

PN-ACH-298

**Agency for International Development**

**University Center  
Workshop Report**

7  
**November 25-26, 1991, Denver, CO  
December 2-3, 1991, Washington, DC**

**Organized by  
A.I.D. Agency Center for University Cooperation in  
Development**

**Facilitated and Documented by  
International Science and Technology Institute  
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## **Acknowledgements**

**The following people have made the AID University Center Workshop possible**  
**Dr Richard Bissell, Assistant Administrator, Bureau for Research and Development**  
**Bradshaw Langmaid, Deputy Assistant Administrator, Bureau for Research and Development**  
**Dr Ralph Smuckler, Executive Director, Agency Center for University Cooperation in Development**  
**Dr Lynn Pesson, Chair, Task Force on University Center Priorities**  
**Dr Ruth Frischer, Agency Center for University Cooperation in Development**  
**Gary Bittner, Agency Center for University Cooperation in Development**  
**Vince Brown, Project Director, International Science and Technology Institute (ISTI)**  
**Mark Reynolds, Project Administrator, International Science and Technology Institute (ISTI)**  
**Julia Jackson, Project Associate, International Science and Technology Institute (ISTI)**  
**Jim Carney, Facilitation Consultant, International Science and Technology Institute (ISTI)**  
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# **Report for A.I.D. University Center Workshop**

November 25-26 (Denver, CO) and December 2-3, 1991 (Washington, DC)

## **Executive Summary**

The Agency for International Development's new Center for University Cooperation in Development, known as the University Center (UC), officially began operations in the Fall of 1991. As one of its first activities, the UC hosted a major workshop with sessions in both Denver and Washington, D.C. (See Appendix A for a description of the University Center.)

The purpose of the workshop was to continue and enhance the dialogue between U.S. colleges and universities and the UC concerning practical approaches to

- **Increase the involvement of U.S. colleges and universities in strengthening developing country institutions to become more effective in the development process in their countries**
- **Provide opportunities for representatives of U.S. colleges and universities to share ideas on internationalization and other topics of interest.**
- **Present initial plans for UC programs and activities, review the BIFADEC Task Force Report and receive responses and suggestions from U.S. college and university representatives**
- **Receive feedback from the first round of the University Development Linkages Project (UDLP) and obtain suggestions for improvements**

Attendance at the Denver and Washington sessions of the workshop totalled 216 representatives from 136 colleges, universities and associations for higher education. Workshop participants endorsed the overall approach of the BIFADEC Task Force Report on UC programs. Participants recommended the number one priority of the University Center should be sustaining and enhancing developing country institutions, through building and drawing on the strengths of U.S. institutions of higher education, in order to enable less developed country (LDC) institutions to contribute to the development process in their countries.

Workshop participants also recommended the UC adopt a structure and method of operation that is inclusive of historically black, smaller, and previously less-involved colleges and universities. The UC should have a multicultural dimension. Participants also suggested a number of activities in addition to those in the Task Force Report. They prioritized the entire list of program activities.

Almost all participants supported the UDLP as an excellent first project of the UC. In fact, the universal complaint was that there was too little funding for such an important and popular program. They also made a number of specific suggestions for improvement of the proposal criteria and review process. (The UDLP is described in Appendix B.)

In addition, participants shared many suggestions for improving the internationalization process on U.S. campuses, including developing goals, measuring progress, increasing student and faculty interest and mobilizing funding.

# Introduction

## Objectives of the Workshop

The objectives of the workshop were to

- Increase involvement of U.S. colleges and universities in strengthening developing country institutions
- Provide opportunities for representatives of U.S. colleges and universities to share ideas on internationalization and other topics of interest.
- Present the plans of the University Center (UC), review the BIFADEC Task Force Report and receive responses and suggestions from U.S. college and university representatives
- Provide an update and lessons learned on the University Development Linkages Project (UDLP) and obtain suggestions for improvements
- Enhance relations between U.S. colleges and universities and A.I.D. (Note that when this report uses the term "universities," it intends to include all types of colleges and universities, including community colleges)

## Design of the Workshop

The workshop planning process began in August 1 when an invitation and questionnaire were mailed to 342 U.S. colleges, universities, associations and consortiums who had indicated an interest in working in international development with A.I.D. Responses were received from 134 institutions on the following three topics

- Internationalization of U.S. Universities
- Role of A.I.D.'s University Center
- Lessons Learned in Year 1 of the University Development Linkages Project

The responses were collated and a 12-page report prepared (which is available from the UC at the address indicated in the front of this document). The agenda for the workshop included the priority interests as expressed by the universities

The agenda and questionnaire report were mailed to the institutions and associations for higher education that indicated an interest in attending either the Denver or Washington workshop. The number of university attendees and different institutions or associations represented were

<u>Location</u>	<u>Individuals</u>	<u>Institutions</u>	
Denver	68	44	
Washington	<u>148</u>	<u>97</u>	
Totals	216	136	(5 institutions had attendees at both)

The agendas for the Denver and Washington sessions were essentially the same (see the one for Washington in Appendix C) On Monday morning, the workshop began with a presentation of the new directions at A I D by Dr Richard Bissell, Assistant Administrator of the Bureau for Research and Development (Brad Langmaid, Deputy Assistant Administrator gave the presentation in Washington), since the University Center is located within that Bureau of A.I.D Dr Ralph Smuckler, Executive Director of the University Center, gave an overview of the purpose and plans for the Center (see Appendix A) Then Dr Lynn Pesson presented the Task Force report described below

## **University Center Program Task Force Report**

To prepare input into the design of University Center programs, the Board for International Food and Agricultural Development and Economic Cooperation (BIFADEC) appointed a Task Force and an Advisory Committee, both principally composed of representatives from the university community (see Appendix D). The members of the Task Force were nominated by the six major associations for higher education. The Advisory Committee included eleven presidents of higher education institutions, plus representatives of other government agencies and five senior A.I.D. officials.

The 23-page report, which was mailed to all participants before the workshop, can be obtained from ISTI (see address at the front of this report). The report recommends purposes, operating principles and activities for the Center. Program recommendations were presented in the following six categories:

- A. Sustaining and Enhancing Developing Country Institutions**
- B. Enhancing Development Research, Education and Assistance Capacity in U.S. Higher Education**
- C. Increasing and Sharing Expert Talent of Value to both A.I.D. and Higher Education**
- D. Accessing Higher Education Resources and Experience More Effectively**
- E. Enhancing the Design and Evaluation of Development Programs**
- F. Coordinating/Consulting/Facilitative/Liaison Services (although this category came first in the Task Force report, we assigned it category "F" for reference purposes in the workshop)**

Following the presentation by Dr. Pesson, panelists from colleges and universities were invited to react to the report, three each in Denver and Washington. Summaries of their comments are given below.

Workshop participants were invited to sign up for small group working sessions on Monday afternoon for each of the report program areas. The groups shared insights on campus international activities, commented on the recommendations in the Task Force report, made additional suggestions and comments, and, in most cases, recommended priorities. These groups prepared reports which were delivered to a plenary session of the total workshop later that afternoon. Summaries of these six reports are presented later in this report, with the suggestions from both Washington and Denver combined together.

On Tuesday, three working groups met:

- A. Internationalization, which looked at such topics as internationalizing the curriculum, faculty and student exchanges, and implementation of internationalization.**
- B. University Development Linkages Project (UDLP), which discussed lessons learned in the first year and made suggestions for improvements for the coming year.**
- C. UC Priorities and Issues, which prioritized the suggestions from the reports of the six groups on Monday. It also discussed broader issues facing the Center.**

**These groups presented reports to a plenary session. Combined reports from Washington and Denver are presented later in this report.**

## **Comments on the Report by Panelists**

All six panelists appreciated the hard work and creative thinking that went into the Task Force report. They gave general approval to the recommendations. Their comments are summarized below.

*Dr. Valerie Smith, Florida A&M University, Chair, A&M Committee on Internationalization*

I am glad to see the report includes historically-Black colleges and universities (HBCUs) and other types of institutions. Consortia are important to help less experienced institutions, but I am concerned that the lead institution in a consortium not swallow up the other institutions. Computer linkages among universities help all of us access what other institutions are doing. I hope the Center would include a rotating staff of university people in addition to AID personnel. I support efforts to expand and share expertise, and hope the UC will develop training packages for LDC personnel. I also look for grantsmanship assistance for U.S. institutions to enable us to be competitive with private contractors for AID contracts.

*Dr. Jim Meiman, Director of International Programs, Colorado State University, and Consortium for International Development*

Since the critical issue is how to focus UC activities to use limited resources most effectively, it is important to link the UC with the AID country Missions and frontline programs. Some of the more important approaches are:

- Collaborative research on development problems
- Early-career sabbatical support to work in developing countries
- Dissertation research on development issues
- Regional interdisciplinary centers of excellence in the developing world
- Formation of issues, strategy and evaluation networks

*Dr. Jan Noel, Consultative Group on Agriculture Research (CGAR), and International Development Cooperation Office of Washington State University*

I am concerned that list of proposed activities is too large. The UC should do the service functions, but more carefully target the programs. Development should be the major focus, with the others as a means to that end. This requires broad agreement on the desired impacts on beneficiaries, and the indicators of success. It is unfortunate that the Executive Summary of the report mentions "sustaining human capital," but leaves out developing or enhancing, which are more important. Some of my recommendations are:

- Emphasize food, agriculture and nutrition as a strong asset of universities
- Coordinate with other offices and agencies, such as the AID Office of International Training, USIA, Fulbright, etc
- Mobilize and sustain the capacity built up from Title XII Strengthening Grants, Joint Career Corps, etc

- **Involve all stakeholders in the next phase of program design to create realistic expectations**

***Dr. Owen Cylke, President, Association of Big Eight Universities***

**The Task Force report is too broad. We need to focus on just a few efforts, such as doing an inventory of how much A.I.D. research money is going to consulting firms rather than to universities that could do the job better. We need to relate closely to the Missions. Internationalization should focus on development education.**

**Universities can help the developing world build the technological infrastructure they desire, just as we have helped the U.S. become technologically rich.**

***Dr. Frank Morris, Dean of Graduate Studies and Research, Morgan State University,***

**The report, though excellent, should include**

- **Need for much greater funding of UC programs**
- **Advantage of formal university input into A.I.D.'s long range planning and management functions**
- **Need for university intellectual input into country programming**
- **How universities with less resources (such as HBCUs) might have the most to give to LDC institutions**
- **Importance of educating our Congressional representatives about university contributions to development**
- **Specific examples of how university expertise could be applied in conflict resolution, negotiations, labor migration and many other issues**

***Dr. Joyce Randolph, Director of International Programs, University of Pennsylvania***

**The UDLP was a catalyst to bring our faculty together to look at international development work in a systematic way. This is the promise of the UC on a broader scale.**

**I agree with Dr. Morris, there is great need for more funding. Universities need some carrots to work in the developing world. Rather than just one faculty member, A.I.D. programs should involve a department or school. We can use this opportunity to leverage and streamline use of resources, including alumni abroad. Our faculty can be retooled with new vistas. I see a new generation of students and faculty involved in developing countries.**

# Recommended Priorities for the University Center

Below are the combined priorities from the working groups in both Denver and Washington for each of the six categories. The activities from the BIFADEC Task Force report, which are listed first, are described in detail in that report.

## A. Sustaining and Enhancing Developing Country Institutions

The Task Force report listed the following activities

- University Development Linkages Program (UDLP)
- Networking
- CRSP-type programs (Collaborative Research Support Programs)

The workshop recommended the following priorities

- 1 University Development Linkages Program (Major comments were that the program was a good idea, but the funding was much too small. For in-depth discussion, see UDLP section later in this report.)
- 2 CRSP-type programs
  - a Expand CRSP concept to other global issues, such as AIDS, using interdisciplinary approaches
  - b Examine alternative CRSP approaches such as grassroots entrepreneurial development, democratization and sustained economic growth
  - c Look at case studies
- 3 Networking—formal and informal
  - a UC could sponsor networking projects proposed by U.S. universities
  - b UDLP already leads to networking
  - c UC could develop a database and other ways to communicate (publish a directory)
  - d UC could promote sharing among U.S. institutions
- 4 Faculty leave programs—fund flexible programs to allow faculty to be gone for short periods of time, which would provide continuing faculty resources to A.I.D. and LDC institutions
- 5 Human resource development (coordinated with the Office of International Training programs) and other mechanisms for skill development and enhancement of faculty in LDC institutions. There would also be value in supporting graduate programs in LDC institutions
- 6 Seed funds to be used as match for other funding sources or to identify funding and needs in foreign countries

7 Empowerment to affect development policy change via input from universities

## **B. Enhancing Development Research, Education and Assistance Capacity in U.S. Higher Education**

The Task Force report listed the following activities

- Supporting internationalization plans
- Development specialist-in-residence
- Fellowships
- Faculty development
- Topping-up salaries
- Institution-based initiatives

The workshop recommended the following priorities

### **1 Supporting internationalization plans (should include institution-based initiatives)**

- a Consider institutional diversity and different levels of commitment and accomplishment
- b Coordinate and package approaches as an "institutional" initiative
- c Involve other disciplines within the universities in international academic linkages
- d Support undergraduate education, e.g , curricular development grants (Curriculum development *is* faculty development.)
- e Support university extension programs--certification programs (non-degree)
- f Internationalization *for* development is key Some groups said that priority should be on development first and internationalization will follow Perhaps the term "internationalization" should be clarified by changing it to "development education "

### **2. Seed grants**

Access to A.I.D. is needed for more universities, but many institutions are not ready to compete for UDLP, etc. at this time, so \$25,000 for 3 years could enable them to be ready for a \$100,000 UDLP grant

- 3 **Faculty development (could also include topping-up of salaries and fellowships)**
- 4 **Encourage outreach partnerships of universities with community, PVOs, corporations, and large universities with small universities Encourage faculty by incentives to involve other community players, call it "Community International Education." (Internationalization means broadening perspectives of students and society as well as of faculty and graduate programs )**

## **C. Increasing and Sharing Expert Talent of Value to both A.I.D. and Higher Education**

The Task Force report listed the following activities

- Shared personnel arrangements
- Research grants
- Dissertation awards
- Joint seminars

The workshop recommended the following priorities

- 1 **Research grants/faculty development**
  - a **Include faculty development, i.e., study abroad pre-departure, mini-grants, pre-sabbatical grants, country field experience**
  - b **Include joint research overseas involving U.S and international students**
  - c **Support faculty early in career (target younger faculty)**
  - d **Include international conferences**
  - e **Support gaining foreign language expertise before sabbatical**
  - f **Include administrators as well as faculty in learning programs**
- 2 **Shared Personnel Arrangements**
  - a **Orientation through the Joint Career Corps (and a reverse career placement corps) and other exchange programs can be useful.**
  - b **Faculty are key people to internationalization**
    - 1 **Engage experienced faculty**

2. **Need the database to clearly indicate faculty capability**
3. **Team teaching is a possible approach to protect faculty tenure**
4. **Use experts from agencies like the World Bank.**
5. **Include tenure/promotion guidelines for such activities as time spent abroad**
6. **IPA and Diplomat-in-Residence arrangements may be useful.**
- c. **Tenure and promotion systems must recognize faculty accomplishments in international area**
- d. **Release time arrangement between and A.I.D and university**
- e. **Need better support systems for A.I.D representatives on university campuses**
3. **Graduate student awards (The report was not clear whether this was intended for international or U.S students )**
  - a. **Broaden to include masters and other kinds of study abroad (say "thesis" rather than "dissertation")**
  - b. **Fulbright should encourage development research**
  - c. **Fund field research activities, language and culture orientation for LCDs**
4. **Joint seminars**
  - a. **Useful, but need focused topics**
  - b. **Use in-depth format, such as retreats**
  - c. **Include both faculty and administrators**
  - d. **Use A.I.D personnel as visiting professors, lecturers**
  - e. **Resolve any conflict of interests on who owns the research.**
5. **Resource base of university capability should be low priority**
  - a. **Screening data can be a problem - how much data to include?**
  - b. **Start with base data on institutions, perhaps with a geographical focus**
  - c. **Costs can be a big problem. (Idea of cost-sharing by universities comes at a time when many universities are less able to share in costs )**

- d Requires continuous updates - don't start unless it can be maintained
- e Include faculty/staff of other universities statewide, regional, consortia?
- f A I D is primarily interested in getting experienced personnel for short-term assignments.

## **D. Accessing Higher Education Resources and Experience More Effectively**

The Task Force report listed the following services

- Alliances with higher education resources
- IARCs (International Agricultural Research Centers) and ongoing university research
- Centers of excellence

The workshop recommended the following activities

- 1 **Access universities directly as institutions for services which are part of the higher education mission**
  - a Evaluate institutional international resources through more direct contacts, as opposed to through advisory boards/associations
  - b Increase direct access to universities, not to individuals through consulting firms
  - c A I D should evaluate university capabilities to learn more about what resources are available besides information given in proposals
  - d A I D should share information (found from surveying universities) with the universities so they can benefit too
  - e Access Title VI resource centers
- 2 **Expand awareness information system about the University Center and U.S university activities through**
  - a Regional workshops by the University Center
  - b Contracts with higher education associations for accessing resources (including NAFEO)
  - c Wide dissemination of information on the University Center and A.I D

contracts (e.g , post on Bitnet)

- d Use telecommunications and teleconferencing to share information and resources (e g , Black College Satellite Network)
  - e. Develop resource directory (database) including project activities, proposals and information to help potential partners find each other
- 3 Establish and fund university centers of excellence, especially interdisciplinary activities for development. This has greater potential for involvement of the total university
  - 4 Create A I D "set-asides" for higher education institutions
  - 5 Support country-specific alumni networks for development A.I.D should develop a system of tracking graduates of U.S institutions in each country
  - 6 Make institutional strengthening grants based on country-specific RFAs, so A I D can access long-term experience
  - 7 Fund research at universities (rather than consulting firms) and establish international research centers (IRCs modelled on the IARCs) for other disciplines
  - 8 Expand UDLP concept to gather university resources and share this information with other unversities and developing country institutions
  - 9 Enhance development of universities that are behind in internationalization.

## **E. Enhancing the Design and Evaluation of Development Programs**

The Task Force report listed the following activities

- Issues and strategy oriented networks
- Evaluation networks
- Human resource development

The workshop did not identify priorities among the three services, but agreed with the "think-tank" approach The following specific comments were made

- 1 Issue and strategy-oriented networks should consider unit of analysis, composition, function, relationship to existing networks and data bases.
  - a The network should define long-term priorities and identify problems
  - b It is important to assess the effectiveness of the network, how the network is comprised will affect the outcome

- c **Slow change in the network gives more uniformity**
  - d **It should function like a consortium to link varied constituencies (a question is how to avoid dominance of large universities)**
  - e **Use comprehensive networks of individuals accessed through institutions, considering**
    - 1 **Composition/representation—junior/senior, small/big; diversity, rotation**
    - 2 **Country/topical focus**
    - 3 **Functions research, conceptualization, technical assistance**
    - 4 **Relationship to existing network leverage on consortia**
    - 5 **Database—professional and international**
  - f **Need to develop objective methodologies that are culturally sensitive**
  - g **Need to propose a mechanism — a panel?**
- 2 Evaluation networks should consider goals, effectiveness of networks, customers, contributions to planning, and accountability**
- a **Establish criteria and protocol, objective methodologies that are culturally sensitive**
  - b **Need accountability to assess effectiveness of networks**
  - c **Determine who are our customers**
- 3 Human resource development should consider universities' roles as designers, managers, and evaluators Should also include American students**
- a **Traditional training role is reactive, needs to be proactive**
  - b **Design objectives in training, including in-country strategy and design**
  - c **Do management of training programs**
  - d **Evaluate relevance of training**
  - e **Help missions and countries develop training strategies**
  - f **Define the best way of managing training**
  - g **Evaluate how A I D training is now being developed and managed**

## **General comments on evaluation included**

- 1** The existing evaluation system used by A I D is inadequate It tends to be ad hoc, short term, using the same kind of people all the time, short-term Mission-oriented, without a long term viewpoint, and appears to be serving vested interests
- 2** A new system would include
  - a** A think-tank and evaluation network, using computer/communication technology to link people across the world
  - b** Both historic contextual analysis and future, long-term analysis It would tap the knowledge of a region, country or type of project, including both U.S and foreign nationals
  - c** Think-tank members would rotate
  - d** Build in a mentoring process in think-tanks
- 3** Look at relationship of evaluation to new projects and long-term planning (provide feedback mechanisms for policy formation and implementation)
- 4** The UC could put out RFPs for think-tank workshops focussed on a country, region or a functional area
  - Think-tanks could look at design, implementation and evaluation.
  - They could be organized like the FAO Expert Consultations Model
  - The UC could provide an association an "IQC" contract for special areas
  - The UC can impact policy, ensure relevance, and then build a role for universities
- 5** University talent in evaluation, including top research scientists, should be more broadly utilized
- 6** There should be more implementation evaluation, focussing on how projects are actually implemented, methods of a remarkable/successful project should be known by others
- 7** Methodologies should be more interdisciplinary, there should be more holistic evaluations
- 8** Need to define what exactly is meant by evaluation

## **F. Coordinating/Consulting/Facilitative/Liaison Services**

The Task Force report recommended the following services.

- Support BIFADEC and other panels
- Review A.I D programs/policies as to how higher education can contribute

- Represent higher education at A.I.D
- Promote use of higher education at A.I.D
- Maintain liaison between higher education and A.I.D
- Digest development information from higher education and disseminate it in A.I.D
- Develop a data base on U.S higher education capacity
- Liaison with A.I.D procurement offices
- Assist U.S institutions of higher education to be competitive for contracts

The workshop groups reorganized the services into five major categories, in the following approximate priority order

- 1 Assist U.S institutions of higher education to be competitive for contracts
  - a Ensure diverse peer involvement and broaden base of participation
  - b Be an advocate for small universities (e.g., HBCUs), perhaps with a special set-aside or weighting for small schools, have a specific individual to assist smaller and minority institutions
  - c Support faculty development for small schools
  - d Provide vital information on contracts (get from Congress or direct from A.I.D.) including Program and Mission information, multi-year planning data, etc
  - e Provide training/seminars/workshops and other assistance in proposal writing and project management
  
- 2 Develop an online database of U.S higher education capacity for development that would be useful for both A.I.D and universities
  - a It would be an institutional inventory of international expertise and experience, not a listing of all human resources. It would list countries and projects currently active. Contact would be through the university international office
  - b It should be directly accessible by institutions, as well as by A.I.D geographic bureaus, R&D Bureau and Missions. It could provide direct contact between in-country and U.S institutions. It could also be used by multi-lateral organizations (World Bank, etc.) which may generate contract opportunities for U.S institutions
  - c It could be at least partially supported by a membership fee. A brokerage fee could be charged by the UC if the usage results in a contract between a U.S institution and a multi-lateral agency
  - d It should be available via electronic bulletin board

- e The UC should make a special effort to include small school information and expertise (HBCUs/minority/specialized schools)
  - f Universities should help decide what information should be in the database
- 3 Liaison with A.I.D procurement offices and overseas Missions**
- a Keep U.S. institutions informed of all contract and grant opportunities
  - b Keep U.S. institutions informed of procurement rules, etc
  - c Share successful models
  - d Review A.I.D programs and policies (bearing in mind the heterogeneity of U.S. institutions)
  - e Update information on directones and funding reference documents
  - f Promote creative contracting -- ways of including the range and diversity of institutions
  - g Liaison with higher education institutions overseas
- 4 Support and advise BIFADEC and other panels—preferably through the establishment of a special broadly-based advisory group (plus additional ad hoc committees for specific tasks) composed of higher education institution representatives most concerned with international programs (perhaps similar to the board at CIES) which would**
- a Review UC programs
  - b Review A.I.D programs
  - c Periodically canvass (at least by mail) the higher education institutions for broader input on operations and policy
- 5 Be an ombudsman for higher education at A.I.D**
- a Interface with Missions to promote colleges/universities
  - b Provide assistance to small schools with limited resources
  - c Urge development of all A.I.D proposal review criteria and actual proposal reviews be in cooperation with higher education peer groups (i.e., not only using non-academic consultants)

## **Overall Priorities**

To determine overall priorities, special groups in Denver and Washington reviewed the reports from the six working groups at that session. The approaches taken by the two groups were so different that it was inappropriate to combine them together. The reports are presented separately below.

**A** The Washington, DC group came up with the following recommendations for overall priorities

**1** The number one priority of the University Center should be sustaining and enhancing developing country institutions, building and drawing on the strengths of US institutions of higher education, to enable LDC institutions to contribute to the development process in their countries. Decisions about program priorities should be tempered by the concerns and goals of the LDCs, as expressed through their institutions

(The rationale for this recommendation was that the UC needs to have sharply-defined objectives in order to have impact.)

The other activities recommended by groups A through F would be seen as methods to implement this number one priority

**2** The University Center, in implementing the priorities, should adopt a structure and method of operation that is inclusive of historically black, smaller, and previously less-involved colleges and universities. The UC should have a multicultural dimension

(The rationale for this recommendation was that the UC should try to involve many more institutions in work with A.I.D. than just the current large, experienced institutions.)

The initial steps to implement these priorities should include

- UC should establish strategy-oriented networks involving colleges and universities, as a pro-active first step (For details, see the recommendations above on pages 10-11 regarding Enhancing the Design and Evaluation of Development Programs.)
- Universities and colleges should define their strengths and interests in the international development arena, and develop an organized institutional commitment to development
- To facilitate both steps, the UC should hold advocacy workshops on a regional basis to garner participation of new institutions
- Small planning grants/seed money should be available to enable individuals from these less-experienced institutions to travel to LDCs to find how their institutions can best contribute to development.
- Planning grants could also be helpful in having U.S. university faculty or representatives work with LDC institutions to identify, catalyze, organize and manage their resources more efficiently for development purposes

**B** The Denver group saw the priorities as follows

**1** Creating linkages, including:

- U.S. with LDC institutions
- CRSP-like projects

- 2 Furthering human resource development, including**
  - Personnel sharing
  - Scholars-in-residence
  - Fellowships
- 3 Networking of**
  - Personnel
  - Students
  - Institutions
- 4 Enhancing internationalization, including**
  - Grantsmanship
  - Faculty development
  - Seminars/workshops
  - Centers of excellence
  - Research
- 5 Evaluating**
  - Program design and implementation
  - Effectiveness of training of participants
- 6 Building relationships between UC and US institutions of higher education, including**
  - Assessment of capabilities
  - Direct involvement in internationalization
- 7 Information sharing, including**
  - Database
  - Skills bank
  - Referrals
- 8 Being an ombudsman for higher education**
- 9 Organizing think tanks, such as getting research people together in specialty areas**

## General UC Issues

One group in each location looked at a series of general issues facing the University Center and its role. Some of the questions and responses are summarized below.

1. What is an appropriate balance in goals of the UC between international development and internationalization of U.S. campuses?
  - Development should be the most important factor, because the UC is located in A.I.D., which must always focus on development.
  - Consider redefining the question to focus more on education about development.
  - The focus of internationalization should be on the entire institution, not just individual parts.
2. Should the UC programs be evaluated mainly against A.I.D. country Mission-defined priorities?
  - The UC should be evaluated against broad criteria based on overall tasks of the UC, with input from the Missions. The UC must be pragmatic, but loyal to its responsibilities to both A.I.D. and the universities.
3. How important are LDC universities in development?
  - A first step should be to update previous studies of roles of LDC universities in the development process.
  - Ask an association to do a study of LDC university role in development, being sensitive to local social, economic and cultural considerations.
  - Have sensitivity to different institutional contributions over the years in various regions, considering differences of public and private institutions.
4. Should one UC initiative be to help clarify the roles of LDC universities in a modernizing/democratizing country?
  - The UC could stimulate the LDC universities to articulate their roles in societal development.
  - Analyze the efficacy of various definitions of development, such as
    - Embracing broadly participatory democracy and pluralism.
    - Utilizing a market system as the prevailing economic system.
    - Improving productivity, equity, and alleviation of suffering.
5. How best to sustain a lively university/college input into UC programs?
  - Have multiple informal working groups, focussing on various programs (not legal

advisory committees)

- Include regional study groups
  - Utilize other meetings, such as NRC meetings, association meetings and disciplinary meetings
  - Avoid spending too much resources on working groups rather than on programs.
- 6 How can the UC involve neophyte US institutions while still supporting programs judged competitively to be of high quality?
- Create a three-tier program (institutions self-select their tier) experienced, medium-experienced, neophyte
  - Have mentoring by experienced institutions to less-experienced institutions
  - Provide technical assistance to neophyte institutions, such as helping them prepare the boiler plate for a proposal
  - Have planning grants for start-up by less-experienced institutions in the three-tier approach

### **Miscellaneous Comments on the Task Force Report**

- There should be more continuity with past programs, such as the Title XII Strengthening Grants
- Concentrate on building relationships with A.I.D Missions
- Need input from non-participating institutions at this meeting, specifically LDC universities
- A.I.D /UC could represent campus-based international programs to other federal agencies.
- Establish tiered funding based on capabilities and record
- Consider English training, since international students in our classrooms require high English language skills
- Create other channels for the internationalization process, such as the Joint Career Corps (half university, half A.I.D Mission personnel)
- The UC should promote interdisciplinary approaches to development and innovative approaches to technology transfer and extension education (2-way)
- Provide university/college input into the University Center
  - a Get higher education associations in D.C. to organize discussion groups
  - b Provide input opportunities for smaller schools, neophytes e.g., advisory boards

- organized by region, etc
- c Use existing structures, e.g. NRC.
- d Look at broader kinds of training possibilities, e.g. giving more money for conferences, funding for language training, etc
- e Look at new organizational models of cooperation between consulting firms and universities
- Current system is flawed because grants are typically awarded to well-known universities with a comprehensive international curriculum as a criteria for grants. How will a grant help with internationalization of the curricula?

## **University Development Linkages Project (UDLP)**

Discussion on the UDLP was quite animated, especially in view of the fact that about 80 full proposals had been submitted and only 13 were awarded for the first year. Everyone felt that additional funds should be provided for the program. Participants expressed appreciation for the UC staff, especially Dr. Ruth Frischer, for her responsiveness and openness to consider input from the colleges and universities.

The following sections present the combination of recommendations from Denver and Washington sessions.

### **General Grant Requirements**

#### **Preapplication**

Most agreed that the application process seemed unduly complex and required a substantial amount of effort from the institution, especially given the small size of the grant. However, the recommendations from the two meetings were exactly opposite:

- Not wanting to be eliminated on the basis of a preapplication, the consensus in Denver was to replace the preapplication with a simple letter of intent, stating the institutions involved and the topic of the linkage. This process would not eliminate any applications.
- The consensus in Washington was to have a careful review of preapplications to reduce the number of full applications submitted to no more than 30 or 40.

#### **Size of Grants**

- There was some discussion that the \$100,000 per year per institution was too small, but most participants seem to accept that limit.
- There was no consensus on how to treat consortia
  - Some groups felt that, because of the need to spread around the small amount of funding currently available, total funding for a consortium proposal should be limited.

to \$100,000, no matter how many institutions were involved

- Others felt the limit should be \$200,000
- Others made no comment, implying that the first year limit of \$300,000 may have been appropriate

#### **Number of Grants per Institution**

The consensus on number of grants was clear

- Only one award per institution over the life of the program, unless the total money in the program is substantially increased

Other comments on number of grants were

- Some felt that it would be allowable to accept multiple proposals from one institution, with the understanding that even if two ended up in the highly-rated group, still only the top one would be awarded
- Others felt that it would be better for institutions themselves to decide which single proposal should be submitted
- There was also some interest in limiting an LDC institution to one grant, but it was not a clear consensus

#### **List of Eligible Countries**

Everyone agreed that if a country were removed from the eligible list (because of military conflict or other reason) after publication of the RFA, all institutions who had requested the application materials should be notified immediately. Then it would be up to the applicant to decide whether to continue in hopes that the situation in the country would change in time before the grant awards.

Additional comments were

- If the application process was already well along, the application should be reviewed with other proposals. If the proposal were recommended for funding, it should be held in abeyance for later funding for a specific time, probably one year.
- Some said once an application were on the list, it should remain on the list.
- Others felt that any applications not awarded should be put back into the competitive process for the next year like every other new application. This would allow the institution to update its proposal with new information, if it wished.

#### **Timing**

- Most participants felt that there should be a minimum of 90 days from the time of the announcement to the deadline for submission—perhaps 30 days for letter of intent, and then 60 days for the final proposal.
- There was special concern relative to allowing sufficient time for the response from the LDC institution.

## **Proposal Review Criteria**

**There was agreement that the percentage weighting of proposal review criteria used in 1991 should be revised as follows**

- **There should be no points for "excess cost sharing" (over-matching of funds) (This gives advantage to well-endowed private institutions, since public institutions are not able to overmatch )**
- **Institutions should only have to show that they have the required 100% match.**
- **The principal criteria for sustainability should be demonstrated commitment by faculty and administrators of linked universities, as shown in letters of commitment, not excess cost-sharing**
- **The weighting of institutional characteristics vs the linkage should be reversed Perhaps the linkage points should be about 60% and evidence of institutional characteristics (both USIHE internationalization and LDC institution capability) should be about 40% (Thus reduction of weight for prior present internationalization and increased importance of outcome and implementation would give less experienced institutions a better chance for a good idea to win )**
- **Move the societal needs assessment from the institution to the linkage category**
- **The institutional characteristics to be considered should only be those related to the proposed linkage (i.e no weight given to French capability if the linkage is with Ecuador)**
- **One group suggested the institutional indicators should concentrate on how the proposed linkage advances USIHE internationalization and LDC capacity to meet the needs of the country**
- **Give the impact of the linkage ("rationale") the same weight as sustainability and include a developmental impact assessment**

**Additional concerns about which there was not a clear consensus included**

- **Too much weight was given to "sustainability" when the concept was not clear**
- **Someone suggested that a more appropriate term for sustainability would be "institutionalization" of the linkage**
- **Sustainability should focus on the development of the long term professional relationship**
- **The appropriateness of the budget should be included in the criteria and be considered by reviewers (which was not the case in 1991)**
- **Eliminate weighting of administrative policy commitment from U.S institution, just make it part of the boilerplate**

- Give extra points to proposals in which a lead university brings in smaller or other universities and helps them internationalize
- Change “public support” to “commitment to developing poorer areas ”

## **Review Process**

There was a consensus on the following points regarding the review process

- Be certain reviewers are broadly representative of many disciplines
- Reviewers must be technically competent in the area of the proposals they review
- No documents should be sent to reviewers which are not also sent to the applicants

Additional concerns about which there was not a clear consensus included

- Some groups recommended a process in which each reviewer would read 10-12 proposals at home (with each proposal read and rated by two reviewers) Then the entire group of reviewers would meet together to discuss and rank all proposals The hope is that the discussion process would provide for balancing of any reviewer subjectivity
- One group thought reviewers should be selected by groups in addition to the NRC

## **Feedback**

Everyone agreed feedback to applicants is critical It should probably include

- Notifying the institution of how it ranked
- Sending reviewer comments to the institution
- Publishing a list of all proposal reviewers, their field, and institutional affiliation
- Wording rejection letters better, perhaps including specific comments from reviewers

## **RFA and Proposal Design**

### **RFA Package**

- Most agreed the application package should be simplified, with the crucial material up front.
- Someone suggested separating the wheat from the chaff by divider sheets
- Others said that you could just list the additional background materials so that universities that needed them could request them
- Criteria for evaluation should be listed in the RFA
- More clarity is needed on indicators, perhaps examples of what are acceptable for “resources

commitment" or "faculty commitment "

#### **Page Limit**

- The consensus was that the 30 page limit was satisfactory
- An idea was to streamline the application by not requiring the boilerplate information until after selection

#### **Arrangement**

- After the executive summary, the linkage should be the first item in proposal, followed by the institutional material, which would then be related to the linkage

#### **Budget**

##### **Comments on the budget:**

- The budget pages were seen as too detailed, especially after the first year
- Most urged increased budget flexibility
- The consensus was to permit the full range of costs, including salaries, tuition, equipment, and consultants, if justified as necessary for the proposal
- One group said that payments to outside consultants should not be allowed
- There was special concern regarding the inflexibility of AID guidelines on participant training costs, which were regarded as much too high

#### **Copies**

- One group suggested the UC request the total number of copies needed to assure all reviewers receive all appendices

## **Diversity of Sectors and Institutions**

The following suggestions were made to increase the diversity of sectors and institutions

- Small planning grants should be given in a competitive process to enable "new" institutions to develop linkages
- Hold proposal workshops with successful awardees showing how they did it.
- Perhaps there should be a "two tier" grant process, with one set of grants for experienced institutions and another set for less experienced institutions
- Reduce the weight given in the evaluation process to international experience of applicant
- Give more priority to institutions in LDCs with fewer existing linkages

- **Priority should be given to newly established linkages**
- **Could use A I D Mission priorities as a basis for diversity criteria**
- **Insure that the review panel includes persons from all institutional types (e g , small and large universities) and all geographic regions**
- **Perhaps count the number of proposals by category, compare with the number of awards by category and report that information**

## **Other Suggestions**

### **Other suggestions included**

- **A five year grant period is too short. Need to be thinking long term like 20-30 years**
- **Bring project directors together annually to evaluate and share experiences**
- **We need to cultivate A.I D Mission support to have sustainable programs We should get them to buy into the program at least intellectually Perhaps they should be required to respond to pre-applications**
- **Expand the UDLP using a "debt for education" swap**
- **Closing hour for applications should be the end of the business day**

# Internationalization

The consensus was that internationalization in this context should focus on development. Following is a combined summary of the suggestions from the Denver and Washington sessions (Please note that many ideas are useful in several categories.)

## Examples of Programs

Examples of internationalization programs being carried out on campuses include

- Faculty research projects (individual and collaborative)
- Inter-institutional agreements for programs and exchanges
- Out of country field experiences for both faculty and students
- International faculty development seminars
- International centers of excellence
- International business linkages
- Sister university relationships
- Agricultural economics projects
- World-wide quarantine facility
- Faculty exchange programs
- Short-term student placement/field trips (summer school programs)
- Technical assistance (for example, one institution aided hospital management)
- Student exchanges
- Overseas sabbatical leave opportunities, requiring faculty to include internationalization aspects in their research and reporting
- Involving community resource people with business/travel experience
- On-campus faculty visitors
- Visiting lecture series (interdisciplinary)
- Student/faculty exchanges
- International students on campus (formal degrees, workshops)
- University-wide institutional commitment

- **Preparing students for foreign service**
- **Faculty involvement overseas, expanding overseas study in LDCs**
- **Funds for restructuring courses**
- **Internships and practica (consortia)**
- **Subsidizing students abroad**

## **Internationalizing the Curriculum**

Some of the suggested methods for internationalizing the curriculum were

- **Develop a consensus definition of what internationalization means on the campus**
- **Modify college mission statements to include international dimensions Gain support from the president**
- **Gather and disseminate information of international projects and programs already on campus**
- **See curriculum development as faculty development**
- **Make optimum use of general education and world studies courses (perhaps the easiest place for internationalization to happen)**
- **Use student knowledge in the courses, including foreign students**
- **Incorporate existing research projects into the curriculum**
- **Re-orient the disciplines to have a broader world view (compartmentalization vs diffusion of international content) Look at global themes rather than disciplines**
- **Incorporate cultural diversity (see multiculturalism as requirement or integral component)**
- **Study development needs and resources needs for faculty as they are key to curriculum changes**
- **Hold workshops and seminars to orient faculty to development**
- **Emphasize foreign language competency (use foreign language requirements)**
- **Encourage double majors, dual degrees, international minors, optional certification programs, comparative studies**
- **Identify/review/survey successful models for student involvement (in campus and community life)**
- **Integrated culture studies programs**
- **Encourage collaboration/multi-disciplinary instruction, team teaching activities**

between/among departments and institutions

- Study abroad for credit
- Fuse international dimensions into existing courses by using case studies (models)
- Use international communications technology, such as satellites
- Area studies concentrations
- Support internships/cooperative education.
- Use community resource people with business/travel experience

### **Increasing Faculty and Student Interest**

Suggested ways to increase faculty and student interest in internationalization are

- Bring consultants from other successful schools
- Make use of international students on campus
- Institute faculty/international award systems that reward participation in international experience
- Do pre-trip sensitization
- Encourage concrete products from trips and sabbaticals, urging faculty to include internationalization aspects in their research and reporting
- Have student placement/field trips/internships for credit and pay
- Encourage co-teaching with international faculty
- Change faculty reward/incentive system to reward participation in international experience
- Do pre-placement preparation (workshops on language, culture) using foreign students as a resource
- Involve A.I.D Missions to provide internships for students, faculty attachments, matching funds
- Use the National Community Service Act – Peace Corps scholarships.
- Support direct student exchanges, with tuition waivers, scholarships
- Have more Peace Corps Masters international programs
- Provide students financial aid as they progress toward degree

- Do early intervention through student recruitment, outreach, advertising
- Provide publicity about international development
- Utilize international students, scholars, alumni
- Utilize existing organizations (Phi Beta Delta, Fulbright Alumni, etc.)
- Promote faculty and student exchanges
- Organize group travel and study abroad, familiarization/class trips
- Promote on-campus interest groups, model international organizations (UN, OAU, etc.)
- Hold seminars
- Host international meetings
- Promote linkages overseas, through electronic mail, satellite education, alumni linkages and associations, etc
- Create and support "Diplomat in Residence" program and other embassy linkages
- Promote awareness of lower costs of living in many LDCs.
- Organize faculty groups with common geographical area interests
- Have departmental delivery of programs through inter-institutional agreements
- Provide support services for foreign students and US study abroad

### **Adopting a Mutually Cooperative Approach**

Participants offered a number of options to work with LDC institutions in mutually cooperative ways

- Develop inter-institutional agreements with mutual benefits, such as
  - Accreditation
  - Upgrading LDC faculty
  - Funding
  - Reciprocal exchanges at all levels of students and faculty, including student exchanges with tuition waivers
  - Exchange of teaching faculty, team-teaching (co-teaching)
  - Linking both universities with the business communities

- **Linking to the needs of the governments in LDCs**
- **Co-sponsor off-campus degree programs in the LDC**
- **Join the USIA university affiliate program**
- **Link with business communities (US and multinational/overseas)**
- **Add explicit development component to Title VI centers**
- **Work with alumni**
- **Form a national clearinghouse to assess foreign institutions**
- **Develop well-defined guidelines for establishing, monitoring activities**
- **Always strive for clear mutual understanding of goals and commitments, remembering that successful, sustainable linkages are *only* initiated in a mutually cooperative mode**
- **Cultivate attitude modification through mutual exploration of cultural values, especially using andragogy (adult education) methods**
- **Form international consortia of like institutions**
- **Develop joint targeted research**
- **Understand advantages of unique LDC (non-US) skills, e.g., language, pedagogical methods**
- **Offer short-term seminars**
- **Review student placement process to eliminate "middle man" (placement contractors) and enhance diversity**

## **Mobilizing Resources**

**Suggestions for institutions to mobilize resources from other agencies and groups included**

- **The UC could**
  - **Learn what programs are funded by various agencies and organizations**
  - **Serve as a clearinghouse or data base on other agency funding resources**
  - **Provide a support system for grant seekers.**
- **Use the Liaison Group for international education**
- **Collaborate with the local university development office**
- **Explore debt for development or debt for scholarship swaps**

- **Some suggested sources (in addition to AID) were**
  - **USIA (U.S Information Agency)**
  - **World Bank**
  - **OAS (Organization of American States)**
  - **Private foundations, such as Ford, Rockefeller**
  - **University alumni**
  - **United Nations**
  - **Corporations, such as Apple Computer**
  - **Fulbright program**
  - **IMF (International Monetary Fund)**
  - **Commerce Department**
  - **EPA (Environmental Protection Agency)**
  - **DOD (Department of Defense)**
  - **IREX (International Research Exchange)**
  - **AACSB (American Assembly of Collegiate Schools of Business)**
  - **Local industries/businesses with international interests**
  - **FIPSE (Fund for Improvement of Post-Secondary Education)**
  - **DOD-foreign language**
  - **PVOs**
- **Use consortia approach**
- **Try grassroots linkages with businesses and other organizations**
- **Expand joint ventures (through business partnerships, international chambers of commerce, etc.)**
- **Do networking (consider Rotary International)**
- **Leverage existing funds ("debt for scholarship")**
- **Diversify funding options (don't place all eggs in one basket)**
- **Look for ethnic-specific funding (e.g. for Poland and other countries)**

- **Encourage alumni endowments**
- **Focus on sustainability**
- **Be willing to match and use the “pyramid” effect.**

## **Measuring Progress**

Some suggested indicators for measuring progress toward internationalization were

- **International dimensions in the institution mission statement.**
- **Involvement of international alumni**
- **Using Ohio State study procedure as baseline study or reference point to measure progress of students' attitudes and knowledge (give a test to freshmen and then again to them as seniors)**
- **Incorporate evaluation of international programs into the overall evaluation plan of the institution**
- **Faculty involvement**
- **Changes in course syllabi**
- **Changes in faculty reward system (promotion/tenure process for faculty)**
- **Development of administrative structure/resource allocation**
- **Extent of diffusion across campus**
- **Public image as an internationalized institution**
- **Measuring student career path, internal/external**
- **Tracking international alumni**
- **Amount of funds generated**
- **Developing goals and objectives, including short and long term indicators, then comparing outcomes with goals over time**
- **Increase of student and faculty involvement.**
- **Changes in curriculum, policies, procedures and mission statement.**
- **Participation in international opportunities**
- **Funding support, external and internal (budget for internationalization)**

- **Percentage of foreign students on campus**
- **Percentage of US students abroad**
- **Number of courses with international elements worked in.**
- **University**
- **Number of faculty taking international sabbaticals**
- **Institutional usage of faculty international experience**
- **Use of visiting scholar expertise**
- **User-friendly admissions policy to accommodate internationals**

## **Suggestions for UC**

**Participants made the following suggestions as to how the UC can support internationalization**

- **Serve as a bridge-builder with institutions and A.I.D and other organizations**
- **Support an equitable grant award system**
- **Make internationalization a priority, have all UC activities be supportive of internationalization**
- **Do not raise false hopes that inexperienced institutions will get A.I.D money**
- **Serve as a clearinghouse/broker in internationalization (provide a data base)**
- **Educate the constituencies about international education**
- **Investigate linkages among internationalization, multiculturalization, and foreign language studies**
- **Educate university and outside communities about internationalization**
- **Investigate linkages between internationalization, multiculturalization, foreign language study, etc**
- **Make a policy statement on need for developing international efforts on campus, such as recommending a certain percentage of overhead go to internationalization activities**
- **Support internships and practice teaching through A.I.D Missions and other overseas projects for graduate and undergraduate students**
- **Organize high-quality speakers bureaus (for a circuit for U.S institutions)**
- **Hold meetings such as this workshop**

- **Provide active communications (electronic bulletin board, newsletter, etc )**
- **Be an ombudsman (help A I D look to universities for expertise)**
- **Conduct training and workshops to share ideas, models, and A.I D grantsmanship techniques**
- **Provide opportunities for involvement internationally**
- **Provide seed money**
- **Recognize institutional individualities**
- **Provide IPAs and short term internships for faculty to work in A.I D**
- **Publish achievements of A I D /university partnership collaborations**
- **Provide technical assistance**
- **Consider three-tiered funding categories for institutions at different levels of experience to enhance institutional involvement from a diverse pool**
- **Assist analysis/strategic planning by help in refining policies and identifying resources**

### **General Concerns**

Some general concerns voiced were

- **Reduce isolation/fragmentation of projects/programs**
- **Are “development” and “internationalization” compatible?**
- **Has A I D defined a mission for the UC regarding internationalization?**
- **Can the UC demonstrate that this workshop was successful by showing how much of the institution input made a difference?**
- **Universities need to be sensitive to political concerns and economic issues**
- **Universities should use institutional clout politically**

**APPENDIX A**

# The Agency Center for University Cooperation in Development

## INTRODUCTION

The Agency Center for University Cooperation in Development was announced by Administrator Ronald Roskens of the Agency for International Development (A.I.D.) on September 20, 1990, in order to "take full advantage of the development-related resources available in the university community"

The Center began to take shape in March 1991 with the arrival of Ralph H. Smuckler, the first Executive Director. Located in A.I.D.'s Bureau for Research and Development, the Center itself and its program initiatives are intended to support the Agency mission across the board. This will be accomplished by effecting future quality and quantity of available technical personnel, attitudes toward development, and stronger and more productive alliances with higher educational institutions in the United States and developing countries.

The Board for International Food and Agricultural Development and Economic Cooperation (BIFADEC) has appointed a task force and related advisory committee, whose memberships include both university and A.I.D. people, to help develop program priorities for the Center. Suggestions and guidance also have been drawn from various other individuals and organizations, including the higher education associations.

## BACKGROUND FACTORS

Certain background factors and other considerations have influenced the creation of the Center and suggest lines of program development. A key factor is that there are numerous existing university relationships with the developing world, many of which serve the cause of development. They have

resulted in transactions, flows of people and other activities which reflect the high esteem in which U.S. higher education is held widely in the developing world.

Universities and other higher educational institutions are key in the development process, contributing in numerous ways. For example, by increasing the pool of trained and knowledgeable people, universities contribute not only high-level manpower and leaders for government, industry and the professions, but also leadership for the vital forces which move nations toward democratic governance and respect for human rights.

There has developed over the years a broad pattern of university-A.I.D. relations, both in the United States and in developing countries. As a result, A.I.D. and its predecessor agencies have engaged universities in training, research, institution-building, and various technical assistance activities. The tendency has been for A.I.D. to work with individuals and segments of institutions and less with universities as a whole.

Another factor is a growing emphasis on internationalization in U.S. higher education, which is evident in curricular offerings and campus activities across the country. This new emphasis seeks to affect overall programs of teaching, research and public service.

While the role of universities is very different from that of A.I.D., nevertheless, they have shared goals and interests — for example, in human resource development, science and technology, and cultural concerns in the identification, creation and use of institutions and infrastructure which provide needed services. They share also a concern for such global issues as the environment, water resources, food and famine, and democratic governance. A.I.D. and

the universities are not dependent on each other, but both stand to benefit from stronger relationships

### **OPERATING PRINCIPLES**

Given the purpose of the Center and these background considerations, the following qualities and operating principles should characterize the Center's program:

- The Center will not attempt to replace the important and historical relationships in which universities are now engaged with A.I.D. It will help improve the processes and policies through which university participation can continue
- The Center will provide short-term service and long-term programming, being a catalyst for expanded college and university participation.
- The Center will focus mainly on total institutional involvement, using the institution's full range of abilities, contacts and resources in A.I.D. programs
- The programs and projects of the Center will be of mutual benefit to A.I.D. and higher education institutions, as a reflection of the shared costs in these activities
- The Center projects and A.I.D. projects involving colleges and universities will adhere to broadly acceptable processes of peer review, panel appraisals and objective evaluations

### **ILLUSTRATIVE TYPES OF SERVICES**

The Center will provide a number of services to A.I.D. and to U.S. colleges and universities and, on a more limited basis, to institutions in developing countries. This should include an adequate flow of information, a point of contact or liaison for interested parties, and assistance in matching A.I.D. program needs and university resources

The Center also will facilitate the work of BIFADEC and assist in assembling special advisory and review panels from the university community to assist A.I.D. on request.

Longer term Center programs are expected to be found in the following five broad categories (not listed in order of priority):

- Sustaining the progress of developing country universities and related institutions.
- Cooperating in the university internationalization process.
- Expanding and sharing expert personnel resources of value to both A.I.D. and the universities
- Helping A.I.D. and other development assistance organizations gain more effective access to university resources and experience
- Strengthening and broadening the commitment of universities in development.

### **LOOKING TO THE FUTURE**

The BIFADEC task force and advisory committee will make their reports in December 1991. Their recommendations and observations will be important additional contributions to shaping the content and direction of the Center's program

The year ahead will be devoted to intensive and specific program planning, leading to new activities in FY 1993. The University Development Linkages Project is the first new program of the Center. Others will follow

It is hoped that the Center will be the means by which to take full advantage of what Administrator Roskens has called "extraordinary opportunities for productive collaboration between A.I.D. and U.S. universities."

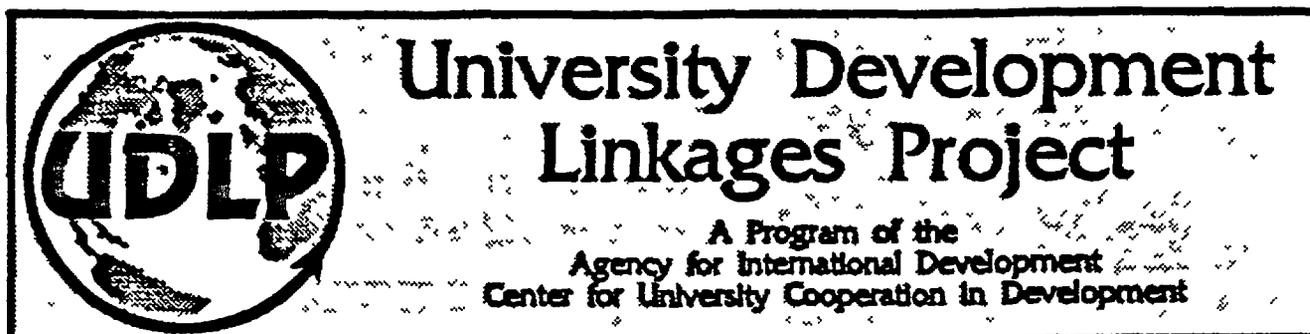
## **Agency Center for University Cooperation in Development**

**Bureau for Research and Development - Agency for International Development**

**2201 C Street, N.W., Washington, D.C. 20523**

**(202) 663-2578**

**APPENDIX B**



### **Purpose**

The purpose of the University Development Linkages Project (UDLP) is to promote and support the collaboration of U S colleges and universities with developing country institutions of higher education to

- Further the internationalization objectives of U S universities, and
- Strengthen developing country institutions to more effectively meet the development needs of their societies

This project will expand the role of U S colleges and universities in the international development process, thereby tapping one of the most effective resources available to the U S foreign assistance program administered by the Agency for International Development (A.I.D )

### **Description**

The UDLP provides a method by which U.S universities can develop and implement a variety of long-term, sustainable relationships with developing country institutions. All linkages must be based on implementation of one or more specific, well-defined objectives with time-limited accomplishments defined for each objective.

The project is open to all U.S public and private universities in all sectors of international development of interest to A.I.D. Annual awards are envisioned over a five-year period. Funding from A.I.D. is up to \$100,000 per year for a maximum of five years with a matching fund

requirement of 100% or more. The awards are made by the Agency Center for University Cooperation in Development on a competitive basis.

### **First Round of Competition**

Interest in the UDLP has been very high in the university and college communities with over 400 inquiries for the Request for Application document announced in the Commerce Business Daily in March 1991. In April, 164 Pre-applications were received, and in June, 79 responsive Full Applications were submitted. Thirteen were successful and selected for cooperative agreement awards in 1991. A two-tiered peer review process conducted by the National Research Council was used.

### **1991 Awards**

A list of the U.S and developing country institutions involved in the first year's 13 cooperative agreements is given on the back of this page. The awards involve 17 developing country institutions, 11 U.S institutions and 13 developing countries. The 13 awards cover a number of diverse fields of development including health, nutrition, education, agriculture, rural/community development, forestry, environment, and business management. Over the five-year terms of these agreements, A.I.D. will award approximately \$70 million. This will be matched by \$13.3 million from the U.S and linked institutions, making a total investment of \$20.3 million.

# UNIVERSITY DEVELOPMENT LINKAGES PROJECT FY 1991 COOPERATIVE AGREEMENT AWARDS

AGENCY FOR INTERNATIONAL DEVELOPMENT  
CENTER FOR UNIVERSITY COOPERATION IN DEVELOPMENT

U.S. INSTITUTIONS	DEVELOPING COUNTRY INSTITUTIONS	COUNTRIES	FIELDS OF ACTIVITY
Boston University	Tribhuvan University	Nepal	Health
Central State University (HBCU)	University of Science and Technology	Ghana	• Environment Management Engineering
Harvard University	Instituto Nacional de Salud Publica Eduardo Mondlane University	• Mexico Mozambique	Health
Johns Hopkins University	El Colegio de Mexico	Mexico	Health Population
Johns Hopkins University	University of Maiduguri University of Ibadan University of Benin	• Nigeria	Health
Morgan State University (HBCU)	Jahangirnagar University	Bangladesh	Rural Development Population
University of California-Davis	Instituto de Nutricion de Central America y Panama (INCAP) at the University of San Carlos	• Guatemala	Nutrition Health
University of Massachusetts	Tribhuvan University	Nepal	Literacy related to Rural and Community Development
University of Montana	University College of Belize	Belize	Environment Forestry Management
University of North Carolina	Indian Institute of Health Management Research	India	• Health • Management
University of North Carolina (lead) University of Pennsylvania	University of Jemberana	Colombia	Health
University of Pennsylvania	University of Botswana • University of Ibadan University of Tunis	• Botswana Nigeria Tunisia	• Literacy related to Agriculture and Health
Worcester Polytechnic Institute	Escuela Superior Politecnica del Litoral	• Ecuador	Environment Business • Management

**APPENDIX C**

## Revised Agenda for A.I.D. University Center Workshop

Washington, DC, December 1-3, 1991

### Objectives of Workshop

- To further internationalization of U S colleges and universities
- To enhance relations between U.S. universities and A I D
- To increase involvement of U S universities in strengthening developing country institutions
- To present plans of the UC and get responses and suggestions from U S universities
- To provide an update and lessons learned on the UDLP and obtain suggestions for improvements
- To share information/exchange resources on major issues of interest to U S universities indicated in the questionnaire responses
- To provide full documentation of the workshop conclusions.

### Sunday

5 30pm Reception

6 15 Welcome by Dr Ralph Smuckler, Executive Director, University Center (UC) & Deputy Assistant Administrator, Bureau for R & D

6 30 Q and A

7:00 Close (dinner on your own)

### Monday

8 30am Welcome by Dr Ralph Smuckler

8 45 New Directions at A.I.D. by Brad Langmaid, Deputy Assistant Administrator, Bureau for R & D  
Q and A

9 15 The University Center by Dr Ralph Smuckler

10:00 University Development Linkages Project by Ruth Frischer

10:15 Break

10:30 Work of the Task Force and Advisory Committee on University Center Programs presented by Lynn Pesson, moderated by Stuart Callison

11:00 Panel of University Representatives Discussing Task Force and Advisory Committee Work

Q and A

12:00 Lunch

1.15 Plans for Concurrent Working Sessions

1 30 Concurrent Working Sessions to Share Campus Experience and Review Proposed UC Programs

3:30 Break

3 45 Subplenary Portion of Concurrent Working Sessions

4 45 Reports of Highlights from Concurrent Working Sessions

6:00 Close

### Tuesday

8 30am Concurrent Working Sessions

- Internationalization
  - Internationalizing the Curriculum
  - Faculty and Student Exchanges
  - Implementation of Internationalization
- University Development Linkages Project (UDLP)—Lessons Learned and Improvements for the Future
- University Center Priorities and Issues

10:00 Break

10:15 Continue Concurrent Working Sessions

12:00 Lunch

1 30 Reports of Highlights from Concurrent Working Sessions

3 15 Observations and Concluding Discussion by Dr Ralph Smuckler

Q and A

4:00 Close

**APPENDIX D**

## **BIFADEC TASK FORCE ON THE UNIVERSITY CENTER PROGRAM\***

**Chairman - Lynn Pesson, former Executive Director, BIFAD, and former Vice Chancellor, Louisiana State University (agricultural extension)**

**Harold Josephson, Director of International Programs, University of North Carolina at Charlotte, NC (international relations) - ACE**

**Davydd Greenwood, Director of International Programs, Cornell University (anthropology) - AAU**

**James G Humphrys, Executive Director of Community Colleges for International Development, Inc., and Associate Vice President for International Education, Brevard Community College of Cocoa, FL (economics, systems management) - AACJC**

**Maurice Harari, Dean of International Studies, California State University, Long Beach, CA (liberal arts) - AASCU**

**James B Henson, Director, International Program Development, Washington State University (veterinarian science)- NASULGC**

**Edna McBreen, Director, International Programs, West Virginia University, Morgantown, WV - NASULGC**

**Winfrey Clarke, Director of International Programs, Virginia State University (international agriculture & extension education) - NASULGC/HBCU**

**Henry Nieves, Director, International Programs, University of Puerto Rico, Mayaguez, Puerto Rico (English literature) - Hispanic Insitutions**

**Jane Bertrand, Associate Professor, School of Public Health and Tropical Medicine, Tulane University, New Orleans, LA (public health)**

**Advisory Committee (ex-officio) Dr Jean R. Kearns, Deputy Executive Director, Chair (child development)**

**A.I.D. (ex-officio)**

**Ralph H Smuckler, Executive Director, University Center (international relations)**

**C Stuart Callison, Deputy Executive Director, BIFADEC Support Staff (development economics)**

**Curtus R. Jackson, Chief, Program Management/University Center (agriculture)**

***\*Members of the Task Force were nominated by the higher education associations***

- 1 American Council on Education (ACE)**
- 2 American Association of State Colleges and Universities (AASCU)**
- 3 National Association State Universities and Land-Grant Colleges (NASULGC)**
- 4 Association of American Universities (AAU)**
- 5 American Association of Community and Junior Colleges (AACJC)**
- 6 National Association of Independent Colleges and Universities (NUCHAE)**

## **BIFADEC ADVISORY COMMITTEE ON THE UNIVERSITY CENTER PROGRAM**

**Chairman - Jean R. Kearns, Deputy Executive Director, Consortium for International Development, Tucson, AZ, and former BIFADEC Board Member (child development)**

**Humphrey Tonkin, President, University of Hartford, CT (English) - ACE**

**Frank H T Rhodes, President, Cornell University, Ithaca, NY (geologist) - AAU**

**Maxwell C King, President, Brevard Community College of Cocoa, FL (business, education, health) - AACJC**

**Marilyn J Schlack, President, Kalamazoo Valley Community College, Kalamazoo, MI (education) - AACJC**

**William F Dorrill, President, Longwood College, Farmville, VA (political science) - AASCU**

**Charles Ping, President, Ohio University, Athens, OH (philosophical theology) - NASULGC**

**C Peter Magrath, President, University of Missouri System, Columbia, MO (political science) - NASULGC**

**Albert Yates, President, Colorado State University (chemistry) - NASULGC**

**William P Hytche, Chancellor, University of Maryland/Eastern Shore (education, mathematics) - NASULGC-HBCU**

**Diana Natalicio, President, University of Texas/El Paso (linguistics) - HSI**

**Burkart Holzner, Director of International Center, University of Pittsburgh (sociologist) - AIEA**

**Duane Acker, Administrator, OICD and FAS, USDA, and former President, Kansas State University, Manhattan, KS (animal husbandry) - USDA**

**John Alexander, Director, Center for International Education - USDOE**

**William P Glade, Assoc Director, Bureau of Education and Cultural Affairs (economics, education) - USIA**

**Wendell G Rayburn, President, Lincoln University, Jefferson City, MO (education) - BIFADEC Board Liaison**

### **A.I.D**

**DAA/AFR Larry Saters**

**DAA/APRE George Laudato**

**DAA/ENE David N Merrill**

**DAA/LAC Peter Bloom (Acting)**

**DAA/S&T Bradshaw Landmaid, Jr**

**UC Executive Director Ralph H Smuckler (ex officio)**

**APPENDIX E**

## Acronyms and Definitions

<b>AID</b>	<b>Agency for International Development</b>
<b>BIFADEC</b>	<b>Board for International Food and Agricultural Development and Economic Cooperation</b>
<b>Bitnet</b>	<b>Computer network</b>
<b>CIES</b>	<b>Council for International Exchange of Scholars</b>
<b>FAO</b>	<b>Food and Agriculture Organization</b>
<b>HBCU</b>	<b>Historically Black Colleges and Universities</b>
<b>IARC</b>	<b>International Agricultural Research Center</b>
<b>IQC</b>	<b>Indefinite Quantity Contract</b>
<b>IRC</b>	<b>International Research Center</b>
<b>LDC</b>	<b>Less Developed Country</b>
<b>Mission</b>	<b>AID office for a country</b>
<b>NAFEO</b>	<b>National Federation for Equal Opportunity</b>
<b>NGO</b>	<b>Non-governmental Organization</b>
<b>NRC/BOSTID</b>	<b>National Research Council, Board on Science and Technology for International Development</b>
<b>OAU</b>	<b>Organization of African Unity</b>
<b>PVO</b>	<b>Private Voluntary Organization</b>
<b>R&amp;D</b>	<b>Bureau for Research and Development</b>
<b>RFA</b>	<b>Request for Agreement</b>
<b>RFP</b>	<b>Request for Proposal</b>
<b>UC</b>	<b>University Center, Agency Center for University Cooperation in Development</b>
<b>UDLP</b>	<b>University Development Linkages Project</b>
<b>USIHE</b>	<b>U.S. institutions of higher education</b>

**APPENDIX F**

**INSTITUTIONS REPRESENTED AT CONFERENCES\***

Alabama A&M University  
Alcorn State University  
American Association of Community and Junior Colleges  
American Association of State Colleges & Universities  
American Graduate School of International Management  
American University  
Arizona State University  
Arkansas State University  
Association of Big Eight Universities  
Association of University Programs in Health Administration  
Auburn University  
Bowie State University  
Brown University  
California Polytechnic State University  
California State University, Fresno  
Case Western Reserve University  
Catholic University of America  
Central Connecticut State University  
Central Michigan University  
Clemson University  
Colorado State University  
Consortium for Service to Latin America  
Cornell University  
Delaware State College  
DePaul University  
East Texas State University  
Eastern Washington University  
Edinboro University of Pennsylvania  
Elizabeth City State University  
Florida A&M University  
Florida Atlantic University  
George Mason University  
George Washington University  
Grambling State University  
Hocking Technical College  
Howard University  
Indiana University  
Jackson State University  
Johns Hopkins University  
Kansas State University  
Kentucky State University  
Lincoln University (MO)  
Lincoln University (PA)  
Loma Linda University

\* These are the institutions which indicated they would send a representative

Louisiana State University  
Loyola University  
Massachusetts Institute of Technology  
Medical University of South Carolina  
Meharry Medical College  
Michigan State University  
Mississippi Consortium for International Development  
Mississippi State University  
Montana State University  
Morgan State University  
New Mexico State University  
North Carolina Central University  
North Carolina State University  
North Dakota State University  
Northern Virginia Community College  
Northwestern State University of Louisiana  
Ohio State University  
Ohio University  
Oklahoma State University  
Old Dominion University  
Oregon State University  
Pennsylvania State University  
Prairie View A&M University  
Purdue University  
Rutgers University  
Southeast Missouri State University  
Southeastern Louisiana University  
Southern Arkansas University  
Southern Illinois University at Carbondale  
Southern University-Baton Rouge  
State University of New York-Buffalo  
State University of New York-Cobleskill  
State University of New York-Morrisville  
Tennessee State University  
Texas A&M University  
Texas International Education Consortium  
Texas Southern University  
Texas Tech University  
The University of Toledo  
Tulane University  
Tuskegee University  
University of Alabama-Birmingham  
University of Arizona  
University of Arkansas-Fayetteville  
University of California-Davis  
University of California-Santa Barbara  
University of Central Florida  
University of Colorado at Boulder  
University of Colorado-Denver  
University of Connecticut

University of Denver  
University of Georgia  
University of Hawaii at Manoa  
University of Kansas  
University of Louisville  
University of Maine  
University of Maryland-College Park  
University of Maryland-Eastern Shore  
University of Massachusetts  
University of Minnesota  
University of Mississippi  
University of Missouri-Rolla  
University of Missouri System  
University of Montana  
University of Nebraska-Lincoln  
University of Nevada-Reno  
University of New Hampshire  
University of New Mexico  
University of North Florida  
University of Oklahoma  
University of Oregon  
University of Pennsylvania  
University of Pittsburgh  
University of Puerto Rico, Mayaguez Campus  
University of Rhode Island  
University of South Carolina  
University of Southwestern Louisiana  
University of Tennessee  
University of Texas-Austin  
University of Texas-El Paso  
University of Washington  
University of Wisconsin-Madison  
University of Wisconsin-River Falls  
University of Wisconsin-Stevens Point  
University of Wisconsin-Stout  
University of Wyoming  
Utah State University  
Valdosta State College  
Virginia Commonwealth University  
Virginia Polytechnic Institute and State University  
Virginia State University  
Washington State University  
West Virginia University  
Western Carolina University  
Winston-Salem State University  
Worcester Polytechnic Institute