects of the U. S. technical assistance activities and their impact on our state.
3. Provide relevant information on vital aspects of international assistance and trade as they relate to the State of Alabama to the State legislators, especially those from Madison County.

Indicators

1. Extent to which University personnel show concern about international development issues.
2. Extent to which people come forward seeking information and help concerning international problems which they are concerned about or attempting to provide a solution.

Time Frame

1. Publication of new international activities as needed.
2. Establishment of contact with some legislators from this area and later on, from other parts of the State.

Institutional and Faculty Development

Situation. Although the University's involvement in international development is rapidly growing, it still has a major task of establishing a sound infrastructure for this involvement through individual faculty development and strengthening, acquisition of important, relevant publications and other pertinent information materials on international development. This requirement is basic for the pursuit of a meaningful participation in and conduct of any international technical assistance activities.

Projections

1. By October, 1984, the University will be entering into matching grant activities to further develop and expand international program activities.
2. By the end of the matching grant period, the number of faculty and program areas participating in international activities will expand by fifty percent.
3. By the end of the matching grant period, the University's Learning Resources Center will contain an extensive resource section related to various international development issues.
4. By the end of the matching grant periods, the numbers of disciplines outside the agricultural sciences participating in international development activities will increase by fifty percent.

Problems

1. Lack of adequate and relevant published materials on international development in the Learning Resources Center.
2. Inadequate knowledge of developmental problems confronting the less developed countries and the level of efforts mounted worldwide to address those problems.
3. Inadequate or total lack of foreign language capability.
4. Inadequate background for students who are interested in international work.
5. Inadequate preparation on related developmental areas of international students to apply in their home countries.

Long-Range Goal. Increase the capability of Alabama A & M University to participate in and/or make significant contributions to international development efforts.

Activities

1. Continue French language training for interested faculty and staff; funds permitting, accelerated training may be conducted during summer 1983.

2. Bring visiting professors with international experience for consultations and for student and faculty interaction.
3. Introduce regular seminar series on IFAD, in consultation with appropriate subject matter areas.
4. Continue library acquisition of relevant international publications and other information materials.
5. Develop curriculum in IFAD in different program areas for IFAD minors in the School of Agriculture, Environmental Science and Home Economics. Introduce more IFAD courses.

Indicators

1. Size of seminar participants.
2. Number of students registering for courses.

Recommendations

1. While the University has done an admirable and credible job of involving itself in international activities, a comprehensive evaluation of international activities should be conducted before entering into matching grant activities.



ALABAMA A&M UNIVERSITY

International Program

For Additional Information See Contact:  
 DR. E. OLIVER DREZZE, Director  
 Office of International Programs  
 Alabama A&M University  
 Normal, Alabama 35762

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Title XII is a Congressional Amendment to the International Development and Food Assistance Act. The primary goals of the Act include:

1. Providing increased long-term support for the application of science to solve the food, nutrition and agricultural development problems of the developing countries (LDCs).
2. Assisting LDCs to develop and strengthen the capabilities of their institutions serving agriculture so that they become self-reliant in producing and disseminating a permanent flow of new technical knowledge for the small farm sector.
3. Achieving sustained modernization of agricultural life of the poor majority in the LDCs.

In order to meet these general goals, a section of the Act authorizes the U.S. President to provide assistance in five (5) broad areas:

1. To strengthen the capabilities of universities to implement authorized assistance programs.
2. To build and strengthen institutional capacity and human resource skills of agriculturally developing countries (LDCs).
3. To provide program support for long-term collaborative university research.
4. To involve universities more fully in the international network of agricultural research.
5. (a) To provide program support for international agricultural research centers.  
(b) To provide support for research projects for specific problem solving needs.  
(c) To strengthen national research systems in LDCs.

#### ALABAMA A&MU'S TITLE XII PROGRAM

Our University is already involved in the following components mentioned above:

##### Component 3 — Collaborative University Research Support

Together with Purdue University, AA&MU is conducting the planning phase of a Collaborative Research Support Program (CRSP) on Integrated Crop Protection.

##### Component 2 — LDCs Institutional and Human Resources Building

One of AA&MU's faculty, Dr. Reidy, is now serving as Chief of Party in Upper Volta in their agricultural and human resources development project and Dr. Bishnoi is in Kenya for three (3) years teaching at the Egerton Agricultural College.

##### Component 1 — Strengthening University Capability

Alabama A&M University is one of the first group of institutions in the country to receive funding in the tune of \$500,000 to help it strengthen its capability in undertaking these food and agricultural development efforts in the agriculturally developing countries. This strengthening grant program became effective August 13, 1979 and will cover a five (5) year period.

##### Alabama A&MU's Primary Goals in the Strengthening Act's

To increase the capability of the University to contribute toward alleviating the developmental constraints which confront the rural poor in the LDCs.

There are serious problems of hunger and starvation in these developing countries with a population growth rate of

more than 3% compared to the 2% rate in this country and other countries of Western Europe. Therefore, developing countries are under increasing pressures to expand their food production to meet the needs of their growing populations. Alabama A&M University wishes to assist them in their efforts to stimulate their economic and social progress through the expansion and modernization of their industry and agriculture.

Our second primary goal in the strengthening grant program is to relate to identified needs of selected LDCs such as countries of Africa South of the Sahara, Southeast Asia, and Latin America in agricultural production, home economics and environmental sciences. Subject matter areas would include (a) food and nutrition, (b) soils and agronomy, and (c) extension and rural development.

However, insofar as various other program areas of the University are relevant to the strengthening efforts of the University and the development of the LDC's capability to manage their own affairs, this University will harness all its professional, scientific and technological resources to meeting these challenges.

##### Our Specific Objectives

The primary purpose of the strengthening grant program is for us to increase our capability to contribute to the alleviation of the developmental constraints confronting the less developed countries. This primary objective will be pursued through activities in three (3) broad areas: (1) institutional development, (2) interinstitutional collaboration, and (3) international development activities.

In each of these three (3) areas, our strengthening efforts will be concentrated in three (3) major subject matter

areas: (a) food and nutrition, (b) soils and agronomy, and (c) extension and rural development. Specifically, we shall:

1. Develop and offer a minor in international food and agricultural development (IFAD) at advanced undergraduate and graduate levels.
2. Develop procedures to facilitate faculty strengthening activities for participation in international agricultural development through (a) faculty exchange programs, and (b) formal and informal contacts with visiting professors from other countries or universities.
3. Provide hands-on experience in IFAD activities through sponsored faculty participation in on-going AID projects and through collaboration with SECID and other institutions.
4. Develop Alabama A&M University's capability:
  - (a) by increasing learning resources centre holdings of films, film strips, tapes, books, periodicals and other reference materials relevant to the IFAD program.
  - (b) by providing language training programs mainly in French, Spanish and possibly Swahili.
  - (c) by training AID sponsored international participants in academic degrees or short term training programs.
  - (d) by carrying out public education programs for governmental employees, business leaders, legislators and the general citizenry of the State of Alabama on the inter-dependence of this state and many of the LDCs.

ALABAMA A&M UNIVERSITY

*International Programs*

*Policies and Procedures  
for Participation in  
International Programs*

*For Additional Information Please Contact:  
DR. B. ONUMA OKEZIE, Director  
Office of International Programs  
Alabama A&M University  
Normal, Alabama 35762*

The University's participation in international agricultural development programs is in accord with its mission to extend educational services to the larger community. The University's background and history are similar and uniquely suited to those of the developing countries. We want to share our experience and knowledge. We want to help the LDCs increase their food production capabilities. This calls for mobilization of total university resources relevant to Title XII. In the process, we would acquire new knowledge, we would develop an agriculturist with international career orientation and above all we would establish friendship with other countries and their people.

In pursuance of these, therefore, the University has approved certain policies to govern our participation in international development assistance programs. These policies and procedures are intended to facilitate such participation and the implementation of the international development programs.

#### **1.0 General Policies**

1.1 Alabama A&M will encourage efforts by various units of the University and its faculty to participate in international work in keeping with the University mission. Therefore, the University administrators will provide support to the effect of its faculty to respond to RFP's issued by agencies such as USAID, BIFAD, USDA and other public or private agencies such as Rockefeller and Ford Foundations.

1.2 Beginning with this document, Alabama A&M will establish necessary procedures from time to time to facilitate such participation.

1.3 Alabama A&M will participate in any reasonable capacity such as a prime contractor or joint contractor with other universities by providing the services of its faculty members to serve on short and long-term advisory teams.

1.4 The Executive Officer of Planning is sensitive to certain hardships faculty members may encounter in accepting international assignments. The scope of such hardship is diverse. In some cases, for long-term assignments, it consists of loss of research funding, laboratory space and facilities, inadequate follow-up on their tenure and promotion, or smaller than normal yearly raises or increments. On a personal level hardships include making special arrangements for children's education while away and wives giving up their careers or alternatively, being away from the family. This policy statement outlines some of the procedures and fair compensations for minimizing such hardships.

#### **2.0 Administration Procedures**

2.1 The President of Alabama A&M University, who is the chief executive officer, will have the ultimate decision making authority on each international project under the policy established by the Board of Trustees.

2.2 The main activity related to project development will occur in each departmental unit. With due consultation with the dean of the school and with the Director of International Programs, who is also the alternate trustee of SECID, the programs will be formalized through approval by the Advisory Council on International Programs.

2.3 During the development of the program, the Executive Vice President, who is also Alabama A&M University's representative on the Board of Trustees for SECID, will be kept informed.

2.4 After the development of the programs and their clearance at the school level through the Director of Development, they will be submitted to EOP through the Executive Vice President for approval.

2.5 The Executive Vice President will be responsible for interfacing with the EOP in relation to policy and long-range plans and also for obtaining clearance for proposals from the EOP.

2.6 The above mentioned are the current procedures. They are subject to change as occasion demands.

#### **3.0 Policies Relating to International Participation**

##### **3.1 Leave, Tenure and Promotion**

Alabama A&M will grant leave of absence for periods up to two years (renewable only under extraordinary circumstances) to enable faculty participation in University-sponsored international programs. During the leave of absence the rights of faculty as to tenure will be safe-guarded. Such a leave of absence will not be treated as a break in service at the University. During the leave of absence, the faculty will not be denied consideration for promotion nor will their chances of promotion be adversely affected by such leave of absence to serve on international programs.

##### **3.2 Reinstatement**

On return from leave of absence the faculty will be assured a position at least on par with his status at the time of going on leave of absence. His salary on return will include the annual increases granted faculty during his leave of absence.

##### **3.3 Sabbatical Leave**

Providing the faculty with leave of absence to serve on international programs will not adversely affect the eligibility for sabbatical leave.

### **3.4 Salary, Fringe Benefits and Compensation of Allowances**

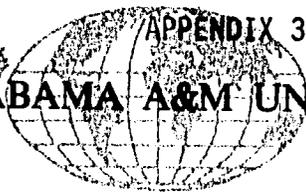
A faculty member participating in a short or long-term overseas assignment will receive a base salary comprising of his current salary and certain adjustments as noted below:

Adjustments to current on-campus salary:

- a. If a faculty member is on a 9-month academic contract and is expected to serve off-campus for 12 or more months, his 9-month rate may be annualized to 12 months.
- b. If the faculty member receives regular documented consulting income in addition to his salary, this may be averaged into his annual salary (since this would be income that he could not earn while on assignment, the additional can be justified).
- c. Normal anticipated increases may be added during the year if the faculty member would be receiving them as part of his on-campus duties.
- d. A one-time "special recognition increase" in salary up to 25 percent for the duration of the faculty member's off-campus assignment will be given by the University to compensate the individual for:
  - i. change of assignment (particularly if to a hardship post).
  - ii. increase in responsibilities.
  - iii. increase in administrative tasks.
  - iv. "despecialization" of expertise. If the individual is required as part of his overseas duties to familiarize himself with the broader aspects of his generic field without access to research or laboratory facilities or contact with his colleagues, this could be justification for additional compensation over and above the salary he is normally paid for teaching and research in his specific field.

e. Up to 25 percent incentive applied to base salary is allowed for terms of less than 18 months. On assignments of 18 months or more, the individual receives tax advantages in accordance with IRS Publication 54, "Tax Guide for U.S. Citizens Abroad."

ALABAMA A&M UNIVERSITY



*International Programs*



*Performance Appraisal Instrument*



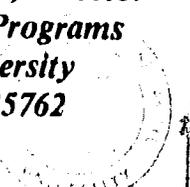
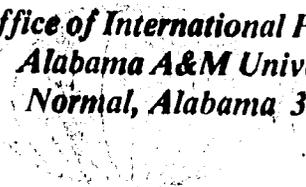
*For Additional Information Please Contact:*

**DR. B. ONUMA OKEZIE, Director**

**Office of International Programs**

**Alabama A&M University**

**Normal, Alabama 35762**



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## **Instructions for the Use of the Instrument**

This Performance Appraisal Instrument will be used to rate the team member regarding job performance. Before using this instrument, the supervisor/Chief of Party should have carefully reviewed all evidence/documentation presented by the specialist. Documentation and actual observance of the worker's performance on the job should be used to justify a particular rating. The guidelines below are intended to guide the evaluator in rating the team member.

1. Review and discuss the documentation/evidence of performance with the specialist being evaluated.
2. Disregard any general impression of the specialist and concentrate on one performance standard or criterion at a time.
3. Rate each specialist on his/her actual performance as related to the criteria, for the period under consideration. Low or non-performance should be scored low regardless of the reason. For example, a new specialist scores low but you feel that with more time his/her performance will improve. Assign the low score and explain it in the remarks section of the score sheet.
4. Be as objective as possible using the standards listed. Remember that the evaluation is a rating of performance for a specified period of time.
5. Make decisions based on evidence and on a series of regular and direct observations of the specialist's performance during the period under consideration. This includes the way jobs were performed and the consequences of how they were performed.
6. Base ratings on facts so that they can be explained. This is especially important for very high or very low ratings.
7. Rate the specialist's performance on the job, not as a person in the abstract. The following should not be evaluated unless where they are called for: aptitude, personality, attitude, interest, intelligence, general mental ability, general knowledge, number of years of experience, number of years of education, loyalty, outlook on life, and ethical habits. Focus on the jobs or task and the obser-

**An explanation of the numerical ratings of the Performance Appraisal Instrument:**

- 1—Fails to meet any requirements of the job, task, or criterion as stated and defined in the Job Analysis and Plan of Work. Performance is at an unsatisfactory level and is not acceptable.**
- 2—Meets the basic minimum job requirements and standards of performance of the job.**
- 3—Exceeds minimum job requirements and standards of performance of the job substantially.**
- 4—Substantially exceeds the job requirements and standards of performance of the job.**

## **1.0 Program Planning**

**The International Program delivery process is as effective as the specialist's ability to: (1) understand the broad organizational philosophy, objectives, policies, and procedures of program planning; (2) identify and clarify needs of clientele through adequate knowledge of the situation; (3) collect and analyze available data to develop programs and solve problems; and (4) cooperate with, support and involve appropriate persons, organizations and agencies in the planning process. Score each category below on a scale of 1-4.**

- |  |                |
|--|----------------|
| <b>1.1 Ability to work from a planned approach rather than on ad-hoc, haphazard, unplanned approach.</b>     | <b>1 2 3 4</b> |
| <b>1.2 Ability to involve appropriate persons, agencies and organizations in a program planning process.</b> | <b>1 2 3 4</b> |
| <b>1.3 Ability to collect relevant data for a program planning process.</b>                                  | <b>1 2 3 4</b> |

- 1.4 Ability to identify needs of host country or reach decisions on problems, concerns, opportunities and priorities in program planning. 1 2 3 4
- 1.5 Quality of planned program reflecting clearly identifiable objectives, procedures and expected outcomes. 1 2 3 4

## 2.0 Program Implementation

The international employee's effort is measured in terms of goals and objectives attained. This is accomplished through program implementation. Therefore, he/she must conduct the program as embodied in the program plan. Score each category on a scale of 1-4.

- 2.1 Ability to utilize or involve appropriate resources, human and otherwise, in program implementation. 1 2 3 4
- 2.2 Ability to work cooperatively with team members, host country counterparts and to accept responsibility in implementing programs. 1 2 3 4
- 2.3 Degree of fulfillment of stated goals and objectives as set forth in the program plan. Satisfactory use of plan of work in program implementation. 1 2 3 4
- 2.4 Ability to develop publications, bulletins, journal articles in assigned program area. 1 2 3 4

## 3.0 Reports and Program Evaluation

Effective international programs require accurate and complete reports of accomplishments. The specialist must keep team members, host country counterparts, local and government agencies, and his/her team leader/chief of party well informed relative to the status of the program accomplishments. All reports should

**An explanation of the numerical ratings of the Performance Appraisal Instrument:**

- 1—Fails to meet any requirements of the job, task, or criterion as stated and defined in the Job Analysis and Plan of Work. Performance is at an unsatisfactory level and is not acceptable.**
- 2—Meets the basic minimum job requirements and standards of performance of the job.**
- 3—Exceeds minimum job requirements and standards of performance of the job substantially.**
- 4—Substantially exceeds the job requirements and standards of performance of the job.**

**1.0 Program Planning**

The International Program delivery process is as effective as the specialist's ability to: (1) understand the broad organizational philosophy, objectives, policies, and procedures of program planning; (2) identify and clarify needs of clientele through adequate knowledge of the situation; (3) collect and analyze available data to develop programs and solve problems, and (4) cooperate with, support and involve appropriate persons, organizations and agencies in the planning process. Score each category below on a scale of 1-4.

- |  |                |
|--|----------------|
| <b>1.1 Ability to work from a planned approach rather than on ad-hoc, haphazard, unplanned approach.</b>     | <b>1 2 3 4</b> |
| <b>1.2 Ability to involve appropriate persons, agencies and organizations in a program planning process.</b> | <b>1 2 3 4</b> |
| <b>1.3 Ability to collect relevant data for a program planning process.</b>                                  | <b>1 2 3 4</b> |

- |     |   |         |
|-----|---|---------|
| 1.4 | Ability to identify needs of host country or reach decisions on problems, concerns, opportunities and priorities in program planning. | 1 2 3 4 |
| 1.5 | Quality of planned program reflecting clearly identifiable objectives, procedures and expected outcomes.                              | 1 2 3 4 |

## 2.0 Program Implementation

The international employee's effort is measured in terms of goals and objectives attained. This is accomplished through program implementation. Therefore, he/she must conduct the program as embodied in the program plan. Score each category on a scale of 1-4.

- |     |  |         |
|-----|--|---------|
| 2.1 | Ability to utilize or involve appropriate resources, human and otherwise, in program implementation.   | 1 2 3 4 |
| 2.2 | Ability to work cooperatively with team members, host country counterparts and to accept responsibility in implementing programs.                  | 1 2 3 4 |
| 2.3 | Degree of fulfillment of stated goals and objectives as set forth in the program plan. Satisfactory use of plan of work in program implementation. | 1 2 3 4 |
| 2.4 | Ability to develop publications, bulletins, journal articles in assigned program area.   | 1 2 3 4 |

## 3.0 Reports and Program Evaluation

Effective international programs require accurate and complete reports of accomplishments. The specialist must keep team members, host country counterparts, local and government agencies, and his/her team leader/chief of party well informed relative to the status of the program accomplishments. All reports should

be prepared based on the international program's current reporting system. Through time-based reports, the specialist must show specifically what has been done or accomplished.

Evaluation provides a factual basis for decision making regarding continuation of the program and aid in program planning for the succeeding year. Score each category on a scale of 1-4.

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 3.1 | The extent to which all required reports are properly written in a scholarly and analytical manner and submitted to appropriate persons on time.      | 1 | 2 | 3 | 4 |
| 3.2 | The extent to which the reports reflect the planned work program.   | 1 | 2 | 3 | 4 |
| 3.3 | Ability and willingness to properly evaluate programs to provide results that can be used to enhance a program planned process for a succeeding year. | 1 | 2 | 3 | 4 |

#### 4.0 Professional

The specialist must exhibit a high degree of competence and take advantage of opportunities to gain and update subject matter knowledge. He/she should follow a systematic plan of professional improvement, participate in professional associations and subscribe to and read professional journals. Score the category below on a scale of 1-4.

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 4.1 | Ability and willingness to take advantage of opportunities to attend professional conferences to gain and/or update knowledge in subject matter area; to show satisfactory interest in seeking knowledge and in keeping up to date on latest developments in assigned subject matter area. | 1 | 2 | 3 | 4 |
|-----|--|---|---|---|---|

## 5.0 Public Relations

Good public relations is an important part of the international program. Score the category below on a scale of 1-4.

- 5.1 The extent to which the team member has contributed to the public relations between host country and the team as a whole. 1 2 3 4

## 6.0 Program Leadership, Coordination and Supervision. Score the category below on a scale of 1-4.

- 6.1 Ability and willingness to provide leadership, supervisory role and coordination when needed in program planning, implementation and evaluation. 1 2 3 4

## Appendix 4

Table 3

FACULTY PARTICIPATION IN LANGUAGE TRAINING  
WITH SUPPORT OF TITLE XII FUNDS

<u>Name</u>	<u>Department</u>	<u>Level of Attainment</u> <sup>1</sup>
Anderson, John	Food Science	I
Auclair, Barbara	Food & Nutrition	I
Beyl, Caula	Natural Resources	I
Brown, George	Natural Resources	I
Caples, Virginia	Home Economics	B
Davis, Mozella	Home Economics	B
Gashaw, Legesse	Natural Resources	B
Ghafori, Mohammad	Natural Resources	B
Green, Pat	Home Economics	B
Hardin, Judy	Home Economics	B
Henderson, C.	Cooperative Extension	B
Holmes, A	Community Planning	B
Ikem, Patrick	Food Science	B
Jackson, Patsy	Natural Resources	B
Joyner, Henry	Natural Resources	I
Kyle, Minnie	Early Childhood Education	B
Kyle, William	Agribusiness Education	B
Lee, Joseph	Community Planning	B
McAllister, William	Community Planning	B
Mercieca, Charles	Secondary Education	B
Okezie, B. O.	International Programs	B
Pope, Elaine	International Programs	B
Rahimian, N.	Economics	B
Reddy, Chandra	Natural Resources	2+
Richardson, Bernice	Home Economics	B
Sapra, Val	Natural Resources	B
Wheelock, G.	Agribusiness Education	B

Twenty-seven faculty members participated at one time or another. Five reached Intermediate level and one passed the Institute examination at Level 2+.

<sup>1</sup>Attainment Levels: B=Beginning  
I=Intermediate

Appendix 5  
Table 4

Faculty Involvement in Title XII Related Teaching, Research, Extension and  
Other Technical Assistance Activities  
From Strengthening Grant Funds

DATE	FACULTY INVOLVED	ACTIVITY
November 24,27, 1979	Dr. B. Onuma Okezie, Director Office of International Programs	NASULGC Meeting, Washington, DC
January 20-23, 1980	Dr. B. Onuma Okezie, Director Office of International Programs	Title XII Seminar Organized by AID/BIFAD, Washington, DC
March 27-29, 1980	Dr. B. Onuma Okezie, Director Office of International Programs	AID Debriefing, Washington, DC
April 15-18, 1980	Dr. Arthur Felix, Professor Dept. of Food Science	Conference on the Role of U.S. Universities in International Rural and Agricultural Development at Tuskegee Institute, AL
April 15-18, 1980	Dr. B. Onuma Okezie, Director Office of International Programs	Conference on the Role of U.S. Universities in International Rural and Agricultural Development at Tuskegee Institute, AL
April 15-18, 1980	Dr. D. R. Rao, Professor Food Science Department	Conference on the Role of U.S. Universities in International Rural and Agricultural Development at Tuskegee Institute, AL
June 3-6, 1980	Dr. B. Onuma Okezie, Director Office of International Programs	AUSUDIAP Conference
June 17-18, 1980	Dr. B. Onuma Okezie, Director Office of International Programs	1890 Title XII Officers/BIFAD/AID Meeting, Greensboro, NC

Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
July 21-25, 1980	Dr. D. R. Rao, Professor Food Science Department	Summer Training Session at the Massachusetts Institute of Technology (MIT) Entitled "International Food and Nutrition Policies: Prospects and Strategies for the 1980's".
September 4-28, 1980	Dr. W. Thomas, Dean, School of Agriculture	Trip to Nigeria, Kenya and Malawi to Establish Collaborative Linkages in Research, Teaching and Extension with Universities in those Countries
September 4-28, 1980	Dr. B. Onuma Okezie, Director Office of International Programs	Trip to Nigeria, Kenya and Malawi to Establish Collaborative Linkages in Research, Teaching and Extension with Universities in those Countries
September 4-28, 1980	Dr. R. D. Morrison, President	Trip to Nigeria, Kenya and Malawi to Establish Collaborative Linkages in Research, Teaching and Extension with Universities in those Countries
February 6-12, 1981	Dr. D. R. Rao, Professor Food Science Department	Peanut CRSP Planning Site Visit to International Crops Research Institute for Semi-Arid Tropics (ICRISAT) in Patancheru, India
April 20 - May 1, 1981	Dr. Virginia Caples, Assoc. Dean Division of Home Economics	Phelps Stokes Fund Organized Caribbean- American Agricultural Linkage Program Visit to Antigua, Belize, Dominica, Grenada, St. Kitts-Nevis, St. Lucia and St. Vincent to Establish Direct Linkages for Collaborative Efforts in Agricultural, Rural and Human Resources Development

Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
April 20 - May 1, 1981	Dr. Govind Sharma, Chairman Dept. of Natural Resources	Phelps Stokes Fund Organized Caribbean-American Agricultural Linkage Program Visit to Antigua, Belize, Dominica, Grenada, St. Kitts-Nevis, St. Lucia and St. Vincent to Establish Direct Linkages for Collaborative Efforts in Agricultural, Rural and Human Resources Development
April 26 - May 1, 1981	Dr. C. A. Williams, Executive Vice President	Phelps Stokes Fund Organized Caribbean-American Agricultural Linkage Program Visit to Antigua, Belize, Dominica, Grenada, St. Kitts-Nevis, St. Lucia and St. Vincent to Establish Direct Linkages for Collaborative Efforts in Agricultural, Rural and Human Resources Development
May 3-6, 1981	Dr. Cynthia Smith Division of Home Economics	AWID Conference on "The Need of Women in Rural Development, Kentucky State University
May 3-6, 1981	Mrs. Mary W. Rodgers Cooperative Extension	AWID Conference on "The Need of Women in Rural Development, Kentucky State University
June 9-11, 1981	Dr. B. Onuma Okezie, Director Office of International Programs	AUSUDIAP Annual Meeting College Station, Texas
July 23, 1981	Dr. B. Onuma Okezie, Director Office of International Programs	Meeting to Consider the AID MOU with Title XII Universities as it Affects 1890 Schools, Atlanta, GA

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
October 19-21, 1981	Dr. John Anderson, Assoc. Prof. Food Science Department	International Development Conference on: "Effective Participation of Small Universities in International Technical Assistance Programs, Sponsored by Alabama A & M University/AID/BIFAD
	Mr. Barbara Auclair, Instructor Food and Nutrition	
	Dr. Howard Ball, Dean/Professor School of Library Media	
	Dr. Joseph Befecadu, Assoc. Prof. Agribusiness Education	
	Dr. Arthur Felix, Assoc. Prof. Food Science Department	
	Dr. Leon Frazier, Vice. President Academic Affairs	
	Dr. Mary Brown, Chairman History and Political Science	
	Dr. Virginia Caples, Assoc. Dean Division of Home Economics	
	Dr. C. B. Chawan, Asst. Prof. Food Science Department	
	Mr. James Gulley, Director International Student Affairs	

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Appendix 5, Table 4  
 Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
October 19-21, 1981	Dr. Bessie Jones, Dean School of Arts and Sciences	International Development Conference
	Dr. Jeanette Jones, Assoc. Prof. Biology	
	Mrs. Minnie Kyle, Assoc. Prof. Early Childhood Education	
	Mr. William Kyle, Research Assoc. Agribusiness Education	
	Dr. S. P. Mathur, Assoc. Prof. History and Political Science	
	Dr. Thomas McAlpine, Director Institutional Research	
	Dr. Charles Mercieca, Professor Secondary Education	
	Dr. R. D. Morrison, President	
	Dr. B. Onuma Okezie, Director Office of International Programs	
	Mr. Donald Outland, Chairman Department of Community Planning	
	Mr. S. U. Patel, Research Assoc. Dept. of Natural Resources	

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
October 19-21, 1981	Mrs. Geraldine Perry Alabama A & M University	International Development Conference
	Dr. D. R. Rao, Professor Food Science Department	
	Dr. Albert Rauls, Professor Alabama A & M University	
	Dr. S. K. Reddy, Professor Sociology Department	
	Dr. B. Richardson, Assoc. Prof. Division of Home Economics	
	Dr. Val Sapra, Professor Dept. of Natural Resources	
	Dr. G. C. Sharma, Chairman Dept. of Natural Resources	
	Dr. James Shuford, Associate Dean School of Agriculture	
	Dr. B. Singh, Professor Food Science Department	
	Dr. G. R. Sunki, Chairman Food Science Department	
	Dr. Robert Taylor, Assoc. Prof. Dept. of Natural Resources	

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
October 19-21, 1981	Dr. Winfred Thomas, Dean School of Agriculture	International Development Conference
	Mrs. Ann Warren, Asst. Prof. Food and Nutrition	
	Dr. Birdie Weir, Director Learning Resource Center	
	Dr. G. C. Wheelock, Professor Agribusiness Education	
November 8-11, 1981	Dr. B. Onuma Okezie, Director	NASULGC Meeting, Washington, DC
November 11-13, 1981	Dr. Sanath Reddy, Professor	Farming Systems Research Symposium Kansas State University, Manhattan, KS
January 22, 1982	Dr. V. Caples, Assoc. Dean Division of Home Economics	International Development Project Evaluation Workshop
	Ms. Barbara Auclair, Assoc. Prof. Food and Nutrition	
	Dr. John C. Anderson, Assoc. Prof. Dept. of Food Science	
	Dr. B. Richardson, Assoc. Prof. Division of Home Economics	
	Ms. Anita Drayton School of Library Media	

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
January 22, 1982	Dr. James Shuford, Dean School of Agriculture	International Development Project Evaluation Workshop
	Dr. Arthur Felix, Assoc. Prof. Food Science Department	
	Dr. Jeanette Jones, Assoc. Prof. Dept. of Biology	
	Dr. B. Singh, Professor Food Science Department	
	Dr. S. K. Reddy, Professor	
	Dr. Cynthia Smith, Assoc. Prof. Division of Home Economics	
	Dr. Thomas McAlpine, Director Office of Institutional Research	
	Dr. G. C. Sharma, Chairman Dept. of Natural Resources	
	Dr. R. P. Pacumbaba, Assoc. Prof. Dept. of Natural Resources	
	Dr. J. Befecadu, Assoc. Prof. Agribusiness Education	
	Dr. G. C. Wheelock, Professor Agribusiness Education	
	Mr. Ronald L. Spradley Dept. of Natural Resources	

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
January 22, 1982	Dr. Val Sapra, Professor Dept. of Natural Resources	International Development Project Evaluation Workshop
	Dr. Tom Coleman Dept. of Natural Resources	
	Dr. D. R. Rao Food Science Department	
Jan. 31 - Feb. 1982	Dr. B. Onuma Okezie, Director	Title XII Seminar Baton Rouge, LA
April 22-23, 1982	Dr. B. Onuma Okezie, Director	Meeting for the Committee on Inter- national Participation of AASCU and the 1890 Institutions, Washington, DC
June 8-10, 1982	Dr. B. Onuma Okezie, Director	18th Annual Conference of AUSUDIAP Lincoln, Nebraska
June 15, 1982	Dr. V. Caples, Assoc. Dean	AWID Steering Committee and Taskforce Meeting, Washington, DC
June 16-18, 1982	Dr. B. Onuma Okezie, Director	U.S. Foreign Policy Briefing Meeting, Washington, DC
Sept. 20-22, 1982	Ms. E. S. Pope, Admin. Secty Office of International Programs	Title XII Strengthening Grant Workshop, Washington, DC
Sept. 20-22, 1982	Dr. Virginia Caples, Assoc. Dean Division of Home Economics	Title XII Strengthening Grant Workshop, Washington, DC

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
October 5-7, 1982	Dr. Virginia Caples, Assoc. Dean Division of Home Economics	Phelps Stokes Meeting Focusing on the Survival of Minority Institutions in the Decade Ahead as well as International Education, Washington, DC
October 22-23, 1982	Mrs. Barbara Auclair, Instructor	AWID Women, Health and International Development Conference Focusing on Improvement of Expertise in Inter- national Health Programs, East Lansing, Michigan
October 27-30, 1982	Dr. S. Mathur, Assoc. Prof. History and Political Science	Third Work Conference Nebraska
November 7-10, 1982	Dr. B. Onuma Okezie, Director Office of International Programs	NASULGC 96th Annual Meeting St. Louis, Missouri
November 16-17, 1982	Dr. Katie Blanding, Asst. Director Office of Development	Contracts and Grants Management Workshop, Sponsored by AAMU/AID
	Dr. Leon W. Bonner, Dean School of Graduate Studies	
	Dr. Virginia Caples, Assoc. Dean School of Home Economics	
	Dr. McAuthur Floyd, Assoc. Prof. Dept. of Natural Resources	
	Dr. Gail Gibson, Assoc. Prof. Psychology Department	
	Mr. Dawson Horn, Director Office of Development	

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
November 16-17, 1982	Mrs. Ruby Johnson, Technical Ed. Dept. of Natural Resources	Contracts and Grants Management Workshop, Sponsored by AAMU/AID
	Dr. Hezekiah Jones, Asst. Prof. Agribusiness Education	
	Dr. B. S. Mangat, Professor Biology Department	
	Dr. Thomas McAlpine, Director Office of Institutional Research	
	Dr. R. D. Morrison, President	
	Dr. B. Onuma Okezie, Director Office of International Programs	
	Ms. E. S. Pope, Admin. Secty. Office of International Programs	
	Dr. G. C. Sharma, Chairman Dept. of Natural Resources	
	Dr. B. Singh, Professor Food Science Department	
	Dr. D. T. Tate, Chairman Psychology Department	
	Dr. R. Taylor, Assoc. Prof. Dept. of Natural Resources	
	Dr. G. Wheelock, Professor Agribusiness Education	

Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
January 16-18, 1983	Dr. B. Onuma Okezie, Director Office of International Programs	BIFAD Regional Seminar Washington, DC
February 13-15, 1983	Mr. Joseph Lee, Assoc. Prof. Dept. of Community Planning	Fort Valley Faculty Forum Focusing on "Outlook on Institutional Involvement in International Programs" Co-sponsored by SECID, Atlanta, GA
March 3-4, 1983	Dr. V. Caples, Assoc. Dean Division of Home Economics	Seminar on "Youth, Home Economics, Agriculture and Third World Develop- ment, Minneapolis, Minn.
March 3-4, 1983	Dr. McAuthur Floyd, Assoc. Prof. Dept. of Natural Resources	Seminar on "Youth, Home Economics, Agriculture and Third World Develop- ment, Minneapolis, Minn.
March 13-16, 1983	Dr. B. Onuma Okezie, Director Office of International Programs	ISEC/AID National Training Conference on the Overall Improvement of the Participant Programming System Washington, DC
March 13-16, 1983	Ms. Elaine S. Pope, Admin. Secty. Office of International Programs	ISEC/AID National Training Conference on the Overall Improvement of the Participant Programming System Washington, DC
May 2-7, 1983	Dr. Joseph Befecadu, Assoc. Prof. Agribusiness Education	Travels to Kingston, Jamaica for data Collection on "The Declining Role of the Agricultural Marketing Corporation in the Agriculture Marketing System of Jamaica"

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
May 2 - June 9, 1983	Mr. Devon Byfield, Graduate Student Agribusiness Education	Travels to Kingston, Jamaica for data Collection on "The Declining Role of the Agricultural Marketing Corporation in the Agriculture Marketing System of Jamaica"
Aug. 27 - Sept 4, 1983	Dr. James Shuford, Dean School of Agriculture	Trip to Zimbabwe to work out Areas for a Collaborative Linkage Between the Ministry of Agriculture, the University of Zimbabwe and Alabama A&M University
Aug. 27 - Sept 4, 1983	Dr. B. Onuma Okezie, Director Office of International Programs	Trip to Zimbabwe to work out Areas for a Collaborative Linkage Between the Ministry of Agriculture, the University of Zimbabwe and Alabama A&M University
September 7-9, 1983	Dr. B. Onuma Okezie, Director Office of International Programs	OICD Workshop Designed to Increase the Participation of 1890 Universities and Tuskegee Institute in USDA Inter- national Programs, Washington, DC
September 7-9, 1983	Dr. James Shuford, Dean School of Agriculture	OICD Workshop Designed to Increase the Participation of 1890 Universities and Tuskegee Institute in USDA Inter- national Programs, Washington, DC
October 13-18, 1983	Dr. Cynthia Smith, Assoc. Prof. Division of Home Economics	AWID First National Conference Focusing on "Women in Development: A Decade of Experience"
Oct. 30 - Nov. 2, 1983	Dr. U. Bishnoi, Professor Dept. of Natural Resources	Farming Systems Research of the Title XII Strengthening Grant on "Animals in the Farming System", Manhattan, KS

Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
Oct. 30 - Nov. 2, 1983	Dr. C. Reddy, Assistant Professor Dept. of Natural Resources	Farming Systems Research of the Title XII Strengthening Grant on "Animals in the Farming System", Manhattan, KS
November 2, 1983	Dr. A. Felix, Assoc. Prof. Food Science Department	Farming Systems Research of the Title XII Strengthening Grant on "Animals in the Farming System", Manhattan, KS
September 30, 1983	Dr. B. Onuma Okezie, Director Office of International Programs	First Meeting of the Alabama Council for International Development
Nov. 11-16, 1983	Dr. B. Onuma Okezie, Director Office of International Programs	NASULGC Meeting Washington, DC
January 8-10, 1984	Dr. B. Onuma Okezie, Director Office of International Programs	BIFAD Regional Meeting Fayetteville, Ark.
February 8-9, 1984	Dr. B. Onuma Okezie, Director Office of International Programs	Egyptian Linkage Conference College Park, MD
February 13-20, 1984	Dr. B. Onuma Okezie, Director Office of International Programs	Sierra Leone trip to Develop Basis for a Mutual Collaborative Linkage with the Land and Water Development Division of the Ministry of Agriculture
Feb. 28 - March 10, 1984	Dr. B. Onuma Okezie, Director Office of International Programs	BIFAD Sponsored Pre-departure Orientation Conference Honolulu, Hawaii
Feb. 28 - March 10, 1984	Dr. Earl Gooding, Professor Dept. of Community Planning	BIFAD Sponsored Pre-departure Orientation Conference Honolulu, Hawaii
March 1, 1984	Dr. Val Sapra, Professor Dept. of Natural Resources	Tropical Legume Germplasm Proposal Meeting, Washington, DC

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Appendix 5, Table 4  
Faculty Involvement (Continued)

DATE	FACULTY INVOLVED	ACTIVITY
March 3- 9, 1984	Dr. R. D. Morrison, President	BIFAD Sponsored Pre-departure Orientation Conference Honolulu, Hawaii
March 16, 1984	Dr. B. Singh, Professor Food Science Department	Germplasm Planning Meeting Atlanta, GA
March 16, 1984	Dr. H. Jones, Assoc. Prof. Agribusiness Education	Germplasm Planning Meeting Atlanta, GA
March 16, 1984	Dr. V. Sapra, Professor Dept. of Natural Resources	Germplasm Planning Meeting Atlanta, GA
April 27-28, 1984	Dr. Earl Gooding, Professor Dept. of Community Planning	BIFAD Strengthening Grant Evaluation Meeting, Nashville, TN
June 26-29, 1984	Dr. B. Onuma Okezie, Director Office of International Programs	AUSUDIAP Annual Meeting Pullman, Washington

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Appendix  
**Table 5. Summary of Faculty and Staff Long- and Short-Term Involvement in Title XII-Related Activities Overseas  
 1979 - 1984**

Name	Discipline/Position	Project	Organization	Place	Date
Dr. Luke Mugwira	Food Science	Bean/Cowpea CRSP	AID	East Africa	1980
Dr. S. K. Reddy	Rural Sociology (Chief of Party)	Human Resource Development (Long-term-2 years)	AID/SECID	Upper Volta	1979-80
Dr. Govind Sharma	Natural Resources	Resource Conservation & Utilization	SECID	Nepal	1974
Dr. Gerald Wheelock	Agribusiness Agribusiness Agribusiness	1)Water Management & Use 2)Project Review (Small Farm) 3)Philippines FS (Evaluation)	AID AID	Philippines Senegal Philippines	1979 1981 1984
Dr. Udai Bishnoi	Natural Resources	1)Seed Technology 2)Instructor-Egerton College (Long-term - 3 years)	FAO AID/SECID	Sudan Kenya	1979 1980-83
Dr. Val Sapra	Natural Resources	1)Small Grain Production 2)Niger Cereals Research	SOP/ADIA AID	Upper Volta Niger	1982 1982
Dr. C. K. Reddy	Natural Resources	Niger Cereals Research (Long-term - 2 years)	AID	Niger	1983-85
Dr. Arthur Felix	Animal Science	Human Resource Development	AID/SECID	Upper Volta	1981-82
Dr. R. D. Morrison	President, AAHU	Collaborative Linkages	AID	Kenya, Malawi, Nigeria	1980
Dr. Winfred Thomas	Dean/School of Agri- culture, Environmental Studies, & Home Economics	Collaborative Linkages	AID	Kenya, Malawi, Nigeria	1980
Dr. B. Onuma Okezie	1)Director, International Programs 2)Food & Nutrition	Collaborative Linkages Peanut CRSP	AID AID	Kenya, Malawi, Nigeria Niger, Sudan, India, Caribbean	1980 1981-82 1983-84
Dr. D. R. Rao	Nutritionist	Peanut CRSP	AID	India	1981
Dr. Virginia Caples	Home Economist	Peanut CRSP	AID	Sudan, Caribbean	1983
Dr. Gerald Wheelock	Sociologist	Peanut CRSP	AID	Sudan, Caribbean	1983-84
Dr. Hezekiah Jones	Ag. Economist	Peanut CRSP	AID	Sudan, Caribbean	1983-84
Dr. Bharat Singh	Food Scientist	Peanut CRSP	AID	Sudan, Caribbean	1983-84
Dr. John Anderson	Food Scientist	Peanut CRSP	AID	Sudan, Caribbean	1984
Dr. Govind Sharma	Natural Resources	Collaborative Linkages	Phelps Stokes Fund	Caribbean	1981

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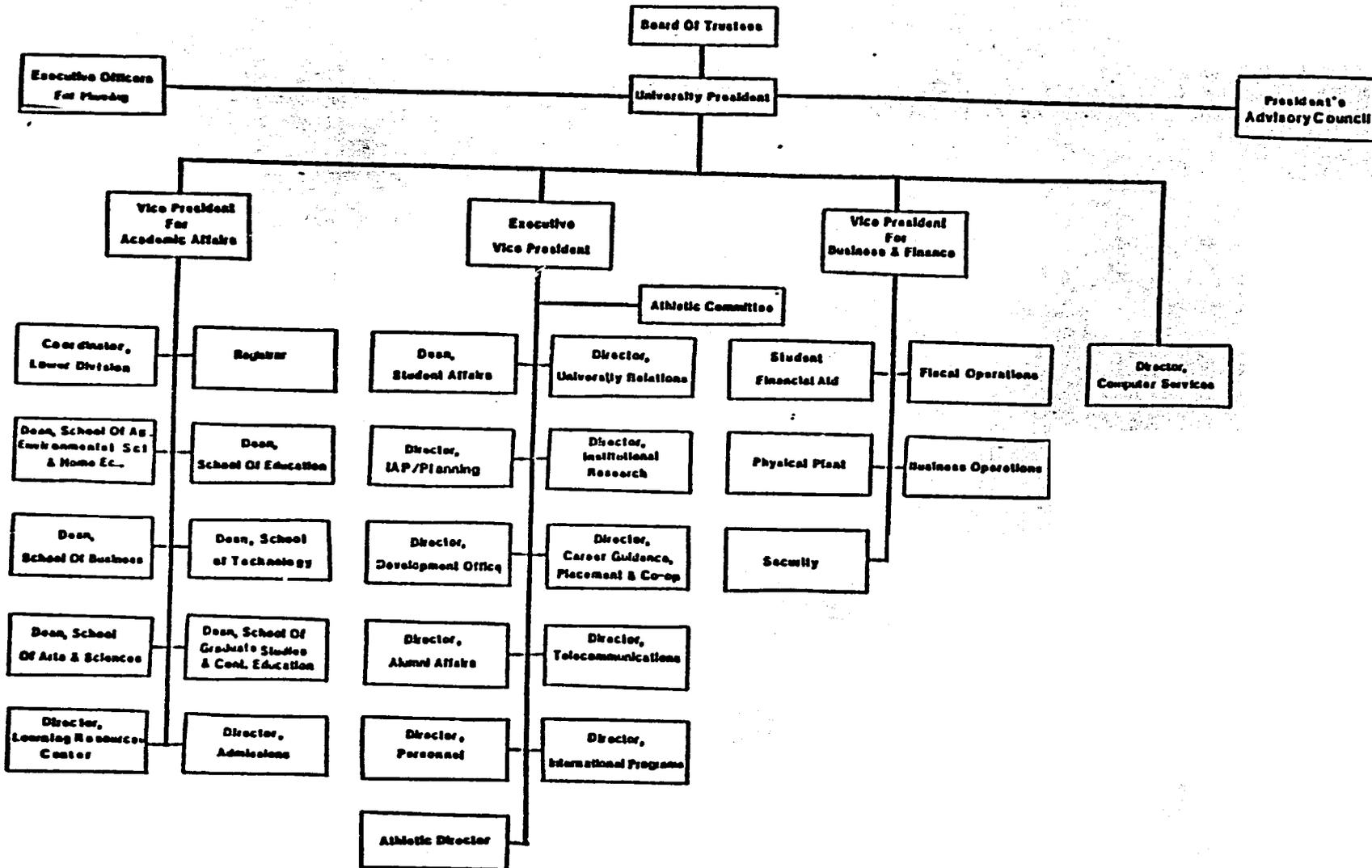
(Appendix 6, Table 5, continued)  
**Table 5. Summary of Faculty and Staff Long- and Short-Term Involvement in Title XII-Related Activities Overseas  
 1979 - 1984**

<u>Name</u>	<u>Discipline/Position</u>	<u>Project</u>	<u>Organization</u>	<u>Place</u>	<u>Date</u>
Dr. Virginia Caples	Home Economics	Collaborative Linkages	Phelps Stokes Fund	Caribbean	1981
Dr. B. Onuma Okezie	Director, International Programs	Sorghum-Millet Research	AID	Niger	1982
Dr. Joseph Befecadu	Agricultural Marketing	Collaborative Linkage Research	AID	Jamaica	1983
Dr. Earl Gooding Instructional Team	Community Planning	Environmental Training & Management in Africa	AID/SECID	Sierra Leone	1982-83
Dr. Oscar Montgomery Instructional Team	Natural Resources	Environmental Training & Management	AID/SECID	Sierra Leone	1982
Mr. William McAllister	Community Planning	Environmental Training & Management	AID/SECID	Sierra Leone	1982
Dr. McArthur Floyd	Natural Resources	Environmental Training & Management	AID/SECID	Sierra Leone	1983
Dr. Govind Sharma	Natural Resources	Environmental Training & Management	AID/SECID	Sierra Leone	1982-83
Dr. James Shuford	Dean, School of Agriculture, Environmental Studies & Home Economics	Collaborative Linkages	AID/SG	Zimbabwe	1983
Dr. B. Onuma Okezie	Director, International Programs	Collaborative Linkages	AID/SG	Zimbabwe	1983
Dr. B. Onuma Okezie	1) Food Science/Nutr.	Environmental Training & Management	AID/SECID	Sierra Leone	1983
	2) Director, International Programs	Collaborative Linkages	AID/SG	Sierra Leone	1984

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Appendix 7  
CHART #1

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY ORGANIZATION CHART

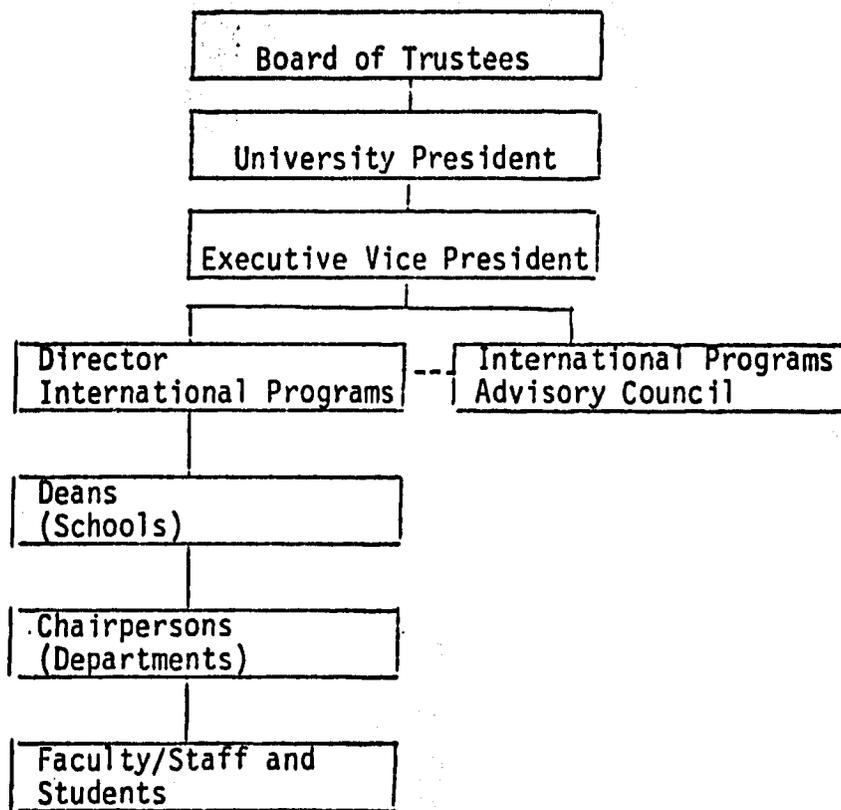


*R.D. Marston*  
Dr. R. D. Marston, President  
Date Approved: October 1, 1983

## Appendix 8

## CHART #2

## INTERNATIONAL PROGRAMS ORGANIZATIONAL CHART



Appendix 9  
Table 6  
University Sponsored Title XII Conferences, Workshops  
and Seminars and Invited Resource People or Speakers

DATE	SPEAKER	TOPIC
February 14, 1980	Dr. G. C. Sharma, Chairman Dept. of Natural Resources Alabama A & M University	Debriefing Seminar on "Food Production Problems and Practices in Nepal"
February 28, 1980	Dr. Hugh J. Roberts, Vice Pres. Meals for Millions/Freedom from Hunger Foundation	Seminar on "Community Level Food Production in Developing Countries"
March 27, 1980	Dr. Woods Thomas, Director of International Programs, Purdue	Seminar on "BIFAD, Title XII and Universities"
November 10, 1980	Dr. Mekki Mtewa Howard University	Seminar on "Project Evaluation Current Practices and Problems"
June 30, 1981	Dr. Freddie Richards BIFAD	Seminar on "Current Issues and Practices in AID/BIFAD"
August 3, 1981	Dr. Sawadogo Laya University of Ouagadougou Upper Volta	Conferences with University Staff and Trip to TVA/International Fertilizer Center
September, 1981	Mr. Manadou Felix Sinare Director of the Centre Agricole Polyvalent Upper Volta	Meeting with Cooperative Agricultural Extension Administrators & Professors in Various Departments to Discuss Curriculum Development

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Appendix 9, Table 6, Continued  
 University Sponsored Title XII Conferences, Workshops  
 and Seminars and Invited Resource People or Speakers

DATE	SPEAKER	TOPIC
October 19-21, 1981	Dr. Jesse N. Stone, Jr. Pres. Southern University	International Development Conference Presentation on "Identification and Mobilization of Institutional Strengths of Small Universities with Inter- national Programs and the Importance of Their Participation in Inter- national Technical Assistance Activities"
	Dr. C. Smallwood, Dean School of Agriculture and Home Economics, California State University	International Development Conference Presentation on "Identification and Mobilization of Institutional Strengths of Small Universities with International Programs and Their Involvements in Technical Assistance Activities"
	Dr. S. H. Whittwer, Director Agriculture Experiment Station Michigan State University	International Development Conference Presentation on "Institutional Commitments to International Programs"
	Dr. R. Huesmann, Chief Country Program Division, BIFAD	International Development Conference Presentation on "Problems and Con- straints in AID/BIFAD/University Relations"
	Dr. M. Joshua, Director Bureau of Economic Research and Development, Virginia State University	International Development Conference Presentation on "Problems and Con- straints in AID/BIFAD/University Relations"

Appendix 9, Table 6, Continued  
 University Sponsored Title XII Conferences, Workshops  
 and Seminars and Invited Resource People or Speakers

DATE	SPEAKER	TOPIC
October 19-21, 1981	Dr. Woods Thomas, Director Office of Intern. Programs Purdue University	International Development Conference Presentation on "Large/Small Institutional Collaborative Relationships for Title XII Programs: Problems and Opportunities"
	Mr. Joseph Wheeler, Deputy Administrator, AID	Keynote Speaker at the International Development Conference
	Dr. M. Blase, Professor Agricultural Economics University of Missouri	International Development Conference Presentation on "Formal and Informal Organizational or Consortial Formats for Institutional Collaboration in International Technical Assistance Activities"
	Dr. Morton Darwin, AID Contracts Office	International Development Conference Presentation on "USAID Contract Policies and Practices Relative to Small Universities' Participation"
	Dr. H. F. Robinson, Chancellor Western Carolina University	International Development Conference Presentation on "How do we Move Ahead?"
January 22, 1982	Ken Bohr, Operations/Evaluation Department, World Bank	International Development Project Evaluation Workshop
	Nena Vreeland, Office of Evaluation AID	

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Appendix 9, Table 6, Continued  
 University Sponsored Title XII Conferences, Workshops  
 and Seminars and Invited Resource People or Speakers

DATE	SPEAKER	TOPIC
February 2, 1982	Dr. S. K. Reddy, Professor Alabama A & M University	Debriefing Seminar on "Human Resource in Upper Volta: The Role of AAMU"
February 23, 1982	Dr. Gerald Wheelock, Professor Agribusiness Education Alabama A & M University	Debriefing Seminar on "Collaborative Research Support Programs: AAMU's Experience and Involvement"
April 13, 1982	Drs. G. C. Sharma & V. Caples Alabama A & M University	Debriefing Seminar on "Institutional Linkages by Alabama A&M University: The Case of the Caribbean"
May 2, 1982	Dr. Augusto Baier, Plant Breeder Embrapa, Brazil	Seminar on "Aspects of Agricultural Production in Brazil"
July 15, 1982	Dr. Joseph Alao, Professor University of Ife, Nigeria	Seminar on "Integrated Rural Develop- ment: The Nigerian Experiences with University Based Programs"
July 29, 1982	Dr. Joseph Alao, Professor University of Ife, Nigeria	Seminar on "The World Bank and Nigerian Agricultural Development: Area Based Projects"
September 14, 1982	Dr. David M. Daugherty Senior Deputy Administrator	Seminar on "OICD Programs and Oppor- tunities for Increased Involvement of Universities in International Agricultural Development Efforts"
October 15, 1982	Dr. K. V. Devaraj, Chief Scientific Officer & Professor of Inland Fisheries, University of Agri- cultural Sciences, Bangalore, India	"Fish as an Alternative Source of Food"
November 16-17, 1982	Dr. Hugh Dwelley, Director AID Office of Contract Mgt.	Contracts and Grants Management Workshop Presentation on "Overview and Organizational Structure of AID"

Appendix 9, Table 6, Continued  
 University Sponsored Title XII Conferences, Workshops  
 and Seminars and Invited Resource People or Speakers

DATE	SPEAKER	TOPIC
November 16-17, 1982	Dr. Jiryis Oweis, Acting Chief Country Programs Division, BIFAD	Contracts and Grants Management Workshop Presentation on "An Update on AID Programs and BIFAD Involvement"
	Ms. Johni H. Pittinger, AID Contracting Officer and Chief, PE, Branch, OCM	Contracts and Grants Management Workshop Presentations on "Technical and Cost Proposal Preparation/ Technical Evaluation Panels" and "Contract Requirements and Preparations"
	Ms. Mary Reynolds, Manager Contracts Department, SECID	Contracts and Grants Management Workshop Presentation on "Contract Negotiation - AID and Host Country Contracts"
	Dr. Dick Billig, AID Auditor	Contracts and Grants Management Workshop Presentation on "Contract Management: Leaving an Audit Trail"
	Dr. Larry Pherson, Contract Administrator, Purdue University	Contracts and Grants Management Workshop Presentation on "Contract Administration and Fiscal Management: A University Experience"
November 22, 1982	Dr. Arnold Schaefer, Director, Swanson Center for Nutrition	ICNND Nutrition Surveys
November 30, 1982	Dr. Michael Latham Professor of Nutrition Cornell University	Seminar on "Nutritional Blindness (Vitamin A Deficiency)"

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Appendix 9, Table 6, Continued  
 University Sponsored Title XII Conferences, Workshops  
 and Seminars and Invited Resource People or Speakers

DATE	SPEAKER	TOPIC
December 1, 1982	Dr. Lani Stevenson Professor of Nutrition Cornell University	Seminar on "Nutrition and Parasiticism"
December 3, 1982	Dr. Carol Waslien, Department of Home Economics, Hunter College	"Weaning Foods Programs in Middle East"
December 7, 1982	Drs. Montgomery, Gooding and Mr. McAllister Alabama A & M University	Debriefing Seminar on "Land Use Planning for Rural Development with Special Emphasis on Environmental Management"
March 30, 1983	Dr. H. L. Popenoe, Director Center for Tropical Agriculture University of Florida	Seminar on "Low Energy Strategies for Tropical Farmers"
April 1, 1983	Terrence R. Forbes, Professor Cornell University	"Sedimentation in Soil Genesis in a Valley in Abak, Nigeria"
April 22, 1983	Larry Hammonds, Director, IFDC Muscle Shoals, AL	"New Phosphate Fertilizers Developed By TVA & IFDC"
April 29, 1983	Dr. Boyd G. Ellis, Professor of Soil Chemistry, Michigan State University	Seminar on "Micronutrients Research: Past, Present, and Future"
September 12, 1983	Dr. Nancy Johnson University of Wisconsin	Consulting with faculty involved in the Peanut CRSP on Food Consumption & Nutrition Surveys in the Caribbean

Appendix 9, Table 6, Continued  
 University Sponsored Title XII Conferences, Workshops  
 and Seminars and Invited Resource People or Speakers

DATE	SPEAKER	TOPIC
October 12, 1983	Dr. Thomas Casstevens, Special Asst. to the Admin., USAID	Guest Speaker at the World Hunger Conference Focusing on "The Politics of World Hunger: Political, Social, Economic and Religious
June 7, 1984	Ms. Fenda A. Akiwumi Sierra Leone	Seminar on "Sierra Leone's Agricultural Production

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Appendix 10  
Table 7. AID Projects Which Alabama A&M University Participated in or Bidded On

Title of Project	Prime Contractor Or Collaborating Institution	Alabama A&M's Role	Funded?	Total Funding Level	Total Funds Received or Expected By AAU
1. Upper Volta: Human Resource Development 1978/79	SECID	Participating Institution (Planning & Implementation)	Yes	\$3,800,600	\$ 197,091
2. Kenya: Egerton College Expansion 1979-84	SECID	Participating Institution (Implementation)	Yes	\$10,240,000	\$ 166,675
3. Nepal: Resource Conservation and Utilization 1979-84	SECID	Participating Institution (Project design & Evaluation Personal services).	Yes	\$20,844,000	
4. Environmental Training and Management in Africa	SECID	Colead Institution (Planning & Implementation)	Yes	\$6,400,000	\$ 90,869
5. Technical Support to Mission (TSM) REDSO/W	SECID	Colead Institution No subcontract yet	Yes	\$3,000-\$200,000	
6. Integrated Crop Protection CRSP	Purdue University	Subcontractor	Yes		\$ 15,000
7. Peanut CRSP (Planning)	University of Georgia	Subcontractor	Yes		\$ 40,000
8. Peanut CRSP (Implementation)	University of Georgia	Subcontractor	Yes	\$ 8,900,000	\$1,900,000
9. Niger: Cereals Research	Purdue University	Subcontractor (Equal Partners)	Yes	\$10,600,000	\$3,210,000
10. International Development Conference	AAU	Prime Contractor	Yes	\$ 9,956	\$ 9,956
11. University of Zimbabwe Faculty of Agric. Expansion	SECID	Colead Institution	No		
12. TSM, REDSO/Caribbean	SECID	Colead Institution	No		
13. TSM, REDSO/E. Africa	SECID	Colead Institution	No		
14. Pakistan Agricultural Education, 1983	SECID	Participating Institution	No		
15. Support to Primary Education, Cameroon	SECID	Colead Institution	No		
16. Mixed Farming and Resource Management-Gambia (1980)	SECID	Colead Role	No		
17. Education and Human Resources - IQC (1983)	SECID	Participating Institution	No		
18. Egypt: Basic Education (1982)	SECID	Participating Institution	No		

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(Appendix 10, Table 7, continued)  
**Table 7. AID Projects Which Alabama A&M Participated In or Bidded On**

Title of Project	Prime Contractor Or Collaborating Institution	Alabama A&M's Role	Funded?	Total Funding Level	Total Funds Received or Expected By A&M
19. Philippines: Farming Systems Research Eastern Visayas (1982)	VPI&SU	Joint Reponse Colead	No		
20. Cameroon: Higher Education for Development	Purdue University	Joint Response	No		
21. Egypt Post Peace Scholarship Program (1980)	SECID	Participating Institution	No		
22. Southern Africa Manpower Dev. (1978)	SECID	Participating Institution	No		
23. Gambia River Basin (1982)	SECID	Participating Institution	No		

Ala A&M Univ file



BOARD FOR INTERNATIONAL FOOD AND AGRICULTURAL DEVELOPMENT  
INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Agency for International Development  
Washington, D.C. 20523

Dr. B. Onuma Okezie, Director  
Office of International Programs  
Alabama A&M University  
Normal, Alabama 35762

Dear Dr. Okezie:

On behalf of the Evaluation Team and the BIFAD, we wish to thank you and your staff for the preparations made to host our site visit on September 5-7, 1984. The information that you assembled, along with the several group meetings, enabled the team to move smoothly through the process.

Each of the team members were charged with acting independently in making determinations regarding Alabama A&M University's progress toward the Strengthening Grant Goals. In doing so, they were to assess progress relative to commitment, capability, management/administration and involvement.

We are pleased to inform you that each of the evaluators felt that Alabama A&M University had made considerable progress toward strengthening grant goals and gave ratings of satisfactory. You are to be congratulated for effective utilization of the Strengthening Grant. The satisfactory rating indicates that your University is eligible to apply for the next phase of Title XII Grants (Matching Strengthening Grant, Joint MOU/PSG or single MOU/PSG).

If you have questions, please feel free to contact either of us.

Sincerely,

C. Jean Weidemann, Chief  
Institutional and Human Resources  
Division  
BIFAD  
(202) 632-9084

Handy Williamson, Jr.  
Research Director, CARP  
Tennessee State University  
Chief Reviewer  
(615) 320-3337

COMMENTS (cont)

(2) Matching Funds Requirement for the Next Phase - The administration is already planning strategies for securing matching funds from the state and other sources. Ideally, the state appropriation route would signal basic support for the institution's mission being expanded beyond traditional state (domestic) boundaries. Should the state come forward with funding for matching requirements, Alabama A&M would clearly be in a position to exploit its developed capabilities in the Title XII arena.

(3) Organization Structure - The past structure allowed for involvement of agriculture and home economics faculty in the Title XII endeavor. The University's administration is cautioned to maintain and enhance a strong land-grant model of operation. It is further suggested that extension program activities be more strongly aligned with Agricultural and Home Economics Research and teaching programs. International efforts could be seen as a fourth component of the land-grant thrust, but efforts should be made to foster universitywide involvement.

(4) Long Range Planning - The team was concerned that the institution had not finalized a suitable Long Range Plan for International Programs. Two factors were offered in explanation for this situation. First, the University had focused its planning horizon around the Strengthening Grant, although there were other involvements. Second, chairmanship of the planning committee had been relinquished by the International Program Director. The institution definitely needs to rectify the situation and develop a five year comprehensive plan, with strong involvement of the OIP Director.

(5) Women in Development Activities - There was some concern that initiatives in this area had been passive, except for a workshop. WID had not been totally integrated into the Title XII operation. Continued effort should be exerted to engage a broad base of WID professionals from across the University in Title XII activities.

(6) Leadership within the International Program Office - The University is fortunate to have attracted the pragmatic and knowledgeable leadership of Dr. Okezie. The director is committed and capable of leading the program to greater accomplishments in the future. The support staff was also very professional, alert and capable.

COMMENTS (cont)

(7) Library Acquisitions - Sufficient attention had been given to securing reference and resource materials and to providing space to house IPO's resources. There is concern that the utilization rate might not be high among faculty and students.

Overall there was a high degree of motivation and involvement. The University had done remarkably well and should have its efforts properly acknowledged.

APPENDIX A

EVALUATION INSTRUMENT  
PART ONE: OVERALL EVALUATION  
SUMMARY/RATING

Reviewer: Composite University: Alabama A&M Univ.

Date: Sept. 5-7, 1984

- I. Satisfactory ( X ) The university has achieved the objectives of the Strengthening Grant Program and is eligible to apply for the next phase of Title XII grants (Matching Strengthening Grant or Joint MOU/PSG).
- II. Conditional ( ) The university has made progress towards objectives of the Strengthening Grant Program. However, there are several deficiencies that need to be addressed during the first year of the next phase of Title XII grants.
- III. Unsatisfactory ( ) The university has not achieved the objectives of the Strengthening Grant Program.

COMMENTS: The University has made substantial progress towards achieving the objectives of the strengthening grant program. The past president strongly supported a growing international commitment to programs, both on campus and in developing countries. The new president has expressed a strong commitment to continued strengthening of international programs as he leads the University through administrative reorganization. In each of the criteria clusters of commitment, capability, management/administration and involvement, the University showed strength.

The University is entering into a critical period with a new top administration and a reorganization scheme that must be implemented. It is also fastly approaching a time when matching funds will be required. With these factors and other considerations in mind the evaluation team offers the following concerns/comments:

(1) Involvement of Extension - Although the initial proposal called for the involvement of the University's extension professionals, there was little evidence that extension had been involved. The University will need to develop incentives and measures for bringing extension program professionals into the Title XII activities, especially if it is going to exploit the North Alabama Farming Systems Project.