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**PROGRAM PLANNING AND COORDINATION**

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

and

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

A Report of Contract No. 391-0488

by

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

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## TRIP REPORT

**TRAVELER:** Thomas A. McCowen, Campus Coordinator

**ITINERARY:** 27 June 1987 - Depart Champaign  
29 June - Arrive Peshawar  
13 July - Peshawar to Islamabad  
14 July - Islamabad to London  
17 July 1987 - London to Champaign

- PURPOSE:**
1. Assist in developing plans for the spread of long-term technical assistance over the remainder of Phase I and life of project (LOP).
  2. Develop recommendations for the utilization of limited short-term technical assistance resources to a) address critical needs of the TA team and AU faculty and b) promote longer range linkage development with U.S. University community.
  3. Review the participant training program and recommend interim adjustments as guidance for a more complete fall review by the TIPAN Training Coordinator.

### I. TECHNICAL ASSISTANCE

#### A. General Comments

The TIPAN Project was designed in accordance with principles and practice of institution development theory. Lessons learned from previous institution building activities, including previous efforts in Pakistan, were integrated in the Report of the Design Team and the Project Paper. The limited technical assistance provided to the project was allocated, first, to support and sustain the necessary structural transformation of the Agricultural University and, second, to augment indigenous technical expertise.

The project radically transformed the mission of the newly established NWFP Agricultural University from that of a teaching faculty to a comprehensive institution integrating teaching, research, and public service functions to improve the caliber of its graduates and to upgrade the quality of research and information directed to the agricultural community of the Province. Organization changes were introduced to facilitate the integration of the provincial research system and the establishment of an outreach cell to link to the Extension Department. The composition of the initial TA team reflected the project design's requirement. Consistent with AID/W and USAID concerns to limit the presence of expatriate personnel in NWFP, the total number of resident TA positions was set at twelve over the LOP, with the specialists in more technical fields being scheduled at intervals throughout the first two planned phases of the project.

To augment the limited number of technical, or discipline-related personnel on the resident TA staff, a significant TDY element was planned. This followed upon the largely successful experience of the Design Team in determining technical needs in almost every department and unit of the AU.

Within a relatively short time following the arrival of the initial resident TA team, security concerns in the Peshawar area resulted in a further limitation on the numbers of expatriate personnel and the establishment of ceilings on long and short term project TA. Resident TA positions in a half dozen technical areas scheduled to begin assignments in the second or third years of the project, were put on indefinite hold. Short term TA input was limited to three persons in service at a given time. These safety concerns were legitimate and appropriate at the time.

The impact of these limitations has been twofold. First there has been a significant reduction in the level of planned inputs, and is easily quantified. Progress in certain areas, e.g. Animal Husbandry, Rural Social Sciences, has been slowed or, e.g. Agricultural Mechanization, stifled. Support to the professional and technical development of the Learning Resources Center, a keystone of the "transformed" Agricultural University, has been limited to the initiation of a computer teaching laboratory, possibly the most visible evidence of technology adoption on the AU campus.

The psychological impact of these limitations may have been more severe, however. The writer served as deputy team leader of the Design Team, involving 24 individuals from the institutional contractor (UIUC/SIUC) and five persons from the A & E Contract (SOM). Design personnel interacted extensively at every administrative and faculty level in the AU. The result was a shared sense of involvement, interest and enthusiasm on the part of the AU faculty, and a commitment to change -- manifested in the adoption of a new four year B.Sc. curriculum, featuring an academic schedule based on a series of semesters, in the Fall of 1984, before the implementation contract was signed and the initial resident TA team arrived. Throughout the interim period following the departure of the Design Team, the sanctioning of the project by the respective governments and the arrival of the initial resident TA team, the AU Vice Chancellors and senior faculty "kept the faith" and the general sense of involvement in a bold new undertaking.

The imposition of the ceiling on personnel in January 1986, particularly on TDY personnel, lessened the opportunity for direct involvement at the departmental level of AU and contractor staff, with subsequent effect on staff morale. The small cadre of resident TA assigned to assist in the development of a new organizational structure was stretched almost beyond limit in attempting to implement an ambitious development plan. The recent setback in the construction program has been discouraging to all concerned.

Nevertheless there is clear evidence that AU administration and faculty retain the desire to develop an institution unique among the agricultural organizations of Pakistan. The Vice Chancellor continues his untiring efforts to breathe life and vitality into AU. Organizational development continues with action to establish a Dean or Director of Advanced Studies to coordinate the teaching, research and outreach programs and to lead the development of quality M.Sc. program that coordinates and integrates thesis research with the research program of the research directorate. The initial step in the establishment of a Dean of Students has been taken by the recent appointment of a new Provost with a broadened mandate to deal with student concerns. An interdisciplinary committee has been studying the origins of the AU, its merger with the provincial research directorate and the authorities under which the merged institutions operate. Under general director of the Pro Vice Chancellor, the results of the committee's work will be a compendium of university statutes and operational policies that clearly defines the mission, goals and authorities of the AU.

At the midpoint of the first phase of the TIPAN project it seems, to this writer at least, that the AU and the collaborating parties have an appreciation that the process of institutional development is continuous and incremental over an extended time frame. Transitory problems must be addressed in collaboration, utilizing to the maximum the flexibility of available resources. Above all, the parties must continue to work toward the shared goals for the realization of the potential of the AU.

#### B. Recommendations for resident TA scheduling

The composition and scheduling of resident TA has been considered previously within the context of a fixed ceiling on positions. The writer had fairly extensive conversations with AU and team personnel earlier this year that concluded in recommendations to continue the focus on assistance to the organizational changes underway. To address the continuing, and correct, assertion of the Vice Chancellor that resident TA must be extended to faculties and departments of the AU, we agreed to explore, in subsequent assignments, ways in which this might be accomplished. The fall assignment of a rural sociologist and scholar of the adoption process will add a significant resource to the Faculty of Rural Social Sciences, in partial response to the Vice Chancellor's concerns. Two positions are under advertisement. The first, specialist in agricultural research, represents a collapsing of two positions into a single assignment serving both campus and station research program development requirements. The second, teaching program specialist, continues the program of curriculum development and in-service training, with the additional requirement of developing, in collaboration with the Director of Advanced Studies and Director of Teaching, a quality M.Sc. program, to begin in the fall of 1988 taking in the first graduates of the four year B.Sc. program developed by the Design Team.

Present information suggests that the restriction on levels of resident TA might be eased if the current suspension of classes is lifted by the provincial government. Since March 18, classes in all the universities of NWFP have been suspended; nonetheless, the AU has nearly completed annual examinations for its fourth year B.Sc. and M.Sc. students, and approximately 100 second year students are doing field internships at locations in Mingora and Azad Kashmir. Thus nearly half the AU's student body is being served during this difficult period. Makeup plans for missed spring semester work for the first three classes of students are being formulated to permit nearly normal progression and on-time graduation for the fourth year students in 1988. And the Vice Chancellor has stated that full classes will resume in September.

Initial discussions have been held with the TIPAN Project Officer and Chief/ARD about a program of staff assignments that will stretch resident TA identified in the project design and provided in the implementation contract into the second and third phases, assuming continued USAID support. The program, if implemented, will gradually increase the number of resident TA to a maximum of seven persons in 89/90, dropping to six in 91, four in 92, and one 93/94.

Tables 1 and 2 showing suggested Phase I and LOP scheduling of resident TA are attached. Table 2 shows the scheduling reflected in the Project Paper and the suggested revisions of July 1987.

This July 1987 revision takes into account plans by another donor (understood to be Dutch Aid) to supply two expatriates to the Soils Department, one in Soil Physics and another in Irrigation Water Management. The latter would free up a position in the TIPAN staffing pattern to be used in a different area. A strong case has been made by the Pro-Vice Chancellor for assistance in economics, although no final recommendation has been made by AU. Suggestion has also been forwarded in one quarter that the Learning Resources Center Specialist position be filled by a series of short-term TA comprised of specialists in the various disciplines and areas included in the Center, i.e. Library, Computer Services, etc. This would also free up a position to be filled by a to-be-determined technical specialist.

#### C. Utilization of short-term TA

Short-term TA was planned to be the vehicle through which operational, i.e. departmental, level expertise was to be provided, closely linking the AU faculty with counterparts at a number of U.S. universities to promote institutional strengthening arrangements that would extend long beyond LOP. This has not been possible, but remains a desirable objective.

Short-term TA should serve both the resident TA team, by providing insights into AU programs and operations in areas that might otherwise be overlooked by a small staff, and the AU, by infusing current technical information to those who use it directly in a program of teaching or

research. The two foci need not be independent; rather they should be complementary. Nevertheless there is a perception among AU administration and faculty that the short-term TA delivered to date have been of greater benefit to the resident TA team than to the faculty generally, although individual deans of faculties have noted the useful contributions to their faculties of the limited short-term TA they have received and indicate a clear desire for a greater level of TDY input.

The administration of the AU and the resident TA team agree that increased emphasis should be placed on the utilization of academic advisers of AU faculty who have completed, or are at the thesis stage, of participant training programs. Since the majority of participant training is done at locations other than the contracting parties - UIUC and SIUC - access to faculty advisers would broaden the contact between AU and the US University community, one of the objectives of the project design.

An analysis of AU faculty currently enrolled in U.S. universities suggests that the existing pool of short-term TA is in the range of 20-25. The pool should expand as new trainees are admitted in succeeding years.

But reliance on faculty advisers will not fully meet the program needs of the AU for specialized expertise. Currently, the campus backstopping office has requests for short-term TA in approximately a dozen areas--which due to the above mentioned personnel limitations, have not been assigned--more than half of which could not be met by faculty advisers. New requirements in IDS alone further reduce the proportion.

A balanced approach should be pursued by the AU in determining short-term TA needs. The writer has estimated the eventual proportion of faculty advisers to special needs personnel could be in the range of 60:40, but without eventual relief in personnel ceilings the ratio may favor the latter group.

For the next several months the AU and the contractor should concentrate on emptying the short-term "pipeline", either through supply of previously requested specialists or redefining the institution's requirements. Faculty deans have identified several additional short-term needs, e.g. four in IDS, one or two in Computer Teaching Laboratory, that should be filled this year.

## II. Participant Training

The selection, processing, assignment and overseas training of AU faculty has been perhaps the most visible, and quantifiable, component of the TIPAN Project. Its visibility is manifest in two ways; the first is in the presence of nearly three dozen faculty of the campus and outlying research stations on US university campuses. The second is in their absence from teaching and research posts in AU system.

The leadership of AU strongly endorses the investment in human resource development provided in this project. They recognize the near term sacrifices that are necessary, e.g. "losing" key faculty for substantial periods when an organizational and philosophical restructuring is taking place, or the necessity of remaining personnel to take on additional duties if and when temporary replacements are not hired, and have willingly borne the burden.

Already, however, some relief is in sight. Twenty-six persons have returned from short-term training and another ten should complete programs in the next few months. The first M.Sc. degree participant has returned to the campus and two fresh Ph.D. recipients will arrive in the summer months. About 20 faculty are scheduled to complete degree training and return over the next 18 months. A "critical mass" for institutional change is forming.

Much work remains to be done, however. The project design envisioned an even division of numbers between M.Sc. and Ph.D. programs. The focus to date has been on Ph.D. training at an approximate ratio of 3:1. Part of the reason for this may be ascribed to the lengthy process of the merger of the AU and the provincial research system. Much of the M.Sc. training was expected to be absorbed by the research branch, where B.Sc. holders comprise nearly one-third the professional staff. As more research staff are nominated for training the numbers of M.Sc. candidates will increase, but the planned 50:50 split is not likely to be realized over LOP.

Nomination of participant candidates has followed design projections reasonably well at the Ph.D. level, and placements have followed reasonably the ratio of allocations among the faculties. English language proficiency has proven to be a major obstacle for most faculty members, and considerable project resources have been invested in upgrading faculty competence in this area with reasonably good results. The English proficiency requirements of US universities are a source of frustration, and some tension, within AU faculty nominees. With generally increasing levels being set by US institutions each year, this situation is likely to continue.

Project leadership is planning a general review of the nomination/selection process to redefine institutional training needs and bring them even more in conformance with design estimate. Emphasis will be placed on program quality and institutional needs, rather than individual aspirations, in developing training objectives. Length of service to AU following degree completion will probably be an important criterion for nomination.

This review should be concluded by early to mid-fall. Preliminary discussions have been held regarding the convening of a returned participant workshop in October during which past performance and future needs can be addressed by those who are most directly concerned.

### III. Liaison with USAID/Islamabad

The writer accompanied the USAID Project Officer, Maurice Fleming, to the USAID Mission in Islamabad on the final days of the assignment. Discussions were held with Fred Will, Contracting Officer, Jon Gant, Chief/HRT, Harry Dickherber, ADO, and Hans P. "Pat" Peterson, Chief/ARD.

This was the first meeting the writer had with Messrs. Will and Peterson. Mr. Will suggested that modifications in the contract scope of work and budget would probably be in order following the evaluation scheduled for late summer.

Mr. Peterson, in his initial meeting, stressed the importance, in his view, of staffing the resident TA positions from the two collaborating institutions, UIUC and SIUC. While he was aware that four of the initial five resident team and the nominee for assignment as Rural Social Sciences Specialist were either current or former faculty he expressed concern that the contractor had elected to broaden their search base in advertising the Research and Teaching advisers and suggested that this constituted "body shopping." The writer assumes the comment was made seriously and suggests that expanded dialogue with Mr. Peterson by the Team Leader, Campus backstopping staff and the Project Officer is necessary to develop a mutual understanding that the Contractor takes seriously the obligations it has undertaken to provide highly qualified personnel to AU.

Mr. Peterson offered the suggestion that techniques of encouragement should be developed by the Contractor to make TIPAN service more attractive to faculty and to those administrators, e.g. departmental heads, directors, etc., who are responsible for broad program operations. One such technique might be the awarding of a post-tour grant to a faculty member to provide him/her resources to reestablish their departmental program upon return from two to four years service. The grant funds would be made available through the TIPAN Project. Mr. Peterson also indicated that he was sympathetic to the relaxation of personnel ceilings consistent with security conditions in Peshawar.

### IV. Appreciation

Many thanks are due the several individuals who took time to discuss this challenging project with me. Visits with the Vice Chancellor, Pro-Vice Chancellor, Deans, Directors and faculty were gratifying as they reaffirmed their basic support for this project. Special thanks are given to the Provost and Controller of Examinations for insight provided to student concerns. Representatives of the AU Teachers Association shared their concerns about admissions requirements, particularly TOEFL, of US universities, stressing their objective of equitable treatment for all.

Finally thanks are due to the TIPAN team and Project Officer for their cooperation and insightful comments, without which the assignment could not have been completed.

**TABLE 1. TECHNICAL ASSISTANCE PHASE I**

| TITLE  | 1985  | 1986 | 1987  | 1988  | 1989  | 1990  |
|--|-------|------|-------|-------|-------|-------|
| 1. Team Leader   | _____ |      |       |       |       | ----- |
| 2. Teaching Specialist   | _____ |      |       | ----- |       |       |
| 3. Research Specialist   | _____ |      |       | ----- |       |       |
| 4. Outreach Specialist   | _____ |      |       |       | ----- |       |
| 5. Vice Irrigation/Water<br>Management Specialist<br>(Ag. Economist) |       |      |       |       | ----- |       |
| 6. Agricultural Mecha-<br>nization Specialist                        |       |      |       |       | ----- |       |
| 7. Animal Sciences<br>Specialist                                     |       |      |       | ----- |       |       |
| 8. Rural Social Sciences<br>Specialist                               |       |      | _____ |       | ----- |       |
| 9. Vice Learning Resources<br>Center Specialist                      |       |      |       |       | ----- |       |
| 10. Communications Produc-<br>tion Specialist                        |       |      |       |       | ----- |       |
| 11. Research Station<br>Management Specialist                        | _____ |      |       |       |       |       |
| <b>Total Person Months</b>   |       |      |       |       |       |       |

1. LOP w/66 mos in Phase I
2. Repeat STA after 48 mos
3. Repeat STA after 48 mos
4. Repeat STA after 48 mos
5. May be provided by other donor: another specialist may be substituted
6. Initial stage as a 36 mo. tour dependant upon contract extension
7. Address Research/Outreach program of the faculty. Could collapse into one 36 mos. tour
8. Specialist approved for Fall 87 start at 36 mo. tour
9. Suggestion made this be changed to series of STA.: another specialist may be substituted for 24-36 mos.
10. May need series of STA prior to commencement this 24 mo. tour
11. Likely need recurring STA following completion

TABLE 2  
ESTIMATES OF LONG-TERM TA

Solid Lines = PP estimates  
Dash Lines = July 87 revision

| AREA OF SPECIALIZATION                               | 1984 | 1985  | 1986 | 1987 | 1988  | 1989  | 1990 | 1991 | 1992 | 1993 |   |
|--|------|-------|------|------|-------|-------|------|------|------|------|---|
| 1. Team Leader                                       |      | ----- |      |      |       |       |      |      |      |      | LOP Service   |
| 2. Teaching Specialist                               |      | ----- |      |      | ----- |       |      |      |      |      | Recurrent STA<br>after 48 mos.  |
| 3. Agricultural Research                             |      | ----- |      |      | ----- |       |      |      |      |      | Recurrent STA<br>after 48 mos.  |
| 4. Outreach Specialist                               |      | ----- |      |      |       |       |      |      |      |      | Recurrent STA<br>after 48 mos.  |
| 5. Vice Irrigation/Water<br>(Agricultural Economist) |      | ----- |      |      |       | ----- |      |      |      |      | May be provided by other<br>donor: May substitute<br>Specialist                                 |
| 6. Agricultural Mechanization                        |      | ----- |      |      |       | ----- |      |      |      |      | Could use earlier,<br>e.g. mid-88   |
| 7. Dairy Production )<br>) Animal                    |      | ----- |      |      | ----- |       |      |      |      |      | Compress into<br>single assignment<br>w/emphasis on<br>Research/Outreach Program<br>Development |
| 8. Meat Animal Production ) Sciences                 |      | ----- |      |      |       |       |      |      |      |      |   |
| 9. Rural Social Sciences                             |      | ----- |      |      |       | ----- |      |      |      |      | Augment w/STA   |
| 10. Vice Learning Resources<br>Center                |      | ----- |      |      |       | ----- |      |      |      |      | Suggested filling<br>w/recurrent STA.:<br>May substitute Specialist                             |
| 11. Communications Production                        |      | ----- |      |      |       | ----- |      |      |      |      | Will need STA prior<br>startup  |
| 12. Research Station Management                      |      | ----- |      |      |       |       |      |      |      |      | Recurrent STA after<br>24 mos.  |