Agenda for the Accelerated Development of the University of Ibadan through Consolidation and Innovation, 2015-2020

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FOREWORD

This is a most welcome addition to the growing literature on the University of Ibadan, Nigeria's oldest University, founded in 1948. Virtually all previous works have been autobiographical in orientation - made up, as they are, of reminiscences and accounts of 'Ibadan men' either as students or as members of staff.

Of this genre of literature on the University, *Ibadana Voices,* edited by Tekena Tamuno, is of particular interest because, though it was published in 1981, the author was, in fact, Vice Chancellor of the University from 1975 to 1979, suggesting that he had worked on the volume while he was Vice-Chancellor. And indeed, he had cause to celebrate the University in this way, for he was its first alumnus to head the institution.

In contrast, celebration is far from being the mood of the present volume, which is written or edited, not by a sitting Vice-Chancellor but by one on the threshold of occupying that office. Accordingly, the volume is programmatic - designed, indeed, as a manifesto in the bid for the office and, in the process, ending up as the most incisive study, to date, of how the University of Ibadan works and, for good measure, how it can be made to work even better. It is now a veritable roadmap to a greater University. The author himself calls it an agenda.

The author's preoccupation, as announced in the title, is with consolidation and innovation - the hallmark of efficient and progressive administration. The University may be only sixty-seven years old - which, as universities go in other parts of the world, makes it a very young university; but regulations and tradition have so accumulated in that relatively short space of time that consolidation is called for. And here, the author displays an intimate knowledge of the system, perhaps not surprisingly as he was, until recently, a Deputy Vice-Chancellor of the University. This position has, clearly, fully exposed him to the internal workings of the institution, and this intimate knowledge is displayed in the pages that follow. His findings are presented in a scholarly manner and, at every stage, form the platform on which suggestions for remediation and innovation are based.

In terms of reform, this publication has not come too soon. The university system in the country seems at present to be passing through a liberal phase in which more authority is delegated to each individual university. Of course, there has to be a common core of attributes and values in every university, but it is important that each university is enabled to respond to internal and external circumstances in its own way so that it serves the country maximally and at the same time, holds its own internationally.

This study reveals the character of Nigeria's premier university's next Vice-Chancellor. His scholarship is evident here, as is his commitment to making a great University even greater. It is also significant that he has made an elaborate preparation for his tenure, making it not only possible but relatively easy for him to give of his best to a dearly loved institution.

Professor Emeritus Ayo Banjo
Vice-Chancellor, University of Ibadan, 1984-1991

Preface

Candidates applying for the position of Vice-Chancellor in the Nigerian University System are often required to submit a Vision and Mission document detailing their agenda for the duration of their tenure, which for the Federal Universities is a non-renewable term of five years. The 11th Vice-Chancellor of the University of Ibadan was to complete his stint on November 30, 2015. As a potential candidate for the position, I had to prepare such a document. As would be expected, I consulted some of the available literature on the growth and development of the institution since its establishment some 67 years ago. I made extensive consultation with members of staff (academic, non-teaching), students, alumni and friends of the university on how to tackle the prospects and challenges in repositioning the University of Ibadan. Many colleagues submitted memoranda on how to reposition our dear institution. Their various views were synthesised in order to produce a coherent picture.

What follows in this publication is essentially the content of the Vision and Mission document I submitted to the Governing Council of the University of Ibadan in May 2015. It is hoped that this would form the road map of the administration of the university over the next five years. As some of the problems we have to contend with at Ibadan are similar to those faced by other universities in the country, it is hoped that colleagues from sister institutions may also find the document useful.

Abel Idowu Olayinka

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Synopsis

The Vision of the University of Ibadan for the 21st century is *to be a world-class institution for academic excellence geared towards meeting societal needs*. The primary task of the Vice-Chancellor as the chief executive is to drive, manage and strengthen the vision and dreams of the institution. Consequently, as the Vice-Chancellor over the next five years my vision is for the University of Ibadan to be a research-intensive institution for the transformation of Nigeria as a 21st century knowledge-driven, rapidly globalizing economy.

Always conscious that we are inheritors of a hallowed and enviable tradition, we are a very attractive *brand* as an institution and this would be strengthened. At the heart of this strategy is a drive to *further enhance our reputation.* This will enable the University to continue to attract high quality teaching and research staff, together with talented students, and will also ensure that our degrees maintain their quality and prestige in the employment market place. Key attributes that enable us to enhance our reputation are the production of excellent research and the consistently high quality of our graduates.

The following are my **top 16 priorities** in steering UI to higher peaks during my tenure:

The **first priority** is **staff**. A university is as good as its academic, technical and administrative staff. They are the ones who ensure the highest standards of teaching, learning and research. Good staff in turn attracts quality students. Consequently, on top of my agenda is to make sure our brightest and best, and that is the vast majority of our staff, have the space and time to be effective – to think in ways that nobody else has thought in a particular domain. We would develop the University of Ibadan further into an intellectually stimulating, innovative and challenging environment in which high quality scholars from diverse Nigerian communities, rest of Africa and the world will want to teach, undertake research and engage in community development.

- We shall **hunt for academic talent** by utilising a robust and transparent recruitment and selection process that would ensure that we recruit the right people into the right job at the right time. If we are going to be the best, then we have to secure the best scholars from any part of the world. This also means that we need to look after those who are already on our staff and who are productive and leading the way in their respective disciplines. That means our technological and administrative staff must also be the best, as evidenced in deployment of e-governance, efficient and effective service delivery, positive attitudinal change and work ethics.
- Promotion of staff welfare has been a top priority of the current administration. We shall continue to invest in **staff welfare** including capacity strengthening, career-long pedagogical skill development for academics as well as attendance at conferences, research and travel grants, and sabbatical leave attachment with internationally acclaimed centres of excellence.
- In so far as the extant promotion guideline inadvertently discourages collaboration and in order to increase research productivity, we shall revisit our **reward system** especially the ascription of percentage contributions in multi-authored journal articles.
- The current administration has taken bold steps and recorded a commendable success in clearing arrears of promotion of academic staff. Nonetheless, the waiting time between the effective date of promotions and the completion of the processing of the applications is still very long, averaging 3 years and 4½ months for the professorial cadre. In order to reduce the waiting time, we shall urgently re-engineer the process.

The **second priority** is **students**. Students are the lifeblood of a university.
- Attracting and developing the most talented students to UI, as clearly demonstrated by the Professor Adewole-led administration, will continue to be a high priority.
- We shall support our students to excel by helping to raise aspirations, helping to achieve their potentials and helping to fulfil their personal goals. We shall **prepare our students to perform**

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better, as part of a student-centred educational enterprise. Some of the issues raised during the National Universities Commission Accreditation Visits of November/December 2014 in respect of complying with the Benchmark Minimum Academic Standards will be attended to.

- Our vision over the next five years is to work very hard to **increase the proportion of our students who graduate with either First Class or Second Class Upper degree** from between 22 and 35% over the past six years to at least 45%; moreover, we shall work to further reduce the proportion of our students who graduate with Third Class or Pass degree from between 11 and 15% over the last four years to less than 8%[1].

- As the Deputy Vice-Chancellor (Academic), we ensured that for the first time since the semester system was introduced at the University of Ibadan some 45 years ago, Senate met and approved the results of first semester examinations during the 2012/13 and 2013/14 session, respectively. As the Vice-Chancellor, I will ensure that we go a step further as from the 2015/16 session by ensuring that the Examinations Division of the Registry, in collaboration with the Information Technology and Media Services, prepare and issue transcripts not later than two weeks after approval of the results by Senate.

- We will ensure that our students are enquiry-led learners, recognized by employers for their intellectual calibre. In addition to in-depth knowledge of subject area, we will motivate our graduates to think critically and reason practically, to communicate effectively, to work in a team, and to solve problems. This would require a comprehensive **review of curriculum**.

- We shall **raise a new generation of leaders** by producing graduates who are worthy in character and sound judgment, and who will stand out in the employment market after graduation. We will carefully monitor the performance of our students and offer support to those who require it and intervene before it is too late.

- UI students will be trained to have innovative, creative and entrepreneurial mindset that empowers them to take initiative, be resourceful and persevere in the face of challenge. This would require us to create and sustain an educational environment that inspires and equips the students to become innovative thinkers, value creators and entrepreneurial leaders.

- We will prepare educated and highly skilled global citizens through our continuing commitment to student success.

- Through the Postgraduate School, we will ensure that all research students take courses in research methodology, report writing and presentation to address the emerging challenges of research misconduct.

- In order to reinforce the confidence of our research (particularly Ph.D.) students while also promoting academic accountability, measures will be taken to develop mechanisms for open examination chaired by the Dean of the Postgraduate School or his/her nominee.

- Currently, our 12 halls of residence can provide on-campus accommodation for only about a third of our approximately 26, 000 students. We shall give attention to providing **additional hostel facilities** for students on-campus, especially for female students, by collaborating with the alumni association, staff unions, cooperative societies and through public-private partnerships.

- Efforts will be made to re-position the **Work Study Scheme,** which offers students opportunity for hands-on job experience and some stipends.

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[1] An action plan for achieving this goal is detailed in Chapter 8.7.

The **third priority** is that we shall explore **ways that UI can make itself less dependent on government funding**. We shall adopt a two-pronged approach involving a resource mobilization plan and prudent management of the available resources. Elements of these will include a regular income from commercial activities and increasing the endowment fund, research grants and the strategic funds that UI has available to use as it deems fit, to direct our course through these troubled and difficult times and beyond. In particular, we shall partner with industry, government and other stakeholders; strengthen our Consultancy Services; encourage **grantsmanship**; mobilise funds from willing individuals and organizations including alumni, friends and the general public; consolidate the businesses established by the University such as UI Microfinance Bank, UI Ventures, UI Water, Animal Production Venture, Fisheries and Aquaculture, Sawmilling which also provide training in entrepreneurship for students. The UI Publishing House, UI Endowment Fund and the UI Bookshop will be re-organised to operate optimally with definite targets. We shall encourage departments to engage in business-oriented consultancies and support collaboration with industry.

The **fourth priority** is that **we shall invest heavily in physical and infrastructural facilities,** to address the acute shortage of office spaces for staff, classrooms and laboratories. Many senior members of the academic staff still share offices with colleagues. An inventory will be taken and the problem tackled in a phased approach. The Multidisciplinary Central Research Laboratory will be strengthened with adequate facilities and manpower.

We shall address the problem of inadequate provision of **municipal services**, especially power and water supply.

- The actual energy requirement of the University is between **4.5 MW to 6.0 MW on suppressed loads**. The challenges we face include unpredictable and insufficient energy supply from the Ibadan Electricity Distribution Company (IBEDC); inadequate and high cost of local power generation; breakdown in the underground cable insulation; unhealthy power networks; overloading of feeder and other power components; lack of requisite equipment and tools; High Mean Time To repair (MTTR) due to logistics; lack of necessary materials; inadequate skilled personnel; lack of adequate training/retraining of personnel. Connection to 132 kV feeder from IBEDC which is under processing would be concluded and this would go a long way towards solving the problem of unpredictable and insufficient energy supply. Moreover, **inadequate power generating capacity** would be solved with commissioning of the 5th and 6th generating sets. These will be complemented with inverter and solar cells.
- A major challenge in water supply is inadequate production; the existing 250m^3/hour water plant can only produce 6 million litres on a 24 hour non-stop operation per day, whereas UI's water demand stands at about 13 million litres per day. A second water treatment plant is almost ready and this should improve the water supply situation. Other challenges include inadequate storage capacity and aged and weak pipes in the distribution network. Solving the problem would involve **enhancing the efficiency of the existing plant,** getting all pumps and panels working with 100% back-up; ensuring 24-hour power supply at the treatment plant and at the raw water pumping stations as well as expanding the water treatment plant. These will be complemented with boreholes for which a detailed hydrogeological assessment of the campus has been carried out by the Department of Geology.
- In addition, road maintenance and environmental sanitation and beautification shall be given utmost attention.
- In order to ease the movement of students, staff and visitors to the campus, the somewhat chaotic internal transport system shall be overhauled.

The **fifth priority** is provision of Information Technology (IT) facilities and related teaching aids and *e*learning resources, and for branding the institution.

- The needs related to **information technology and media services** would be addressed. These include secure, fast and reliable internet access; secured email system; useful, interactive and up-to-date website; intranet; data centre; *e*learning solutions; automated administrative processes including transcript, result processing, student registration; establishment of a television station; provision of licensed and open software; Network Backbone; IT Literacy training; Tele-presence including VOIP and video-conferencing; Cloud computing; Social media platform which is a veritable tool for marketing the institution; Digitisation and management of documents; Information Service Delivery; Information literacy.
- UI has a large and bold presence on social media and we need to harness these to promote the image of the institution and to serve our clients (students, parents, alumni/ae and staff) and our partners. We will use social media to work towards an image that projects the core values of UI – our friendliness, promptness, industry and honesty. This will involve Tracking of Mention; Introduction of **U-Chat**; design of a **one-stop information centre** that is available 24 hours on Facebook, Twitter and on the proposed U-Chat platforms – all synchronized; Social Listening; recruit and train an army of **bloggers**; Slide-share and Videos.
- We shall create a social network plan to link all the members of staff, students and the administration as the most optimal means of disseminating information within the community. The UI Official Bulletin will be delivered to all staff and students as electronic mail in real time.

The **sixth priority** is to **increase research output**.
- We shall encourage and support our researchers to generate more papers, patents and licences and reward them accordingly. We need incentive schemes and creative ways of thinking to increase our research output.
- We shall strengthen the existing and create new **interdisciplinary institutes/centres that reflect the now, not the past history of subject divisions**. I have always been a strong believer that *some of the most exciting things in science and discoveries are at the boundary between different disciplines*.
- We shall invest in locally and nationally relevant and internationally significant research that have *impact on contemporary society* and welcome the expertise of leaders from business and industry to inform the development of an *entrepreneurial University.*
- The challenges confronting the University of Ibadan Library System in providing a 21st century library facilities including inadequate electronic and print resources; inadequate reading spaces and inadequate internet bandwidth, shall be tackled head-on.

On account of limited carrying capacity, only about 20% of qualified secondary school leavers in the country are able to secure admission into any of the higher education institutions. Consequently, our **seventh priority** is to continue to increase access by ensuring that more of our **Open Distance Learning** courses are accredited by the National Universities Commission. This would require motivating our academic staff to develop ODL-compliant course materials through incentives such as recognition of peer-reviewed tertiary-level textbooks by the Appointments and Promotions Committee for Academic Staff and the employment of additional core teaching staff.

The **eighth priority** is to promote **gender mainstreaming** by creating incentives to attract more female academics, including early career researchers. Female academics currently constitute about 28% of the total academic staff strength which is rather low. Efforts shall be made to increase the proportion of female members of the academic staff. We shall subscribe to and domesticate the *gender equality manifesto*.

The **ninth priority** is to add value to the various structures established as part of the **reform agenda** of the University over the last 15 years. These include the Advancement Office, the Centre for Entrepreneurship and Innovation, the UI School of Business, the Research Management Office, the

Office of International Programmes, the UI Research Foundation, Directorate of Quality Assurance, Centre for Human Resource Development, the Centre for Excellence in Teaching and Learning and the Yoruba Language Centre as the nucleus for the nascent African Languages Centre. In order to be able to increase substantially the number of graduate teachers in the core areas of Science, Technology, Engineering and Mathematics, the Department of Teacher Education as Vice-Chancellor, I shall work towards splitting the Department into three Departments namely Educational Foundations, Arts and Social Sciences Education, and Science and Technology Education.

The **10th priority** comprises an orderly growth of **new undergraduate and postgraduate programmes** namely the Faculty of Renewable Resources, the Faculty of Environmental Design and Management (with programmes in Urban and Regional Planning, Building Technology, and Architecture), and the Faculty of Economics (with programmes in Economics, Banking and Finance, Accounting and Marketing), UI School of Business, **Animal Breeding Service** for Scientific Research, **Herbal Remedies** in the Department of Botany and the Faculty of Pharmacy; Establishment of a multi-disciplinary research laboratory for the Faculty of Clinical Sciences which can serve the purpose of molecular biology and genetic researches; Programme in Bio-Technology and Programme in Biomedical Engineering. In view of the strategic objective of the University to be a postgraduate university, the **Postgraduate School** will be supported in terms of strengthening its governance by creating a position of Deputy Dean and strengthening the administrative, bursary, audit and IT sections.

The University of Ibadan makes a lasting impact on society through its talented graduates. It makes a great impact on the world through new discoveries, innovations and inventions in science, medicine, business and engineering. It's an impact created by our commitment to academic excellence – and it is an impact that is felt globally. Our **11th priority** is to synergise with the **UI Alumni Association** so that our graduates can contribute more to the growth and development of their alma mater.

UI will be **70 years** old in 2018. Our **12th priority** is to celebrate this significant milestone as a high-profile event. It would be an opportunity for us to highlight and show case the achievements of the institution, especially the immense contributions of its alumni/alumnae to national and international development, raise funds to strengthen our research capacity, **rebrand** the institution and overhaul the infrastructures.

Our 13th priority is our Corporate Social Responsibility in meeting societal needs; we shall strive to advance the quality of life of communities, particularly in the Ibadan region where we are located and in doing so improve the lives of Nigerians by employing our core teaching, research and knowledge dissemination functions in our areas of academic strength. We shall implement University-wide community service programmes that apply our knowledge and expertise to community issues. Engagement activities would be supported with necessary logistics and rewarded. Our Faculty of Education will coordinate long vacation teaching in public Secondary Schools in deprived communities, especially within Ibadan metropolis; while Faculties of Science and Technology will coordinate Science Camp for Girls to reduce gender imbalance in Science, Technology, Engineering and Mathematics (STEM) as well as Computer Camp for Secondary School Students and Teachers to improve IT skills and Study Tours to Museums in our Departments of Archaeology and Anthropology, Geology, and Zoology among others to improve general knowledge about those disciplines. The Women's Law Clinic, which provides free legal services for indigent women resident in Ibadan metropolis and the first of its type in Nigeria, shall be strengthened. The Centre for Educational Media Resource Studies will be strengthened to continue to support pupils from primary and secondary schools drawn largely from our immediate neighbourhood.

Given our position as the premier University in the country, we have an historical role to provide leadership to the Nigerian University System (NUS). Consequently, our **14th priority** will be to **pursue**

external advocacy initiatives to reposition the NUS. The leading research-intensive Universities in Nigeria would be part of this initiative to deepen their collaboration, cooperation and competition, set the standard for the others to emulate, and form lobby/pressure groups that will constantly dialogue with the Presidency, the National Assembly, the Federal Ministry of Education, the National Universities Commission and the Staff Unions. The Committee of Pro-Chancellors and the Committee of Vice-Chancellors/Association of Vice-Chancellors of Nigerian Universities would be expected to play a catalytic role in this regard. Such initiatives can, among others, help to prevent a re-occurrence of **government-union conflicts** which have fuelled 19 national strikes that have cumulatively lasted for a total of four years between 1992 and 2013.

As our **15th priority** we shall constitute a lobbying group comprising present and past Pro-Chancellors/Chairmen of the Governing Council, present and past Vice-Chancellors, honorary graduates of the University and other influential individuals in the society as '**Friends of UI**'; their remit will be to ensure that the University gets its fair share of funds from the Federal Government and its agencies like TETFund and PTDF; interface with corporate citizens, non-governmental organisations and embassies of other countries to collaborate with the University; institute programmes in American and Asian Studies and get their governments to fund and encourage such programmes.

In a world that is becoming increasingly interconnected, we need different perspectives to promote knowledge, develop solutions that resonate around the world and enhance our reputation. Collaboration enhances quality of research and improves efficiency and effectiveness. We have to respond to global challenges. Therefore, our **16th priority** is **internationalisation**. We shall pursue this through tapping into existing networks of universities, within disciplines, within projects, themes and topics and forging new strategic partnerships. Attracting more **foreign students and academic staff** shall be of utmost concern.

This project is a collective effort and would involve creating leaders at every level; building teams and promoting team work; igniting the passion for success in our staff and students; involving every one; being innovative and creative; thinking outside the box and discovering opportunities; introducing positive change and making gigantic leaps forward, creating new products, processes and service; listening to others thus gaining new insights and being open to new ideas; and leading by example.

We would ensure *pro-active, creative, innovative and pragmatic* strategies by melding the traditional academic culture with the demands of a knowledge-based economy. We would *create new models for university governance.* In our technological, knowledge-driven world, change is inevitable. Our strategic research must contribute to local, national and global development. Both *resources and resourcefulness* are vitally important in achieving these ideals. Our university has a vast reservoir of human capital with multiple skills, which *we have to harness using modern technology to produce competent graduates who will stand out from the crowd*.

We shall put in place a mechanism for communicating, monitoring, evaluating and re-evaluating our shared vision as stakeholders in the institution with key performance indicators, milestones and measures that are specific, measurable, achievable (and agreed), realistic (and relevant and resourced) and timely.

My style of leadership would be transformational which would include implementing the conventional rules of the game while subjecting them to rigorous questioning; ever willing to try novel situations for novel opportunities; see change as desirable even while recognizing the place of 'continuity and tradition' and always striving for a new future. Overall, implementation of the Vision of the University would be centred on a future that would be changed through creative effort - '*business unusual*'.

Achieving all the ambitious objectives outlined above will require a great deal of hard work, sacrifice, commitment and patience. However, given the unquestionable talent of our staff, students and alumni/alumnae, as well as the tremendous goodwill that Ibadan has built up in 67 years of quality service to the nation and globally, there is little doubt that UI can look forward to an exciting future.

1 Introduction

The University of Ibadan was established in 1948 as a constituent college of the University of London. It became an autonomous University in 1962. It has remained the nation's premier university, the first and the best. It has grown in leaps and bounds from the initial three foundation Faculties of Arts, Science and Medicine to 13 Faculties and a College of Medicine.

From the University College Ibadan era from 1948 till 1962, through the nascent university from 1962 to 1968, the University went through a turbulent period from 1968 till 1999. Happily the University has been able to weather the storms, aided largely by its able and credible leadership. There has been a re-emergence of the University from 2000 till date, with a Vision and Mission for the 21st Century launched in 2003, aimed at developing the institution to a world-class status. The University is widely respected as one of the leading research-intensive universities in Africa.

As a candidate for the position of Vice-Chancellor, my vision for the University of Ibadan must necessarily dovetail into and be aligned with the Vision of the University for the 21st Century. I hereby present my vision and mission for the institution if am appointed as the next Vice-Chancellor. It has a general theme of '*Accelerated Development through Consolidation and Innovation*'.

1.1 Vision, Mission and Core Values of the University of Ibadan

The Vision of the University of Ibadan for the twenty-first century is:

*To be a **world-class institution** for academic excellence geared towards meeting societal needs*

while the Mission is:

To expand the frontiers of knowledge through provision of excellent conditions for learning and research;
To produce graduates who are worthy in character and sound judgment;
To contribute to the transformation of society through creativity and innovation;
To serve as a dynamic custodian of society's salutary values and thus sustain its integrity.

The Core Values

To ensure that we maintain our integrity in attending to the needs of all stakeholders and other publics of the university, we are guided by the following seven core values for staff, students and in the delivery of our services:

- Striving to be the best in all that we do;
- Being truthful, fair and accountable in dealing with others;
- Respect the dignity and rights of all persons;
- Work to ensure the safety of our students, staff and all persons;
- Fostering environments where diverse views are sought and respected;
- Encourage and nurture new ideas that are in harmony with our vision;
- Strong belief that hard-work, diligence, ethical and socially responsible behaviour are key to maintaining our integrity.

1.2 Job description of a Vice-Chancellor

The Vice-Chancellor of a University is the chief academic officer, the chief administrative officer, the chief accounting officer, chief fundraiser and the chief image-maker of the institution. He/she is the academic leader of the institution. While administrators manage rules, regulations and protocols, and managers manage people and rules, the leader has the onerous responsibility to manage the vision and dreams of the institution, and set the agenda for development.

As Chairman of **Senate**, the Vice-Chancellor provides leadership in articulating and determining the academic standards of the university and in ensuring the welfare of staff and students. By presiding at the meetings of the Appointments and Promotions Committee and of the Staff Disciplinary Committee, which are Joint Committees of Council and Senate, the Vice-Chancellor ensures that only those with a proven record, or an unmistakable promise, of a successful academic career are employed and that the ranks of academics at the university are scrupulously kept from any kind of pollution. At the same time, by presiding over the business of the Development Committee of Senate, the Vice-Chancellor is able to keep in view an orderly growth of the university's actual and projected contributions, nationally and internationally, to the growth and dissemination of knowledge.

In specific terms, he/she is to provide leadership, strategic vision and direction to enhance the academic programmes of the institution in terms of teaching, learning, research and research uptake; improve the educational and research opportunities; define and execute strategic plans, budget and evaluate performances to maximize impact; lead resource mobilization and fund raising efforts; guide and motivate faculty, staff and students to be their best.

The leadership skills expected of a Vice-Chancellor include innovativeness and harnessing innovation throughout the institution, competence, ability to simultaneously 'own' issues/stories and still give credit to those who did the hard work, internal and external networking, ability to think and act strategically, humility, compassion and never losing sight of the bigger picture. He/She must be able to build and lead a strong and credible team.

Staff and students would easily internalize and emulate the ideals of their leader if he or she is able to exert a huge positive influence on them literally becoming a role model to them (Idealized Influence). As a transformational leader, the Vice-Chancellor must have a clear vision that he/she is able to articulate to the university community. Asides having his/her own cut-out vision, he/she also must be able to inspire a **shared vision**. He/she must possess the ability to help followers experience the same passion and motivation to fulfil these goals (Inspirational Motivation).

The Vice-Chancellor has to encourage staff and students to explore new ways of doing things and new opportunities to learn. He/she must stimulate creativity in the institution (Intellectual Stimulation). Moreover, transformational leadership also involves offering support and encouragement to individual members of the university community. In order to foster supportive relationships, the leader must keep lines of communication open so that members of the community feel free to share ideas and so that leaders can offer direct recognition of the unique contributions of each follower (Individual Consideration).

It is with a deep sense of personal conviction that I possess the requisite academic, administrative and leadership experience, competence, international exposure and gravitas to drive UI as a new model of a well-run 21st century world-class African University, that I most humbly present myself for appointment as the next Vice-Chancellor of the University of Ibadan.

1.3 My Vision and Mission for the University of Ibadan

Vision is the art of seeing what is invisible to others.
Jonathan Swift

No invention, development or great feat was ever accomplished without the inspiring power of vision.
Myles Munroe in his book 'The Power of Vision'.

Eyes that look are common, but eyes that see are rare." Sight is a function of the eyes, but **vision is a function of the heart**. There is no greater source of hope

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and confidence than that of vision. Every great act that has positively impacted human history was a result of vision. Vision is the key to unity, the magnet for commitment, and the motivational stimulus for personal and corporate discipline.

A key attribute of the academic leader is the ability to understand the institution, to have a future vision for it, and to help bring it about in a consultative manner. Leadership is not an end in itself; it is to take an organization or any other entity to a different and hopefully a better place. Leaders must determine what they want and aspire to, without which the organization would have no future. The leader sets the organization's vision and direction. The vision, processes, prosperity and success must be felt throughout the organization. Two things are important in this regard. First, is the clarity of the leader's vision. And, second, the ability of the leader to communicate the vision throughout the organization.

Academic leadership involves harnessing the collective talent and expertise of the academic staff, non-teaching staff and students to generate and disseminate knowledge to the students and society. It supervises the development of appropriate curricula and their mode of delivery. Academic leadership also involves providing direction and mentoring to the inexperienced academic and, allocating resources towards scientific enquiry and investigation. Academic leadership is about managing the needs of the human element in the institution, preventing and managing crises, as well as coordinating the activities of the various stakeholders to achieve harmony in the pursuit of the goals of the institution. It also deals with the international dimension of the institution.

From the foregoing, my vision for the University of Ibadan is:

To be a research-intensive institution for the transformation of Nigeria as 21st century knowledge-driven, rapidly globalizing economy

My mission is:

To create a high performance University, with outstanding teaching and learning facilities, that is locally relevant, nationally pre-eminent and globally competitive.

To produce graduates who are eminently employable, entrepreneurial and well-connected within a professionally and intellectually stimulating environment.

Elements of my implementation strategy shall include the following:
(a).   Furthering Research Excellence.
(b).   Understanding Communities; The Ibadan Region, southwestern Nigeria, as well as Relevance to Nigeria and Beyond.
(c).   Preparing our Students to Perform Better in order to raise a new generation of leaders.
(d).   Transforming Education, Learning and Student Life, including promotion of Open Distance Learning.
(e).   Upholding integrity in Staff Recruitment, Retention and Development
(f).   Restructuring Governance, Finance and Infrastructure.
(g).   Enhancing Quality Assurance in Teaching, Research, Administration and Service Delivery.
(h).   Supporting International Standing.

1.4   Format of the Vision and Mission Statement

In our aspiration for the University of Ibadan to be a world-class institution, we have to strive to attain the global best-practises for such institutions. We need to undertake a Gap Analysis, in terms of the following seven questions (Table 1.1):

Table 1.1 Questions addressed in this Vision Document

Question	Description	Section of the Vision and Mission document
How did we get to where we are?	Historical Perspective	2
Where do we need to be? Why do we need to get there?	Features of a world class university	3
Where are we now?	Gap analysis of the operating environment in terms of micro-analysis and macro-analysis	4 and 5
How will we get there? What do we need to get there?	Action plan to achieve the major priorities	6 to 23
How will we know when we have arrived?	Implementation Strategy and Key Performance Indicators; Monitoring and Evaluation; Strategic Change Management	24 and 25
	Concluding remarks	26

Given its existence over the past 67 years, it is to be expected that our vision and mission for the University of Ibadan cannot exist in a vacuum. Consequently, Chapter 2 of this document has looked at the various phases in the life of the institution. Chapter 3 examines the attributes of a world-class university while Chapter 4 addresses the current strengths, challenges (weaknesses), opportunities and threats to the University of Ibadan. Chapters 5 to 23 are devoted to a consideration of what we need to do to get from where we are now to achieve our vision and how are we going to achieve the stated objectives. The Implementation Strategy and Milestones as well as issues relating to how we will know if we are going in the right direction; that is if we have achieved our objectives and strategic change management, are outlined in Chapters 24 and 25. The final Chapter comprises the concluding remarks.

2. Historical Perspective

The past becomes a texture, an ambience to our present. Paul Scott

The presence of the past can lead us to broader interpretations to involve contemporary history. Onigu Otite

2.1 Establishment

Both the Asquith and Elliot Commissions set up in 1943 by the colonial British Government reported on the urgent need for the promotion of higher education in British West Africa in 1945. The majority and minority reports of the Elliot Commission agreed on the establishment of a University College in Nigeria. The Asquith Commission emphasized the principles of *a residential university college* in a special relationship with the University of London, with high academic standards in admissions and staffing, and autonomy. The Asquith Commission concentrated on the fundamental principles that were to guide the development of institutions of higher education similar to the University College subsequently established at Ibadan. Both the Elliot and Asquith Commissions, which exchanged information, agreed that the Inter-University Council for Higher Education in the Colonies (later Overseas) was to advise the new University Colleges on how best to attain the objectives for which they were established.

Consequently, the University College Ibadan (UCI) opened in 1948 with three Faculties, namely Arts, Science and Medicine, with a total of 104 students. The institution became an autonomous University in 1962, with a new Act, which, with subsequent amendments in 1972, 1976 and 1993, has remained the basic constitution.

The Act of the University of Ibadan provides for:
  - ➢ The Council;
  - ➢ The Senate;
  - ➢ The Congregation;
  - ➢ The Convocation;
  - ➢ Such officers as the Visitor, the Chancellor, the Pro-Chancellor, the Vice-Chancellor, the Registrar, the Bursar and the Librarian.

As aptly noted by the 8th Vice-Chancellor of our University (Adewoye, 2000), 'the history of the University of Ibadan is, in a sense, inseparable from the history of Nigeria after the Second World War'. As reported by a distinguished alumnus and until lately Nigeria's Ambassador to the United Nations (Adefuye, 2010), from its establishment in 1948 as University College Ibadan, in affiliation with the University of London, up till the late 1970s/early 1980s:

> *lecturing at Ibadan was a status symbol that only the best of the best merited and it was the aspiration of many lecturers to have at least sabbatical engagement at this citadel of knowledge .....the solid academic base of UI produced world-class graduates whose certificates were automatic meal tickets.*

Professor Peter Okebukola, another eminent alumnus of the University of Ibadan and a one-time Executive Secretary of the National Universities Commission, was asked the question: 'How was UI when you were there as an undergraduate?[2]' His reply is excerpted below:

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[2]Okebukola, P. www.punchng.com; Saturday, 14 December, 2013

> *I was in UI as an undergraduate between 1970 and 1973. Those were glorious days in terms of quality of education and student life. UI was a truly international university drawing staff from all over the world. Laboratories, libraries and classrooms compared favourably with such facilities in universities in Europe and North America. Class sizes were small and social vices hardly recorded. Our halls of residence were like 3-star hotels and we were treated like kings and queens. There were no interruptions to the academic calendar. A few weeks after the session was over, parents and students got copies of examination results. Those were memorable years.*

This was indeed the golden age of tertiary education in the country when there was only one university (college) supplemented with three branches of the Nigerian College of Arts, Science and Technology. The University College Ibadan was a truly Nigerian institution.

The history of development of university education in Nigeria is shown in Fig 2.1. The implication of this on funding is highlighted in Section 6 of this document.
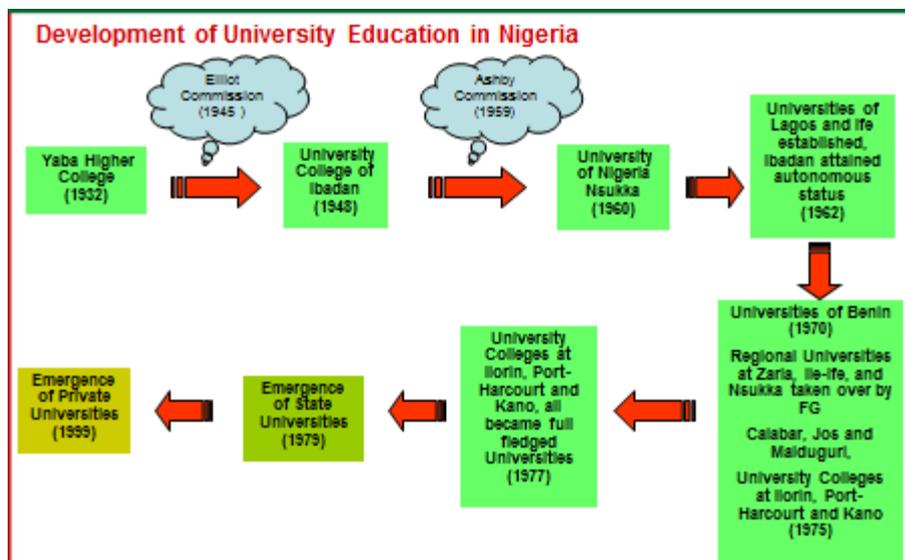
Fig. 2.1 Development of University Education in Nigeria (Adapted from Okojie, 2013).

The following phases can be identified in the growth of the University of Ibadan from 1948 till date:

- ➢ The University College Years, 1948-1962;
- ➢ The Nascent National University, 1962-1966;
- ➢ The Turbulent Years, 1967-1999;
  - ✓ (see Onyeonoru, 2008);
- ➢ Revitalising the University, 2000-date.

2.2 What made Ibadan a success story from 1948 to 1966

The success story of the University of Ibadan in its golden era has been attributed to a number of factors including the following:

2.2.1 The authorities made conscious attempt to ***attract high caliber academic, technical and administrative staff***.

2.2.2 ***Staff composition*** was truly international, contributing to the rich academic and social culture of the university.

2.2.3 A ***culture of research*** was built into the academic life of UCI/UI from the beginning. According to the first Principal of the University College, Ibadan, Lord Prof Mellanby who served from 1948-1955,

> *The provision of teaching for our students and the prosecution of original research by our staff were our most important duties.*

(Mellanby, 1958: 10)

2.2.4 ***Student recruitment*** was stiffly competitive; the university admitted the very best students from all over the country.

2.2.5 ***Physical and teaching/learning facilities*** were of high standards.

2.2.6 ***Foreign institutions and foundations*** funded programmes and facilities and promoted staff development initiatives.

2.2.7 ***Staff development*** was taken seriously, including:
- Attendance at conferences,
- Research and travel grants, and
- Sabbatical leave attachment with internationally acclaimed centres of excellence.

2.3 What went wrong thereafter, 1967-1999

Unfortunately, from that time till the end of the 1990s, things deteriorated as a result of the economic crunch accompanied by political instability which set up a spiral of decline. There was a general decline in standard, as typified by inadequate funding, poor quality of students admitted for undergraduate courses with a large proportion being asked to withdraw after their first year of registration, bleak employment opportunities for the graduates, a dearth of research output, exodus of key academic, administrative and technical staff, ageing academic staff, collapsing infrastructure, lowering of academic standards and inefficient administrative procedures, increased demand for and cost of municipal services, cultism, as well as irregular academic calendar often occasioned by friction by staff unions and the proprietor.

The major features of the various eras in the life of the institution are summarised below.

2.3.1 The civil war years, 1967-1970
2.3.1.1 Exodus of academic and other staff of Igbo origin

2.3.1.2 Departure of a large number of non-Nigerian staff members because of the security threats.

2.3.1.3 The Vice-Chancellor resigned and the University Librarian was appointed the Acting Vice-Chancellor.

2.3.1.4 Government funding dwindled because of the pursuit of war efforts.

2.3.2 The immediate post-war years, 1970-1979
2.3.2.1 The first direct confrontation between universities and the military authorities, marking the beginning of Ibadan's decline in quality and prestige.

2.3.2.2 Number of universities increased exponentially without any sustainable strategy to allocate resources to run and manage these institutions.

2.3.2.3 Ibadan began to lose its ground as a hub of knowledge sharing and debate.

2.3.3 The second republic, 1979-1983
2.3.3.1 UI lost many experienced academics and administrators to the newly established universities.

2.3.3.2 Despite resource constraints, expansion continued with the creation of new departments especially in Arts, Education, the Social Sciences, Agriculture and Forestry, and Science.

2.3.4   The second era of military rule, 1983-1999.

2.3.4.1 Proliferation of Universities by the Federal and State governments. University education was viewed by government as almost exclusively a social amenity.

2.3.4.2 Haphazard funding became the norm. Government was of the view that university education should be virtually free to its beneficiaries. Tuition was entirely abolished and accommodation in halls of residence pegged at ₦90 per annum, but almost at the same time, the government withdrew subsidies to the halls of residence. The issue of the funding of the universities became increasingly acrimonious until it reached full crisis in 1996.

2.3.4.3 Subvention from government barely covered staff salaries.

2.3.4.4 Non-availability of development, maintenance and running costs; in particular, academic and research facilities became inadequate and of a poor standard.

2.3.4.5 The collapse of the value of the Naira, with a consequent deterioration in the standard of living of staff and students;

2.3.4.6 Scholars from different disciplines emigrated in large numbers, especially to South Africa, Botswana, the Middle East, Europe, USA and Canada;

2.3.4.7 Social and moral decline within the university community which was a reflection of the situation in the larger society;

2.3.4.8 University autonomy was undermined, with government effecting closure of Universities without recourse to the Senate of the Universities.

2.3.4.9 Rise in anti-social behaviour especially campus cultism by students;

2.3.4.10   The morale of the university community was greatly affected so that our commitment to academic advancement and excellence also declined;

2.3.4.11   Inefficient administrative procedures;

2.3.4.12   No systematic implementation of Vision;

2.3.4.13   Emergence of counterproductive cultures;

2.3.4.14   Research output was in steep decline.

2.4   Revitalizing the University, 2000-date

Happily, there has been a re-emergence of Ibadan after the restoration of civilian rule in the country in 1999 (Materu *et. al*., 2010, Falase, 2010, Banjo, 2013, Adewole 2014). Under the successive administrations of Professors Ayodele O. Falase, Olufemi A. Bamiro and Isaac F. Adewole, giant efforts have been made to reposition the institution to its pre-eminent position in Africa and the rest of the world. There is an urgent need to consolidate the renaissance of our University which commenced in the last 15 years.

Every generation needs a new revolution. Thomas Jefferson

There was a new lease of academic life in the Nigerian University System, with the return to civilian democratic dispensation in May 1999. Major aspects of this at the University of Ibadan involved the following:
- Vision and Mission for the 20th Century.
- John D. and Catherine T. MacArthur Foundation Grants
- Strategic Plan, 2009-2014
- Internationalisation Strategic Plan.

2.5 The Strategic Plan, 2009-2014

The Vision of the University of Ibadan as stated earlier was produced as part of the five-year Strategic Plan, 2009-2014. The need to sustain the old glory of the University, as aptly demonstrated by the revitalization of the last 15 years, is of paramount importance. A schematic representation of the various phases that the University of Ibadan has gone through from 1948 till date, as outlined above, is shown in Fig 2.2.

UNIVERSITY OF IBADAN ACADEMIC REPUTATION (1948 – 2020)
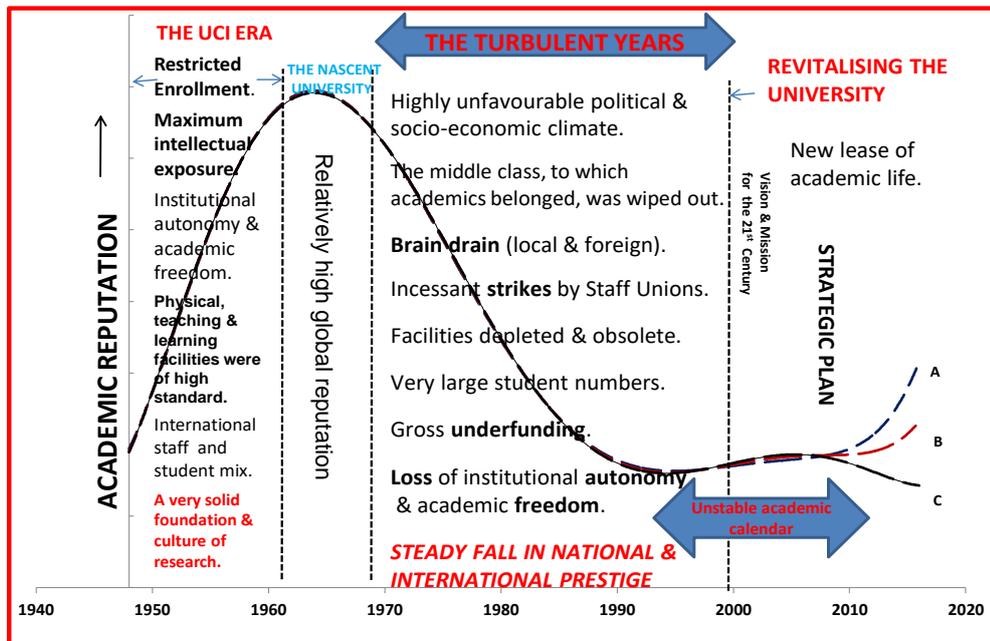
Fig 2.2 Schematic representation of the different era of the University of Ibadan, 1948 till date.

Before I left office as the Deputy Vice-Chancellor (Academic), I assisted the Vice-Chancellor in constituting a committee to review both the Strategic Plan and the Internationalisation Strategic Plan. The committee will produce a new plan for the university covering the period from 2015 -2020. That committee has almost completed its assignment.

The main thrust of the vision of the University of Ibadan for the 21st century is the desire to be a **world-class institution**. The major attributes of such an institution are presented in the next section.

3. Attributes of a World Class University

A world-class university is a central institution of the 21st century, providing access to global science, producing basic and applied research, and educating leaders of the academe and society. In developing countries such as Nigeria world-class universities are especially important as key ingredients for economic and social progress.

3.1   Features of a World Class University

A keyword in the Vision of our University is '*world-class institution*'. The key characteristics of a World-Class University include the following:

i.   an international reputation for its *research*;
ii. an international reputation for its *teaching*;
iii. possession of a number of *research stars* who are world leaders in their disciplines;
iv. *recognised* not only by other world-class universities but also outside the world of higher education;
v.   has a number of *world-class departments*, not necessarily all;
vi. identifies and builds on its research strengths and has a *distinctive reputation and focus*;
vii. generates *innovative ideas* and produces basic and applied research in abundance;
viii.   produces ground-breaking *research output* recognised by peers and evidenced in prizes, honours and distinctions
ix. attracts the most able students and produces the *best graduates*;
x.   attracts and retains the *best staff*;
xi. recruits staff and students from an *international* market;
xii. attracts a *high proportion of postgraduate students*;
xiii.   attracts a high proportion of *foreign/international students*;
xiv.   operates within a global market and is international in many of its activities;
xv. has a very sound financial base;
xvi.   receives large endowment capital and income;
xvii.   has diversified resources of income (e.g. proprietary, students' fees, donations, grants);
xviii. makes a big contribution to the society;
xix.   has the confidence to set its own agenda;
xx. has a first-class management team with strategic vision and implementation plans.

As shown in Fig 3.1, the features of a world-class University contain three basic ingredients:

a. High concentration of talent: teaching staff, researchers, administrative and support staff, students;
b. Abundant resources: from public budget, tuition fees, endowments and research grants offering facilities to conduct advanced research;
c. Favourable governance: supportive regulatory framework, autonomy, academic freedom, leadership, strategic vision.

It follows, therefore, that in contributing towards UI's attainment of a world-class status we have to ensure the existence of these ingredients. These have advised my Vision for UI over the next five years.
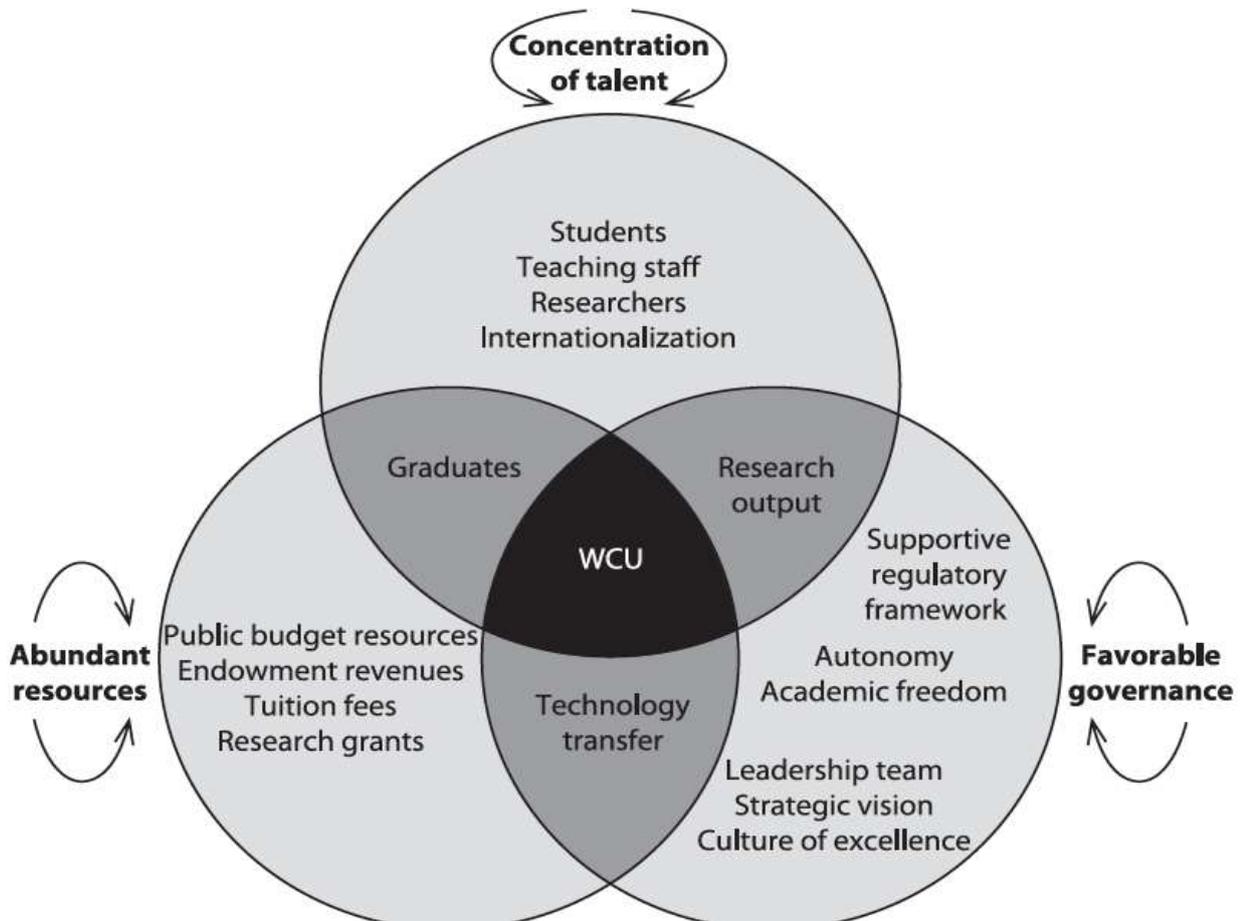
Fig. 3.1 Characteristics of a World-Class University (WCU) (after Salmi, 2009)

This is most succinctly put by James Bryan Conant, the 23rd President of Harvard University, who posited that:

> *There is only one proved method of assisting the advancement of pure science – that is picking men of genius, backing them heavily and leaving them to direct themselves.*

The Criteria/Indicators and weighting used in global rankings (2012) are shown in Table 3.1 while some of the Ranked Universities in Developing Countries (2012) are presented in Table 3.2.

Table 3.1 Criteria/Indicators and weighting used in global rankings

Academic Ranking of World Universities		Times Higher Education World University Rankings		QS World University Rankings	
Criteria/Indicator	Weighting	Criteria/Indicator	Weighting	Criteria/Indicator	Weighting
Nobel Prizes/Fields Medal	30%	Reputation survey	33%	Academic Reputation Survey	40%
Highly cited researchers	20%	Citations	30%	Employers survey	10%
Papers in Nature and Science	20%	Research Income/output	14.5%	Staff /student ratio	20%
Citations	20%	Ph.D students/awards	8.25%	Citations	20%
Academic performance/staff	10%	International aspects	7.5%	International aspects	10%

Table 3.2   Ranked Universities in Developing Countries (2012)

Academic Ranking of World Universities		Times Higher Education World University Rankings		QS World University Rankings	
Institution	Ranking	Institution	Ranking	Institution	Ranking
University of Sao Paulo, Brazil	>100	University of Cape Town, South Africa	>100	University of Sao Paulo, Brazil	139
National Autonomous University of Mexico	>150	Stellenbosch University, South Africa	>250	National Autonomous University of Mexico	146
State University of Campinas, Brazil	>250	University of the Witwatersrand, South Africa	>250	Catholic University of Chile	195
University of Cape Town, South Africa	>250	State University of Campinas, Brazil	>275	Chulalongkorn University, Thailand	201
Indian Institute of Science	>300	Alexandra University, Egypt	>300	Indian Institute of Technology, Delhi	212
University of the Witwatersrand, South Africa	>300	Indian Institute of Technology, Bombay	>300	University of Chile	225
University of KwaZulu-Natal, South Africa	>400	Mahidol University, Thailand	>350	Indian Institute of Technology, Bombay	227

3.2   Why do we aspire to be a World-Class University

World-class universities are a boost in a country's competitiveness in a global (knowledge) economy. The imperative for countries is to raise higher-level employment skills, to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society. University education contributes to social and economic development through four major missions:

(a). the formation of human capital (primarily through teaching);
(b). building of knowledge bases (primarily through research and knowledge development);
(c). dissemination and use of knowledge (primarily through interactions with knowledge users); and
(d). maintenance of knowledge (inter-generational storage and transmission of knowledge).

In the desire of the University of Ibadan to be a world-class institution it is apt to look at the resources and capacities in the University, in terms of the micro-analysis (strengths, weaknesses, opportunities and threats) and the macro-analysis. I examine these in the following two sections, respectively.

4   Overview of Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis) of the University of Ibadan

The current situation of the University is examined in Table 4.1 in terms of its Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.

Table 4.1 SWOT analysis of University of Ibadan

Strengths	Weaknesses
- A very good reputation, goodwill and brand name, garnered from many years of quality performance in the higher education sector. - A very rich and proud tradition and culture. - A truly national institution for which the entire country is the 'catchment'. - A transparent admission process that emphasizes merit and pays attention to the carrying capacity. - A highly competitive, merit-driven and transparent process for staff recruitment. - A large number of highly qualified, outstanding experienced and competent academic staff with great potential for pure and applied research, and record of academic excellence. - A global network of highly accomplished and extremely loyal and supportive alumni/alumnae - High demand for both undergraduate and postgraduate admission. - A high enrolment of postgraduate students and a very virile, semi-autonomous, well-funded Postgraduate School, widely acknowledged as the flagship of postgraduate education, training and research in Nigeria and sub-Saharan Africa. - Good potentials to become a research university - High percentage of older academic staff who are committed in time and effort to the core mission of teaching undergraduate, postgraduate, and professional students. - Robust record of interdisciplinary research. - Significant research output and capacity by staff and students. - Huge commitment to capacity building. - Balanced mixture of revenue streams, a tradition of entrepreneurship, and responsible stewardship of its resources. - A campus-based university with considerable real estate holdings to cater for academic, administrative and residential (staff and students) needs - Opportunity to forge a strong partnership with Oyo State Government. - A virile Distance Learning Centre that offers access to many undergraduate and postgraduate students using the Open Distance Learning mode. - A virile and highly successful University Endowment Fund with proven expertise in investment of funds. - An active Advancement Centre.	- Poor staff mix compounded by ageing academic staff and difficulty in attracting, supporting, developing and retaining fresh talents. - Ageing problem which translates to continual exit of experienced staff - Inability to attract foreign staff and students. - Unstable academic calendar. - Overdependence on government for funding. - Difficulty in securing new sources of internally generated revenue. - Weak financial budgeting and management. - Relatively weak capacity for innovation in fund raising. - Competition from other universities with greater resources. - Inadequate teaching and research facilities for staff and students. - Relatively low quality of our degrees as evidenced by the large proportion of students who graduate with a Third Class or Pass degree. - A conservative, slow decision-making system and outdated bureaucracy. - Poor communication mechanism with both internal and external stakeholders. - Academic and research programmes with limited connect with the government and industry and other stakeholders. - Inability to secure consistent and sustainable support and engagement with Oyo and other state governments. - Relatively less buoyant financial position of Ibadan city compared to Lagos which is the commercial capital of the country. - Inadequate provision of municipal services, especially electricity and water supply. - Limited ICT infrastructure and deployment to support academic and administrative functions. - Inadequate suitable staff housing and hostel facilities for students on-campus. - Huge maintenance needs of the vast University property

Opportunities	Threats
- A large pool of students applying for both undergraduate and postgraduate admissions which makes it possible to attract the best and the brightest - Provision of distinctive education and extracurricular experience at both undergraduate and postgraduate levels - Leadership in the discovery, transmission, and application of knowledge, creativity, and critical thought - Leadership in topical issues of national discourse - Deploying technology for efficient teaching, research, administration and management - Forging additional collaborations and networks with other world-class universities at national, continental and global levels - Creating and promoting a culture of inclusiveness for an increasingly diverse workforce - Establishment of life-long relationship with Alumni/Alumnae and to other stakeholders - Improving on the current engagement in extension and outreach with local and national communities and governments - Linking of research advances with socio-economic development through entrepreneurship, technology transfer and interactions with community leaders and government officials - Increasing enrollment of Open Distance Learning to partly solve the national problem of inadequate access to higher education - Increasing demand for admission by foreign students, especially from African countries - Increasing requests for local and international partnerships	- Government subvention may be reduced, or static at best - Keeping UI library at the cutting edge of preservation, discovery, and dissemination - Hiring and retaining top-class faculty, and maintaining the laboratories at the cutting edge of discovery and dissemination - Managing an innovative, effective, and comprehensive information technology infrastructure and environment

The impact of the external environment on the University is examined in the next section.

5 Macro-Analysis

The external environment can and does affect the efforts being made to reposition the University as a world-class institution. The major issues in this context are outlined in Table 5.1.

Table 5.1 Political, Economic, Socio-Cultural, Technological, Environmental, Legal and Internationalisation Issues that can affect the University of Ibadan.

Index	Characteristics
Political	Government policies and priorities
	Institutional autonomy and academic freedom
	Establishment of Postgraduate Schools by many of the newer universities may translate to greater competition
	Security
	Licensing of new Universities may lead to exodus of some academic staff who are made tempting offers
Economic	Unemployment level
	GDP trends
	Fluctuations in the price of crude oil
	Wage levels
	Exchange rate of the Naira
	Monetary and fiscal policies
	Energy availability and cost
Socio-Cultural	Demographics (Increasing population implies greater demand for higher education.
Technological	Rapid developments in Information and Communication Technology (ICT). (These have implications for course delivery, research, administration, knowledge management and information dissemination)
Environmental	Political unrest in parts of the country
Legal	Government regulatory framework.
	Matriculation examination is conducted by the Joint Admissions and Matriculation Board.
	Benchmark Minimum Academic Standards, Programme and Institutional *Accreditation* and Establishment of new Undergraduate, Postgraduate and Open Distance Learning Programmes under the remit of the National Universities Commission.
	Visitation Panels by the Visitor.
	Patent-trademark protection.
Internationalisation	Concept of 'world-class' universities. This is a major component of the vision of the University of Ibadan which we have to implement.
	Internationalisation of teaching (including curriculum) and research
	Cross-border mobility of staff and students
	Ranking of Universities. This is being increasingly used by Universities to define their performance, global reputation and status, whilst students use them to choose their future place of study and research.

The vision must be followed by the venture. It is not enough to stare up the steps- we must step up the stairs.   Ray LeBlond

In repositioning the University of Ibadan over the next five years towards its attaining a world-class status, efforts would be made to consolidate our strengths, address in a pragmatic way all the weaknesses, tap into the opportunities and minimise the risks inherent in the threats as detailed above. Ways of doing this are examined in the following sections, starting with the issue of funding.

6.   **Funding**

   To the extent that universities are not-for-profit institutions, they are not businesses. Nonetheless, universities are economic enterprises in-so-far as they need adequate financial resources to survive, thrive and excel in carrying out their core mandates of teaching and training, research and uptake. As pointed out by Emeritus Professor Akinkugbe (2001), a former Vice-Chancellor of the University of Ilorin and of Ahmadu Bello University, Zaria:

> *Central to decay and desecration is funding and it does not need a gift of prophetic wisdom to surmise that unless this is addressed positively and aggressively there can be no turnaround in the status of Nigerian universities.*

Similarly, Tai (2014) maintained as follows:

> *What really distinguishes the top 10 private American universities, which are ranked best in the world, from the rest of top-ranking institutions is the enormous funds available. The average annual expenditures per student of those institutions reach a hard to challenge US$148,000, while the others range from US$30,000 to US$52,000.*

As shown in Fig 6.1, the price of crude oil often fluctuates in reaction to a variety of geopolitical and economic events. Since Nigeria's derives the bulk of her foreign exchange earnings from the export of crude oil, this can lead to uncertainty and unpredictability of the volume of money available to the Federal Government from which allocation to various sectors of the economy, including education is made.

Crude oil prices react to a variety of geopolitical and economic events

price per barrel (real 2010 dollars)

Global financial collapse

Iran-Iraq War

U.S. spare capacity exhausted

Low spare capacity

Saudis abandon swing producer role

9-11 attacks

Asian financial crisis

Iranian revolution

OPEC cuts targets 4.2 mmbpd

Arab Oil Embargo

Iraq invades Kuwait

OPEC cuts targets 1.7 mmbpd

— imported refiner acquisition cost of crude oil   — WTI crude oil price
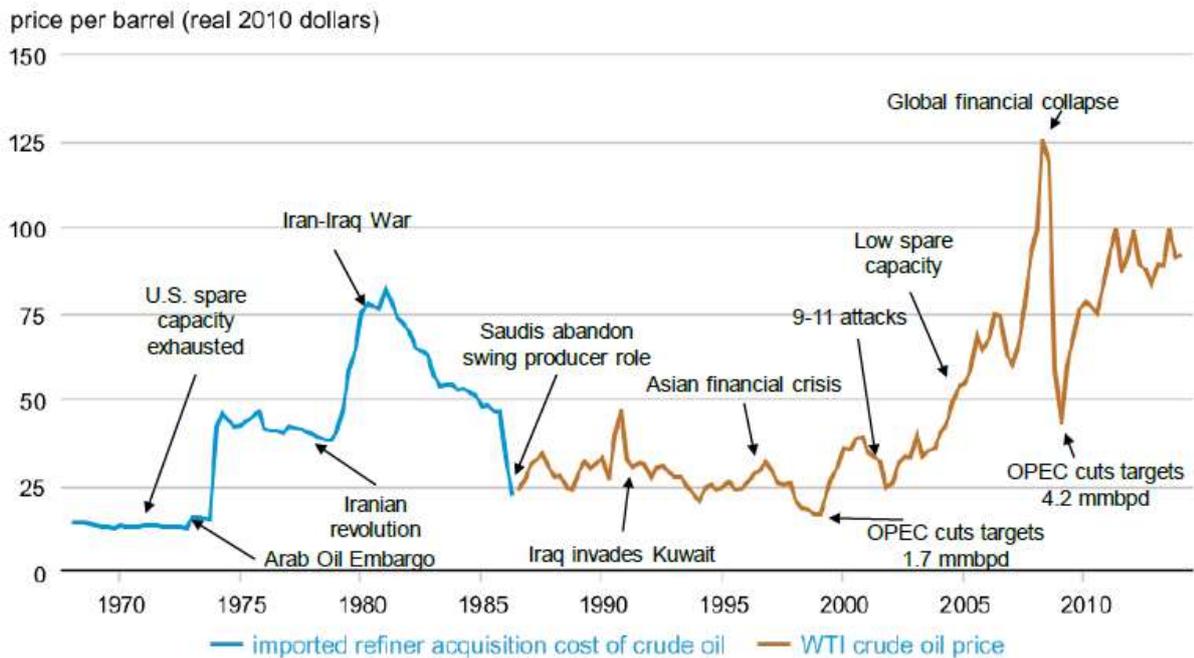
Sources: U.S. Energy Information Administration, Thomson Reuters

eia May 6, 2014   2

Fig 6.1: Fluctuation in crude oil prices from 1970 till date[3]

The crisis of funding of universities in Nigeria started in the mid-1970s when the Federal Government took over the then regional universities at Nsukka, Zaria, Ile-Ife and Benin-City; in addition the Federal Government established more universities such that there are now 40 such institutions in the country (Fig 6.2).

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[3] As at December 2014, Nigeria, Africa's top oil producer, derives 95% of export earnings and 70 per cent of government revenue from the oil sector.
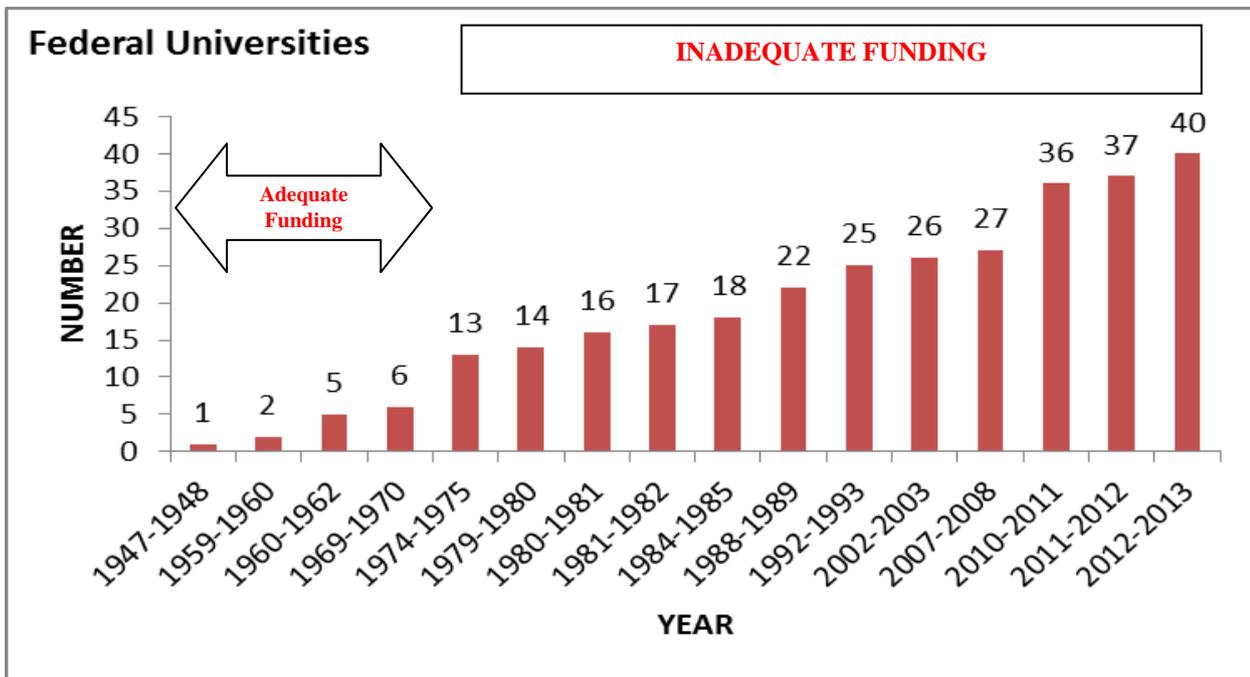
Fig. 6.2 Establishment of Federal Universities in Nigeria, 1948-2013

The price of crude oil often fluctuates in reaction to a variety of geopolitical and economic events. Since Nigeria derives the bulk of her foreign exchange earnings from the export of crude oil, fluctuations in the price of this natural resource can lead to uncertainty and unpredictability of the volume of money available to the Federal Government from which allocation to various sectors of the economy, including education is made.

6.1   Funding Sources

The various sources of funds to the University of Ibadan can be grouped into three, namely the 1st stream comprising funds from the government and its agencies, the 2nd stream comprising students' fees and levies, and the 3rd stream comprising sundry other sources. These are shown schematically in Fig 6.3.
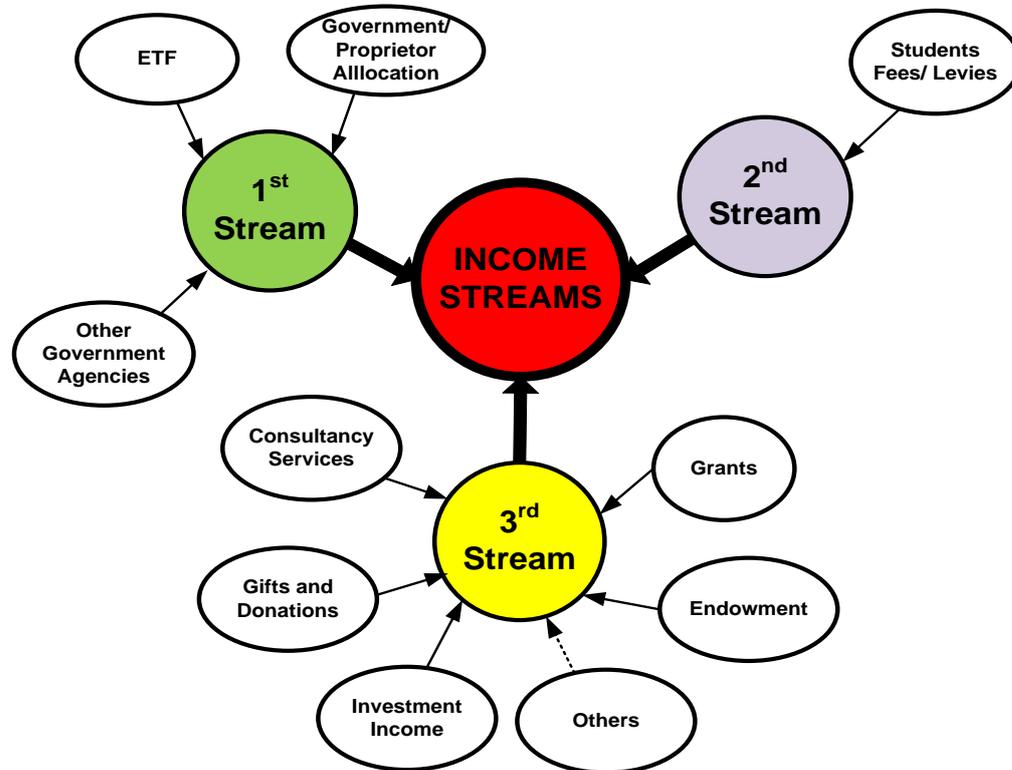
Fig 6.3 Sources of Income to the University of Ibadan (adapted from Bamiro, 2013)

6.1.1 First Stream Sources of Income: Government Funds

The Sixth Ordinary Session of the Conference of Ministers of Education of the African Union (COMEDAF VI), chaired by Nigeria, at its meeting held in Yaounde, Cameroon, from 21 to 25 April, 2014, reiterated the need for national governments in Africa to allocate at least 4% of the Gross Domestic Product and 20% of the national budget to education in order to sustain education systems. However, as can be seen in Fig 6.3, the allocation to education in Nigeria as a proportion of the total budget (including both recurrent and capital) has ranged between 7.3% and 10.6% in the period from 2007-2014. This is a far cry from a minimum of 26% recommended by UNESCO.
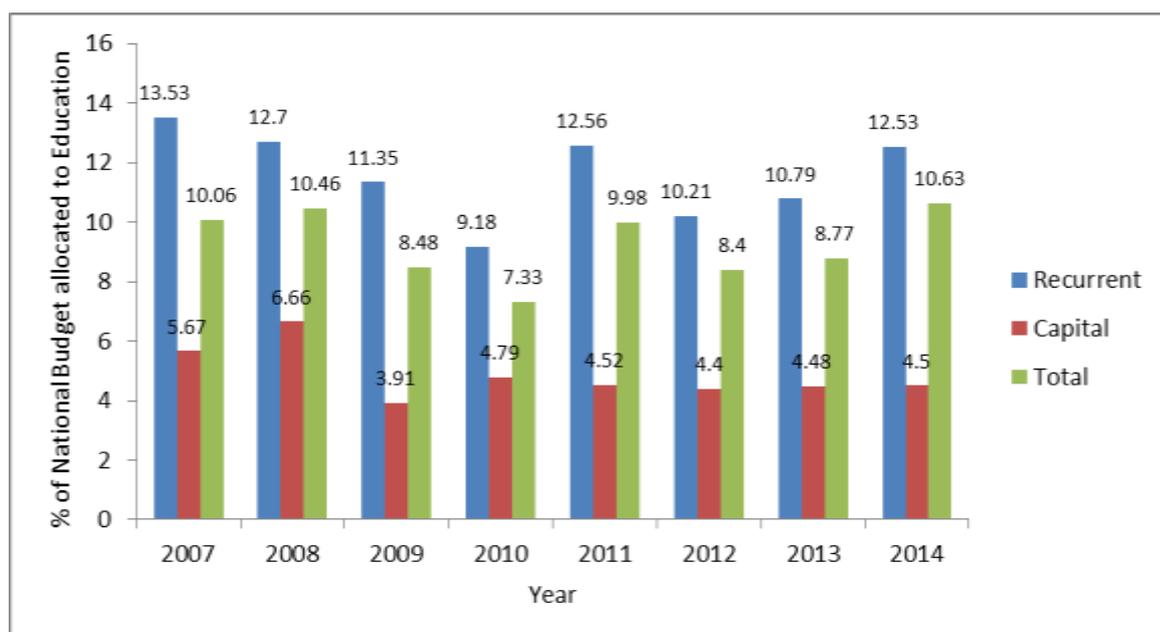
Fig 6.4 Percentage of National Budget allocated to Education, 2007-2014 (Source: Nigeria's Report: The Implementation of The African Union Plan of Action for the Second Decade of Education in Africa, 2006-2015 (POA); Federal Ministry of Education, Abuja.

The Personnel Cost, Capital and Recurrent Overhead Grants to the University of Ibadan, in the period from 2004 to 2014 are shown in Figs 6.5, 6.6 and 6.7, respectively. It can be observed that while there has been an increase in the Personnel Cost Grants to the institution over the past few years largely to settle staff salaries and other emoluments, there has been a steady decline in both the Capital Grants and the Recurrent Overhead Grants. The University has to look inward for additional sources of funds to complement the funds from the proprietor.
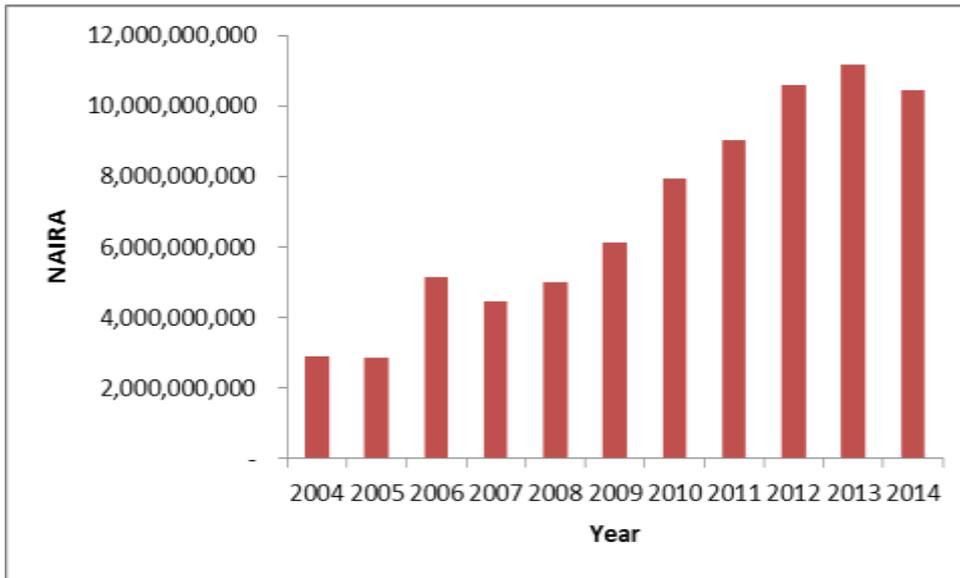
Fig 6.5 Personnel Cost Grants to the University of Ibadan, 2004-2014
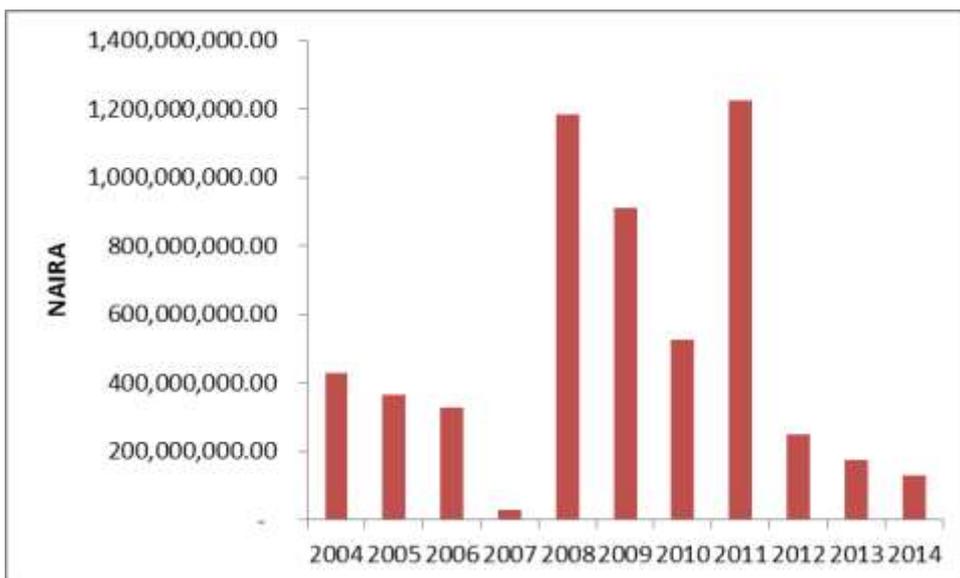
Fig 6.6 Capital Grants to the University of Ibadan, 2004-2014

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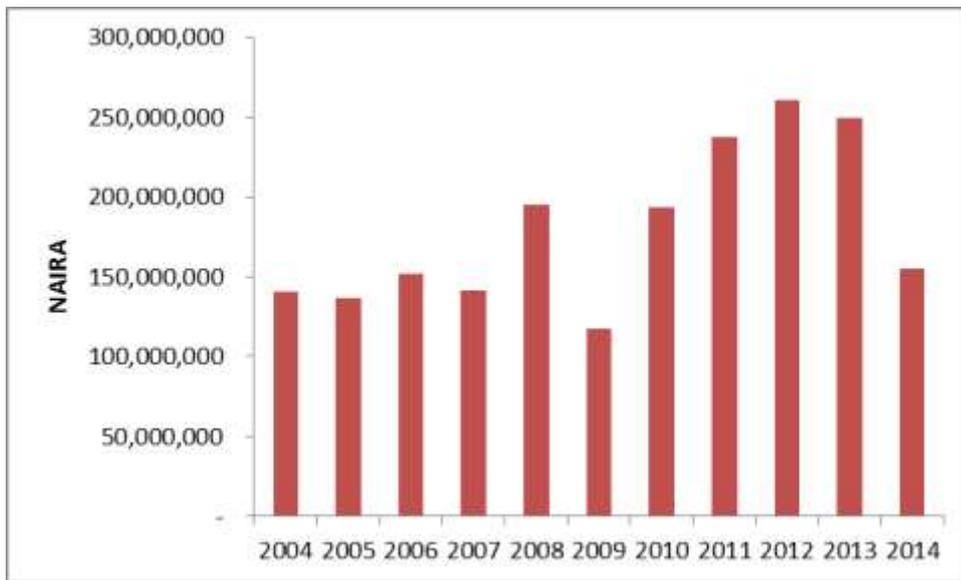
Fig 6.7 Recurrent Overhead Grants to the University of Ibadan, 2004-2014

6.1.1.1 Tertiary Education Trust Fund (TETFund)

TETFund's normal interventions in higher educational institutions are in the following areas:
- Construction and Rehabilitation of buildings and laboratories
- Procurement of teaching and research equipment
- Academic staff training
- Research and book development
- Capacity building and teacher training programme
- Provision of ICT infrastructure
- Development of facilities that sustain institutions such as boreholes, electric power generators, etc

The University of Ibadan receive substantial allocations from TETFund and such funds are committed to the afore-mentioned areas of need. Many academic members of staff are currently pursuing their Ph.D. s in universities outside the country while some others are able to have short-term stays in laboratories. From the TETFund regular Intervention, the University of ibadan received Two Billion, Two Hundred and Seventy Eight Million and Nine Thousand Naira (₦2,278,009,000.00) over the period from 2008 to 2014 (Table 6.1).

Table 6.1 Summary of Allocation and Receipt from TETFund Regular Intervention at the University of Ibadan, 2008-2014

Year	Allocation (₦)			Total Allocation (₦)
	Construction	Conference, Research and Training	Library Development, Publication of Journals and Manuscript Development	
2008		50,000,000.00		50,000,000.00
2009	317,140,000.00			
2010		150,869,000.00		468,009,000.00
2011				
2012	350,000,000.00	180,000,000.00	138,000,000.00	868,000,000.00
2013	0.00	200,000,000.00		
2014	552,000,000.00	220,000,000.00	120,000,000.00	892,000,000.00

TOTAL	1,219,140,000.00	800,869,000.00		258,000,000.00	2,278,009,000.00

In addition, there was was an allocation of One Billion, Seven Hundred and Sixty Five Million Naira (₦1,765,000,000.00) from the TETFund Special Intervention Projects at the University of Ibadan, 2014 to 2015 (Table 6.2).

Table 6.2 Total Allocation from TETFund Special Intervention Projects at the University of Ibadan, 2014 to 2015

Year	Purpose	Allocation (₦)
2014	Not specifically stated	100,000,000.00
2014	Construction of Institute of Maternal and Child Health	1,200,000,000.00
2014	Purchase of Bus, Computer and related accessories	15,000,000.00
2015	Construction of Postgraduate School	250,000,000.00
2015	Construction of e-Library	100,000,000.00
2015	Construction of Administrative Blocks for the Postgraduate School	100,000,000.00
Total Allocation		**1,765,000,000.00**

6.1.2 Second stream: Students' Fees and Levies

The current realities in terms of the income to the university from students' fees and levies are shown in Table 6.3. The total amount accruable to the university is in the range of ₦1.4 Billion per session.

Table 6.3. Amount currently realized from students' fees at the University of Ibadan

S. No	Category	Amount
1	Undergraduate Students' Fees	About ₦262 Million/Session
2	Postgraduate Students' Fees	About ₦550 Million/Session
3	Distance Learning Students' Fees	About ₦550 Million/Session
4	Students Accommodation	About ₦130 Million/Session

6.1.3 Third Stream Sources of Income to the University of Ibadan

The current situation with the various third stream sources of income to the university is outlined in Table 6.4.

Table 6.4. Amount currently realized from Third Stream Income Sources to the University of Ibadan

S. No	Category	Amount	Remark
1	Grants	About ₦60 Million/Session	Derived from 10% administrative charge; the institution also benefits from equipment for use of staff and students
2	Endowment	Appropriation from returns on investments	Comes from UI Endowment Fund
3	UI Ventures Ltd	Dividends	Applied to capital projects
4	Donations	Quite substantial in cash and kind	

The major items on which the University commits its finances are shown in Figs 6.8 and 6.9, respectively. Efforts will bemade to give priority to the core academic matters and staff and student welfare, as well as the provision of municipal services.
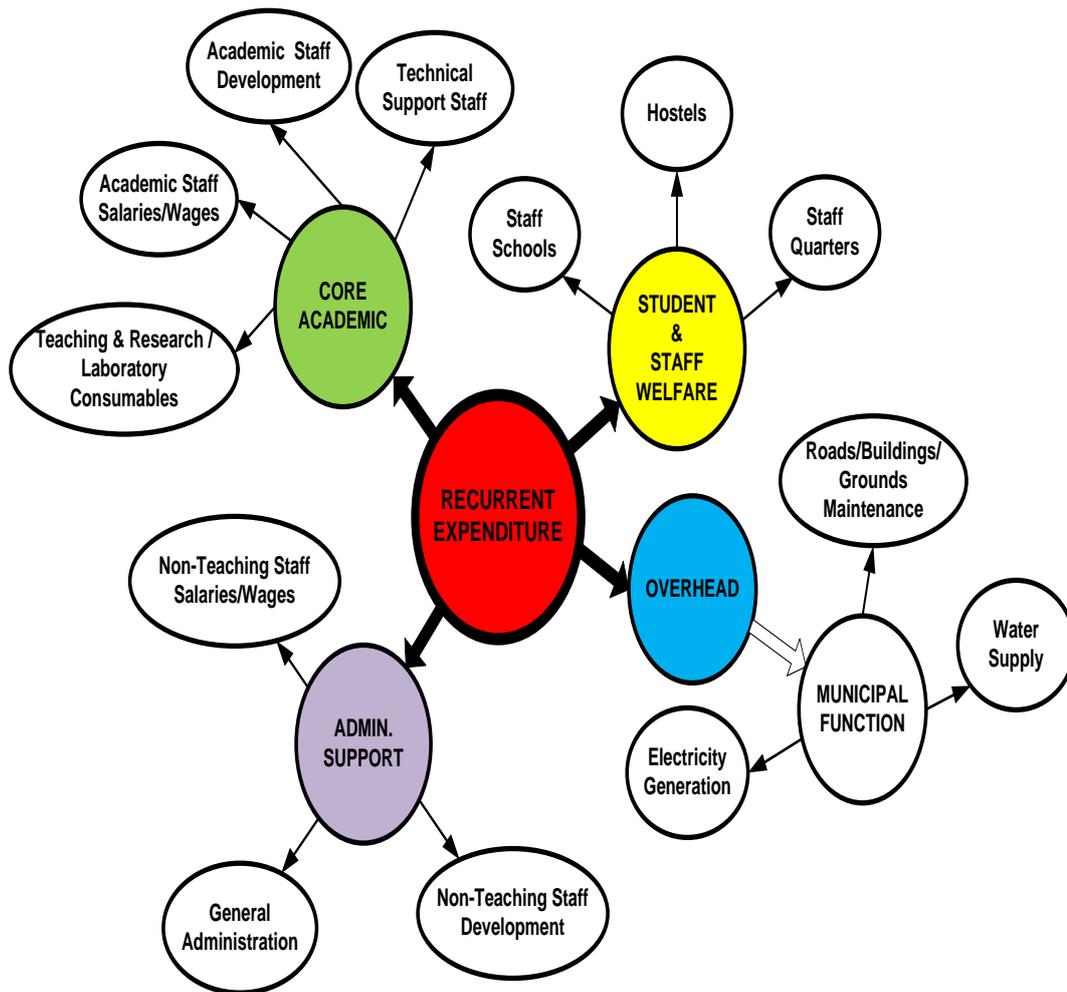
Fig 6.8 Resource Outflow: Recurrent Expenditure (adapted from Bamiro, 2013)
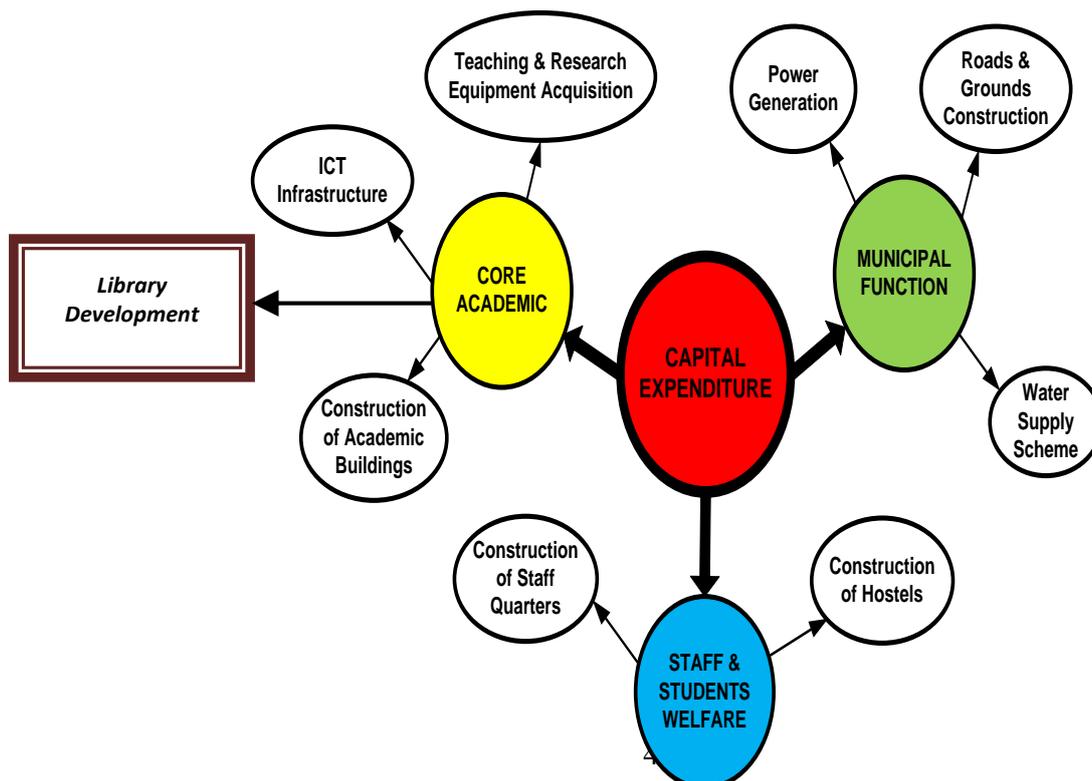
Fig 6.9: Resource Outflow: Capital Expenditure Expenditure (adapted from Bamiro, 2013)

The major items of recurrent expenditure in the University are shown in Table 6. 5.

Table 6.5. Major items of Recurrent Expenditure at the University of Ibadan

S. No	Category	Amount (₦)/year
1	Salaries and other Allowances	About 10.1 Billion
2	Pension	About 2 Billion
3	Electricity Bill	About 225 Million
4	Diesel for local power generation.	About 60 Million
5	Sports	About 26 Million
6	Halls of Residence	About 420 Million
7	Raw Water	About 5 Million
8	Medical Expenses	About 28 Million
9	Telephone Allowance	About 27 Million

6.2   Fund Mobilisation

We have to mobilise more resources from funding agencies. Our regular partners would be cultivated to make more substantial contributions to ensure a long-term institutional funding by mobilising large donations, fundraising and programmed legacies.

Mobilising resources also means mobilising friends and partners who support the cause of the university. The funds raised are the fruit of this relationship. Fundraising is a team work for all stakeholders of the university. It requires men and women who develop a strategy and implement it. In doing this, we need to understand the **4Ps** of funders, namely Policies (the set of rules governing the donor's interventions), Priorities (the priority areas for action), Procedures (ways to follow in applying for funding) and Psychology (beliefs and values that the donor puts forward in its intervention). Funders expect us to demonstrate legitimacy (our ability to fulfil our mission and prove our social utility and relevance), transparency (an open and ongoing communication with internal and external stakeholders on managerial system, activities, results and financial transactions), accountability (being accountable professionally to our stakeholders including donors on the use of financial resources), professionalism of the university and professional references.

The *Resource Mobilisation Plan* should:
  i.   enable the conduct of internal and deeper reflection on the financial situation of the university, its resource requirements and ways to get there;
  ii. serve as a road map or guide to the University rather than working aimlessly; this plan has to be linked to the University Strategic Plan;
  iii. allow the university set achievable goals based on the strengths, challenges, opportunities and threats in its environment;
  iv. allow the university to plan its interventions in resource mobilisation in a strict and consistent manner;
  v.   communicate with the Governing Council, staff and students of the university, and other stakeholders;
  vi. help identify obstacles the University may encounter in the implementation of its strategy for resource mobilisation;

vii.   negotiate with technical and financial partners on a clear basis and according to specific objectives;

viii. facilitate the monitoring and assessment of efforts made to utilise resources.

The basic elements of our resource mobilisation plan would include: Summary of the internal and external environment of the university; vision, purpose and objectives for resource mobilisation; strategies for resource mobilisation; action plans; roles and responsibilities of members of the resource mobilisation team, budget; monitoring and assessment; Code of ethics in relation to organizational values and what not to do in resource mobilisation; Communication Plan; Accounting and financial management systems; Databases of potential donors/funding agencies/strategic partners; Skilled human resources (capacities); a good image of the University (credibility/reputation/branding); identifying institutional niche.

> *To give away money is an easy matter. But to decide to whom to give it and how much and when, for what purpose and how, is neither in every man's power, nor an easy matter.*

Aristotle

Some of the skills expected from a resource mobilisation agent for the University would include flawless integrity, ability to listen, ability to motivate, interest for people, high expectations, love for work, perseverance and presence.

Although resource mobilisation is team work and all the stakeholders would be expected to assist in this regard, some members of the university may be non-committal. Their resistance could come in the form of:

'It's not my problem; it is the problem of the Vice-Chancellor and his/her Principal Officers'.

'If we spend all our time worrying about how to generate income, what will be the real work of the university?'

As the Vice-Chancellor, I would take measures to manage these risks by doing the following:

(i). Be open and honest about the situation of the finances of the university to bring stakeholders to understand the need to engage in resource mobilisation;
(ii). Let all staff be aware of the financial implications of the vision, mission and core values of the university. This would encourage members of the university community when they appreciate that we all are looking for resources to fulfil the mandate of the university in accordance with its values. (For example, a rough calculation that we carried out has shown that it would cost about Two Hundred and Forty Four Million Naira (₦244,000,000.00) to support all the academic staff to attend one learned local conference per session; similarly, One Billion, Four Hundred and Ninety Four Million, Seven Hundred and Thirty Thousand Naira (₦1,494,730,000.00) to sponsor all the academic staff for one international conference per session. Invariably, the University would need about Two Billion naira per session to cater for both conference attendances by both the academic and non-teaching staff);
(iii). Involve staff in various phases of the resource mobilisation process;
(iv). Motivate the staff, highlight their successes and encourage them when they fail.

The roles and responsibilities of stakeholders in the process of resource mobilisation are shown in Table 6.6.

Table 6.6: Roles and responsibilities of stakeholders in the process of resource mobilisation

S. No	Actors	Roles and Responsibilities
1	Governing Council	Implementing the Vision of the University
		Participating in seeking large donors
		'Open doors'
		Being grateful to donors
		Serving as points of contacts
		Suggesting potential donors
2	Executive Management (the Vice-Chancellor, other Principal Officers, Provost, Deans, Directors and Heads of Departments)	Planning for resource mobilisation
		Managing the process of resource mobilisation
		Managing staff and volunteers
		Motivating the resource mobilisation team
3	Team in charge of resource mobilisation (Advancement Centre, UI Alumni Association)	Developing strategies for resource mobilisation
		Implementing strategies for resource mobilisation
		Monitoring and assessing resource mobilisation activities
4	Technical Support Staff	Reviewing the donation history
		Providing information on funding needs
		Bookkeeping
		Developing key messages

The strengths and challenges of the various resource mobilisation strategies are shown in Table 6.7.

Table 6.7: Strengths and challenges of the main resource mobilisation strategies

S. No	Strategies	Strengths/Assets	Challenges/Limitations
1	Writing Research Proposals	Possibility of generating internal resources	Strong competition
		Expansion of the network of relationships	Donors set research agendas
			Project approach
			Low institutional charges
2	Partnership between industry and research	Bridging the gap between industry and research	Industry is at a low level of development
		Guarantee the use of research results	Weak private sector
		Contribution to national and regional development	
3	Developing Consultancy Services	Variety of service demands (government, civil society, etc)	A risk to neglect research to the benefit of consultancy (workload of the personnel).
		Generate financial resources which are unrestricted	
4	Establishment of an endowment fund/foundation	Sustainable funding mechanism	Difficulties in the mobilisation of the initial capital to invest.
		Flexibility in the use of funds	
		Mobilisation of willing individuals and organizations (alumni, general public)	
5	Small businesses to generate income. Existing ones include UI Microfinance Bank, UI Ventures (especially UI Guest Houses, Consultancy Services, the Bakery and the Printery), UI Publishing House, UI Water, Animal Production Venture, Fisheries and Aquaculture, Sawmilling. New initiatives will include **Herbal Remedies** (Department of Botany/Faculty of Pharmacy); Diagnostic Centre and Pharmacy Shop at the University Health Services; Animal Breeding (Department of Zoology)	Generate financial resources which are unrestricted	Have to be run like businesses
		Motivates people	
		Provides training in entrepreneurship for students	
6	Public-Private-Partnerships	Can be used to attract a lot of private funds for which the University may be requested to make little equity contribution	Relatively new source of funding

6.3   Fund Management and Financial Governance

Some of the conditions critical to sustainable finance at the University of Ibadan include flow of financial resources at its disposal, its ability to influence the level and timing of such resource flows and its ability to manage those resources efficiently. It is important that the university has adequate funding

to achieve its vision and mission. Moreover, the university must have an adequate financial management system. These conditions can only be met if the University is able to exercise considerable degree of freedom in financial matters far beyond what currently obtains.

6.3.1   Present Realities
    (a) There is conspicuous government dominance in the financial status of the university.
    (b) The total revenue after combining all our sources of funds is far below the recurrent expenditure.
    (c) Just like other Nigerian Universities, UI is not permitted to charge appropriate cost of services to students.
    (d) After paying staff salaries there is dwindling resources for other university services.

6.3.2   What needs to be done?
    (a) Strive for a reduction of government dominance in our financial status.
    (b) Put pressure on operation costs and overheads to **de-escalate**.
    (c) Prudence in the management of finance and the utilisation of time.
    (d) Plug major avenues of **fund leakages**.
    (e) Put greater effort into generating more revenue from available internal and external resources without deviating from our core activities of teaching, research and community services.
    (f) Encourage contribution to the **Endowment Funds** by friends, alumni/ae and corporate bodies.

6.3.3   How will it be done?
ii.   As the Vice-Chancellor, I would insist on prudent use of any fund sourced or donated, as well as put in place stringent measures to ensure accountability.

iii.   The university will adopt the principle of full cost recovery and cost effectiveness in services provided.

iv.   The financial oversight functions of the Senate and its Development Committee would be performed regularly and comprehensively as and when due. Senate must examine the budget before it is presented to Council and the National Assembly. This would require that Senate be given detailed information about approved budgets and expenditures.

v.   The budget should be approved before the end of the previous financial year of its operation and monitored at least every quarter by comparing actual expenditure with budget and taking action on any significant variances.

vi.   Accounts should be prepared monthly and every quarter and sent to the Council within 45 days after the end of each quarter.

vii.   We should have a computerised accounting information system in place of manual accounting so that accounts are prepared efficiently and with minimum errors.

viii.   In order to enhance transparency and accountability, the budgets, financial reports and audited accounts of the University will be published on the University website.

ix.   The financial oversight functions of the Council would be performed regularly and thoroughly through external auditing and reporting twice a year.

x.   The management system comprising the Bursary and the Internal Audit will be restructured to enhance operational efficiency and effectiveness. The items of particular interest include personnel, equipment and procedures.

xi.   We shall continue to cultivate and develop strong and vibrant relations with our alumni/alumnae who are our valuable asset, both within and outside the country, corporate bodies and individuals, government at all levels, friends of the University especially those who have been associated with us one way or the other e.g. former teachers, visiting scholars, honorary graduates, etc.

xii.   Academic expenditure shall dominate the structure of expenditure, both recurrent and capital. This should not be less than 60%. The reorganisation of the library, re-equipping of our laboratories-both teaching and research, including the Multidisciplinary Central   Research

Laboratory, rehabilitation of old buildings, funding of IT, and provision of money for tutorial classes by teaching assistants would be ensured.

xiii. It would be ensured that the finance committees at all levels function properly and give regular reports to the various higher bodies. A twice-yearly report should go to the Development Committee through the office of the Vice-Chancellor.

xiv. There shall be a Central Finance Committee comprising the Vice-Chancellor (Chairman), Deputy Vice-Chancellor (Administration), Deputy Vice-Chancellor (Academic), Registrar, Bursar, Librarian, Provost, Director of Works, Director of Procurement, Director of Audit, Director of Academic Planning, and Director University Health Services. In order to ensure a wider participation, the committee shall prepare the operating budget and make recommendations to the Development Committee and the Senate.

xv. Cash budgeting will be a key component of the system.

xvi. Bulk purchase of some commonly used goods and services is essential to save costs e.g. computers, vehicles, teaching aids and other consumables. The University Procurement Officer will assist with this.

xvii. Prompt payment of all cash-backed LPO shall be ensured in order to minimise the additional costs that suppliers impose on purchased items because of the protracted delays before they get their payments.

xviii. Student welfare and services would attract support.

xix. All cost-centres must be profitable in a monetary and intellectual sense. For example, the idle-time of the sports venues and facilities can be converted into money to generate about #12m/year which is almost equal to the level of our recurrent expenditure on sports.

xx. Monitoring and controlling usage of utilities such as electricity, water, and telephone to minimize wastages.

xxi. Revenue generation shall be invigorated and sustained. Efforts will be geared towards producing a very "big-cake", more than enough for our needs, instead of squabbling over the sharing of the existing "small-cake".

xxii. We shall cash-in on the goodwill of our alumni associations for the generation of funds/investment and intervention capital projects. On our part, we must demonstrate to our Alumni Associations, our resolute commitment to quality and excellence. Most universities worldwide rely heavily on their alumni associations to fund endowed professorial chairs, research efforts and development plans.

xxiii. We shall take full advantage of our vast intellectual capital and make it to count. Skilled and knowledgeable people should have no business with poverty. We have to be more aggressive in the drive to commercialise innovative research findings. The Centre for Entrepreneurship and Innovation can help with this and it is gratifying to note that Senate in year 2012 approved the Intellectual Property Policy document.

xxiv. We shall move towards a liberalized environment, where Faculties and Departments are able to maximize their potentials, thus increasing their capacity for sizeable revenue generation. Each Department should aim at becoming an entrepreneurship incubator.

xxv. We shall put in-place innovative cost-recovery mechanism at each cost-centre. Business units like UI Ventures, Teaching and Research farm, the Publishing House, the Printery, and the Bookshop should be restructured for efficiency and profitability. A situation whereby some of these outfits cannot generate enough funds and appropriate substantial dividends to the University is not acceptable. The Publishing House (and Printery) will be expected to take over most of the printing and publication jobs of the University, re-issue some good old books published by staff of the University, deal with the problem of bias often raised by academics during promotion regarding sub-standard journals often referred to as 'Agbowo' journals, and participate in both national and international book fairs.

xxvi.   We shall pay particular attention to entrepreneurship and University-Private Sectors collaborations. University and Industry are two sectors that should mutually benefit from cross-fertilisation of ideas and initiatives.

xxvii.   We shall look inwards and make a deliberate effort to reduce operational costs through waste elimination and enhanced efficiency/effectiveness. This may involve organizational restructuring and strategic out-sourcing of non-core activities, which are presently being performed in-house.

xxviii.   University education has a cost which must be reliably estimated and specified explicitly for all categories of students and services. This will greatly facilitate budget preparation and budget-control.

xxix.   There is need to explore joint ventures under a Public-Private-Partnership (PPP) initiative such as in book publishing and provision of students' hostel accommodation.

xxx.   There is need to restructure the asset and insurance unit of the Bursary to enhance its function of asset monitoring. The unit would be renamed Assets Monitoring and Insurance Unit. This monitoring function of the unit should be carried out alongside the Audit unit during verification and stocktaking exercise from time to time.

xxxi.   There is urgent need for a proper documentation of all insured equipment and a greater collaboration between the audit, the asset monitoring and insurance unit and the campus Security Service. This will make for better information availability to the Bursary, especially in knowing the premium to be paid to the insurance companies on what equipment and what claims to make in respect of lost equipment.

xxxii.   There is need to strengthen the infrastructure for research administrative activities through the development of mechanisms to monitor the effective implementation of funded grants.

xxxiii.   For greater effectiveness, we need to decentralize the research administrative activities to the faculty level by identifying and training capable and enthusiastic administrative staff.

xxxiv.   We need to develop and maintain an electronic research administrative database containing research and publication information to researchers, including research students.

xxxv.   We shall facilitate the establishment of research groups which focus on accessing funding from cross-cutting research of societal relevance. This would be monitored by both the Research Management Office and the UI Research Foundation, in collaboration with the Postgraduate School.

xxxvi.   We shall expand the research portfolio of the University to access grants from national and international funding agencies such as TETFund, Welcome Trust, the European Union, National Institute of Health and the Department of Foreign and International Development.

xxxvii.   We shall foster the expansion of national and international research collaborations, particularly those with South-South and Asian countries.

6.4 Strengthening Internally Generated Revenue

The need for a higher level of internally generated revenue is of paramount importance. The Internally Generated Revenue Board of the University will be charged with the task of initiating revenue generating points and defining ways of improving on existing ones. These include the following: UI Ventures Limited; University Bookshop Limited; UNIBADAN Micro-Finance Limited; Animal Production Venture including poultry, dairy and piggery; Wood logging and wood sales; Rent on property; Rent on Space; Business Permit; Commercialisation of Campus Security Service including while providing security at ceremonies and social activities organised by private individuals and groups; Commercialisation of activities of the University Media Centre; Donations; UI Water Project; UI Honey; Paper Recycling Plant; Block Making and Outdoor Advertising. Most of these cost and profit centres were established under the current administration and would be expected to become profitable in the coming years.

6.4.1 UI Ventures Limited[4]

UI Ventures Limited is wholly owned by the University of Ibadan and commenced operation in December, 1988. Its subsidiary units include UI Hotels; Consultancy Service Unit; the Printery; Petrol Station; Computer Services; Health, Safety and Environment; U & I Fast Foods and Bakery; UI Ventures is in a good stead of being a source of adequate internally generated revenue to the University. It currently partners with private consulting firms to bid for consultancy services. The company competes favourably with established establishments such PriceWaterHouse Coopers, KPMG, NISER and WAIFEM in the bid for consultancies services from the Federal Government.

It has the capacity to increase its turnover to as much as ₦1 Billion per annum in the next one or two years based on the following projections: Successful completion of construction of the on-going modern bakery as well as installation of machineries and equipment for automated bread production; Expansion of UI Hotel through the construction of the proposed additional 60 guest rooms on the allocated landed property; the proposed mega petrol station will be able to increase our turnover and profit significantly, in view of its location and capacity. The mega station will also feature a computerised auto mechanical garage which will serve the dual purpose of income generation and practical training acquisition centre for students of Engineering in the University. It has no government tax liability, and all its statutory contributions at both state and federal level are fully paid up. Moreover, its accounts are audited and up to date.

The University Management will continue to support the company in order to reap more bountiful dividends. It is projected that UI Ventures should be in a position to remit at least One Hundred Million Naira (₦100,000,000.00) annually to the University from its operating profits.

6.4.2 UI Bookshop
Present Reality
- The University Bookshop Nigeria Ltd used to be the pride of the University of Ibadan but it has declined in performance for some time now with little or no profits. Many book suppliers and publishers that were owed lost confidence in the Bookshop, and hence stopped supplying the needed book.
- It is gratifying to note that the Bookshop, under a new management has recently returned to profitability but this has to be sustained and improved upon considerably.

What needs to be done?
- The University Management under my leadership will accord repositioning of the bookshop a top priority.

How will this be done?
- Ways of doing this include buying and stocking of quality/current books and journals; taking prompt and decisive action on purchases, especially with foreknowledge of possible price increase of some books; engaging more in cash purchase which is invariably cheaper rather than the current credit purchase; making bulk purchase thus enjoying economy of scale; and computerisation of its operations.

6.5.   Repositioning the Bursary and Audit Units
Present Reality
- Users of bursary and audit units in the University including staff, contractors and other clients report bottleneck in processing approved claims in the University.

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[4] I am very familiar with the potentials of UI Ventures Ltd to become much more profitable as I have had cause on many occasions to represent the Vice-Chancellor at meetings of its Board.

What needs to be done?
- There is an urgent need to reposition the Bursary and Audit Units for a more efficient service delivery.

How will this be done?
The following measures would be taken to improve service delivery.
- Establishment of payment policy that indicates the cut-off date for submission of claims/payments request and when payment will be made on monthly basis.
- Setting aside a dedicated account from and into which fund can be moved by the head of the Cash Office
- The Head of the Cash Office would be given authority to make payments from dedicated accounts without recourse to the bursar or Deputy Bursar (Finance). However, an approval limit would be set.
- Head of Cash Office must submit a weekly report on payments from dedicated account.
- Dedicated account would be regularly funded through a standing order for transfer of funds from selected reputable banks.
- There would be a monthly ceiling for payments for different categories of expenses (i.e. Contract, Supplies, Overheads, etc). Approval must be sought from the Vice-Chancellor if the ceiling is to be exceeded.
- Weekly cash movement and balances plus bank statement figures must be prepared to track movement of funds.
- Mandate form would be developed in EXCEL with formulae and completed on computer to eliminate casting errors.
- There would be weekly reconciliation of all bank cash book with bank statements.
- Weekly meeting of staff of the Cash Office would be held to review the activities of the previous week and plan for a smooth operation of the new week.
- Finance Management meeting of the University would be held at scheduled intervals (e.g. once a month) to consider special requests and resolve all problematic issues.
- Automation of claims/requests and payment process. i.e. full computerisation of Bursary and Audit processes. This is on-going although the project has been quite slow.

Staff and students are the University's core human capital asset. Our vision and action plan on these are described in the following two sections of this document, respectively.

7. Staff Matters

The core functions of a University namely teaching, research and service are performed by people. The reputation of a University consequently depends upon the quality of the staff that can be attracted. Good staff, in turn, attract quality students. The distribution of the various categories of staff at the University of Ibadan is presented in Fig 7.1.
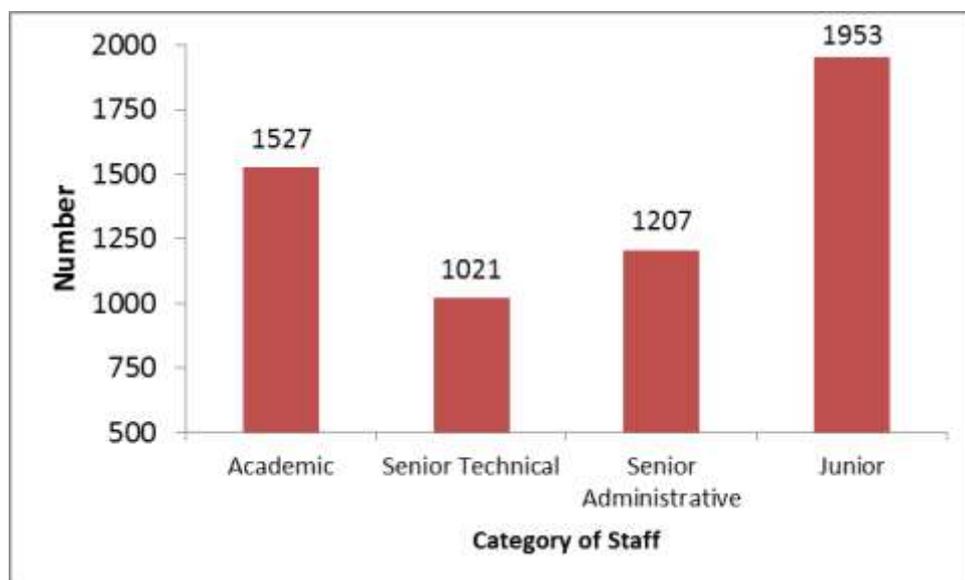
Fig. 7.1 Staff Strength at the University of Ibadan, June 2013.

7.1   Recruitment

Present Reality

A problem plaguing the University was ageing academic staff with the mean age being 46 years in 2004 and 49 years in 2008. This rising trend has been stemmed because of the recruitment of about 300 young academic staff at the Assistant Lecturer/Lecturer cadre over the last four years such that by 2014, the mean age of an academic staff at the University was still 49.7 years; this was in spite of an increase in the statutory retirement age from 65 years to 70 years in 2012.

What needs to be done?
- The staff is competent and qualified
- Recruitment and promotion of academic staff are based on merit system, which includes teaching, research and services
- Duties allocated are appropriate to qualifications, experience, and aptitude.
- Time management and incentive system are directed to support quality of teaching and learning.
- There are provisions for review, consultation, and redeployment.
- Termination, retirement and social benefits are planned and well implemented.
- There is a well-planned staff appraisal system based on fair and objective measures in the spirit of enhancement which are carried out regularly.
- Attract top class individuals to the University on merit and assist them in realising their full potential through internal learning and development sessions. *(Rather than smothering them)*
- Institute mechanisms to incentivize academic productivity and intellectual innovation.
- Institute an ethos of professional development through appraisal and staff development programmes.
- Increase financial support for staff growth by the contributing to the staff development fund.

- Enforce applicable sanctions on non-performance (e.g., 20 years without a motion) and unprofessional conduct.

How will this be done

Recruitment of staff shall be undertaken only if there is an established position or if a compelling case is made and approved through the Deputy Vice-Chancellor (Academic) and the Director of Academic Planning. With academic staff it is particularly important that only outstanding scholars be appointed. Excessive in-breeding shall be avoided, and the recruitment process should be with objectivity and transparent honesty.

Things which must rate very high in all appointments include integrity, honesty, self-discipline, accountability, excellence in moral values and forthrightness. Where these or most of these are obviously lacking, such staff irrespective of his/her paper qualification shall not be employed by the University.

The University in trying to ensure that only the best occupy a given position will operate a system in which ethnic, religious, social, gender or other such extraneous considerations are excluded in the process of selection and appointment.

7.2   Quality of Staff

A University should never lose sight of its responsibility for the highest standards of teaching, learning and research. In this connection, a University is as good as its academic staff. The quality of the academic staff is the key to the quality of the University. It is they who ensure the highest standards of teaching, learning and research, as well as the admission of students with a demonstrated aptitude for serious academic work. Consequently, we will continue to ensure that only those with a proven record, or an unmistakable promise, of a successful academic career are employed. We will develop UI further into an intellectually stimulating, innovating and challenging environment in which scholars will want to teach and undertake research.

- o Academic staff will be expected to be diligent in their research, thorough in their teaching, and be fair and compassionate in their interaction with students and other staff who are junior to them.
- o While not condoning indiscipline in any form, there must be no harassment of students in any form; rather they are to see themselves as in *loco parentis*.
- o They must display integrity in all their endeavours; there should not be false claims in their research nor plagiarisation of other people's work.
- Non-teaching staff will be expected to display the highest level of probity and commitment in all they do. Carelessness in treating official business will not be condoned, nor will sloppy record keeping or failure to give an accurate recording of University assignments.

About 300 academic staff members have been employed in the last four years. As a result of the increment in the retirement age of professorial staff from 65 to 70 years in May 2012, the retirement of academic staff has slowed down. However, from the 2016/2017 session and for the next five years, about 150 academic staff would attain the mandatory retirement age and measures have to be put in place to recruit qualified persons to replace those exiting the system. An analysis of the breakdown of the retiring academic staff has been done on departmental basis.

The age profile of members of the academic staff is shown in Fig 7.2 while the number of the various categories of staff due to retire from the period 2016/2017 to 2021/2022 is shown in Figs 7.3 to 7.5.
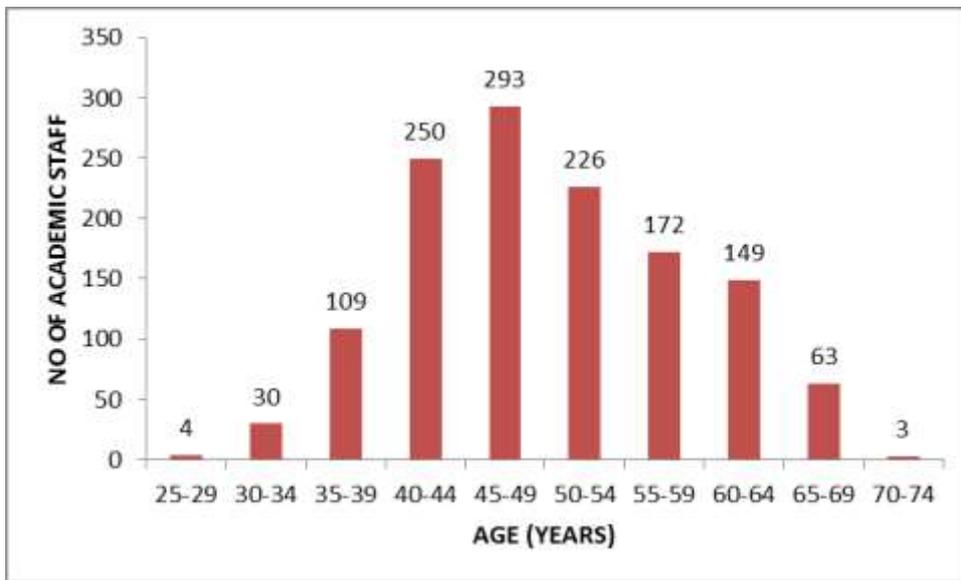
Fig. 7.2 Age profile of academic staff at the University of Ibadan, 2014

As part of a robust **succession plan**, we would need to think two or three years ahead to plan for an orderly recruitment process, involving grooming and mentoring, of new academic staff with outstanding potentials for those departments from where the established academics are retiring so that vacancies are not unduly created. This would require grooming early career researchers from among the most talented teaching/research assistants and other research students.
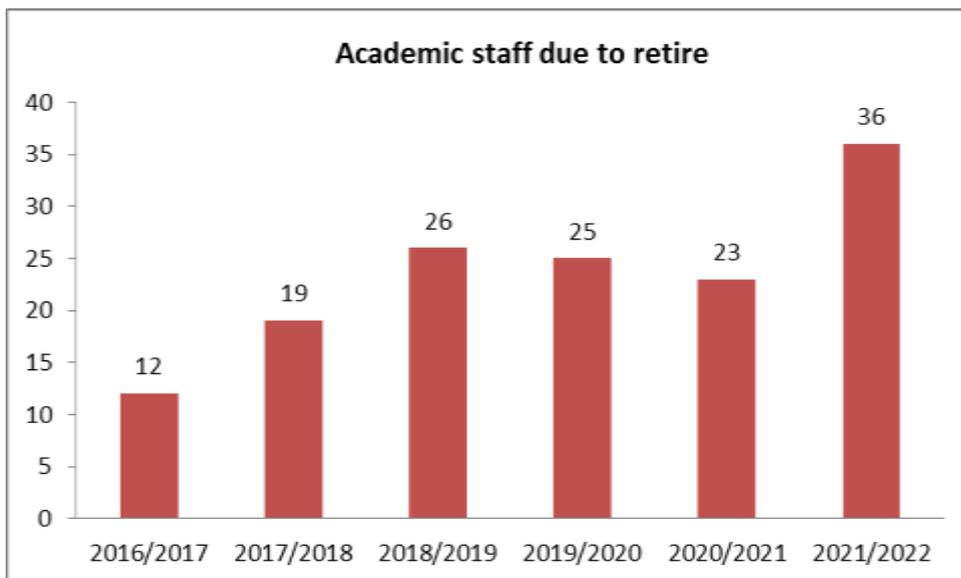
Fig. 7.3 Number of academic staff due to retire at the University of Ibadan between 2016/2017 and 2021/2022 on account of age.
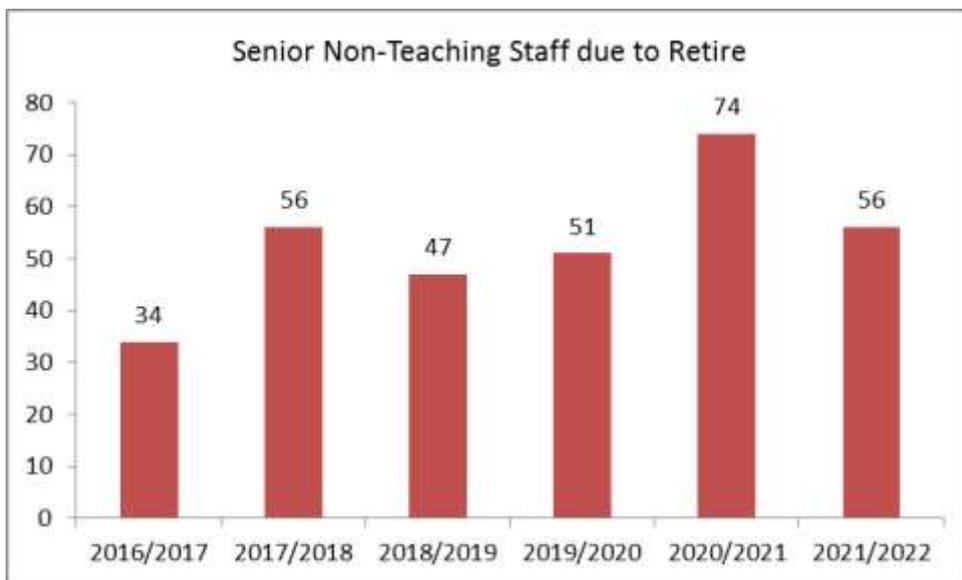
Fig. 7.4 Number of Senior Non-Teaching staff due to retire at the University of Ibadan between 2016 and 2022 on account of age.
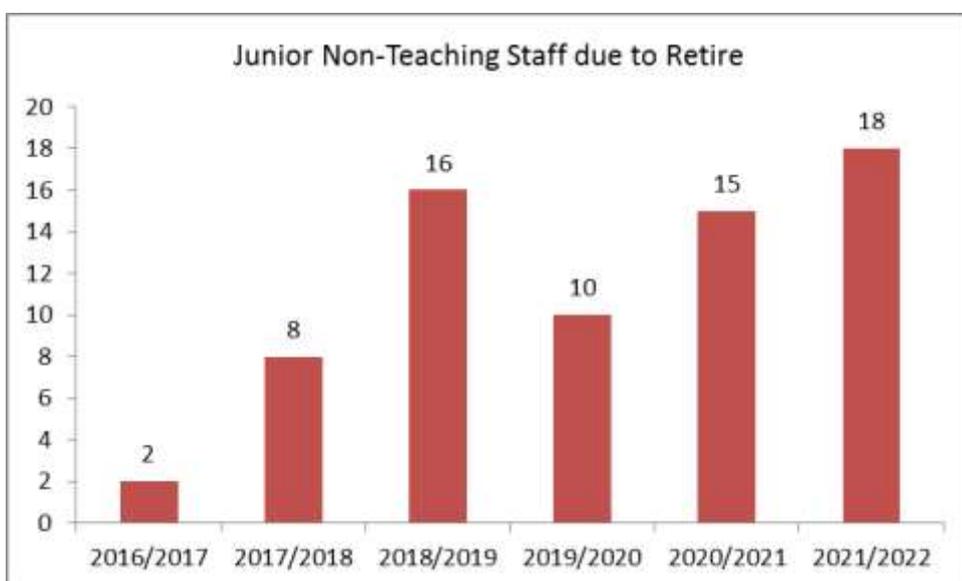
Fig. 7.5 Number of Junior Non-Teaching staff due to retire at the University of Ibadan between 2016 and 2022 on account of age.

7.3 Human Resource Development and Service Delivery

Present Reality

There is a general complaint about the poor quality of service rendered to our various publics, including staff, students, alumni/alumnae and visitors. Some of the factors affecting quality of service and effective operations include the following: Lack of self-motivation; Lack of knowledge of work process/procedures; Absence of continuous coaching and mentoring by superiors; Pervading decline in work/service culture; Irregular in-service training and staff development; Limited proper orientation for new staff; Low computer and IT skills; Lack of enabling and conducive environment; Continued use of the outdated manual system of documentation and record management; Poor Quality Control and Quality Assurance of Registry and Bursary staff; Inability to manage change; Ineffective leadership and governance; and Challenges with staffing (recruitment, training retention, maintenance of acceptable administrative culture).

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What needs to be done?

- The University will take care of high-quality academic staff and non-teaching staff by clearly defining their responsibilities, and by evaluating their performances on a regular basis by means of an adequate staff appraisal system.
- The University will provide for:
  - a system of staff development to enhance the knowledge and skills of faculty and supporting staff in conducting activities that have a direct influence on the quality of teaching-learning. This should include the formulation of a concrete personnel development plan;
  - the evaluation of the effectiveness of the provided training;
  - the compilation of records of education, experience, training, and other essential qualifications required of lecturers and supporting staff.
- The University will establish an activity plan and evaluate activities to encourage students, academic staff and other personnel to be conscientious in their thoughts and speech;
- The University will enhance the professional ethics of its students, faculty members and other personnel.

How will this be done

i. Academics may have come into higher education because of their passion for their discipline rather than the thought of becoming a manager but they cannot ignore the importance of leadership succession. Managing universities is becoming more complex as funding becomes harder to get. In the increasingly competitive and financially constrained higher education sector, universities are placing a growing emphasis on nurturing future leaders from within their ranks to gain an advantage over rival institutions. To this end, it is essential to introduce **talent management programmes** in the belief that a systematic approach to developing new deans and heads of departments is vital to attracting and retaining the best students and academics.

ii. The phenomenon of the "reluctant leader" in higher education where academics take over the leadership of a department, for example, out of a sense of obligation rather than because they think they are the "right person for the job or have a desire to do it" probably led the drafters of the Vision and Mission of the University of Ibadan for the 20th Century to include element of 'democratization' as the basis of selecting a Head of Department.

iii. We shall mount a talent development programme for a wide range of staff including academics, departmental administrators, as well as human resources, IT and finance staff. The participants, nominated as 'potential successors' by their heads of department, can undertake a three-module training programme over two days, which includes sessions on 'effective communication', 'implementing change' and 'understanding your own leadership style'.

iv. Where some academics are reluctant to take on more senior management and leadership roles, talent and succession management programmes can be a great opportunity to academics to find out more about both their own leadership capabilities and the challenges and attractions of stepping up to one of these roles. This would improve staff retention and make the institution an employer of choice because we would have a reputation for nurturing high fliers. It can also create a cadre of people who are more committed to the institution and help participants develop their leadership capability.

v. Although leadership succession programmes can be costly, the investment is preferable to making a poor appointment, which can be damaging in terms of institutional morale and ultimately University's ranking and attracting international students.

vi. There is an increasing recognition that leadership is part of academic work: academics will be teaching others and collaborating with other academics, especially in interdisciplinary areas.

vii. Academics need to be trained on aspects of financial management, human resources management, legal matters and estate development.

viii. The primary objective of the Talent Development Programme is to transform as many academics as possible from Stage 1 of Unconscious Incompetence in a Non-Leader to Stage 4 of Unconscious Competence in a Leader as shown in Fig 7.6.

Stages of Leadership Development

4.
Unconscious Competence

Leader
*Leadership skills exhibited involuntarily

*Possession of "extra rational powers"

3.
Conscious Competence
*Aware of leadership skills/competence
*Acquired leadership competence through training and practice
*Receives positive feedback about performance

2.
Conscious Incompetence
*Conscious of leadership skills

*Incompetent because has not acquired necessary skills

1.
Unconscious Incompetence

Non-Leader
*Lacks competence

Daft, 1999 p.24

Fig. 7.6 Stages in leadership development

Anyone can steer the ship but it takes a leader to chart the course. J. C. Maxwell

A conscious effort would be made to ensure that our staff learn or develop leadership skills through practice and a diversity of experience. The motivation for this includes the ability to inspire trust and motivation, visioning, ability and willingness to listen, capability for strategic thinking, interpersonal communication skills, understanding of core processes and products, understanding of IT as a business development tool, presentation skills, entrepreneurial skills, confidence and self-knowledge, intelligence and aptitude, originality and flair, analytical, diagnostic, and problem-solving skills.

The following themes, among others, would be considered:

i. The University and National Development;
ii. Revisiting the Academic Tradition;
iii. The University Act and the Functioning of the University System;
iv. The University Vision, Mission and Strategic Plan;
v. Developing a Career Road Map in the University;
vi. Proposal Writing and Grantsmanship;
vii. Ethics and Etiquettes in the Academic Environment;

viii. The Professional in the Work Place;
ix. Financial Rules, Regulations, Procedures and Effective Resource Management;
x. The role of an administrator in the Committee System of University administration;
xi. Basic Skills in Minutes and Report Writing;
xii. The relevance of due process and administrative procedures in University administration;
xiii. Mentors, Mentees and mentoring;
xiv. Motivation and Team Building, Leadership and Followership;
xv. Administration of Academic Affairs in the University;
xvi. Programme and Institutional Accreditation Exercises in the Nigeria University System;
xvii. Organisation Structure in the University System;
xviii. Committee System and Team Building;
xix. Appraisal Workshop;
xx. The Role of Heads of Departments in the Discipline of Staff and Students;
xxi. Personnel Affairs;
xxii. Bursary Financial process;
xxiii. Library Resources as Tools for Teaching and Research;
xxiv. Audit Process in the University of Ibadan;
xxv. Management of Change in an Academic Environment;
xxvi. Departments as a Focal Point for the Implementation of the Vision and Mission of the University of Ibadan;
xxvii. The Use of IT in Administrative Processes;
xxviii. Process for Curriculum Development;
xxix. Staff Appraisal, Productivity and Rewards;
xxx. Empowerment through Information Acquisition;
xxxi. Rules, Regulations and Procedures in Admission Administration;
xxxii. Rules, Regulations and Procedures in Examination Administration;
xxxiii. Disciplinary Procedures;
xxxiv. Overview of Legal Issues;
xxxv. Making the University of Ibadan a World-Class Institution: Staff Contributions and Preparations;
xxxvi. Leadership;
xxxvii. Stress management;
xxxviii. Preparing for Retirement.

As the Vice-Chancellor, I would ensure that leadership training and development is undertaken periodically as a key activity of the academic enterprise and that a *budget* is also attached to this activity. All the various categories of staff will be engaged in contributing to repositioning the institution (Table 7.1).

Table 7.1 Mode of delegation to different categories of staff

Task-relevant maturity	Category of staff	Mode of delegation
Low	New, inexperienced staff	Direct delegation style
Medium	Experienced staff	Management-by-objective delegation
High	Very experienced and competent staff	Interaction

There is an urgent need for pedagogic skill development of all members of the academic staff (Table 7.2). The Centre for Excellence in Teaching and Learning has been involved with this over the last two years. The time is now ripe for the Centre to be more involved in conducting the training programmes on a continuous basis. I shall, as Vice-Chancellor, ensure that the centre is further empowered and engaged to deliver on its mandate.

Table 7.2 Indicative framework for career-long Pedagogical Skill Development for Academics (after Obanya, 2014)

Stage of Career	Pedagogical Skills	Related Skills and Competences
Early Career (Assistant Lecturer & Lecturer)	Basic pedagogic principles. Discipline specific pedagogy. IT support for teaching and learning.	Course and lesson planning. Student-centred teaching and learning. Coping with large classes.
Mid-Career (Senior Lecturer)	Issues and challenges in higher education. Curriculum development in higher education.	Student counselling. Material adaptation and development. Learning assessment
Senior Academics (Professorial)	Leadership and management in higher education.	Leading curriculum, instructional and research teams

7.4   Discipline

Staff shall be expected to take their work seriously. Absenteeism, lateness to work, deserting one's place of work without necessary permission or adequate information shall not be condoned.

An academic staff shall be assessed by students for each course taken in a semester. Both the Directorate of Quality Assurance and the Centre of Excellence in Teaching and Learning have been involved with this over the last three years or so.

As the Vice-Chancellor, and Chairman of the Senior Staff Disciplinary Committee, I would ensure that the ranks of academics at the University are scrupulously kept from any kind of pollution. The Staff Disciplinary Committees will meet regularly to prevent accumulation of disciplinary cases.

7.5   Staff Welfare

7.5.1   Regular Payment of Salaries

As Vice-Chancellor, my administration will continue with the laudable practice of regular payment of salaries on predetermined dates and this will be sustained throughout my tenure.

7.5.2   Staff Promotion

The promotion of academic and non-teaching staffs shall continue to be regarded as a matter of top priority. Processing of candidates to the professorial cadre involves external assessors and this often suffers unintended protracted delays. I chaired an *Ad-Hoc Committee to Review all Outstanding Part II Promotion Cases* (January/February 2012). This followed receipt of series of complaints from members of academic staff on delays in promotions and from external assessors on delays in payments of honoraria and postage claims. We carried out a comprehensive audit of all the outstanding Part II Cases, covering the period 2004-2010, with a view to finding out causes of delay and recommending appropriate ways of fast-tracking the promotion process. Some of these have been implemented. The processing time for the concluded Part II Promotion cases carried out between December 2010 and December 2014 ranged between 1.5 and 11 years, with an average of 3.5 years. A protracted delay could be frustrating and traumatic for the affected colleagues.

In the coming years if given the opportunity to serve as the next Vice Chancellor, the process of assessment will be automated and fast tracked, as timely conduct is beneficial to staff and reduces stress to the University system.

7.5.3 University Creche, Staff School and the International School

As early childhood education can give children a head start to their education, we would make high-quality day care at the UI Creche affordable for every staff. This is a win-win situation which on one

hand would provide staff-parents peace of mind during the working hours while at the same time benefit the institution through reduced absenteeism. The UI Creche will be encouraged to extend their opening hours to 6 pm, from Monday to Friday. (Currently, the opening period is 7.30 am to 2 pm from Monday to Thursday, and 7.30 am to 12 noon on Friday).

In the same vein, we shall continue to give utmost attention to the Staff School and the International School since these schools are owned by the University and many of our children and wards attend them. I provided appropriate leadership for the two schools when I served as Deputy Vice-Chancellor (Academic), as outlined in Appendix I of this document.

7.5.4   Staff Accommodation

Currently, only about 28% of members of the junior staff and about 20% of the senior staff are accommodated on the Campus. There is a lot of pressure on the respective Staff Housing Allocation Committees for on-Campus accommodation, as the demand far outstrips the available stock and the waiting time could be as long as 10 years (Fig 7. 7). An alternative mechanism that we shall explore to solve the acute shortage of Staff on-Campus accommodation is Public-Private Partnerships (PPPs). According to United Nations (2008), PPPs aim at financing, designing, implementing and operating public sector facilities and services (Table 7.3). Their key characteristics include long-term (sometimes up to 30 years) service provisions; the transfer of risk to the private sector; and different forms of long-term contracts drawn up between legal entities and public authorities. UI Ventures Ltd, the various Cooperative Societies in the University and the Staff Unions can be involved in this.

Table 7.3 Public Private Partnership (PPP) Schemes and Modalities

	Scheme	Modality
1	Build-operate-transfer (BOT)	The private sector designs and builds an asset, operates it, and then transfers it to the government when the operating contract ends, or at some other pre-specified time. The private partner may subsequently rent or lease the asset from the government.
2	Build-own-operate-transfer (BOOT)	
3	Build-rent-own-transfer (BROT)	
4	Build-lease-operate-transfer (BLOT)	
5	Build-transfer-operate (BTO)	

(Source: IMF (2004) Public – Private Partnership)

The Ajibode Extension of the University provides a serene and spacious environment for both staff and students' housing. Locations of students' housing have been provided in the University Master Plan within walking distance to designated academic areas at the University extension and within five to ten minutes' drive to any part of the Main Campus. Any of the PPP options in Table 1 could be adopted with a slight modification to include the design in collaboration with the University. The University would provide the land, access roads, supply electricity and water to the Staff and Students' housing projects. The financial details and all other documentations would be agreed upon by the University and the interested private establishments.

The existing policy on staff housing loan, including acquisition of plots of land, will be modified so that members of staff, both academic and non-teaching, can own residential homes before they retire from the services of the University. The various staff cooperative unions are already doing a lot in this regards and the University will continue to complement their efforts.
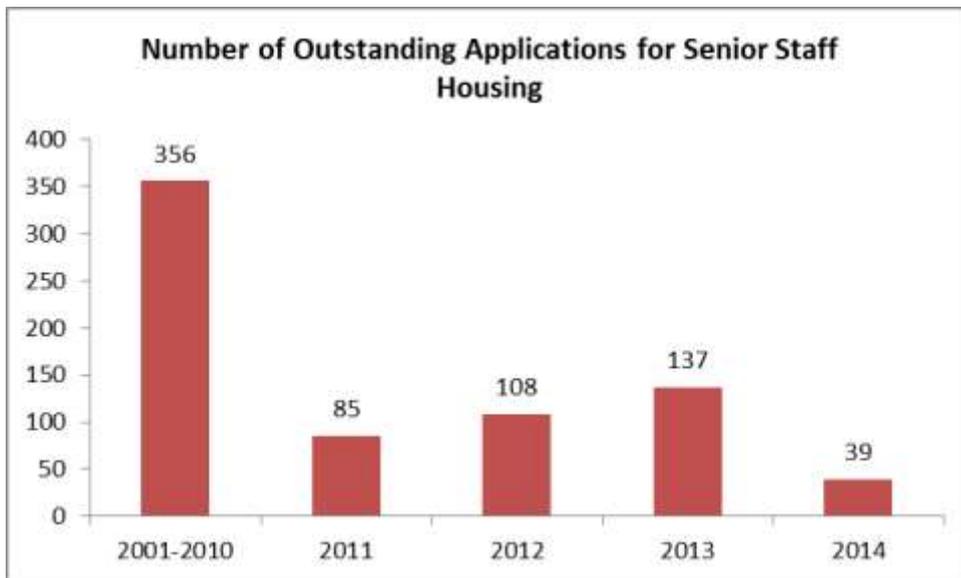
Fig. 7. 7 Number of pending applications for Senior Staff Housing (Source Senior Staff Housing Allocation Commitetee, February 2015)

7.6 Labour Relations and Industrial Harmony

As the Vice-Chancellor, I will work closely with the various staff unions in order to engender industrial harmony in the University as this is critical to promoting a stable academic calendar and encouraging greater performance.

7.6.1 Present Realities

The major staff unions in the Nigerian University System (NUS) include the Academic Staff Union of Universities (ASUU), the Senior Staff Association of Nigerian Universities (SSANU), the Non-Academic Staff Unions (NASU) and the National Association of Academic Technologists (NAAT). The NUS, especially for the public universities comprising those owned by the Federal and various state governments, has witnessed a lot of stress arising from a total of 19 industrial disputes between the various staff unions and the proprietors during the period from 1992 to 2013 (Isa, 2015). Over this period, the Nigerian University System experienced disruptions totalling four years due to national strikes by the Academic Staff Union of Universities. On the average, there was a strike lasting 10.8 weeks/year (Fig. 7.8). As a direct consequence of this, at the University of Ibadan, we have had to cancel three academic sessions, namely 1994/1995, 1999/2000 and 2006/2007, respectively.

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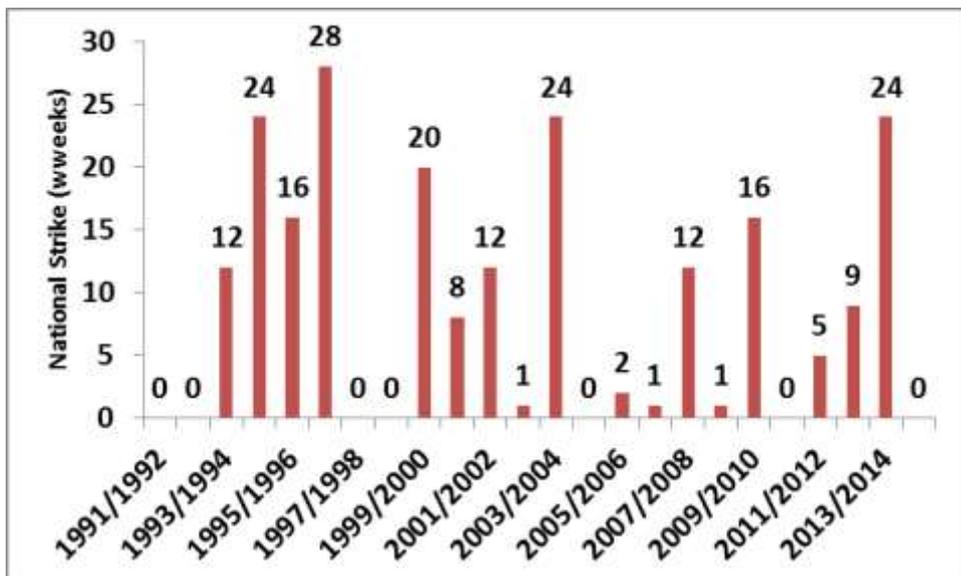
Fig. 7.8 Duration of national strikes by the Academic Staff Union of Universities, 1993-2015. The average is 10.2 weeks/year.

The work stoppages arising from such industrial disputes have grave implications for the system. The adverse effects include disruption of the academic calendar leading to prolongation of the period of study by students. Most jobs these days are tied to age-limits; thus, graduates who have overstayed owing to no fault of theirs, become too old for jobs of their dream. Human time is an exhaustible product that can never be regained!

The cost to the students, their parents and sponsors, the teachers and the entire economy cannot be quantified. As aptly noted by Umukoro (2013):

> *Incessant ASUU strikes result, in the long run, in poor educational quality, and consequent critical shortage of skilled manpower; disillusioned youths who lose interest in tertiary education and embrace wrong, materialistic values; poor political leadership, and the entrenchment of mediocrity at all levels of our national life; half-baked teachers who are re-cycled into the educational system with devastating consequences; general socio-political stagnation and international relegation in the **comity** of nations.*

The institution loses international credibility as a result of unstable calendar. No serious institution abroad wants to enter into an academic agreement with a University that cannot safely predict, with accuracy, when it will be shut or open within an uninterrupted five-year span. Moreover, there is low morale for University staff as they are unable to proceed on sabbatical leaves; there are highly acrimonious relations between the parties in the dispute mainly government and the staff unions; there is a poor performance of our universities on major rankings of world-class universities.

7.6.2   What can we do to promote industrial harmony

It is desirable that we eliminate strikes in the Nigerian University System, thereby promoting industrial harmony and thus repositioning the system. How to do this can be examined under two headings, namely internal and external.

7.6.2.1   Internal

In order to achieve creative partnership between management and the staff unions, we shall adopt a conscious and cooperative attitude towards the unions as partners in progress. This is in

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recognition of the fact that the main issues in Union-Government disputes border on negotiating and honouring agreements.

We shall seek peaceful means of relating with the unions by dialogue through consultations, mediation and conciliation within the institution whenever the potential for disputes arise.

We shall seek industrial harmony. This does not necessarily mean the absence of disagreement but a state in which a shared understanding/framework exists. This would be used for discussing and reaching a just and acceptable resolution of all disagreements and potential sources of conflict. We shall respond promptly to union letters and enquiries, and ensure transparency and acceptability in management to provide and maintain good working conditions.

It is gratifying to note that since the current administration at the University of Ibadan took office on 1 December, 2010, till date, there has not be any local industrial dispute culminating into a strike by any of the staff unions. This has been made possible by regularly dialoguing with the staff unions in a spirit of openness, transparency and mutual trust. This will continue if I have the privilege to serve as the next Vice-Chancellor.

7.6.2.2   External

Given our position as the premier University in the country, we have an historical role to provide leadership to the NUS. Consequently, we shall **pursue external advocacy initiatives to reposition the NUS**. The leading research-intensive Universities in Nigeria would be part of this initiative to deepen their collaboration, set the standard for the others to emulate, and form lobby groups that will constantly dialogue with the Presidency, the National Assembly, the Federal Ministry of Education, Federal Ministry of Labour, the National Universities Commission and the Staff Unions. The Committee of Pro-Chancellors and the Committee of Vice-Chancellors/Association of Vice-Chancellors of Nigerian Universities would be expected, as a pressure group, to play a catalytic role in this regard by ensuring that negotiations are undertaken as at when due and any ensuing collective agreements implemented. This will go a long way toward preventing disputes between the staff unions and government from festering. It might be necessary for these bodies to lobby the National Assembly to appropriate more funds for the Universities. It should be possible to explore measures to improve on the capacity of government to negotiate and implement agreements reached with unions.

The external mechanisms in settling trade disputes in Nigeria include the Federal Ministry of Labour for dispute apprehension, use of mediation and arbitration. The main official channels for dispute resolution between employer and unions in Nigeria include the Trade Disputes Act of 1973 (as amended), the Industrial Arbitration Panel and the National Industrial Court.

Over the years, I have come to respect teaching as the noblest profession in the world and to regard my students as my best teachers, colleagues and mentees. It is my vision and programme of action as these relate to students that we now turn our attention to in the next section.

8. Student Matters

As the lifeblood of a University, attracting the most talented students to the University of Ibadan and developing them to stand out in the employment market after graduation will remain a high priority. A schematic representation of the training that students go through from the point of admission to graduation, as an input-process-output is presented in Fig 8.1. The University will continue to strive to produce skilled and employable graduates, responsible citizens who are able to contribute to economic and social development as well as production of new knowledge.
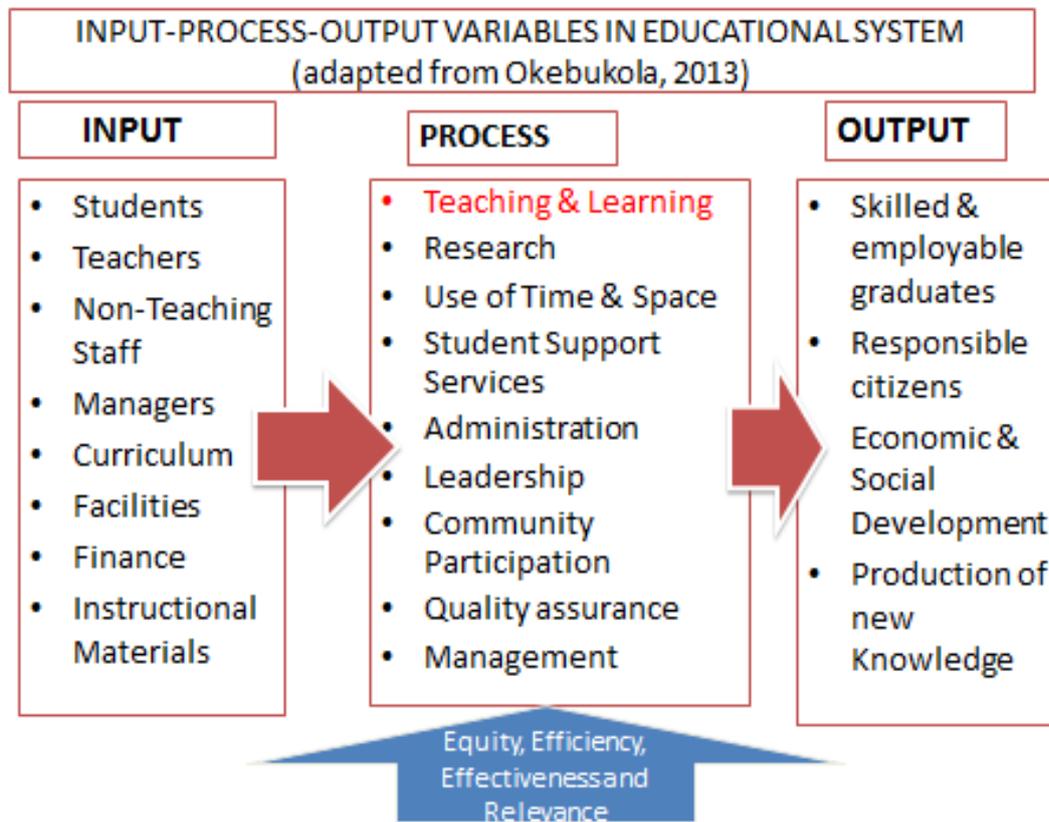
Fig. 8.1 The Input-Process - Output Variables in an Educational System (adapted from Okebukola, 2013)

8.1   Admission

We will continue to attract the highest performing Nigerian secondary school students and have much lower student: staff ratios compared to other Universities in the sub-region.

Admission to the 100 level (former preliminary class) at the University College/University of Ibadan from 1948 till 1977 was through the highly competitive concessional entrance examination. The Joint Admissions and Matriculation Board (JAMB) started conducting the University Matriculation Examination (now the Unified Tertiary Matriculation Examination, UTME) in 1978, leading to a considerable reduction in the power of the Senate of the university on admission matters.

The Post-UTME screening was introduced at the University of Ibadan during the 2005/2006 admission exercise. It essentially involved a maximum of five oral questions in the different programmes with the minimum mark for admission set at 40% for some courses. While there was a noticeable improvement in the quality of students admitted, the limitations inherent in the procedure later started to manifest, with a drop in the performance of the students during the 2010/2011 session (Table 8.1).

As Head of the Department of Geology from 2006-2010 and a member of the University Senate during the inception of the Post-UTME, I was able to appreciate the strengths and weaknesses of the system. I raised some of these issues at several meetings of Senate during this period. The major flaws with the former procedure comprised the inadequacy of a maximum of five questions in ascertaining the level of knowledge of candidates and the non-standardization of the questions for different programmes which made switching of a candidate from an oversubscribed course (e.g. Medicine, Law, Electrical and Electronics Engineering, Communication and Language Arts) to a less competitive one difficult.

In my campaign memo to all members of Senate dated 6 December 2010, as a candidate for the position of Deputy Vice-Chancellor (Academic), I said *inter alia,* 'The UI Model of Post-UTME Admission would be re-evaluated, in view of the glaring inadequacies of the current template, the objective being to attract the highest quality undergraduate students'.

Subsequently, as the Deputy Vice-Chancellor (Academic) and Chair of the COPD, I earnestly attended to the observed lapses and thus strengthened the Modalities for Post-UTME Admission. Some of the limitations of the then existing procedures before the advent of this administration were refined from the 2011/2012 and subsequent admission exercises (Table 8.2).

Instead of the old procedure of oral questions at the discretion of each Department/Faculty, we have been requesting the cognate Departments in the Faculties of Arts, Science, The Social Sciences and Agriculture and Forestry to set the Post-UTME questions. Candidates are expected to answer a total of 100 questions in the four UTME subjects sat for at the UTME. Standardization of the test questions makes it possible for candidates to switch from one course to the other.

1. We ensured that, like in the early days of University College Ibadan/University of Ibadan, only the best and the brightest are admitted. Part of the strategy was to set the lowest mark for admission to any degree programme at the University of Ibadan at the Post-UTME under the new dispensation at 50% instead of the 40% cut-off point used from 2005/2006 to 2010/2011. We resisted the heavy pressure brought to bear on management to reduce this benchmark. The various stakeholders, especially the candidates and their parents and guardians, have since come to terms with the policy: the lowest mark at the Post-UTME for consideration for admission to any course in the University of Ibadan is 50%. The cut-off marks at the UI Post-UTME for the 2013/2014 admission exercise for the science and humanities courses are shown in Figs 7 and 8, respectively.
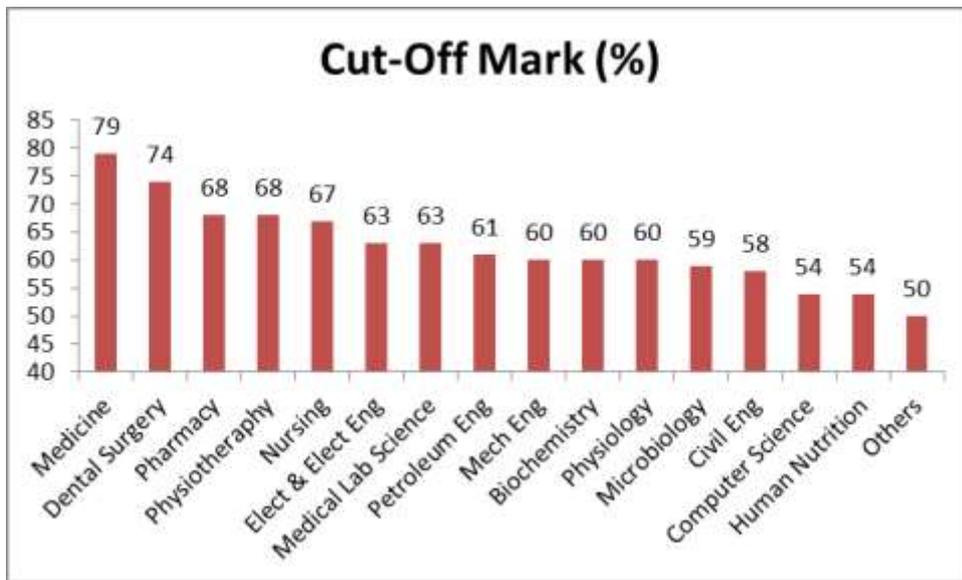
Fig 8.2. Cut-Off Marks at the UI Post-UTME for Science Courses during the 2014/2015 admission exercise.
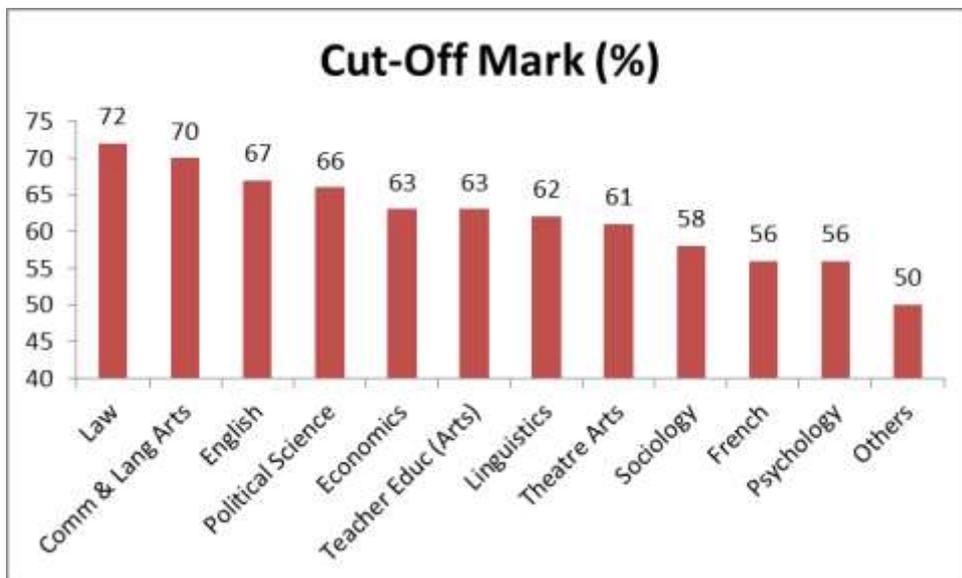
Fig 8.3. Cut-Off Marks at the UI Post-UTME for Humanities Courses during the 2014/2015 Admission Exercise

Table 8.1: Basis for Admission to the 100 level (former Prelim) in addition to School Certificate results in relevant subjects at the University of Ibadan, 1948-2011.

Period	Modality	Selection Criteria	Features	Remarks
1948-1977	Concessional entrance examination set and graded by UCI/UI	Purely on merit.	The best and brightest candidates admitted.	Power of the Senate of the University to admit students ensured
1978/1979 to 2004/2005	Matriculation examination (UME, now UTME) conducted by JAMB was the basis for admitting candidates	Merit (45%); Locality (35%); & Educationally Less-Developed States (20%).	Very good candidates admitted initially. Integrity of the JAMB exam was questioned in later years, with poor correlation between JAMB scores and performance in the university. There was clamour for each University to be allowed to screen candidates in addition to UME.	The power of the Senate of the University to admit students curtailed
2005/2006 to 2010/2011	Post-UTME Screening was introduced during the 2005/2006 admission exercise. Invitation for screening based on 60:40 weighted score of WASC/NECO:UTME scores, respectively	Oral interview of the candidates based on maximum of five questions. Minimum mark for admission not standardized. It was as low as 40% for some courses. Switching between courses difficult.	Up to three Post-UTME screening exercises conducted in some sessions. Candidates awaiting WASC or NECO results disadvantaged, as most of the available spaces would have been filled from the 1st or 2nd Post UTME screening exercises.	Noticeable improvement in the quality of candidates admitted. Proportion of students advised to withdraw from the University at the end of 1st year dropped steadily from about 12% to about 7% in 2010/2011.

Table 8.2: Refinement of the Admission Process at the University of Ibadan by the Professor I F Adewole Administration, 2011-2015.

Period	Modality	Selection Criteria	Features	Remarks
2011/2012	*Invitation for Post-UTME based on 50:50 weighted score of WASC/NECO: UTME scores, respectively.*	*Setting of Post-UTME questions controlled centrally.* *Written test comprising a total of 100 questions in the four UTME subjects sat for by the candidates.*	*Two Post-UTME screening exercises were held.* *Cut-off mark for admission ranged from 50% to 69%.* *Final selection based purely on merit for all programmes.*	*Two cut-off marks were employed for each course, namely one for inviting candidates for the Post-UTME and another for final selection after Post-UTME. This created problems in a number of cases.*
2012/2013	*Only UTME score used in inviting candidates for Post-UTME.*	*Since the Post-UTME was standardised, switching from one course to another was allowed.* *Candidates who scored at least 50% at the Post-UTME but unable to secure admission to the highly over-subscribed courses were considered for other cognate disciplines.*	*Only one Post-UTME screening exercise was held.* *Cut-off mark for admission ranged from 50% to 66%.*	*Withdrawal at end of 1st year of study dropped significantly to 2% and 1.4% for candidates admitted in 2011/2012, and 2012/203, respectively*
2013/2014 and 2014/2015	*All candidates who scored 200 marks (50%) and above at the UTME were invited for Post-UTME Screening.* *This has solved the problem of employing two cut-off marks for each course.*		*Only one Post-UTME screening was held for each year's admission exercise.* *Cut-off mark for admission ranged from 50% to 70% for the 2013/2014 admission.* *Cut-off mark for admission ranged from 50% to 79% for the 2014/2015 admission.*	*Only one cut-off mark used for each course.* *Graduation rates are expected to improve.* *Power of the Senate of the University to admit students largely restored.*

We have, in the process, improved the quality of students admitted to UI considerably, a fact attested to by many members of the academic staff. A further confirmatory evidence for this is the improvement in the performance of students at the end of their first year of study. This is shown graphically in Fig 9.
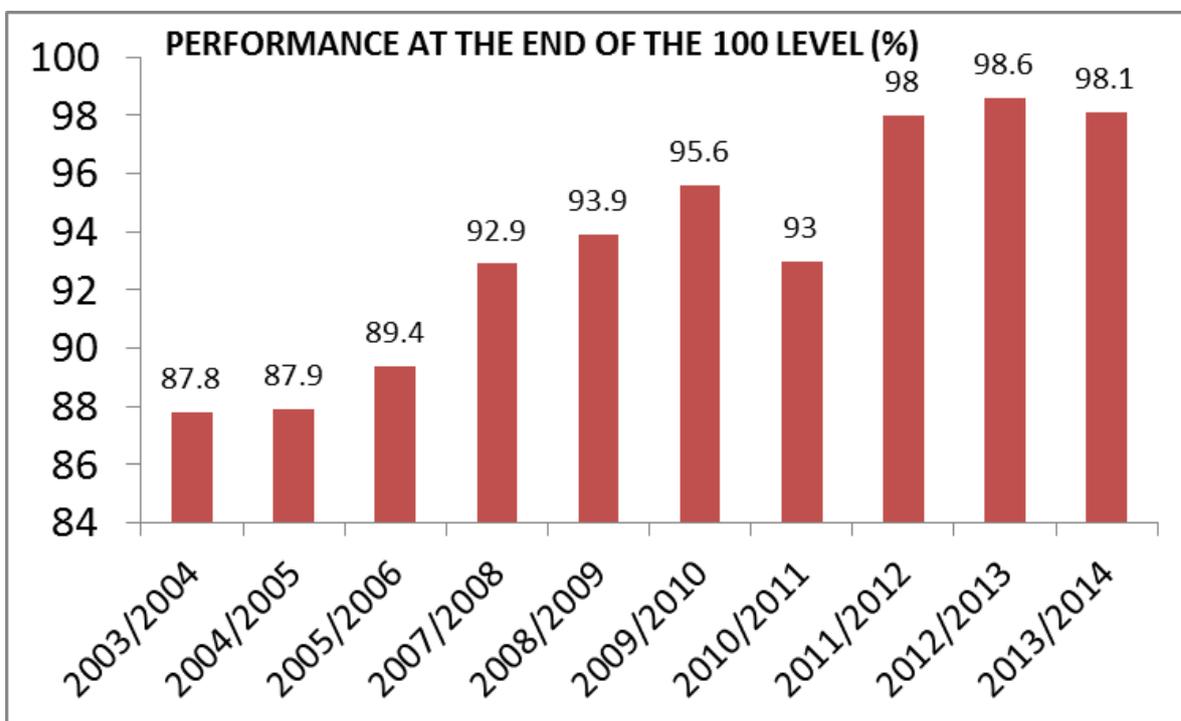
Fig 8.4. Performance of students at the end of first year of study at the University of Ibadan, 2003-2014. Note the general improvement from 2005/2006 when Post-UTME was introduced which peaked in 2009/2010. There was a drop in 2010/2011 after which the process was re-engineered leading to an improvement from 2011/2012 and beyond.

From an overall performance of 88% before Post-UTME was introduced, the performance improved to 96% in 2009/2010, but dropped slightly to 93% in 2010/2011. Happily, the interventions we introduced in 2011/2012 and subsequent admission exercises must have largely contributed to the improved performance to between 98% and 99%, from 2011 to 2014.

The implication of this is that fewer students are now requested to withdraw from the university at the end of their first year of study as a result of poor performance. This measure is expected improve the completion/graduation rates at the University of Ibadan in the coming years.

The age profile of undergraduate students admitted into the University of Ibadan is shown in Fig 8.5, with the average age over the past five years being 18 years. The implication of this on teaching and learning will be examined in Section 8.2.
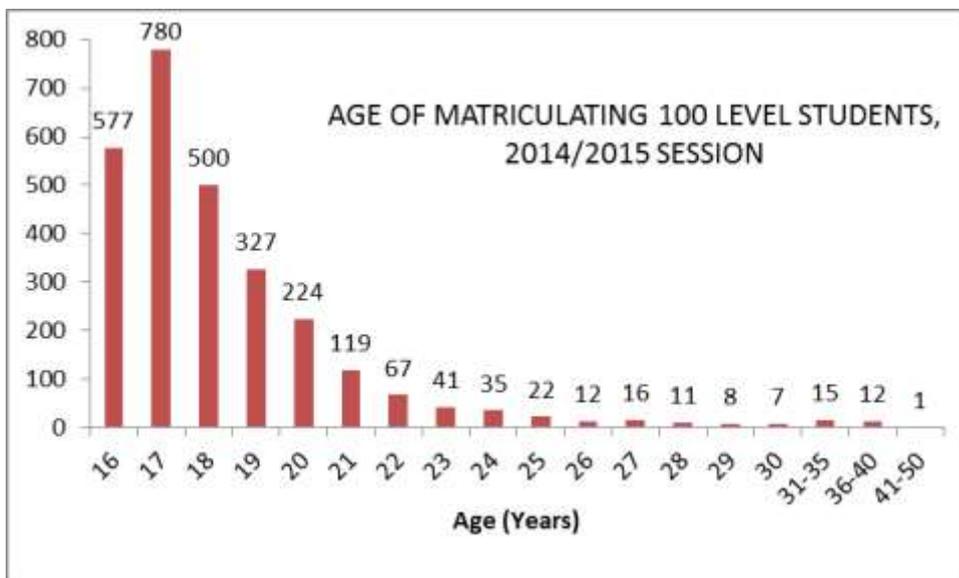
Fig 8.5 Age profile of matriculated students at the University of Ibadan, 2014/2015 session

Present realities

Up till the 2004/2005 session, the University of Ibadan used to record only about 88% progress rate at the end of the first year of study, with the remaining 12% of the students being advised to withdraw from the University. With the introduction of Post-UTME screening in 2005/2006 and over the next five years, the progress rate increased to about 94%, with about 6% of the students being advised to withdraw from the University.

As Deputy Vice-Chancellor (Academic) with oversight functions over the Admissions Committee, we ensured a refinement of the template used for our undergraduate admissions during the period 2010-2014. Through these policy measures, which we processed through the Committee of Provost, Deans and Directors, and Senate, we succeeded in increasing the progress rate to 98% at the end of the 2011/2012 session. (See Appendix I).

What needs to be done?
- It is important to attract the right students and to select the students that can finish the academic training. The University will continue to have clearly formulated admission criteria for undergraduate and postgraduate programmes and ensure that the procedure and criteria for selection are clear, adequate and transparent

How will this be done?
We will strengthen the existing mechanisms that ensure that our undergraduate students have progress rate above 98%, with no more than 2% of the students being advised to withdraw from the University.

8.2   The Curriculum

Present reality
There is often complain that the programmes we offer students do not meet the needs of students and that we are slow in reacting to the demands of the labour market.

The fact that the average age of a matriculated student of the University is 18 years while the average age of the academic staff is about 49 years suggests that the two categories of learners and teachers belong to different categories, namely of **IT 'natives'** and **IT 'immigrants'**, respectively. This calls for different strategies of learning and teaching. Studies have shown that by 21 years of age, the learners who belong to the Net Generations and Millennial Generations, born from about 1982 till date,

and are referred to as '**Screenagers**' would have spent 10,000 hours playing video games, 20,000 hours on e-mail, chat and blogs, 10, 000 hours on cell-phones and under 5,000 hours reading. They can and do **multi-task**. They need fast-spaced highly stimulating presentations, increased interactivity with content and each other, information that relates to the learner's world and multiple options for obtaining knowledge.

What needs to be done?
- We need to ensure that the programmes the University is offering are meeting the expectations of the stakeholders including students, alumni/alumnae, their parents, government and industry. Within one or more faculties, the University must offer a broad range and variety of academic programmes. The programmes should be in line with the expectations of the stakeholders and should be in line with the mission and vision of the University. The objectives and the expected learning outcomes must make this clear.
- The University should have a clear educational policy, expressing evidently the principles of choosing the programmes and settling its profile. The policy should express clear rules for curriculum design and curriculum revision, including the involvement of all stakeholders.
- The academic programmes should be in line with the mission statement of the University and principles of employability. The programmes should be appropriate for an academic degree. The programmes should be based on an overarching didactic concept that has been adequately communicated and realised amongst the academic staff. The academic degrees should correspond to international standards.

How will this be done

There is new technological information every 72 hours. Consequently, what is taught today may be obsolete before the student graduates. The technology currently in use may not be needed a few years from now. The solution lies in teach how to learn, self-directed learning, life-long learning, define what must be known (core curriculum), provide ample references, provide forum for discussion and interaction, guide learning and ensure appropriate assessment tools.

There is need for increased use of multimodal content (visual, auditory, kinaesthetic 'hands on' practice, active learning (read, write, discuss), experiential/contextual learning (job shadowing, simulation laboratories) and problem based learning team projects.

The transfer of knowledge shall be team-oriented, technology-facilitated, informatics supported, quality-driven and evidenced-based. These invariably entail *e*learning involving the use of technology; smart-learning, flipped classroom; **guided learning rather than force-feeding**, individuals to proceed at his/her own pace and revisit materials until satisfied, use of multimedia to cater to different learning styles, borderless classroom, study-schedule not bounded by time-table, collaboration and learning from peers and a more efficient use of classroom time.

In order to improve productivity, lecturers and students will be encouraged to benefit from the various methods of learning. The relationship between the proportion of time spent on learning and the average retention rate is shown in Fig 8.6. We need to create and support a personalized learning community with opportunities for students to interact and engage formally and informally with lecturers, advisors, mentors and colleagues.
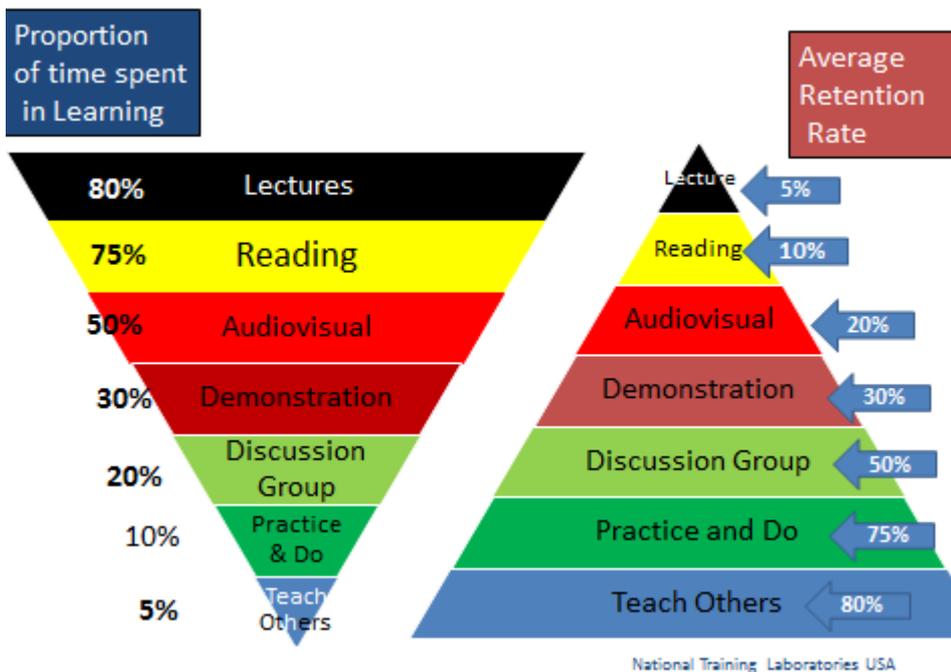
Fig. 8.6 Comparison between the proportions of time spent on learning and the average retention rate (adapted from National Training Laboratories, USA).

8.2.1 Final Year Undergraduate Students' Project
Present reality
- Experience has shown that the best undergraduate students become the best postgraduate students and eventually become leaders in the academia. Therefore, it becomes imperative to train our undergraduate students the basics of research methodologies.
- We need to assist the academic staff to bring innovations into undergraduates' scholarship.
- A special form of training the undergraduate students in research is the final project (essay, project or assignment). This requires students to demonstrate their knowledge and skills and their ability to manipulate the knowledge in a new situation.

What needs to be done?
Some of the issues we need to address include the following:
- Formulate clear regulations for the final project/final essay;
- Have clear criteria for the final project;
- Ensure that the standard of the final project/final essay is satisfactory.

How will this be done
- There should be a course on research methodology in the penultimate years of undergraduate programmes in the University. This is already the case with many departments and faculties.
- Faculties will be encouraged to develop and publish **research project manuals** for all undergraduate programmes.

8.3 Industrial Work Experience
8.3.1 Background

Industrial Training for undergraduate students at the University of Ibadan started in 1972 when the Industrial Coordination Unit was established in the then Institute of Applied Science and Technology. It was modelled after the Cooperative Education and Career Services Centre of the University of Waterloo, Canada. The present Industrial Training Coordinating Centre was created in 1996 to coordinate the Students' Industrial Work Experience Scheme (SIWES).

8.3.2 Objectives
    The objectives of the Scheme include the following:
- Provide an avenue for students to acquire industrial skills and experience in their course of study;
- Prepare students for the industrial work situation they are to meet after graduation;
- Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions;
- Make the transition from school to the world of work easier, and enhance students contacts for later job placement;
- Provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practice; and
- Enlist and strengthen employers' involvement in the entire educational process and prepare students for employment in industry and commerce.

Our students, drawn from 36 academic programmes in nine Faculties, are currently participating in the SIWES programme. The training is of two-month, three-month or six-month duration, as applicable. A total of 2289 and 2365 students participated during the 2011/2012 and 2012/2013 sessions, respectively.
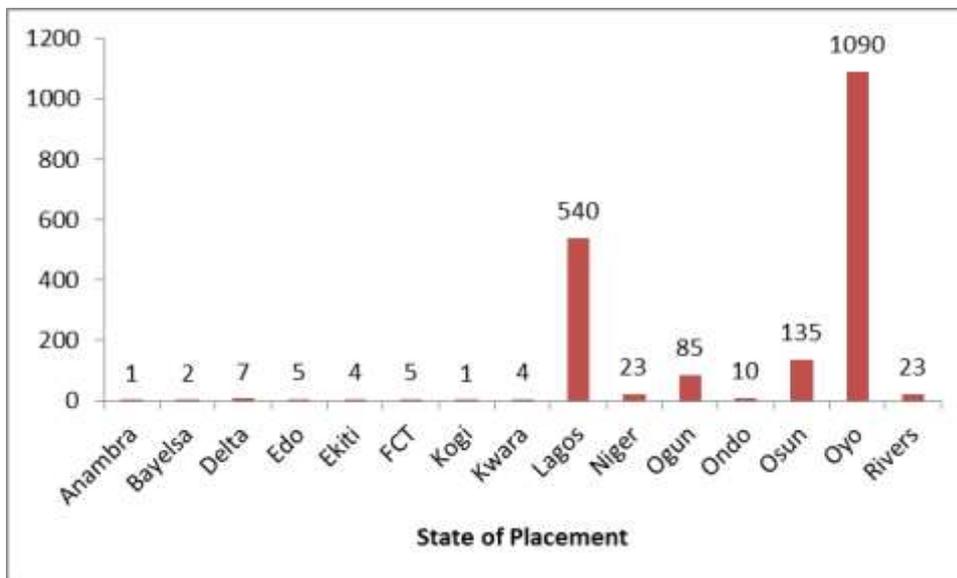
Fig. 8.7 State of Placement for students of the University of Ibadan on the three-month and six-month industrial training, 2011/2012 session

8.3.3 Present realities
    Some of the challenges faced by the SIWES would be addressed. First, among them is the economic problem over the past 30 years or so which has resulted in a great reduction of operation in the industrial sector of the Nigerian economy. While new industries are not coming on board, existing ones are operating far below the installed capacity. As a result of this, industries have been somewhat reluctant to partner with universities in the practical education of the students. During this period, many industries have folded up thereby closing the chances of students undergoing SIWES in such companies.
    Second is the ever increasing number of students eligible to participate in the SIWES programme. There are currently 127 universities and almost two hundred polytechnics, monotechnics, colleges of education and colleges of agriculture in the country from which students seek for industrial training positions in the limited number of establishments. Even when students are accepted in existing companies, the number is usually low and competition is very stiff.
    Third, the bulk of our students go on the three-month SIWES programme which takes place during the long vacation. However, due to strikes and the attendant calendar reviews, this period has

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over the last 22 years or so been cut short to an average of one month. This is posing two major problems. The first is that students hardly have enough time for the required training because as soon as they are settling down, they are recalled back to school. This does not give the students the required exposure they need and thus affect the quality of graduates being produced in terms of practical experience and exposure. The second major problem is that most employers who have experienced this short period of training are beginning to reject students for the three months SIWES, rather preferring those for the six months. The complaint is that they hardly derive any benefit as employers. It is hoped that when our academic calendar stabilizes, these problems would be a thing of the past.

As an undergraduate at the University of Ibadan, I had a three-month stint, from July to October 1980, with the Exploration Department of Mobil Producing Nigeria Unlimited. The experience I gained in the process, including a two-week field stay on an oil rig offshore Cross-River/Akwa Ibom States, was invaluable to me.

What needs to be done?

Efforts should be made that students have enough time for their industrial work experience. As part of efforts towards benefiting from students' experience at the University, we plan on interviewing students who have done industrial training to seek ways in which the curriculum can be modified to help them gain valuable employment skills. For example, at the University of Manchester, students of the Department of Mechanical Engineering returning after spending a year in industry advised the Department that they have found out that engineers need 75% managerial and 25% technical skills to excel. The Department subsequently has included courses like project management and operations management into the curriculum over the past few years.

How will this be done

The Directorate of Quality Assurance can ask students to evaluate their experience during the period of their attachments.

8.4   Practical Year Training Programme (PYTP)

A special type of Students' Industrial Work Experience Scheme is the Practical Year Training Programme (PYTP) for undergraduate students, during their 400 level, in the Faculty of Agriculture and Forestry. This programme was introduced into the curriculum of students of agriculture nationwide in the early 1980s to provide training opportunities for the students. The students cultivate various crops in the valley bottom on the main campus, in the area between Benue Road and the Faculty of Agriculture and Forestry. The students also have opportunity to visit some agricultural and forestry establishments in various parts of the country.

Present reality

Some of the problems facing the PYTP include lack of hostel accommodation on campus and lack of suitable accommodation when on outside posting as well as transportation challenges. The valley bottom has been cultivated for about 29 years now and it is likely that the soil has been degraded. Many students are discouraged from studying Agriculture and Forestry in the University as all they see are students tilling the ground with hoes and cutlasses, while also fetching water in buckets to water their plants during the dry season; this at best can only be described as subsistence farming.

What needs to be done?

- We need to expose them to mechanised farming by putting into use the tractors already purchased by the University. On-going efforts by the Faculty to introduce elements of specialisation into the PYTP will be fast-tracked. Beyond production, our students will also be exposed to other aspects in the agricultural value chain including processing, preservation, storage and marketing.

- We should make better use of the vast expanse of land acquired by the University at Ile-Ogbo in Osun State where hostel facilities have been built by the University and Igbo-Ora in Oyo State.

How will it be done
How to alleviate some of the challenges with the PYTP is shown in Table 8.3.

Table 8.3   Challenges with the Practical Year Training Programme and the way forward

S/No	Challenges	Way forward
1	Students till the land with hoes and cutlasses. Vegetables are watered with watering cans instead of sprinklers.	1. The big expanse of land donated to the University by the Ile-Ogbo (Osun State) and Eruwa (Oyo State) communities will be put to use with **mechanization**. Increased level of mechanization to be given priority to make agriculture more interesting and attractive as a profession.
2	Students face accommodation problem on campus and while on outside posting.	2. Students would be given temporary on-campus accommodation during vacation and then given preference while making allocation of bed spaces during the session. 3. For outside postings efforts would be intensified to get organizations that can provide accommodation. The students can also be charged a token to get rented apartments. 4. The UI accommodation facilities at Ile-Ogbo would be completed and equipped.
3	Acute transportation problem	The PYTP has two buses. One of these is very old and would be replaced. Purchase of a four-wheel drive and two 32- seater buses would be given a high priority.
4	Insufficient time on PYTP by students who still take courses in the second semester.	The 2014/15 academic session will take care of this for the in-coming year one students. A new curriculum is now in place.
5	Students not spending sufficient time in area of specialisation	More time would be allocated to students' area of specialisation. We intend to effect it this year and see the possibility of its workability.

8.5   Students' assessment
     Student assessment is an important element in higher education. The outcomes of the assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge that exists on testing and examination processes. Assessment also provides valuable information for institutions about the efficiency of teaching and learner support. It is the responsibility of the faculty/department to assure the quality of the student assessment. The central management must have a good policy and good control mechanism to check the decentralized activities.

     Student assessment procedures are expected to:
- be designed to measure the achievement of the intended learning outcomes and other programme objectives;
- be fit for purpose, whether diagnostic, formative or summative;
- have clear and published grading/marking criteria;
- take account of all the possible consequences of examination regulations;
- have clear regulations covering student absence, illness and other mitigating circumstances;
- ensure that assessments are conducted securely in accordance with the institution's stated procedures;
- be subject to administrative verification checks to ensure the accuracy of the procedures;

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- inform students clearly about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subjected to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

Present realities

The current guidelines governing student assessment in the University has been in place for many years and requires urgent review.

What needs to be done?
- We need to ensure that the University has well-functioning student assessment systems through all programmes at offer and clear rules to assure the quality of the assessments; has a clear policy to promote that the examinations are objective, equivalent and trustworthy; takes care of the consistency of the examinations; consistency between the programmes and consistency in time; has a policy to promote a variety of assessments methods; takes care that examination committees in departments function adequately and perform the statutory tasks.

How will it be done

Training academics is one of the core activities of a University. To determine the quality of the teaching/learning process and the quality of curricula, faculties/departments have to evaluate their programmes individually. The outcomes must be used to get a general overview of the quality of the educational provisions.

Our students will be taught 'soft skills' including IT, Presentation skills, Negotiation skills and communication skills. We need to conduct tracer studies of former students (alumni/alumnae), and make efforts to implement their recommendations.

Concerned with the important role of the **Continuous Assessment** in the academic programmes of the University and the observed irregularities in the implementation of the policy in some of the Faculties, as the Deputy Vice-Chancellor (Academic), I set up an 'Ad-Hoc Committee on the Implementation of Continuous Assessment in the University of Ibadan', in August 2014. The recommendations of the Committee were considered by the Committee of Provosts, Deans and Directors in September 2014 and approved by Senate in November 2014. If appointed the Vice-Chancellor, I would ensure a faithful implementation of the recommendations as approved by Senate in all the Faculties; this would help our students in optimizing their Cumulative Grade Point Average (CGPA), thereby reducing the level of failure and assist the students to be better focused while pursuing their academic careers in the University.

The efficiency of our First Degree Programmes in terms of the graduation rates and the class of degree are examined below.

8.6   Graduation Rates and Time-To-Bachelor's Degree

A measure of the efficiency (*Throughput*) of our First degree programmes is the percentage of students enrolled who are able to complete their courses in minimum time. A 100% efficiency would imply that all the students who enrolled in Year 1 completed their programmes at minimum time. For example, based on a cohort of 100 students, if 75 students complete their four-year bachelor's degree in four years, the 4-year completion/graduation rate is 75%.

8.6.1   Present reality
An examination of the 2005/06 intakes in the various Faculties has shown that the throughput could be high at over 90% for Communication and Language Arts (B.A), and Petroleum Engineering (BSc

Engineering) to less than 50% in the Faculties of Pharmacy (B. Pharm) and Veterinary Medicine (D.V.M) (Fig. 8.8).
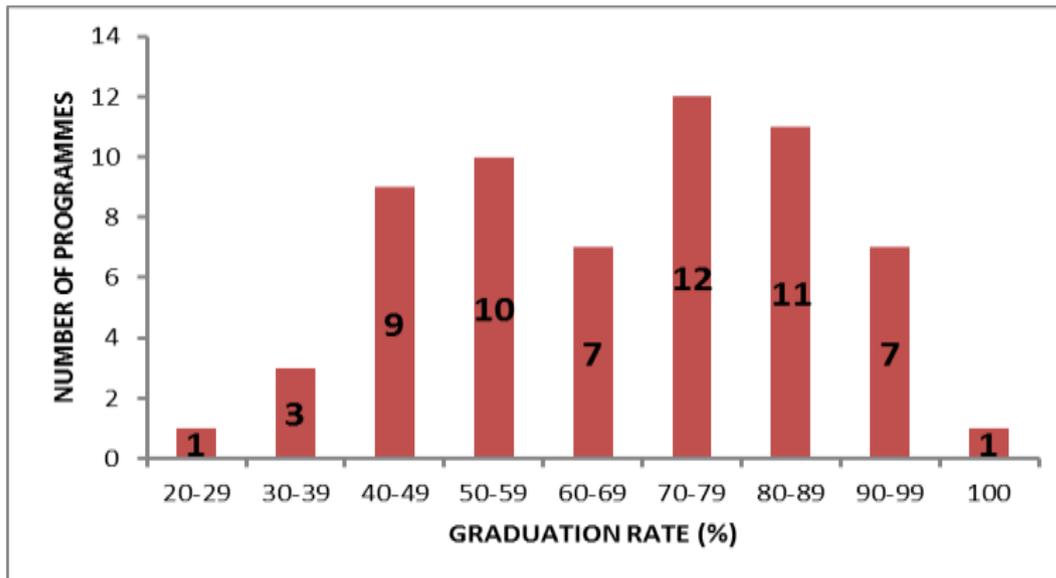
Fig. 8. 8 Graduation rate at the University of Ibadan for the 2005/2006 entrants into the undergraduate programme

8.6.2   What needs to be done?

One of the programmes with a very low graduation rate of 29% was found to be in the Department of Teacher Education. As the Deputy Vice-Chancellor (Academic), I advised the Department to look inward and proffer solutions. Their report was submitted in February 2015, two months after I completed my tenure and the Head of Department was kind enough to forward a copy to me. We shall encourage the Department in implementing the far-reaching recommendations they have made, and also extend the same to other Departments, with the overall aim being to improve our graduation rates.

8.6.3   How will it be done

We will put in place mechanisms that ensure that our undergraduate students have progress rate above 90%. These are highlighted in Section 8.7.3 below.

8.7 Quality of our 1st Degree

According to Olukotun (2014):

> *Institutions that endure and flourish as well as individuals of deserved eminence are the pride of their nations. Oxford University in Britain advertises her worth and preeminence in the education sector by the fact of having produced 50 Nobel Prize winners, 26 British Prime Ministers including David Cameron and 30 international leaders among which is former United States President Bill Clinton. That distinguished track record speaks far more eloquently than several rebranding projects designed to lift the image of any nation.*

Coming nearer home to Africa, the University of the Witwatersrand (Wits), Johannesburg, South Africa, proudly claims in its 'Facts and Figures 2012/2013', as follows:

> *Wits is a World-Class University. The high quality of Wits graduate is reflected in the fact that **90%** of graduates the University produces get permanent employment within*

Wits University has produced four Nobel Prize Laureates in Chemistry, Literature, Physiology or Medicine, and Peace.

The mark of a truly world-class institution is measured by what its graduates do after leaving. As an institution, through the educational experience we provide, we would give our students academic expertise, broaden their horizons and equip them with skills for their future careers. The impact can be seen through the success of our alumni/alumnae, who contribute to a wide variety of fields and endeavours, extending UI's reach far and wide.

We will ensure high standards of teaching and there will be focus on the research-teaching nexus that leads to the development of advanced curricula and research-based learning that produce distinctive graduates.

8.7.1 Present Realities

Between 8 and 35% of our students graduate with either a 1st Class or 2nd Class Upper degree. This compares poorly with the average of 70% for universities in the United Kingdom[5] (Fig 8.9).
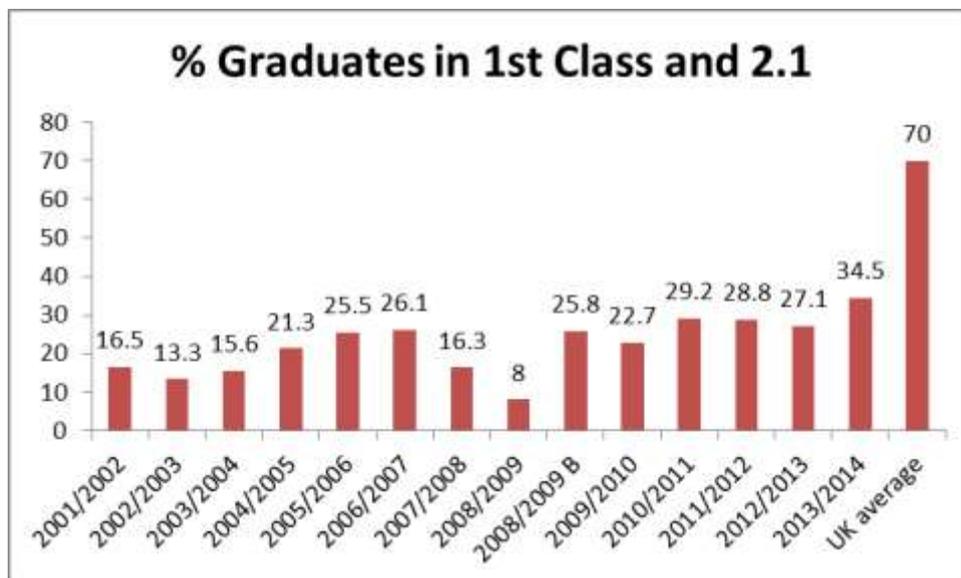
Fig. 8.9 Percentage of first degree graduates obtaining either a First Class or a Second Class Upper at the University of Ibadan for the period from 2001 to 2014. (Source: Order of Proceedings, 2001 to 2014; Results of University Examinations, 2013/2014 Session approved at meeting of Senate, 23 February 2015). (The UK average for the 2012/2013 session is given for comparison).

More worrisome is the fact that a very large proportion (nearly one-third in some Faculties) of our students used to graduate with either a 3rd Class or a Pass degree, up till about five years ago (Fig 8.10). Such graduates have bleak employment opportunities, and find it extremely difficult to secure postgraduate admission or scholarships. The good news here is that the proportion of our students who finish with these 'weak' degrees has been on the decline, ranging between 11 and 15% in the last four years. We need to re-strategise to bring this further down in the next five years.

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[5] http://www.hesa.ac.uk/content/view/3103/ (Downloaded 26 January, 2014)
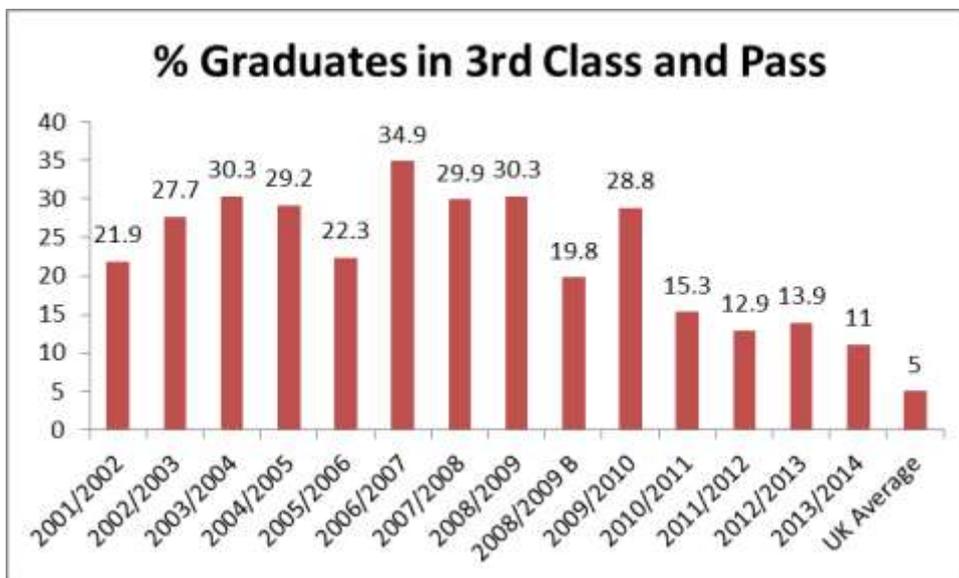
Fig. 8.10 Percentage of first degree graduates obtaining either a Third Class or a Pass at the University of Ibadan for the period from 2001 to 2014. (Source: Order of Proceedings, 2001 to 2014; Results of University Examinations, 2013/2014 Session approved at meeting of Senate 23 February 2015). (The UK average for the 2012/2013 session is given for comparison).

8.7.2 What we need to do over the next five years (Vision)
- o To increase the proportion of our students who graduate with either First Class or Second Class Upper degree from the current 35% to at least 45%.
- o To reduce the proportion of our students who graduate with Third Class or Pass degree from between 11 and 15% over the last four years to less than 8%.

8.7.3 How will it be done
- o We have to ensure that **admission continues to be merit-based** such that we admit top quality candidates for each discipline in the University.
- o We shall ensure **effective teaching and learning including enquiry-based learning**. Students would be actively engaged in the learning process. The range of teaching methods would include lectures, seminars, tutorials, group work and independent learning. The range of assessment would include examinations, assignments and presentations.
- o We shall modify our **teaching-learning strategy**. In contemporary world, the trainer is no longer seen as the 'sage on the stage' but the '**guide on the side'**. The needs of the learner has to drive content; learner's progress sets the pace; learners make input into process; learner gets feedback and learner reflects and provides feedback.
- o We shall institute a **Peer Assisted Study Scheme** (PASS) whereby Undergraduates in second year will help the first year students with their academics. This would be advertised on the University Website for interested students. The Peer Assistants would be carefully selected by the Heads of Departments and they will be incentivized by way of small compensations funded from the University budget.
- o We shall engage more **tutorial assistants**, especially for large classes at the 100 and 200 levels.
- o The **Vice-Chancellor's Roll of Honour** would be strengthened as a source of encouragement for outstanding students.
- o There will be a special Vice-Chancellor's Scheme for award to outstanding students in Departments that have never produced First Class Honours graduate e.g. History, Philosophy.
- o There would be adequate practicals, studios and fieldwork as applicable.

- We shall raise alert signals and offer **Counselling services** to students who although may have satisfied minimum conditions for studentship but are consistently on a CGPA of less than 2.6. Senate has already approved far-reaching measures on how to strengthen the Career and Counselling Unit in the Students' Affairs Section of the Registry.
- There is need for **greater flexibility in attending to request for change of course by students**; some departments do not allow students to transfer to other course of study even when they are neither doing well nor enjoying their current programme (e.g. Mathematics, Physics, Zoology, Philosophy and English). A student who is unable to cope in a course may be better off in another course. As the Head of Department of Geology I advised a student to seek a transfer from the department on account of poor academic performance. He agreed with me and sought a transfer to the Department of Adult Education where he eventually graduated with a Second Class Honours degree, and he has since completed his M.Ed in UI.
  - ✓ In retrospect, the suggestion is not completely new at the University of Ibadan. As an undergraduate in the Faculty of Science of the University in the 1970s, we were encouraged to register for all the compulsory and required courses in two departments in our first year (now 200 level) such that a student could have the flexibility to continue his/her degree programme in either of the two departments[6].
  - ✓ Moreover, this suggestion is not unusual, especially when we look at what obtains in the developed world, especially the United States of America, where students are not required to declare or indicate their major until the second semester of their second year. In a sense, Ibadan would be showing leadership by creatively combining features of the British system with the American educational system. This idea is also consistent with an aspect of vision to adapt the wisdom of global best practices to UI educational ethos.
- There will be a Vice-Chancellor's initiative comprising awarding **scholarships to indigent students** who would have otherwise been unable to support themselves on account of lack of funds.

According to our 7th Vice-Chancellor, Professor Emeritus Ayo Banjo, in his memoirs on his successful two terms of office from 1983-1991 (Banjo, 1997: 140):

> *But the overarching aim, of which I never allowed myself to lose sight, was the realisation and preservation of Ibadan as one of the most distinguished centres of learning in Africa, and among the leading universities of the world, as it had promised to be in its first twenty-five years.*

As part of a renewed interest at a renaissance of UI, we will ensure high standards of teaching and there will be a focus on the research-teaching nexus that leads to the development of advanced curricula and research-based learning that produce distinctive graduates. We will attract the highest performing Nigerian secondary school students and have much lower student: staff ratios compared to other Universities in the sub-region. We will invest in world-class research in order to drive discovery and innovation and to deliver world-class education. We will translate research into teaching and learning and work closely with government (Local, State and Federal levels) and other agencies responsible for policy and programmes. We will ensure that the University remains a research intensive University that can attract the highest level of industry, government and competitive grants to fund research.

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[6] For example, I registered for all the relevant Part I courses (now 200 level) in the Departments of Geology and Chemistry during the 1978/79 session.

We will strive to maintain the highest number of alumni/alumnae and academic staff with the Nigerian national Order of Merit and fellowship of the various national academies[7] (Science, Letters, Engineering, Education and Social Science), continental (African Academy of Sciences) and global (Third World Academy of Sciences).

The Department of Teacher Education currently has seven major units and runs 21 undergraduate programmes; this is too unwieldy and inefficient. These include 11 B.A. (Ed) in Arts and Humanities, 4 B.Sc (Ed) Social Sciences, 5 B.Sc (Ed) Science, Technology and Mathematics-related programmes and 1 B.Ed Early Childhood Education programme. The NUC Accreditation Team that visited the University in December 2014 complained about this.

On account of the need to produce more teachers for the secondary school level of education in the country it is necessary to expand the course offerings and the number of students in the various degree options. As Chairman of the Board of Governors of the International School from December 2010 till December 2014, we had difficulty in recruiting competent teachers of Physics and Mathematics. The Department of Teacher Education which currently has 25 academic staff, and as Vice-Chancellor, I shall work towards splitting the Department into three as follows:
- Department of Educational Foundations
- Department of Arts and Social Sciences Education
- Department of Science and Technology Education

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[7] Out of the 65 recipients of the highest academic honour of Nigerian National Order of Merit as at 2012, at least 25 were either alumni/alumnae or staff of UI; similarly, of the 144 Fellows of the Nigerian Academy of Science as at end of 2012, about 43 were either alumni/alumnae or staff of UI.

8.8   Welfare

The President of the Students' Union, University of Ibadan, for the 2013/2014 session, Oluwafemi V. Odesola, at his inauguration identified 10 major problems facing students of the institution[8]:

i.   Limited municipal services including difficulty in intra-campus transportation, electricity and potable water supply,
ii.   Poor internet facility
iii.   Inefficient service delivery at the University Health Clinic,
iv.   Exorbitant fee on add and delete form among postgraduate students
v.   Poor welfare of students on the Practical Year Training Programme
vi.   Undue stress in the clearance of graduating students
vii.   Inefficiency of the Industrial Training Coordinating Centre
viii. Poorly developed kitchenette facilities
ix.   Obsolete library facilities
x.   Inadequately equipped and poorly maintained science laboratory facilities.

The Management of the University is aware of these problems and efforts are being made to tackle them as addressed in different sections of this document. We have since attended to problem number vi as the Vice-Chancellor constituted an Ad-Hoc Committee in August 2014 which I chaired as the Deputy Vice-Chancellor (Academic) and our recommendations are already being implemented.

8.8.1   Accommodation

Apart from the classrooms and libraries, the next most important environment that has the greatest impact on the education of the typical University student is the **hall of residence** and the associated facilities. It is in such places that the student acquires the 'University culture', where he/she becomes a 'universal' personality and is expected to throw away most of his/her parochial attributes.

Present reality

The University of Ibadan has 12 halls of residence with an official total capacity of 9,415 bed spaces. This carrying capacity is in itself a result of capacity over-utilisation and there are large numbers of squatters making the population per room far in excess of the official estimate. Eight to 10 students are now using rooms officially allocated to 3 or 4 students. The end result is that the facilities are overstretched; students live in such squalor living conditions that are not conducive to a learning environment. Power outages, irregular supply of water and dilapidated infrastructures in the halls of residence constitute serious health hazards.

The University is currently charging an accommodation fee of fourteen thousand naira (₦14,000.00) per bed space per session. Yet it spends about sixty thousand naira (₦60,000.00) per bed space per session. Under the present circumstances, the University cannot provide a learning environment for students in the halls of residence.

Many students are already paying a very high rent per bed space right on the campus (in staff boys quarters, garages, and even in rented rooms inside the staff living quarters), and even higher rents outside the campus, especially in neighbouring communities like Agbowo and Ajibode. Unfortunately, these rented quarters do not have facilities to ease learning and there are many security issues, especially for female students.

What needs to be done
* Our students are entitled to decent accommodation, conducive to healthy living and learning.

How will it be done

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[8] Odesola, O. V., 2014. *Inaugural Speech* delivered at Trenchard Hall, University of Ibadan, 6 August, 2014. 4 pp.

- There will be a liberalization of the 'business' of providing accommodation to students by encouraging the entry of more private entrepreneurs and 'not-for-profit' organisations into the market. We shall be collaborating with the alumni association, staff unions, cooperative societies and through public-private partnerships. Such accommodation should be at affordable rates to UI students and this would relieve the University the burden of running halls of residences at a loss and setting the standard of quality for other providers of the services.

The Porters in the various halls of residence will be trained and re-trained as appropriate with the aim of professionalising the management and administration of the halls. This would free the academic staff currently engaged as hall wardens from routine things and in its stead to be involved mainly with monitoring purposes, in conjunction with the alumni/alumnae of each hall. This would foster the desired interaction between staff, students and alumni/alumnae.

8.8.3 Counselling Services

Less than 100 students per year have access to career counselling in the University. Efforts will be made to ensure that far more students benefit from a functioning career and counselling services, which would in addition regularly provide them with necessary services and information on change of course or programme of study, access to scholarships, bursaries, loans, internships, vacation jobs, employments and career opportunities. To effectively carry out its enlarged functions, the Career Counselling and Development Unit of the Students' Affairs Division will be strengthened.

8.8.4   Student-Work-Support Scheme

The Student-Work-Support Scheme will be strengthened to generate appropriate part-time jobs, especially by students in need of financial support to meet their maintenance and subsistence expenses.

There are other important benefits of this work-study scheme. In addition to preparing students for post-graduation life by imbuing them with the value of work, it also provides them with an outlet to productively invest their time when they are not engaged in core academic activities, thereby reducing the temptation to engage in destructive behaviour[9].

8.8.5   Students' Organisations

Majority of the social, diplomatic, philanthropic, cultural and academic clubs and associations which flourished and promoted tremendously the overall development of many students have since the 1980s become dormant or extinct. Beyond academics, while the students are passing through the University, the University should also pass through them. Efforts shall be made to re-activate these organisations.

8.8.6 Scholarship Scheme

There will be a Vice-Chancellor's Scholarship Scheme for brilliant Students. Funding for this project will be sourced from '**Friends of UI**'. We shall also include it in the University's budget.

8.9   Processing of Academic Transcripts and Degree Certificates

The creation, maintenance, retention and disposition of student academic information is a core function within higher educational institutions. Student records identify the academic institution's official student records, document their progress through a course of study, show degrees and certifications earned, support applications to other institutions, support job applications, and frequently are referenced as historical records.

There is an urgent need for the University to digitize academic records of students to enable fast and easy access to their records. In most cases, graduated students applying for their transcripts have to come physically to the University of Ibadan to apply for the transcripts. This poses a challenge since

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[9] For example, in the US, it is not only indigent students who are encouraged to engage in work-study; many students participate in it for these ancillary reasons and the federal government funds the scheme.

many of the students are outside the country and valuable time is lost in the process of the application. The University will introduce an online portal for transcripts that enables the alumni to access their transcripts from anywhere in the world. The introduction of the service will ease the burden of students who often have to travel all the way down to the school for the sole purpose of getting a transcript of their academic records for graduate studies or employment. The i-transcript project can then be carried out in phases. The first phase can involve digitized records of students' academic work for the last 20 years. In the second phase, the institution can then compile records up to its inception in 1948.

Every student can get his/her records from the transcript portal. They apply online, pay using any of the payment services and get a signed and authenticated e-transcript in a few days. Thereafter, hard copy records can then be couriered either locally or internationally and take a few more days as well as cost additional sums. A student who is financially indebted to the University will not be allowed to receive a copy of his or her academic transcript/diploma, nor will a request to transmit the academic transcript/diploma to another person or agency be honored so long as the debt remains; however, the student will be permitted to view the documents in accordance with the provisions of this policy. Academic transcript and diploma requests may be denied in connection with disciplinary actions resulting from academic or non-academic misconduct.

As Deputy Vice-Chancellor (Academic), I placed great premium on prompt grading of examination scripts and release of the results after approval by the Departmental and Faculty Board of Examiners. For the first time in a very long while, we ensured that Senate considered the results of First Semester Examination Results of Non-Final Year Students during the 2012/2013 session. This was repeated during the 2013/2014 session.

We now ensure that academic transcripts and degree certificates are ready for collection during the Convocation, beginning with the 2011/2012 and 2012/2013 graduating sets.

Software Design for Online Result Collation

The collation of academic results should be an administrative exercise. However, in most Departments in the University, members of the academic staff are responsible for the collation of the results. This put strains on the staff's schedule as well as the time that should have been used to be more productive. The University will design a software with which academic staff can upload their results on the University portal at the end of each semester. A pilot scheme for this, involving the Faculty of Science, commenced during the 2013/2014 session. It would be extended to other Faculties during the current 2014/2015 session.

8.10   Improving the employability of our graduates

A major problem faced by youths in Nigeria is unemployment (Fig 8.11). Some of the reasons for this are examined in this section.
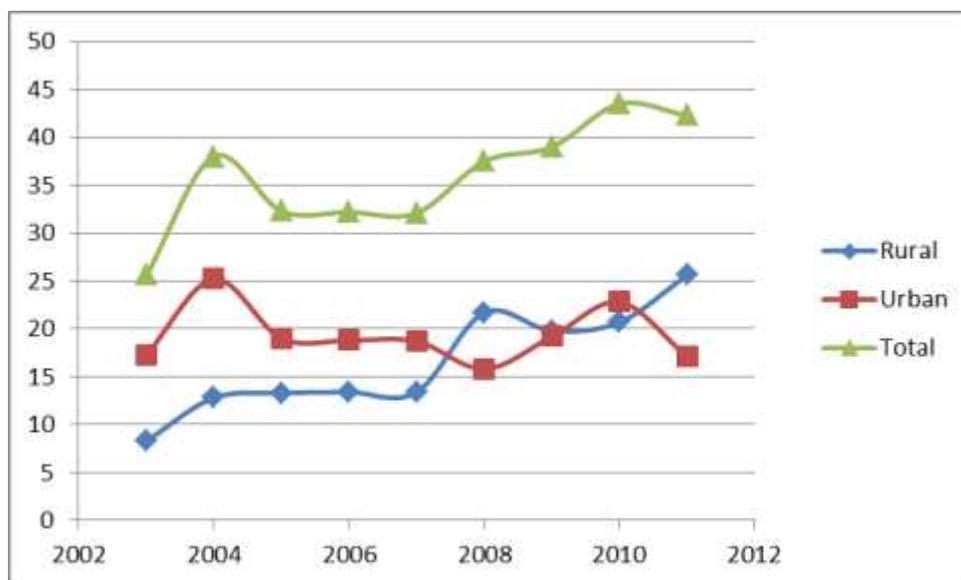
Fig. 8.11 Graduate Unemployment Rate in Nigeria, 2003-2012. (Source: National Bureau of Statistics (NBS)).

Disharmony between academic curricula and job placement

There is a significant gap between labour market demand and programmes offered in the University and this has led to high unemployment among graduates. This gap is due to many factors:

(i). students have little or no work experience when graduating

(ii). limited employer input into curricula or the teaching-learning process'

(iii). lack of focus on general employability skills, such as learning-to-learn, problem-solving, project and team-work, and communication skills

(iv). degrading learning equipment and infrastructure for teaching

(v). overall limited learning of students due to lower teacher effectiveness, and the level of preparation of students entering from secondary education,

(vi) inertia in establishing new degree programmes closely responding to emerging labour market needs,

(vii). not doing enough to prepare and assist graduates finding a job.

Employability skills is by definition the skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions. They are also sometimes referred to as generic skills, capabilities, or key competences. The following employability skills are generally recognized:

(i). communication

(ii). teamwork/interpersonal skills

(iii). Rational decision making and problem solving skills

(iv). initiative and enterprise

(v). planning and organizing

(vi). self-management

(vii). learning

(viii). technology (Information Technology (IT) and Occupational Health Safety (OHS).

Communication skills measure a person's ability to get his/her idea across to an interview panel using adequate and professional language. It measures his/her ability to articulate the answers as well as the accuracy and flow of ideas. A need assessment conducted by the NUC identified poor communication skills as a pervasive problem amongst graduates of the Nigerian University System.

Rational decision making and problem skills relates to the ability to resolve problems and to initiate solutions at the work place, using available resources, procedures, personal, interpersonal or intellectual capacity. They deal with the individual's ability to understand and analyse the problem at hand, his/her mental ability in proposing workable solutions in accordance with logic, procedural and/or

technical requirements. This enables us to measure the person's adaptability to situations, innovation or creative thinking, level of focus and ability to manage stress.

Interpersonal skills demonstrate a person's capacity to work with others in a peaceful and result-oriented manner.

Training in **entrepreneurship** can be a veritable means to curb graduate unemployment. Questions to address in this respect include whether or not the environment is conducive for entrepreneurship development, the state of entrepreneurship training in our University, how many student projects/theses make business sense and how many businesses have spun off from research in our University. The Centre for Entrepreneurship and Innovation will be encouraged to continue with the good works it is doing in this respect. The vision of the training in entrepreneurship is to ensure that every UI student will have an innovative, creative and entrepreneurial mindset that empowers him or her take initiative, be resourceful and persevere in the face of challenge. The mission is to create and sustain an educational environment that inspires and equips UI students to become innovative thinkers, value creators and entrepreneurial leaders.

We will ensure that our students imbibe the following skills: management skills; communication skills; team work and independent work; financial literacy; research; innovative and creative thinking skills; the ability to multi-task; and perseverance. We will develop key employment skills by providing students with co-curricular activities and opportunities – Alumni/ae can offer internships.

The University of Ibadan is at the forefront of increasing access to Nigerians who are desirous of higher education, especially at the undergraduate level, including those who are already employed and may not be able to take up full-time study. One major way of doing this, apart from the conventional face-to-face mode, is through distance education. This is discussed in the next section.

9.   Open Distance Learning
9.1   Background

The idea of distance education at the University of Ibadan was conceived by the Department of Adult Education in 1972. The proposal for the commencement of the various programmes was presented to the Senate of the University in 1976. Later, the National Universities Commission gave its approval on the condition that it would be a self-financing programme. The present-day Distance Learning Centre started first as External Degrees and later changed to External Studies Programme in 1988, with courses from the parent department (Adult Education) and two other departments namely Guidance and Counseling and Teacher Education.

By 1993, four more departments, namely Special Education, Library Science, Educational Management and Physical and Health Education, had joined the original three departments to offer courses leading to the award of the Bachelor of Education (B.Ed) degree. In 1998, the programme was extended to the Faculty of Agriculture and Forestry.

In order to keep pace with global developments, the name of the centre was changed from Centre for External Studies to Distance Learning Centre in 2002. Since inception, the centre has graduated over 4,000 students. The total enrolment over the past six years is shown in Fig 9.1.
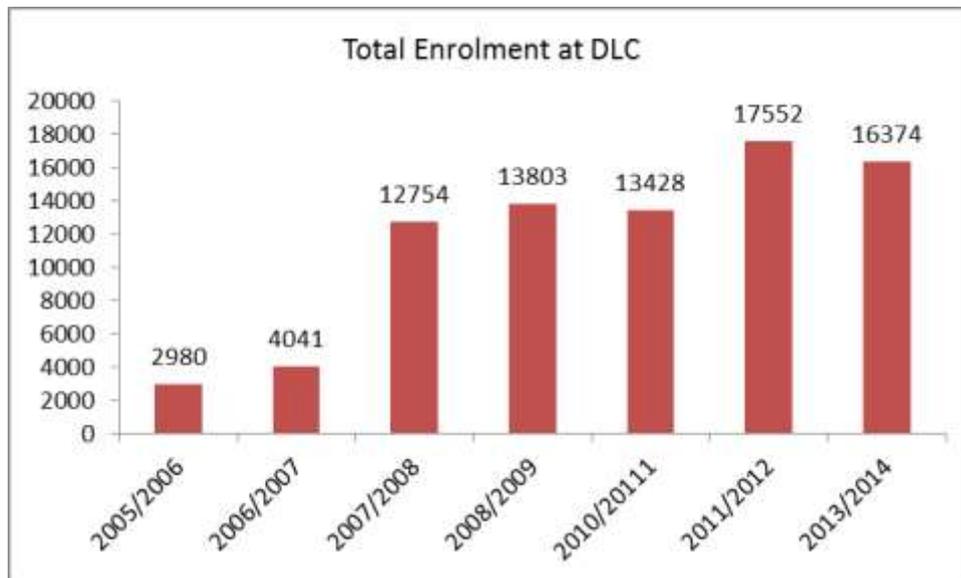
Fig. 9.1 Total enrolment of students at the Distance Learning Centre, 2005-2014

The Distance Learning Centre is the platform for the delivery of non-regular mode programmes at Certificate, Diploma, Degree and Postgraduate levels of the University of Ibadan. Its admission, curricular, conditions for graduation and indeed its programmes of studies are the same as those offered for full-time mode at the University of Ibadan. They, therefore, operate on the parity of esteem with the regular mode. The only difference is that it is designed primarily to suit those in the working class, whose schedules, distance, financial condition and other situations may not permit them to undergo full-time studies at the University. Recently, the Distance Learning Centre has admitted its first set of students on the Open Distance Learning (ODL) mode in conformity with the National Guidelines on Distance Education (2009).

The UI-DLC is one of the six dual-mode universities in Nigeria and the only one with a University-template structure as recommended by the regulatory agency-the NUC- with a Director, two Deputy Directors, a Deputy Registrar and a Deputy Bursar.

9.2   Present realities

The DLC currently has about 16,000 students but faces some challenges militating against its optimum capacity to truly run Open and Distance Education in Nigeria. In its present mode, Ibadan DLC's sphere of operation is largely limited to South Western Nigeria. This is as a result of the following:

- Course Materials: There are 30 departments, drawn from five faculties, running the ODL at the University of Ibadan. However, the University could only currently advertise six programmes accredited by the National Universities Commission. This is due largely to the non-availability of course materials or obsolete and non-ODL format of course materials from some departments. The implication of this is not only a loss of revenue, but also in Ibadan not being able to provide ODL to the large number of candidates who are willing to pursue University education.
- Problem of energy and IT: While the DLC can boast of an efficient IT Team and an improved portal, the team's capacity and efficiency is hampered by poor energy supply and limited bandwidth.
- Problem of space and infrastructure: Availability of space is a major constraint for the DLC, most especially for interactive sessions and examinations. This has always impacted negatively on the image of DLC. However, with the soon-to-be commissioned Ajibode project, this would be mitigated.
- Lack of DLC Core Academic Staff: Having her own core academic staff is the best way to go and it is also in tandem with the NUC policy on ODL. It is the best thing to do in order to competitively put DLC, UI over other providers of distance education in Nigeria. Lack of core academic staff has always led to endless waiting for examination results. This has often put DLC in a bad light.
- The problem of not complying with the extant ODL rules and policies by facilitators on account of their inability to adapt to changes. This is the crux of the major challenges confronting UI DLC.
- Being bogged down with late release of examination results due to delay in grading of scripts by facilitators, thereby eroding the credibility of the programme on one hand and the integrity of both the Centre and the University on the other hand.

9.3   What needs to be done

- We need to reposition and strengthen our Distance Learning Centre to be able to offer quality education to many more candidates seeking University education.

9.4   How will it be done

- We shall ensure substantial compliance with NUC Guidelines in respect of administrative structure, staffing, IT platform and professionalism.
- The leadership of DLC would be encouraged not only to address the challenges listed above, but also to make efforts to make the DLC optimal in terms of studentship drive[10], internal capacity for staff, and engage additional core academic staff while programmes would still be domiciled in the departments.
- There would be aggressive infrastructural provisions, and regular University-wide stakeholders' discourse on ODL in Ibadan. Fundamentally, the DLC would be totally mainstreamed into the University calendar. Doing this, would re-engineer faith in the various DLC programmes.
- We shall ensure that the National Universities Commission accredits more of our Open Distance Learning courses, while new courses like Nursing, Computer Science and information Technology will be brought on board. This would require motivating our lecturers to develop their ODL-compliant course materials; this would entail recognition of peer-reviewed tertiary-level textbooks by the Appointments and Promotions Committee for Academic Staff.

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[10] Ibadan DLC needs about 500,000 student enrolment to break even.

A strategic decision of the University of Ibadan is to transform into a postgraduate University with a postgraduate: undergraduate student enrolment ultimately reaching 60:40. The next section focuses on the Postgraduate School.

10.   Postgraduate Training and Research
10.1   Postgraduate education at the University of Ibadan

The Postgraduate School at the University of Ibadan is widely recognised as the flagship for postgraduate training and research in Sub-Saharan Africa. In laying claim to a premier position in the Nigerian University System, we need to strengthen the School with every material and financial support so that the School can do more for the University in particular and the nation in general.

Academic and professional master degree programmes are run in most departments. The number of doctoral students produced in a University is one of the measures of the research productivity in the institution. Over the period from 2000 to 2014, the University of Ibadan, produced a total of 3, 227 P Ph.D. s (Fig 10.1). This output is easily one of the highest for any University in Sub-Saharan Africa.
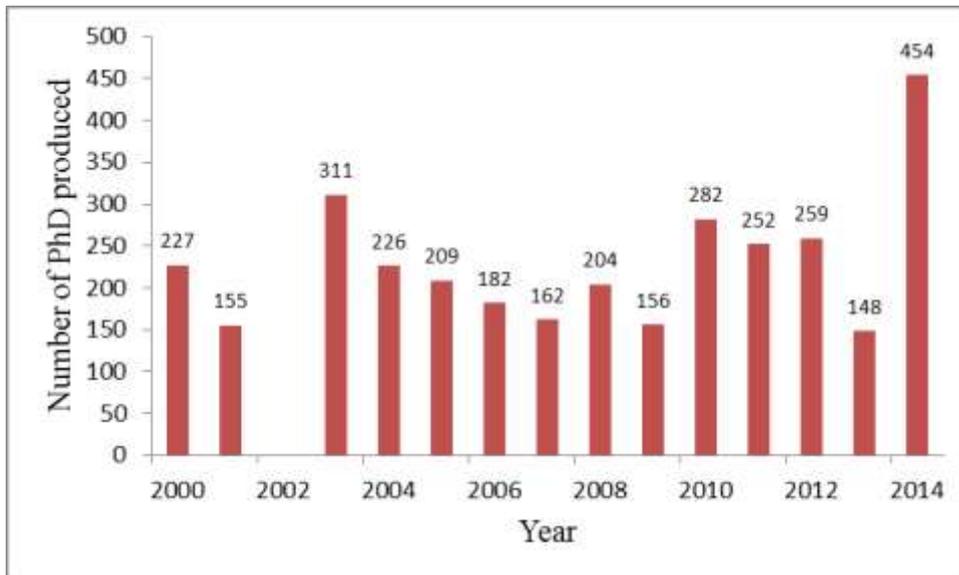
Fig. 10.1 Ph.D. graduate output at the University of Ibadan, 2000-2014. (There was no convocation in 2002).

With the imminent establishment and codification of Minimum Academic Standard (MAS) for Postgraduate Programmes nationwide, and in the light of experiences in Nigeria and elsewhere, there is a need for reform requirements for Quality Assurance that have direct or tangential implication for postgraduate training and research (Adedipe 2010).

Postgraduate Supervisory Committee composition and the supervisory modalities need to be reviewed. The era of Postgraduate (particularly Ph.D.) Examinations being conducted *in camera* by a selected few, with the Head of Department as a Chairman is long gone and in its place should be an open examination chaired by the Dean of the Postgraduate School or his/her nominee. This is to *reinforce the confidence of the candidate*, while *promoting academic accountability*. This has been adopted by some universities, such as the University of Ghana, Legon.

Supervisory Committee membership must include cross-College/Faculty representation in the basic and the applied areas of a Student's research topic and projects.

As part of the training (as complementary to teaching), coursework should be made more rigorous, with the infusion of at least one of French, Spanish or Arabic to promote competitiveness for the international job market of research, commerce or diplomacy. This is the order globally.

Departmental Seminars should carry course unit and be graded, in terms of attendance and presentation at the cardinal stages during the higher degree work. IT literacy and second order competency should be made compulsory for all postgraduate students.

Research governance and administration should ensure that postgraduate scholarships are sustainably instituted, while postdoctoral fellowships should be reintroduced to facilitate scholarship development and mentoring.

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Current Challenges
There is a very long delay in the resumption of new postgraduate students which leads to extension in the academic calendar and the inability of postgraduate teachers to proceed on annual leave at end of the session.

What we need to do
We need to harmonise the undergraduate and academic calendars such that the admission of postgraduate students start early, new postgraduate students resume at the same time as the undergraduate students, and examination of postgraduate courses are concluded no later than two or three weeks after the completion of undergraduate examinations.

Revamping the Master's Degree Curricula
Many of the Master's degree programme curricula are over-due for comprehensive review. In carrying out this, departments would be encouraged to embrace modular course formats as well as opportunities for candidates to step down to diploma or certificate level if they are unable to complete the full module. This is a general practice in many parts of the world. This would minimise attrition rates since candidates may exit programmes at different levels depending on the modules completed. This would also eliminate duplication/triplication of programmes at certificate/diploma and Master's degree levels, especially for professional programmes since the same curriculum will be used and the same teachers will be involved.

Re-Engineering the Ph.D. Programme
There is an urgent need to encourage all departments to introduce course work for Ph.D. programmes and to set limits (minimum and maximum) for the course load expected to be borne by the students in various programmes. All doctoral students should, in the minimum, take courses in research methodology, and report writing and presentation to address the emerging challenges of research misconduct including plagiarism and other ethical issues. Official academic transcripts should then be issued at the end of the programme.

Upgrading Postgraduate School Infrastructure
Office accommodation is fast becoming a challenge in the school and the situation has to be addressed. It is about time to either start raising up the bungalow at the current site (which is cheaper) or developing a new administrative building in Ajibode. This is already being attended to by the University.

10.2   Vision and Mission for Research

By 2020, we seek for UI:
- To become recognized nationally and internationally as a premier research and education institution in Africa.
- To establish a robust research and education enterprise featuring cutting-edge, integrated applied and basic research, and education of next generation of leaders and practitioners.
- To facilitate and incentivize the planning and development of competitive proposals to secure significant extramural funding to support its research and education programmes.
- To undertake research to world-class while having local relevance.
- To invest in world-class research in order to drive discovery and innovation and to deliver world-class education.
- To translate research into teaching and learning and work closely with government (local, state and federal levels) and other agencies responsible for policy and programmes.

- To ensure that the University remains a research intensive University that can attract the highest level of industry, government and competitive grants to fund research.

10.3   Furthering Research Excellence

As part of efforts to further research excellence in the University, the following shall be given the pride of place:

- Create a research culture by financial incentives for productive academic staff.
- Provide physical and technological infrastructure to conduct cutting-edge research; increase research productivity.
- Significantly increase the number of postgraduates - the proportion of both Masters and Ph.D. students, and postdoctoral researchers.
- Link research advances with economic development through innovative technology transfer, business start-ups, corporate relations, investments in the community and consultation with community leaders and government officials.

10.4   Strengthening the New Interdisciplinary Research Centres

Efforts will be made to strengthen the new interdisciplinary research centres established in the past few years. These include:

- Centre for Child and Adolescent Mental Health
- Centre for Petroleum, Energy, Economics and Law
- Centre for Drug Discovery, Development and Production
- Centre for Control and Prevention of Zoonosis
- Institute for Maternal, Child and Neonatal Health
- Institute for Infectious Diseases

10.5   Developing the Next Generation of Research Leaders

Being an early career researcher is tough. To stand a chance of reaching the holy grail of a permanent academic post, researchers must publish (prolifically) in peer-reviewed journals, present at international conferences, organise their own conferences, be superb networkers, win funding and ideally gain professional experience in teaching, administration and project management. International exchanges can have a powerful impact on emerging scholars. By visiting foreign universities, researchers can expand their knowledge and skill sets, widen their professional networks, and sometimes take advantage of new career opportunities. Through such a programme for emerging scholars, staff and students from UI would be able to travel to other institutions for a period of up to six months to collaborate, learn, teach and share across borders. The experience of the participants would have a transformative effect on their studies and their academic career.

Academics will be encouraged to establish and develop research groups, this being the natural progression for research leaders. Successful academics start forming research groups soon after completing their Ph.D., by first attracting final year undergraduate students, then Master and Ph.D. students, and getting grants. Studies have shown that being a member of a highly active research group is the best predictor of individual output and that research active departments with a strong culture of research quality and support for staff to develop research careers produce more publications for their size. A small proportion of staff often produces most of the work. Highly active researchers produce far more publications than the least active group and dissatisfied researchers are not as productive as satisfied ones. The conditions conducive to future research leaders having a good experience include access to resources, research productivity, research opportunities, and institutional impacts and practices.

The factors that impact on the success rate of early career researchers include completing a doctorate degree, obtaining ongoing academic employment, establishing a programme of research and publication, overseas experience, attendance at conferences, building and maintaining personal contacts with other researchers, locating and linking with a mentor, publishing, personal motivation and

commitment, and perseverance and resilience. Overriding all these factors is the impact of the academic's personal motivation to undertake research. Academics currently involved in research and with a strong belief in the place of research in academic life often enjoy meeting the challenges of research, a strong degree of curiosity and a desire to communicate ideas.

Early career researchers who have completed their Ph.D. within the past five years are expected to have a high degree of passion for work, have good international connections and networks, have effective mentors and supervisors, participate in collaborative or team research, supervise postgraduate students, have a close teaching and research nexus, have the capacity to concentrate on research, flexibility in the work place, and have moderate involvement in administrative duties.

The following initial areas in which emerging researchers need support can be identified:

- Staying connected to their peers and to the key academic networks in their discipline through associations, conferences and publications;
- How to transform their Ph.D. work into publishable material, and how to use this as the basis for discussion beyond the academy;
- Developing the understanding to frame a new set of research questions, identify a niche, and navigate the funding process;
- The basic funding to undertake initial fieldwork and explore new ideas;
- Participation in supervisory processes themselves, as co-supervisors of new Ph.D. students;
- An overall institutional context that is supportive and structured with the right policies and procedures to assert early careers as a priority.

Not only are emerging scholars more likely to prosper as researchers, but they may also be more willing to stay if provided with an environment conducive to research, and a sense that they are supported and valued by their institution. Towards this end, the University will set aside funds in the budget to take care of early career researchers.

Members of the academic staff who have recently completed their Ph.D.s will be supported to undertake **postdoctoral fellowship** as part of efforts to improve their research capacity.

10.6   Strategic Research Priorities
Immediately,

Promote interdisciplinary and multidisciplinary research and education through viable interfaces among undergraduate and postgraduate programmes.

Strengthen the research administration infrastructure to sustain a dynamic and robust research and education enterprise.

Join with government, foundations, industry, and philanthropic sources, to lead sustainable research.

10.7   Departmental Ranking
We would conduct a Departmental Ranking to be able to have an objective basis of determining our areas of strength. Generally, assessable areas may include:

- Quality of Teaching/Education
- Research Output (books, chapters in books, refereed conference proceedings, articles in journals, patents)
- Quality of Staff (including staff profile)
- Income Generated/Research Funds attracted
- Extension Services including service to the Community
- Technology Development/Inventions/Patents
- Awards won
- Linkages (international, industrial and inter-departmental)

10.8   Strengthening Learned Journals Published at the University of Ibadan

Many members of our academic staff and postgraduate students are reluctant to publish in journals based in Nigeria because of the greater preference often placed on offshore publication outlets. In order to place the University of Ibadan on the global map as a leading research University in Africa and significantly contribute Ibadan's quota into the global knowledge pool, there is an urgent need to improve the quality and visibility of UI journals such that they are transformed into publication outlets that are attractive to academics globally. It may be required to have a business model for each journal.

Consequently, we would set up, within six months of assumption of office, a **Journals' Administration and Support Committee** with the following Terms of Reference:

(a). take a census of all the currently existing journals in the University;

(b). set the guidelines for the production of journals;

(c). push up the University's journals to international standard;

(d). create, maintain and sustain the University's journal website;

(e). provide the necessary platform for journals where UI has the comparative advantage e.g., Ibadan Journal of Medicine, Nigerian Journal of Economics and Social Studies, Tropical Veterinarian and Journal of Science Research;

(f). make the journals visible by indexing on major citation indexes.

One other area we have to look into in this regard is the composition of the editorial boards of these journals. The fact that UI is the sponsoring institution of the journals does not mean that their editorial board members should be dominated by UI academics. Such a situation tends to compromise the peer review process and erode its credibility. The fact that most journals now accept electronic submissions should make it easy to conduct most editorial businesses electronically, and also help facilitate the internationalisation of the editorial boards.

10.9   Popularising the UI Manual of Style

The University of Ibadan Manual of Style (UIMS) is a unique document developed by seasoned scholars of the University when I was Dean of the Postgraduate School. It was meant to be used for academic scholarly works in the University. Since put together, students especially at the post-graduate level are encouraged to use it when compiling references for their thesis and dissertation. However, most lecturers in the University are either not aware or are aware but really do not understand how it should be used. If the document is not clear to lecturers, it would reflect on the work produced by their students.

To address this problem, we make the following suggestions:

First, about 10 years after the UIMS was first produced, it is high time that the document was revised[11]. Consequently, we shall establish a committee, comprising academic librarians, experts from the Department of Library, Archival and Information Studies, Africa Regional Centre for Information Science and other scholars to revise the manual.

Second, we shall make the revised document available to all academic staff and postgraduate students. Third, we shall organize training workshop to create awareness on how to use it. Fourth, we shall enforce use of the UIMS by students for writing projects, thesis and dissertation.

Fifth, we shall enforce use by academic staff for arranging scholarly publications for promotion exercise. Sixth, there is need for the UIMS to be included in reference manager software such as Endnote, Mendeley, Procite and RefWork. This will make referencing and compilation of bibliographies and references easier for both students and academic staff. Through the Postgraduate School, we shall ensure that the UIMS can be included in the reference manager software for easy referencing and for generating references/ bibliographies.

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[11] The Committee that designed the UIMS had recommended that a revision be carried out after five years.

Universities are no longer seen as ivory towers, far removed from the needs of the society; they are increasingly being called upon to make their research results available to different stakeholders such as government, industry and the society at large. Issues relating to research management and uptake are examined in the next section.

11 Research Management and Uptake

There is an evolutionary trend in the role of universities, starting from carrying out teaching and learning; through research, research uptake (i.e. utilisation of research results to improve quality of life), research impact, to being a change agent while a world-class status is seen as the ultimate in a knowledge economy. A maturity model for universities is shown in Fig 11.1.
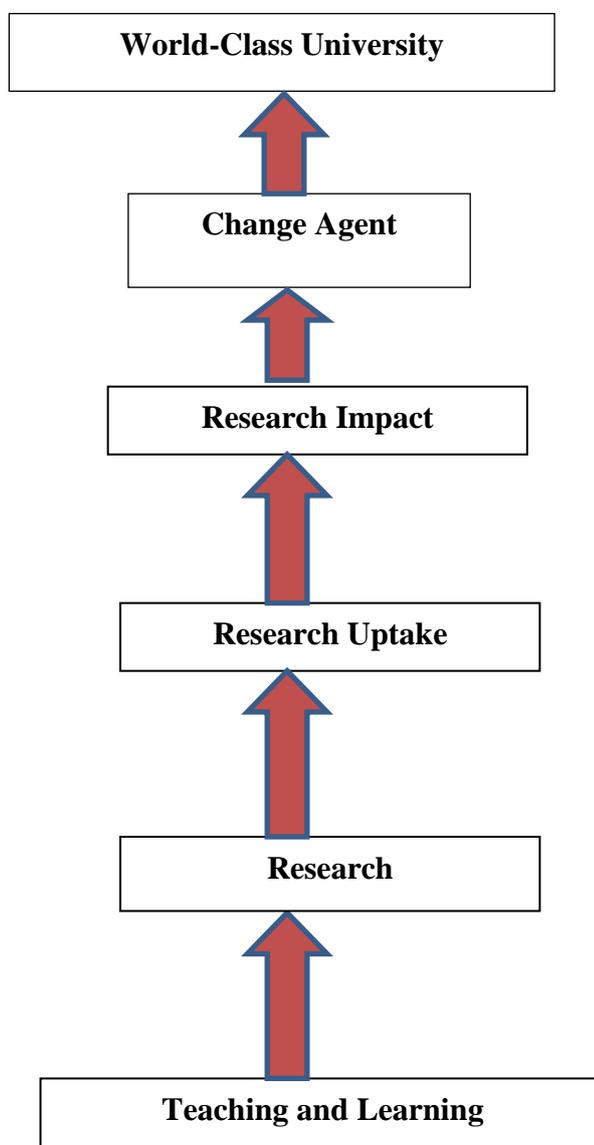
Fig. 11.1 Maturity model for universities

11.1   Research Management

The Research Management Office (RMO) was established at the University of Ibadan under the MacArthur Grants and the pioneer Director appointed in 2010. As parts of efforts to decentralize the activities of the RMO, two research administrators were appointed for the College of Medicine and one for each group of Faculties in June 2014 (Arts, The Social Sciences and Law; Science and Technology; Agriculture and Forestry, Veterinary Medicine and Pharmacy; Education/Institute of Education/ARCIS). The University subscribes to *Research Africa* which provides a regularly updated database of funding opportunities.

While the University has made a considerable accomplishment in research management in recent times, some of the things we will do to strength research management in the University, and thus increase the research output and the research income include the following:

11.1.1 The RMO will be further strengthened as to have the ability to draw on external or internal peer review mechanisms to assist with draft proposals. This requires attentive management of reviewers, and possibly investment, to support the increasingly limited resource of external reviewers.

11.1.2 The research management structure and policies would form a core element of induction programmes for new academic and technical staff, as well as new postgraduate students.

11.1.3 Research strategy, policy and management issues would form a core element of on-going professional development programmes for mid-career and senior academic staff.

11.1.4 There would be transparent, easy to understand and consistent policies for providing incentives for staff research activity across the institution. The incentives would be visible and on occasion celebrated as significant achievements.

11.1.5 There would be clear procedures in place regarding the conduct of consultancy, including a definition of what constitutes consultancy, the circumstances under which it can take place and the respective responsibilities of the institution, individual academic and client.

11.1.6 Institutionalising research management and uptake would continue to be seen as a core function of the University, with institutional buy-in. Research Uptake related activities would be strongly supported by the University management. We would continue to seek to consider the RMO as an investment which generates additional research income, rather than as a further administrative expense.

11.1.7 University *Communication Policy* will be put in place to strengthen the Directorate of Public Communication with stronger links with all core functions/units of the University.

11.1.8 A University *Extension and Outreach Policy* would be developed.

11.1.9 An *Open Access Policy* would be developed and implemented. Through this the institutional depository will be strengthened to enhance dissemination of research outputs.

11.1.10 These policies would guide our engagement with our stakeholders and the society in order to enhance the uptake of research outputs and utilisation of new knowledge towards better and improved livelihoods, enabling the University to continue contributing towards local, national and global development.

11.1.11 We would provide training to staff, academic and administrative, in how to make research results available to a wider audience, e.g. writing for non-academic audiences, how to communicate with a multitude of media outlets.

11.1.12 The institution would encourage staff to develop links and partnerships with external stakeholders, including business, government and NGOs, and provide incentives to staff to develop such links.

11.1.13 Academic departments and research projects would be monitored to identify different forms to exploitation and dissemination opportunities of research as they emerge.

11.1.14 We would have a broad strategic approach in place towards the communication of research results to a wide range of audiences- academic and non-teaching- using a variety of communication methods and media outlets.

11.1.15 We shall seek to make key research findings accessible to a wider audience, through the use of open days, presentations, research summaries, expert guides and speakers' lists, produced in suitable simple language and in publicly accessible formats so as to engage public understanding of the core mission of the institution (including inter-institutional partnerships).

11.1.16 We would ensure access to professional expertise in making research results accessible to a wider audience, e.g. journalists and science writers.

11.1.17   Mechanisms would be put in place to ensure that **Intellectual Property** both brought to and emerging from research is identified, protected, tracked and signed off at all stages and that staff have access to specialist advice in this regard.

11.2 Research Uptake Strategy

Society is increasingly dependent on knowledge to the extent we now live in a knowledge society. However, the transfer of research results is not a simple linear process. Research Uptake is the process by which the knowledge which is generated through research finds its way to those who need it including practitioners, end-users and policy makers. This is shown graphically in the form of a Quadruple Helix Model in Fig 11.2.

At the University of Ibadan efforts are being made to create a climate for research uptake as part of the institution's Strategic Plan. The University has produced a number of documents on strengthening research uptake. These include the Research Policy (2009), Ethical Policy (2010), Intellectual Property Policy (2012), and Policy on Authorship of Scholarly Publications (2012). Various Ethical Review Committees have also been set up. These would be strengthened in the coming years.

Happily, the University of Ibadan is one of the 24 universities in Sub-Saharan Africa participating in the Development Research and Uptake Strategy in Sub-Saharan Africa (DRUSSA) Project funded by the Association of African Universities/Department of Foreign and International Development and I had the privilege to serve as the UI Champion on this project from 2011 to 2014.
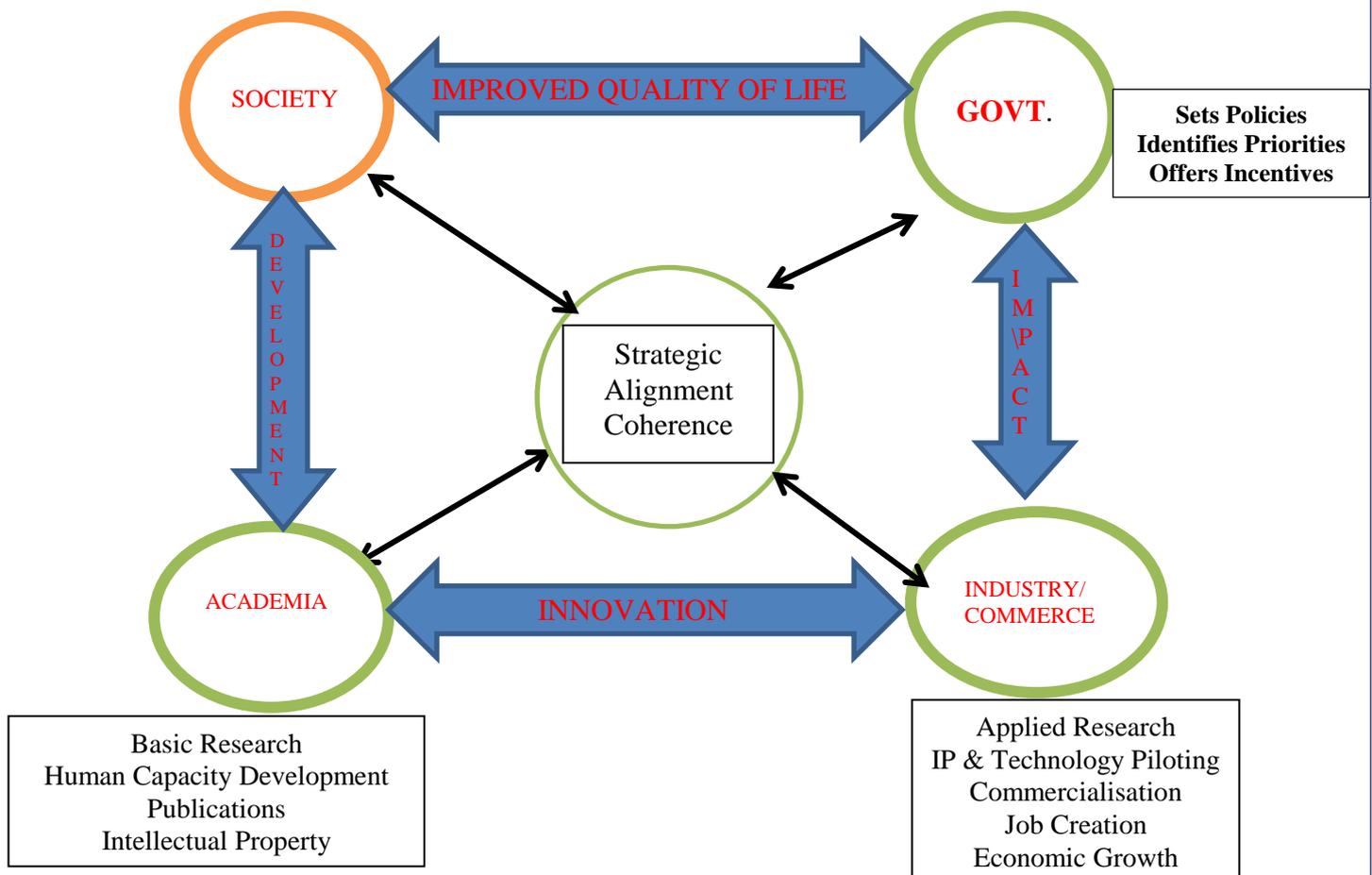
Fig. 11.2 The Quadruple Helix Model showing relationship between Academia, Government, Industry and the Society.

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The University of Ibadan aims at providing a gender-friendly environment. Issues of gender mainstreaming which has come to the front burner in the past 15 years or so are discussed in the next section.

12   Gender Mainstreaming

The University of Ibadan has recognized gender as an important issue in development in the 21st century. A Gender Policy and a Sexual Harassment Policy have been approved by Senate while a Gender Mainstreaming Office has been created which reports to the Deputy Vice-Chancellor (Academic). I supported this office as well as the Gender Focal Person throughout my tenure as the Deputy Vice-Chancellor (Academic). My administration will strengthen initiatives to promote gender as a developmental issue. The distribution of the various categories of staff at the University of Ibadan by gender is shown in Fig 12.1. There are more male members of staff than female, except among the senior secretarial staff where there are more females than males.
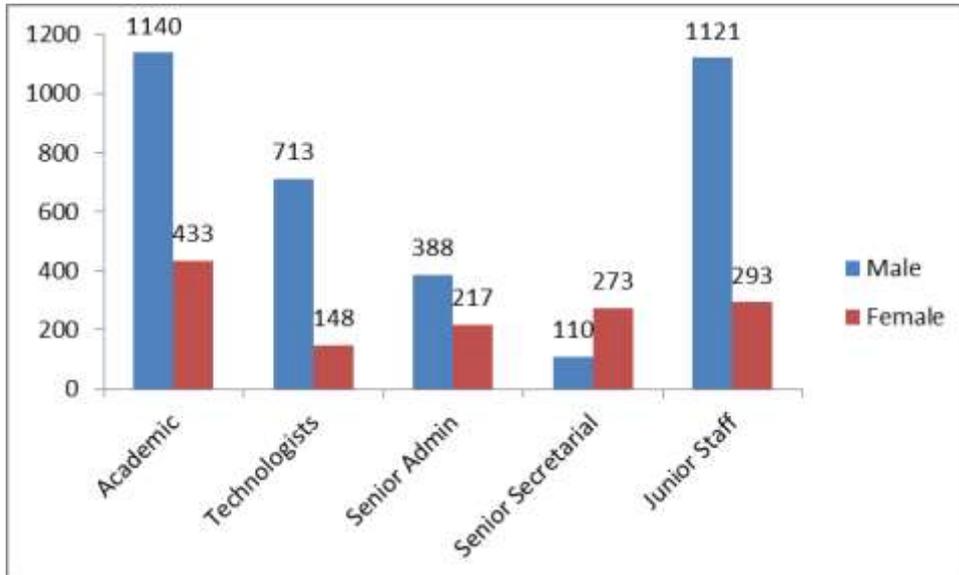
Fig. 12.1 Distribution of various categories of staff at the University of Ibadan by Gender, 2013/2014 session.

As at September 2014, out of a total of 1573 members of the academic staff there were only 433 females, this constituting just 28% (Fig 12.2). Over the past eight years or so, there has been a general increase in the proportion of female academic staff in the University but the rate has been somewhat slow. We need to make a conscious effort to engage more female academic staff.
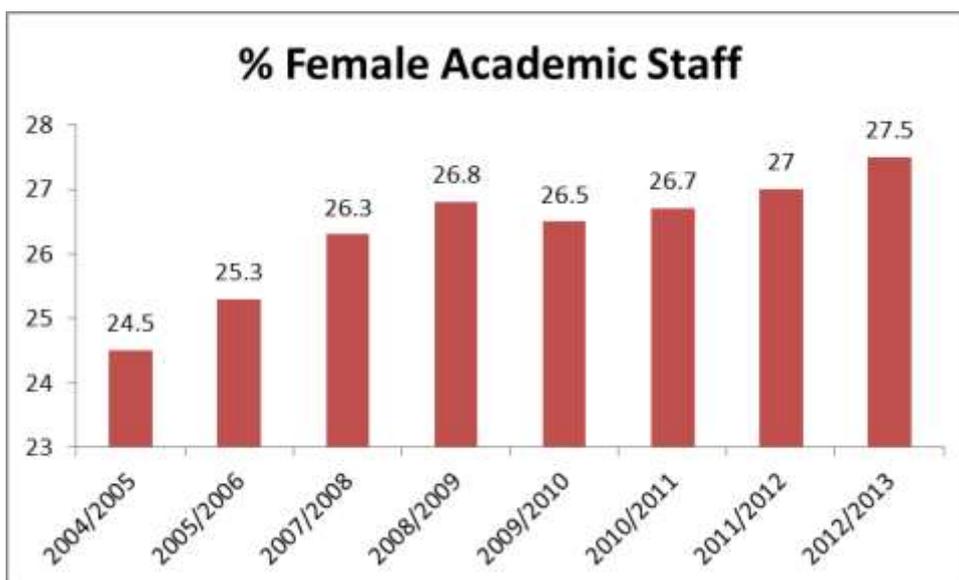
Fig. 12.2 Proportion of female academic staff at the University of Ibadan, 2004-2013.

The proportion of female academic staff in comparison to the total academic staff for the various Faculties/Institutes and academic departments, respectively, are shown in Figs 12.3 and 12.4. Efforts would be made to increase the proportion of female academic staff in practically all the academic units.
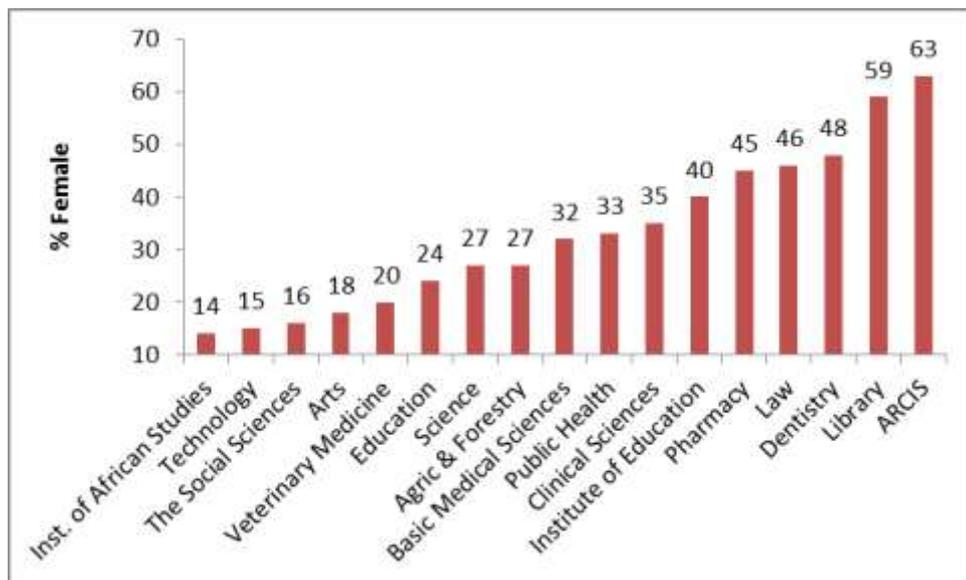
Fig. 12.3 Percentage Female Academic Staff in the different Faculties and Institutes at the University of Ibadan as at September 2014 (Source: Academic Planning Unit).
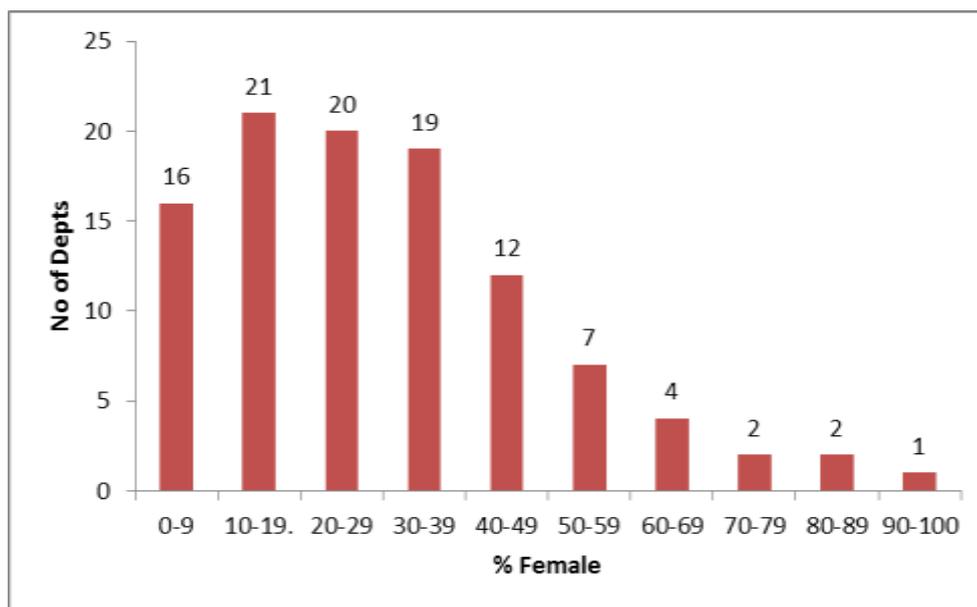
Fig. 12.4 Proportion of female academic staff at the University of Ibadan on Departmental basis during the 2013/2014 session (Source: Academic Planning Unit).

Seven departments have no single female academic staff. These include Music, Geology, Pathology, Oto-Rhino-Laryngology, Surgery, Health Policy and Management, and Urban and Regional Planning. As a matter of priority, this situation would be remedied by defrosting at least one academic staff position for each of these departments within three months of my tenure as the Vice-Chancellor.

There has been a growing trend of female students in the University (Fig. 12.5) and hopefully this trend will continue such that there will be parity between the number of male and female students in the institution.

Moreover, as an institution that is committed to gender mainstreaming, we shall domesticate and adopt the '*Gender Equality Manifesto*' (Table 12.1).

Table 12.1. Gender Equality Manifesto

Data
• The University would have web pages dedicated to equality information. • The University would publish anonymised information, broken down by gender and other appropriate demographic indicators, on appointments (both shortlists and decisions) at all levels. • The University would commit to reviewing its practice where published data shows anomalies.
Training, mentoring and redress
• Equality and diversity training should be compulsory for all staff, and reinforced annually. • Equality and diversity training should be modern and effective, engaging with the latest thinking. All staff should be aware of implicit bias and taught to check for it. • Each unit or department should have a specific equality policy, covering all areas including the maintenance of a constructive environment for all. • Lines of management should be clear and transparent, so that all employees or students know not only their immediate manager but also their manager's manager. • Facilities should be available for anonymised, online feedback to report issues relating to the culture created by both individuals and meetings. Policies should be in place for when problems are flagged, ranging from training support to disciplinary action. • Career mentoring should be of the highest quality, and should be reviewed for its efficacy; it should continue into mid-career.
Caring, family and life
• The expectation of a 8 am to 4 pm, 5-day full-time week should be normalised and built into all University contracts. Workload models should reflect real hours spent rather than proportions of time. • While hosting major conferences (multi-day, flagship events) we would not take bookings unless the events have mobile creches and flexible rates reflecting different pay bands. • The University would always permit flexible working, job-sharing and caring leave, and should enshrine the right to return later to full-time work at the same level. • The University would be the most progressive sector in terms of maternity and career protection; the institution would publish policies that proactively support the pregnant and carers at every level (recruitment; employment both temporary and permanent). • University policies on carers and childcare should never assume nuclear families as the norm. • The university would target such initiatives at all employees and students, not just at women.

http://menysnoweballes.wordpress.com/2014/05/01/gender-equality-now-building-a-manifesto-for-equality-in-the-academy/ downloaded 13 June, 2014.

As Chairman of the Board, and the Appointments and Promotions Committee of the Institute of African Studies, I encouraged the then Director, Prof Isaac Albert, to start M.A., M.Phil. and Ph.D. in Gender Studies which was subsequently approved by the Senate of the University. One new academic staff was also recruited into that area of specialisation. We will continue to strengthen this programme.

There has been an upward trend in the enrolment of female students in the University (Figs 12.5 and 12.6) and there is no doubt in the next few years there will be parity between the number of female and male students. It is particularly gratifying that there is a high proportion of female postgraduate students and hopefully many of them will join the academic staff cadre on completion of their programmes.
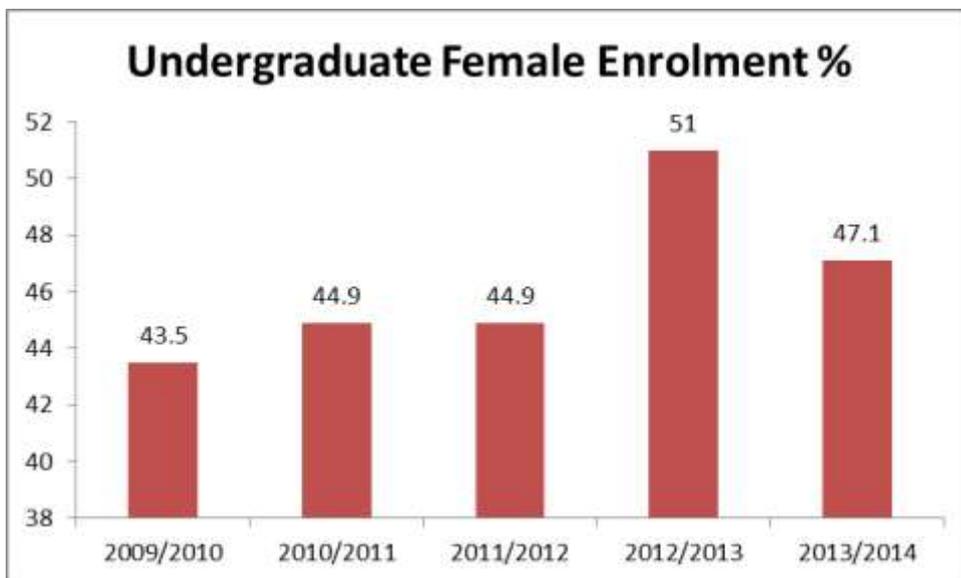
Fig. 12.5 Trend of Undergraduate Female Enrolment at the University of Ibadan, 2009-2014
(Source: Information Technology and Media Services, April 2015)
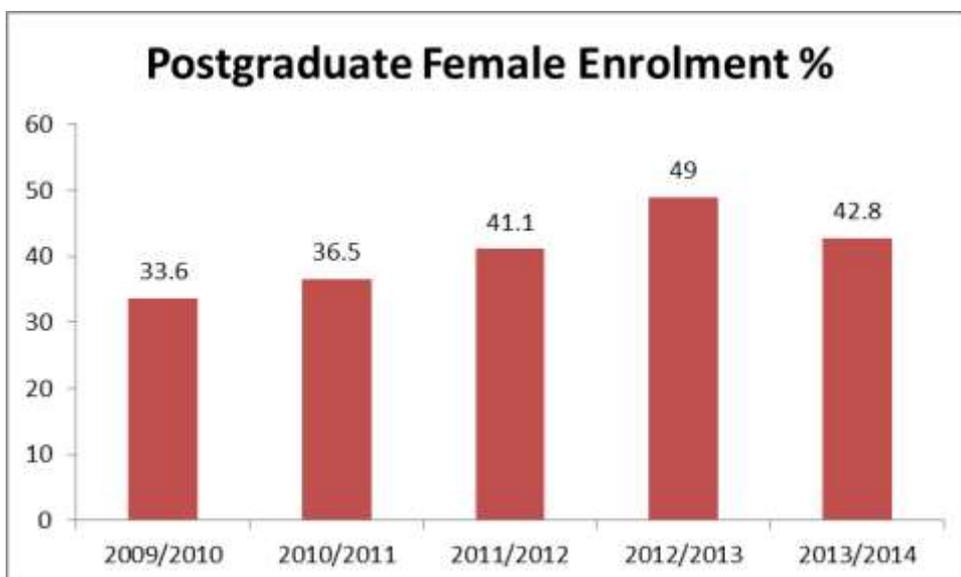
Fig. 12.6 Trend of Postgraduate Students Female Enrolment at the University of Ibadan, 2009-2014
(Source: Information Technology and Media Services, April 2015)

My administration will further promote gender equity in students' enrolment and appointment of staff; integrate gender and diversity perspectives into University academic programmes; continue to promote equitable, inclusive, effective, efficient and sustainable development of the University of Ibadan, with women and men of diverse backgrounds having equal access to resources, power and influences, and participating in decision making; provide o bigger office space to provide further administrative support for the programme; provide adequate staffing and facilities in the GMO; promote Gender monitoring; encourage the incorporation of gender perspectives in research, and innovations across disciplines; support a gender-responsive intellectual productivity that contributes to the enhancement of the lives of both males and females; encourage advocacy of gender equity; support gender-friendly networks and partnerships; encourage personnel to participate in gender advancement programmes at national and international levels; disseminate information about gender oriented outreach Programmes; ensure that staff and students are gender sensitive in their actions and language.

The centrality of a library to the activities of a University cannot be underplayed. Building a 21st Century library for the University of Ibadan is examined in the next section.

13   Building a 21st Century Library System

13.1   Background

The centrality of the UI Library System, comprising the Kenneth Dike Library, the Latunde Odeku Medical Library, the 14 Faculty Libraries and other Institute and Departmental Libraries, to the University is indisputable. That the role of the library is to support the vision and mission of the University, which are anchored on research, teaching, learning and giving returns to the society at large, is to be saying the obvious.

The library remains at the heart of the University. However, the way in which we use library services is changing. For example, students want to access their library building around the clock, at any time that suits them. They increasingly want to use electronic resources to complement the research that they are undertaking and when they do use books, they want the convenience of self-service to quickly issue and return items. They also want to be able to browse the library catalogue online from home, or from their mobile phones or other devices. They would like to be able to pay for their services and their fines remotely. They may just want to use the library space to study, either silently or working in vibrant, collaborative groups.

Hence, with such diverse requirements, students need libraries that can adapt to their needs. However, there are two areas that are likely to inhibit library usage. Not being able to find a resource because it is already being used, is not available, or is simply not on the shelf can be very frustrating to students. The University of Ibadan Library used to pride itself among the best source of materials in the country. However, this is no longer the case as most of the required referenced materials are no longer available.

13.2   Strengths, Weaknesses, Opportunities and Threats of the UI Library System

Table 13.1 Strength, Weaknesses, Opportunities and Threats of the University of Ibadan Library System

Strengths	Weaknesses
As the oldest University library in the country, the UI Library System has some of the oldest, rare and highly priced collection in its Africana Section dating back to the 1890s.	Collections (comprising electronic and print journals, as well as electronic and print books) are not current.
Once the 'National Library' of Nigeria, most of the materials in the Africana Section can only be found at Ibadan.	Limited internet bandwidth
	Inadequate infrastructure to support basic electronic resources
	Inadequate reading spaces
	Ageing facilities
Opportunities	**Threats**
If revived, with the right staff and properly managed, the Bindery, which is the oldest of its type in the country, can be a source of internally generated funds.	Reduced government funding
Need to network with sister universities in the developed world, especially in the areas of emerging technologies.	

13.3   Desired areas of improvement

There are various ways in which the University of Ibadan Library System can improve resource availability for staff and students.

13.3.1 Purchase of new materials

Acquisition of new books and journals is crucial, as is monitoring the usage of the resources that are already in the library to help inform future purchasing decisions.

13.3.2 Demand-Led Procurement

Many universities are moving towards patron-driven acquisitions, in order to ensure that their resources are as relevant as possible. Academic staff and students can make their selection of resources not from individual items but from a large conglomeration of resources. For example, the University can deposit a sum of money with an e-book seller and define a set of titles on a particular topic. The titles are made available through the resource discovery engine, but they are only purchased when the usage hits a certain number. In this way, it is the students who are selecting the titles that the University purchases. As a result, libraries that adopt this approach are able to offer students a broader choice of titles; the University is not forced to pay for infrequent usage of these resources and the end-users – the academic staff and the students – are involved in the selection.

13.3.3 Smart Shelves and Sorters

A challenge that will continue as long as there are still physical books is the need to ensure that students can locate the items that they require, even if they are incorrectly shelved or hidden. Smart shelf technology can be used to overcome the problem. This informs the librarian of the exact location of each and every book – enabling it to be found even if it has been put away in the wrong place. This does away with the irritation of finding out that the particular book a student needs for his/her research is not in the place it is meant to be. As for the speed of returning books to shelves, this process has been improved greatly by self-service radio Frequency identification (rFiD) terminals, which sort books into bins for various disciplines. The rFiD can be combined with fully automated ordering and invoicing so that any new stock goes through a sorter on arrival, is scanned remotely, receipted as being in stock and can be on the shelves in a fraction of the time it used to take. This means that students can very quickly start using the materials. The University can also introduce this technology, saving a good deal of man-hours as stock will be delivered shelf-ready. New books make it to the shelves within two hours. The other advantage of these technologies is that they free staff from routine tasks, such as barcode scanning, to take on work that can add real value for academic staff and students – like guiding them to the right source for their research.

13.3.4 Digitisation of Library Materials

The need for resource discovery has become much more important due to the nature of the resources that a modern University library now holds. The Library is a virtual as well as physical space, and an increasing amount of content will be delivered digitally to our users working remotely. There are usually several databases of physical and electronic books and journals to keep track of and academic staff and students expect to be able to search for them in a much more intuitive way than before. Students should be able to search their University resources in much the same way they search google. The University would design a new resource discovery tool like a Google search that will give students access to greater content and make it easier for them to find what they want. A single central search box for all resources is made available – integrating e-journal data and institutional repositories into the catalogue. Students will be able to find what they need much more efficiently.

13.3.5 Need for the staff and students to be linked to the UI Library portal

A key requirement from staff and students is that they can access what they need to seamlessly. Having to use multiple passwords and access a number of different systems to conduct the business of learning seem convoluted and time consuming. A single sign on point via the staff and student portal where one username and password delivers access to all learning and library resources is not only desirable but expected. Integration with the student portal gives academic staff the opportunity to provide specific

course reading lists and the ability for students to reserve those resources online. This is especially effective if the academics understand and appreciate the resources that are on offer through the library.

13.3.6 Library physical environment
The way the library space is used will need to change and to that end there is a need to continue to explore improvements of the physical environment designed to enhance the user experience. The physical environment will continue to have an important role as a welcoming and inspiring place for users, staff and visitors to meet and work, alone or in groups, and as a repository for the physical collections, to which access will still be required. The size and scope of these collections distinguishes the University of Ibadan Library, and the management should be committed to preserving and securing this unique cultural heritage for future generations, and to its effective and efficient management.

13.3.7 Access to Academic Materials Online and Software Resources

Currently, there is a huge gap in the amount of resources that academic staff and students can access on the web. At the moment the University has access only to JSTOR and AGORA which provide limited materials. In most cases, members of staff have to contact their colleagues in other Universities abroad which delays access to materials. The University shall make very strong attempt to link the staff and students to very reliable and resourceful online libraries such as Science Direct, Blackwell Publishers, Taylor and Francis, Emerald Publishers etc. In addition, access to software is a big cog in the wheel of research for most academic staff. Most members of staff have to resort to the use of cracked software (pirated) to facilitate their research. There is a need for the University to institutionalise a fund to enable such software to be provided to academic staff. Some of the software includes E-Views, Stata, SPSS, LIMDEP, R-Computational Software, RATS, MICROFIT etc.

13.4 Priority initiatives to reposition the UI Library System, 2015-2020
In summary, under my humble leadership, the following initiatives will be undertaken:
- We shall expose our library staff to local and international trainings in order to enhance their knowledge of best practices in the profession.
- We shall explore the possibility of expanding the Library with a view to providing additional office and reading space. In addition, the establishment of Departmental reading rooms shall be promoted and facilitated where they do not currently exist.
- We shall vigorously pursue the acquisition of more current books and e-resources at the undergraduate and postgraduate levels. It is essential for the Library to be an **Institutional Repository** (IR) of all the publications of its academic, and even, non-teaching staff to be digitized and hosted on the University web page. This will greatly improve the ranking of the University whenever Webometric ranking is conducted. A starting point for this is to request all candidates being considered for promotion to deposit a set of all their publications with the University Librarian for digitisation.
- We shall continue to make security around the Library a priority. This is essential to protect the huge and rich resources in the library. Consequently, efforts would be made to install **electronic theft monitoring and detection machines**, in order to eradicate or considerably reduce incidents of theft.
- In order to continue our commitment to providing cutting-edge facilities for an outstanding student experience there is need to build a new library. The technologically rich new Library will support students' desire to learn, providing the facilities and working spaces they need to succeed in the digital age. The new Library will support the constantly changing teaching, learning and research needs of future generations of students. It will bring together books, journals and online resources with individual and group working spaces in innovative, flexible and sustainable ways.
- We shall provide additional logistic support for the 24/7 opening hours of the library in the form of hybrid solar-inverter to augment the ageing generators in the library.

- We shall work in concert with the Information Technology and Media Services of the University to expand the IT infrastructure including the allocation of **dedicated bandwidth** to the Library for quick access to e-resource information.
- We shall broaden the scope of the academic information holdings of the library through massive procurement/subscription to both print and electronic materials.
- We shall fast track the completion and stocking of the ongoing research library project in Ajibode so as to provide an environment that is conducive to research by postgraduate students including those in the UI School of Business and scholars from within and outside the University.
- We shall facilitate the decentralization of library services by strengthening College, School, Faculty, Institute and Centre Libraries in line with the directive of Senate. Some Faculties such as the Faculty of Science currently have no functioning Faculty Library[12].
- We shall support library staff capacity building activities so as to ensure, on a sustainable basis, their competence level to utilise information technologies as tools for information management.
- We shall create information commons and computer arcades. The idea of seamlessly bringing together IT and computers with other multi-media technologies for academic engagements through the aid of a librarian as basis for optimal productivity of researchers is referred to as information commons. This would require providing more computers, internet facilities, projectors and multi-media gadgets. Efforts would be made to make computer notebooks and laptops available for loan on short-time basis in order to assist students who do not own computers.
- We shall make the library more user-friendly through provision of materials for soft-reading for users' relaxation. e.g. newsrooms to watch news channels on television. There will be policies on food and drink while noisy and noiseless areas will be so designated.
- We shall engage students in routine non-professional works under the Work-Study programme thus providing an opportunity to earn some stipends that can take care of sundry needs.

Optimum utilisation of the library resources requires availability of adequate internet facilities. The integration of IT into teaching, research and service provision is presented in the next section.

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[12] The facility designated as the Faculty of Science Library is the old Department of Chemistry Library; it stocks only chemistry literature; hence its use is largely limited to students and staff of that Department. Moreover, the library closes at 4 pm.

14 Information Technology and Media Services

The deployment of information and communication technology has revolutionised teaching, learning, research and service delivery, especially over the last 15 years. The University of Ibadan benefitted from the MacArthur Grant, a substantial proportion of which was devoted to developing the IT infrastructure.

14.1 Strength, Weaknesses, Opportunities and Threats (SWOT) Analysis of Information Technology Needs of the University of Ibadan

The following needs related to information technology and media services have been identified: Secure, fast and reliable Internet access; Secured email system; Useful, interactive and up-to-date website; Intranet; Data centre; *e*learning solutions; automated administrative processes e.g. transcript, result processing, student registration; Television station; Provision of licensed and open software; Network Backbone; IT Literacy training; Tele-presence e.g. VOIP, video-conferencing; Cloud computing; Social media platform; Digitisation and management of documents; Information Service Delivery; Information literacy.

Present realities

Table 14.1 outlines a SWOT analysis of Information Technology services in the University.

Table 14.1 Dual SWOT analysis of Information Technology and Media Services at the University of Ibadan

March 2015	1 December 2015 to 30 November 2020
Strengths • Wide pool of academic and technical experts • Proposed ITeMS Policy • University Management support • New Leadership	**Strengths** • Leverage more on the available expertise • Approval and implementation of ITeMS Policy • Mainstreaming ITeMS into teaching, research and administration • Wide acceptance of IT by all staff and students • Ensure adherence to the IT Master plan • Improved customer service • Complete all outstanding IT projects • Develop and monitor the Key Performance Indicators (KPIs) • Improved communication with all stakeholders • Improve administrative processes and procedures • Phased replacement of obsolete equipment • Introduce technology standards
Weaknesses • Non-adherence to IT Master plan • Poor customer service • Incomplete IT projects • No Key Performance Indicators (KPIs) • Lack of communication with stakeholders • Poor administrative processes and procedures	**Weaknesses** • Inadequate field vehicles

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• Redundant and obsolete equipment • Lack of field vehicles • Limited financial literacy • Lack of technology standards • Low staff competency	
Opportunities • University paperless policy • Commercialization of services and products • External support/sponsorship • Student techno-preneurship • Royalties	**Opportunities** • Huge demand for IT facilities
Threats • Change in funding policy of the Federal Government and/or University • Industrial action by staff/students • Electronic security attacks – DDOS, • Substandard work from contractors/vendors • Electrical power supply • Poor implementation of Agreements and MOU • Weather – thunderstorm • Trees blocking line of sight	**Threats** • Mitigate the adverse effect of fluctuating government funding • Weather - thunderstorm

b. Where we want to be (Goals)

- To build, manage and maintain a functional University-wide network that meets academic and administrative needs using appropriate standardized infrastructure and technologies

- To create, develop, provide and promote innovative information technology and media services and products that use local content, skills and resources

- To have an Information Technology and Media Services (ITeMS) policy that embraces all stakeholders within and outside the University while supporting the core functions of the University.

- To work with and advise University administration in all issues related to information technology and media services.

- To develop capacity and capability of University personnel and ITeMS personnel through training, workshops, seminar, conferences and fellowships

c. How will it be done

This involves the development of goals. The goals are divided into three: short, medium and long term goals; all dovetailing.

Short- term Goals

- Pooling together academic and technical expertise that abounds in the University
- Capacity building of ITeMS staff
- Deployment of new E-mail system
- Establishment of an Intranet
- Restructuring of the Network Operation Centre
- Deployment of a Lightweight Directory Access Protocol (LDAP)
- Design and pilot test of a UI Campus Card (multi-purpose Identity card)

- Re-design of the University website to create strong web presence
- Acquisition of operational vehicle for technical support
- Provision of 15/18/24 hours service on community radio (Diamond FM101.1)
- Battery bank replacement at Diamond FM and NOC
- 24hours maximum response time to complaints (Mon-Fri)
- BGP router for ISPs
- Improved Media service delivery
- Radio streaming on the website
- Bandwidth management: requirement and distribution to Faculties, Departments, Units, Centres, Hostel
- Incorporation of external locations e.g. College of Medicine, Distance Learning Centre, Otunba Tunwase Paediatric Centre in ITeMS plans of the University

Medium-term Goals
- Comprehensive Integrated Database
- Capacity building of staff
- Deployment of the developed Secured ID card
- Extension of the computer/data network backbone
- Evaluation and development of UI Cloud computing solution
- Development of an IPv6 plan for the University
- Streaming of Video content through the website
- Deployment of fibre optic cable which is fast, reliable and weather-resistant to identified nodes
- Optimize Network Centre at Ebrohime Road
- Internet access to residential areas
- Bandwidth increase and effective management
- Internally Generated Revenue from activities
- Software development
- Purchase of spare equipment
- Establishment of functional local area networks in departments/units
- Community training: Cisco, Microsoft, MikroTik, IT Essentials, Programming, Analysis, Network Administration
- Document management
- Disaster and Emergency Preparedness
- Renovation of former Computing Centre building

Long-term Goals
- Capacity building: University and ITeMS staff
- Establishment of University Television station (PremierTV)
- IPv6 deployment on network
- Construction of a **Data Centre;** this consists of information technology devices that provide processing and storage facilities to a large number of users. This would host all its digitized data, applications and services.
- Construction of a building (Administrative and Operation) for the Directorate

Monitoring and Evaluation Plan
The monitoring and evaluation of the strategic plan will be done on a quarterly basis and carried out by ITeMS staff, ITeMS Board, University Monitoring and Evaluation team, and other stakeholders. The evaluation will consist of outcome(s), indicator(s) and measure(s) for all ITeMS activities. Some of the tools to be used include log files from the Network Operating Centre (NOC), interviews, audio and video tapes, minutes of meetings and journal articles.

14.2   Key Issues relevant to IT development
Some of the issues that are germane to IT development in the University include the following:

14.2.1 IT Governance and Management
   i.   Develop and strengthen the existing IT strategic plan
         a.   Create **IT steering committee** that is chaired by the Vice-Chancellor that meets not more than twice a year
               i.   Provides a platform for all key stakeholders to be properly briefed on IT initiatives;
               ii. Ensures coherence and proper alignment of IT strategic plan;
               iii. ITeMS director is the moderator
         b.   Identify 3-5 year
               i.   IT goals and impact areas
               ii. IT spending priority
   ii. Conduct an **IT impact assessment** within the first three months of assumption of duty with a bid to correlating IT investment to expected impact
   iii. The development of an IT needs assessment process that seeks to identify all peculiar needs of relevant organs (teaching and no-teaching) within the University
   iv. The establishment of key IT departments/units within the University to fulfill the following:
         a.   **IT Policy and Standards**. The existence of an approved IT policy regulating all activities related to information technology and media services will aid decision-making and ensure accountability. If appointed the next Vice-Chancellor, the draft IT Policy and Standards being developed will be finalized and sent to relevant committees in the University for approval within three months of my assumption of duty.
         b.   IT Infrastructure
               i.   Wireless connectivity
               ii. Fiber optic connectivity
               iii. Power Solutions: Main backup generators, portable inverter solutions, alternative power (solar, wind) where appropriate
         c.   Software Engineering and Application Development
               i.   Portal Services
               ii. Customized application development
               iii. HR, Payroll, Health, Student Apps,
               iv. Software licenses management (Antivirus, Office, Windows, MacOS, etc.)
         d.   Network Services and Solutions
               i.   Web Technologies
               ii. Multimedia
               iii. Email
               iv. VOIP
               v.   Authentication
         e.   Field Engineering/ Customer support/ Maintenance
         f.   Information security
         g.   Continuous awareness and training for all students and staff.
   v.   The IT units should meet bi-monthly
   vi. Centralise staff of Information Technology and Media Services. All the technical staff with ITeMS designation would be directly responsible to the Director of ITeMS whose responsibility it is to deploy such staff.
   vii. Develop a coordinating process for all IT departments/units to:
         a.   provide strategic leadership and coordination for all other departments/units
         b.   maximize IT opportunities and partnerships for the University

     c. harmonize all IT activities on campus to prevent duplication of services and waste of resources

viii. Develop a process of monitoring and evaluation of IT objectives and impact

14.2.2 IT Finance

ix. Provision of appropriate spending authority for key IT functions within the University, without the constant need for recourse to top University management (VC) for approval provided proper financial audits are carried out

x. Pursue **sustainable funding strategies** for IT
    a. Staff deductions/ voluntary payment
    b. Student subscription/ voluntary payment
    c. Securing grants for bandwidth and infrastructure purchase and maintenance
    d. Internally generate revenue from the activities and services rendered by ITeMS

14.2.3 IT Infrastructure and Services

xi. Empowerment and project-task IT departments/units within the University with the mandate to evolve initiatives annually by identifying very clear core objectives in areas that have been identified as being able to catalyze ideas and innovation for research and development, such as:
    a. Foster at least two strategic alliances with internationally recognized IT organization that can engender transformation (IBM, Cisco, Microsoft)
    b. Provide 500 Mbps bandwidth for research and collaboration
    c. Provide appropriate Software applications to drive automation in key University processes:
        i. Senate operations
        ii. Planning and budgeting
        iii. Bursary, Accounts, Audit, Payments, Contracts
        iv. Personnel affairs, recruitment, staff review, promotions[13], vacations, retirements
        v. Academic calendar, Admissions, Transcripts, Certificates
        vi. Course registration, student results, hostel accommodation allocation,
        vii. Student online lectures (voice, video and slide presentation), assessment, curriculum
    d. Provide full campus (academic-area) wired and wireless connectivity
    e. Provide **full campus (student-hostel) wireless connectivity**
    f. Ensure **full student enrollment on University portal**
    g. Ensure that all results are processed within four weeks after examinations
    h. Ensure that official transcripts are available for pick up not later than four weeks after approval of results by the University Senate

xii. Provision of IT based teaching resources:
    i. Smart boards and Projector Screen in all lecture theatres

xiii Host Information technology and media services programmes. Organizations such as AFRINIC, AFNOG, TEDx, and Google are constantly looking for institutions to work with. Recognition will come to UI if we host local, national and international programs such as conferences, workshops and trainings.

xiii. A wide-variety of solutions is available in-house that have been developed by students and staff. Their use would be encouraged.

xiv. The University would aggressively digitise all its documents and computerise the processes used to deliver its world-class services.

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[13] There is need to embrace technological advances in all aspects of University administration e.g. in the processing of promotion to the grade of Readers and Professors which involve the use of external assessors; the process currently suffers from protracted delays. Candidates could be request to scan their publications and electronic copies sent to assessors.

*14.3 e*Learning and its challenges

*e*Learning involves the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration. In identifying how to shape the use of IT in teaching and developing curriculums electronically, most of the recently emerged social devices such as smart phones, face book, twitter, etc. can be turned to class/educational tools. This means that students can be engaged with educative activities using the above media such that pedagogy is centred towards them (andragogy). Some of the things we shall do in relation to *e*learning include inspiring learners through digital media such as the Video and the use of teachers Media Video Package; Just-In-Time (JIT) Learning; innovative teaching practices (each lecturer would be encouraged to embrace and adopt the idea of designing their teaching techniques beyond that of the conventional classroom such that students are more actively involved in the teaching-learning process. Courseware would be designed such that learners are adequately motivated to learn and they are able to access course contents readily. This would require strengthening the Centre of Excellence in Teaching and Learning with additional technical staff who are competent in the development, loading and updating of programmes, tasks and activities electronically (online).

Table 14.2: Trends in Teaching, Learning and Creative expression

Trend	Features
Trend 1	Technology is expected to empower students as a means for them to reach beyond the classroom, thus fostering constructivism.
Trend 2	A barrage of information all around the internet-blogs, email, text, close to billion face book and other social network users etc.
Trend 3	Age of participation e.g. Amazon.com — anyone can make any comment on any book, published or unpublished.
Trend 4	The new consumers are not only gaining knowledge but they are also contributing to knowledge.
Trend 5	The age of the collaborator: age of the trusted authority or the expert is giving way to the **age of transparent and collaborative scholarship**.
Trend 6	Explosion of innovation/creativity for students to succeed beyond formal education into the business world, they must be innovative.
Trend 7	Social Learning Age: when the learner also contributes to knowledge
Trend 8	Age of Social Networking: increase social networking sites that do not cost anything than having access to the web.
Trend 9	New Publishing Revolution: the internet has become a platform of creativity such as blogs, wikis, video-sharing, social networking
Trend 10	Teaching and learning anywhere, anytime e.g. smartphones, laptops, ipad, ipods.

We shall improve online teaching activities with **cloud computing** which provides a very useful way of gaining storage or bandwidth on a virtual server. It makes the process of gaining and increasing IT server bandwidth or space much easier. It does not require investing enormous amounts of capital on hardware, personnel training or employing new staff. It helps to bring down processing and maintenance costs as server is based on the web and does not require the server to be available locally.

Local Development of *e*learning Software

We shall call on our IT experts, including students, to develop *e*learning software-packages so that our courseware developers can gain a wider perspective with respect to features and functionality.

Moreover, people tend to adopt or promote new tools in education if they have had a role in developing them.

There shall be periodic organisation of Web-based Training (WBT), built through careful analysis, and in a user-friendly environment designed such that it will 'Show them, Tell them, Let them try, Repeat'. This would undergo iterative development and testing.

Wide acceptance of the Instructional Platforms also referred to as LMS (Learning Management System) which has been described as a framework that includes instructor tools, learning process tools and a repository of data. Examples of LMS platforms include WebCT; Blackboard and Desire to learn. These emerged as the top three LMS which are pervasive in today's Distance Education environment. Of recent is the emergence of Moodle as a new LMS open-source tools that is a free alternative to the aforementioned platform (Galy et. al., 2011). The LMS Moodle enhances the students (learners) participation in discussion forums, online journals, wikis, online testing and practice, quizzes, virtual teams, YouTube, and other interactive tools. More lecturers will be assisted to be on the LMS.

Sessional Changing of Courses taught by different Lecturers
Many lecturers do not know which courses they will teach in the forthcoming semester until the commencement of such semester and this makes it very difficult to prepare the course – content that is *e*learning compliant.

Launching of *e*learning Society/National Conference in Nigeria
The essence is to get really committed individuals within the University system that will keep UI moving, and as a pace-setter University, turn around other tertiary institutions in Nigeria in terms of recent/current *e*learning activities in solving, or addressing the challenges of *e*learning education in Nigeria. Likewise, holding of annual national conference to bring together various IT-based organisations, bodies, institutions and so on, who will be meeting at least once annually to discuss achievements/progresses made in the last one year; challenges faced; being faced or imminent and forming of collaborations at such national level in order to embark on gigantic IT Projects for our country, Nigeria.

Sponsorship of delegates to *e*learning Africa Conferences/Workshops
This is to stay in vogue with respect to current trends and new frontiers in the world of modern teaching technologies and IT. Such delegates on their return can organize what can be termed 'In-House-Training Programme' or 'Training-the-Trainers Programme' across Faculties. Selection can be made from the younger generation since they are able to catch up faster and quicker IT wise.

Flipped learning
The uniqueness and usefulness of flipped learning cannot be over emphasised in terms of the modern IT-based teaching aids, tools and techniques. It will definitely workout in improving *e*learning in UI because students of nowadays are at upper edge of modern devices for learning, modern teaching tools/usage and the use of the phone as a digital device.

14.4   Harnessing the Social Media to Promote the UI Brand
        UI has a large and bold presence on social media. For instance, if one types 'UI' or 'University of Ibadan' on Facebook and clicks 'Search', a long list of accounts appears. Some of these serve alumni while others serve current students; a few of the accounts are official. What is impressive is the large following that most of them have: an account called "UI Gossips" has over 15,000 members while

another account simply named 'University of Ibadan' has over 130,000 likes and over 44,000 "Been there". Our presence on twitter is equally overwhelming and we parade a good number of active bloggers. The search with "University of Ibadan" produced over 4,000 videos on YouTube. The question to ask is: How do we harness all of these to promote the image of UI and to serve our clients (students, parents, alumni and staff) and our partners? Some possibilities are outlined below.

14.4.1 *Tracking of Mention*
UI's presence on the web is widespread and large but it is not always positive. The ITeMS unit will be empowered to track all mentions of UI on social media starting with Facebook and Twitter. The aim is to identify what our clients and partners say about us, and to correct any wrong impression that there might be. Our idea of brand promotion is to supply adequate and true information where there is a wrong impression; brand promotion is not about telling people we are what we are truly not.

14.4.2 Introduction of U-Chat
Our reliance on Facebook and Twitter often externalizes issues that are otherwise internal. We will introduce a chat platform that is for students, staff and registered alumni. The IT unit has introduced a chat platform for staff as part of the renewed UI email services. This is very commendable but we will produce an app that delivers messages to students' phones, pretty much like 2go or Whatsapp. One such application is being trial-tested among some students in the Faculty of Arts right now.

14.4.3 One-Stop "e-information" Centre
We will design a one-stop information centre available 24 hours on Facebook, twitter and on the proposed U-Chat platforms – all synchronized. The platform will be available to respond to questions on admission, examination time tables, fee schedules, graduation, accommodation and other issues that interest our clients and partners.

14.4.4 Social Listening
There is a lot of talking on social media but little of listening. Our one-stop 'e-information' platform will be driven by the need to listen to clients and partners. Information providers will be trained to provide accurate and timely information; but they will be trained much more on listening skills. The Department of Communication and Language Arts has a role to play in this.

14.4.5 An Army of Bloggers
We will recruit and train an army of bloggers who will blog about research breakthroughs and other events in UI. The blogs will be preferably based on the UI official website, or at least, be accessible from that website. The Research Management Office (working with the Department of Communication and Language Arts) has a role to play in this.

14.4.6 Slide-share and Videos
Our lecturers will be encouraged (even motivated) to make their lecture slides available for slide-share platforms that will be based on or linked with the UI official website. Videos of class lectures will also be sourced, tagged and made available on UI website. All slides and videos will have as their backdrop the logo of the University.

14.4.7 A Word on the New UI Image
We will work towards an image that reveals the true UI – our friendliness, promptness, industry and honesty. We want to burnish this image on the minds of our clients and partners. To do this, we will strive to promote these values in practice (student-friendliness, promptness, industry and honesty). We will also strive to identify and stick to one UI logo and similar distinctives. We would think of having a logo police (as they have in some US universities) to guard/unify our logo, colour and even font. The UI Advancement Centre and the Directorate of Public Communication have a role to play in this.

However, we would also not ignore what is being increasingly recognized as pedagogical liabilities or impediments of technology in the classroom. A number of educators have complained that technological devices such as laptops and smart phones interfere with the learning process in the classroom. Students tend to be distracted when lectures are going on because they are engrossed in other activities like chatting and emailing. Thus, unless a student is able to cultivate self-discipline and self-restraint, these devices can actually compound an already pervasive problem of student's disengagement from the classroom. We will develop some policy guidelines on this.

Optimal utilisation of the IT facilities will depend to a large extent on adequate provision of power. This and other issues of facilities and infrastructure are examined in the following section.

15   Facilities, Infrastructure and The Environment

The quality of the support and development services offered by the institution is crucial in supporting academics to be and become excellent researchers and teachers, and students in positively adapting to the challenges of the University environment. The added value of each support service department at the University of Ibadan is thus integral to achieving the University's long term vision and includes a range of activities that contribute to strengthening the institution's identity and productivity.

The core support functions include the following:
- Access to convenient and efficient administrative services
- Research and innovation support for academics and postgraduate students
- Academic development and support for teaching, learning and assessment
- Institutional planning and strategic management information
- Efficient library and information services
- Well-run facilities and laboratories
- IT and knowledge management systems
- Facilities that create a conducive and stimulating environment for teaching, learning, research and scholarship
- The overarching quality assurance of the University's activities

15.1   **Power Supply**

15.1.1 Present Situation

From the time the University College Ibadan moved to the main site in **1953** up till 1983, the main power intake to the University of Ibadan was through the **11 KV**. With the passage of time and increasing demand, there was often a drop in the voltage in the early 1980s. Consequently, the intake was upgraded to a **33 KV** in **1983** by which time the demand for power had grown to about 5MVA. Since then, the demand for power supply has been growing with increase in students and staff population, additional infrastructures, and change in life style. Currently the suppressed demand for power on the main campus of the University, including the Ajibode extension, should be in the neighbourhood of **12 MVA**.

There has been discussion between the management of the University of Ibadan and the Federal Ministry of Power to upgrade the substation in UI to a station with a **132 KV;** this would go a long way towards improving power supply to UI, as is the case with the University of Lagos which enjoys much fewer power outages than UI.

The whole campus often experiences incessant power failure daily. As such, the University operates on indirect power diversity (i.e. not all places/facilities are/can be connected at the same time). This has negatively affected the commitment as well as the productivity of staff and students.

15.1.2 **Causes of Incessant Power failure on the University of Ibadan Campus**

There has been continuous development and modernization of infrastructures, thus increasing the **power demand**, and the reserve of power (reserve margin) that should normally be available has been totally utilised. This translates to the fact that the present claim of power consumption of 6 MVA may not be totally accurate. As such a thorough **energy audit**/assessment of the University is necessary. If the actual demand is not known, it would be difficult to prepare an accurately sized supply with sufficient reserve of power. Otherwise, even in the present case the so called new generators (in the power house) may be operated at near full load.

Ageing and Sizing of Electrical infrastructure
  i.   Cables (High Tension and Low Tension): Most of the cables in the backbone of the Electrical infrastructure on campus were sized for the early years of the University with some level of growth. By virtue of development, some of these cables have become

under sized. Also, the major portions of these cables are in the range of 40-50 years (well ahead of the prescribed lifespan of oil insulated devices).

Despite their ageing, the cables are still installed in the mass earth and are subjected to continuous moisture migration (this leads to cable fault and eventual downtime).

ii. Transformers: These are mainly installed at the substations. Age classification of the transformers in substations showed that most of them are either at the end of life or very close it. This therefore calls for a proper plan of action (Repair/Replacement).

iii. Ring Main Units: This equipment spread around the campus has been replaced recently. The state of this set of equipment is alright. However, the ones located at major nodes are presently subjected to many times of switching which is not too healthy for the equipment.

iv. Generation: The generation capacity on campus is centralized and has recently increased by the Centre of Excellence in Economics Complex donated by the Central Bank of Nigeria. There is a need to consider the possibility of distributed generation as an option to improving power supply. Generators of specific sizing may be located to feed directly into a specified ring.

v. Load switching: In the case of availability of power either from utility or local generation, the present process of load switching, though sequential, is cumbersome and not sufficiently technical; it delays supply of power to consumer, and uses a lot of resources namely petrol, vehicles, communication cost and manpower time; it should be made instant.

15.1.2 **The Way Forward**

a. Henceforth, the load requirement of every developing infrastructure should be estimated and submitted as part of the infrastructure documentation. This will give information to the operation and maintenance/managers of electricity on campus of the energy growth and development on campus.

b. Obvious efforts to reduce electricity bill will be established. These efforts will be geared towards energy consumption reduction in the University. This will evolve into the development of Energy management policy for the University. This policy will guide the installation, utilisation/consumption and management of Energy on the University campus. In addition, University personnel's will be trained on basic energy management skills.

c. Energy efficiency as a method of managing electricity consumption shall be explored and entrenched on campus.

d. Redesigning of distribution for flexibility of load Switching
- This will require increase of the number of rings.
  - o Each ring should have a switching contact to the power house, as such outages can be planned and switching can be done centrally at a reduced overhead. This will also allow for easy monitoring of the power network.
  - o Identify places far from these substations and see the possibility of establishing another substation that will supply their Low Tension side,
- Unifying the size of 11/0.415 kV power backbone cables for connecting the substations. The size to be selected should be the size of the highest current carrying side of the network,
  - o This requires a major investment as such, a Step-wise (Phased) plan of purchase and replacement of cables is suggested. The purchase and replacement should be deliberate. The new replacement should also go through a trench with a proper cable

tray. Please note that the last constructed trenches for cables were below the requirements, as such most part of those trenches has turned to having the cable in the mass earth.

  o In view of the length of cable that is required for the replacement, Cables should be purchased directly from manufacturers (and not from third parties) to avoid purchase of fake products. This may require the University to witness some of the cable factory test.

  o A proper cable layout on campus should be done on a University Masterplan. The University cannot depend on the so-called knowledge experience of one person of cable location on campus. That means a proper documentation of cable installations should be mapped out.

✔ Refurbishment and cleaning of 11/0.415 kV substations on campus to follow standard pattern.

✔ Restoration and upgrade of the alternative energy installations in the student hostels and around the campus. i.e. The present installation in the student hostel will be upgraded to include some level of solar support, such that the lifespan of the batteries (backup) is increased.

Specialized training of existing personnel. The attitude to work and general performance of some of the personnel in the technical cadre are not satisfactory. Consequently, there is the need to prepare a well-structured training that will address technical response as well equipment handling and documentation. This will improve the MTTR and increase equipment availability.

The University may have to consider the possibility of engaging the service of an Electric power consulting firm with a good track record on a short time basis.

Ethics of installation: Installations should be made to follow a minimum standard (training related)

Low Voltage sides

The Low Voltage (LT) side of the network cumulates the current that feeds back into the High Voltage (HV) side. This indicates that the LT side must also be made healthy. As such, it is also necessary to assess the LT side such that the HV side is not subjected to carrying excessive current.

Practices (installation pattern, terminations, commissioning) in LV side should be monitored and controlled. The use of external electrician without the monitoring group from the Works and Maintenance Department should be discouraged.

Summary

Overall, although the University network is claimed to be ageing, a deliberate, controlled and instructed investment cum positive attitudinal change in the utilisation of energy by the staff living on the campus, will improve the power network on campus within a short time.

Hybrid Power Solution

As is currently done in halls of residence, some offices now use solar/inverter back-ups to complement power supply from the University. The Energy Improvement Committee set up by the current administration will be further strengthened with professionals from the Departments of Electrical and Electronics Engineering, Mechanical Engineering, Industrial and Production Engineering, Physics, Works and Maintenance and the Centre for Petroleum, Energy Economics and Law (CPEEL) to establish optimised solutions for the University.

A team of scholars from the Faculty of Technology has designed an environmentally friendly proto-type equipment which uses a motor/generator arrangement, for power generation which is fuel-less[14]. The University will encourage the multi-disciplinary team to continue research on this heart-warming development and scale it up, as well as other similar initiatives in the University; this will go a long way towards improving our energy situation.

15.2   Water Supply
15.2.1 Where we want to be
The UI of our dream is an institution where water flows in every laboratory, toilet, hostel, household; every tap running with potable water 24/7. The main challenges are related to inadequate production, inadequate storage capacity and aged and weak pipes in the distribution network

15.2.2 Present realities
Oba Dam used to be the main water treatment facility on the UI Campus until the year 1991 when the treatment plant was commissioned. Raw water for treatment comes largely from Eleyele lake which is about 10 km from the treatment plant.

The UI water distribution network currently serves a population of more than 25,000 who use water for official, residential, religious and recreational purposes. The Water treatment plant is responsible for treating and pumping water into the network. The system consists of a treatment plant having a capacity of 5400m3 per day and a distribution network comprising four main reservoirs, about 250 pipes and more than 50 valves and about 110 nodes.

Apart from the water treatment plant and the Amina Way Tower which were commissioned in 1991, most of the University's water distribution network has been in place for over 30 years. Data concerning the operation of the network have neither been collected nor properly collated over the years. The treatment plant currently handles about 3.5 to 4.5 million litres of raw water per day.

15.2.3 Challenges and Solutions
There are currently about 46 staff in the water and sewage section and they are expected to ensure sourcing, treatment and distribution of water supply, and sewage monitoring on campus. Experts have recommended that an additional 44 more staff would be required to reduce fatigue and attendant poor service delivery.

The existing water supply system is not being operated in an optimal manner due to personnel, power outages and system ageing constraints. The personnel need to understand the existing water supply system as a whole in a fundamental way. The system would have greater output if there is proper monitoring of the system.

To ensure greater efficiency, there should be two broad units under the water and sewage section, namely Monitoring and Evaluation Unit that will closely inspect the distribution network, discover problems and suggest solutions daily; and the Operations and Service Units that will be involved in daily repair/maintenance services of the pipe network system.

To ensure continuous pumping of raw water from Eleyele and Oba dams, one pump each with panel has been recommended at the two dams. The use of diesel can be monitored by providing how meter at the generator at each station to measure fuel used against fuel collected.

Flowmeters would be connected to the pipe networks to record drops in water supply from one end to the other. For sewage two gangs of sewage flow monitoring groups would be employed for effective inspection and unblocking of sewer lines that are blocked.

In addressing the challenges of water supply efforts are being made at enhancing the efficiency of the existing plant. These include getting all pumps and panels working with 100% back-up and ensuring 24-hour power supply at the treatment plant and at the raw water pumping stations. Right now expansion of the water treatment plant and the construction of a 200 m^3 plant is on-going. The plant on completion will add 4 million litres per day to our water supply system.

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[14]Oral communication with Dr O. A. Falode (Department of Petroleum Engineering) 28 April, 2015.

Increasing the efficiency of the system entails ensuring constant power supply to the plant and the pumping stations by having a dedicated power line to the plant and ensuring the stand-by generators are healthy and fuelled; repair of all pumps and panels that are defective promptly and replacing those whose useful lives have been exhausted. In addition, it is important to stock those spare parts that are frequently needed, e.g. contactors and diaphgrams; increase the capacity of clear well tank to accommodate the new additions to the production volume; re-design the piping system to ensure efficient evacuation of treated water; replace the AC pipes in the rising mains with healthier, stronger and more energy-efficient pipes; construct a new rising mains from Water Treatment Plant to Amina Way; change the sub-mains from GI pipes to UPVC; increase the storage capacity at Stadium and Kurunmi; retrain the personnel to run the revitalized system. The current administration also undertook dredging of the Oba dam as part of efforts to improve water supply.

There are about 100 boreholes and large-diameter wells scattered all over the campus. These can be used to complement the main water supply. The Department of Geology has been relying largely on its borehole drilled in 1984 to meet her needs; the borehole is serviced regularly. A detailed geological map of the campus produced by the Department of Geology (Fig 15.1) will be used as the basis for recommending the optimal sites for siting new boreholes on the campus.
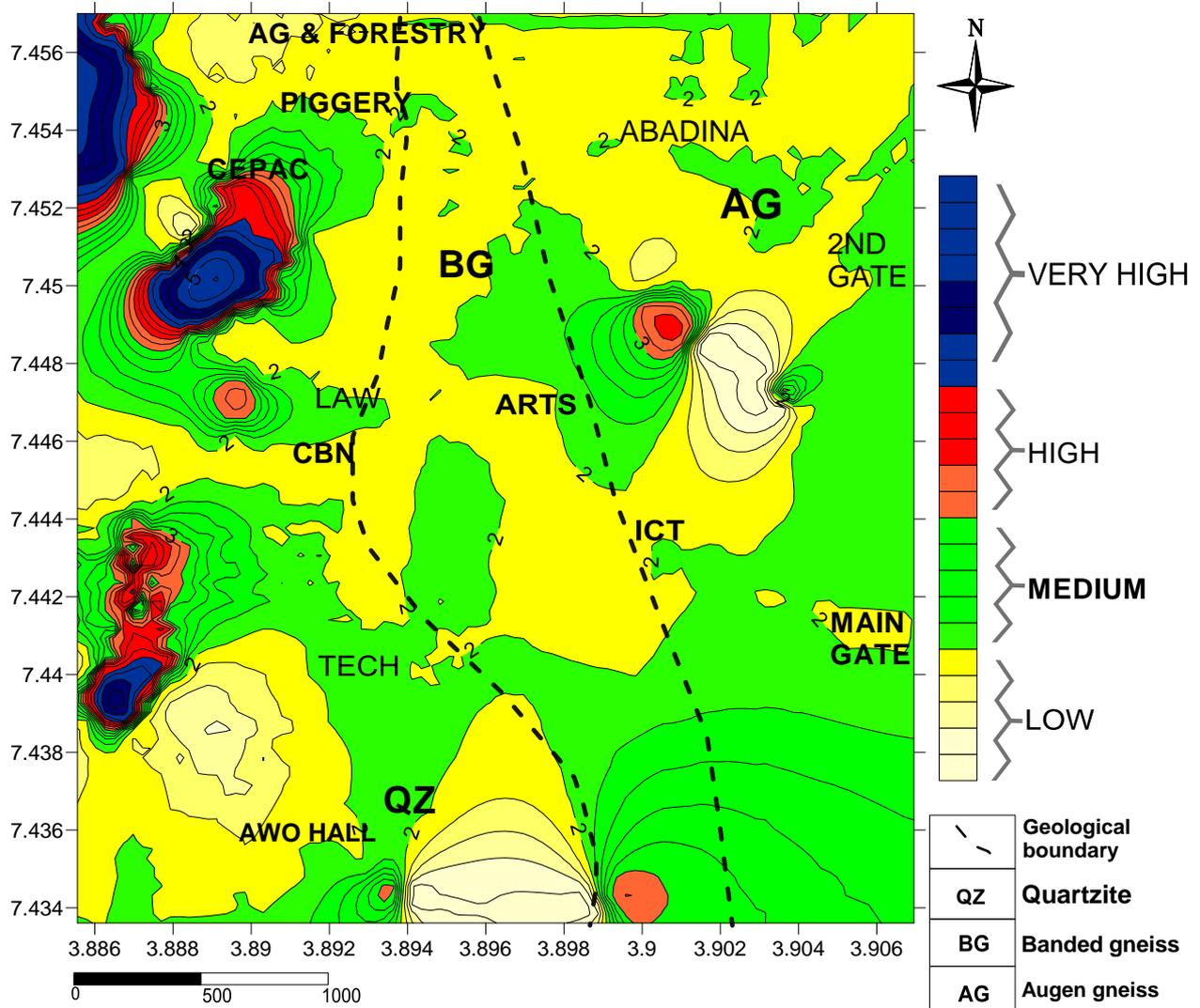

Fig. 15.1 Groundwater potential map of the University of Ibadan Campus (after Oladunjoye, Olayinka, and Adegun. 2014. *Water Resources*, 24, 88-118).

15.3   Roads and Drainages

The University has a network of close to 120 roads with lengths varying from less than 100 metres to the longest at 2.1 km (Barth Road). The total asphaltic area of the roads and parks on the campus is close to 500,000 square metres. Most of the roads are now in fairly good condition. There are still a few roads and spaces for rehabilitation including those in the staff quarters. Examples of those roads that require urgent resurfacing, along with well-designed drainages and walkways, are Appleton Road (from the Zoological Garden to Barth Road Junction near Queen Idia Hall), Laird Road (that leads to The Polytechnic, Ibadan), Amina Way, and Crowther Lane. There will be a task force to regularly maintain the road network on the campuses. This would be budgeted for as appropriate.

15.4   Office Spaces and Lecture Rooms

There is an acute shortage of well-equipped lecture rooms and office spaces in many Departments and Faculties.

An example is the **Faculty of Arts** where it is often difficult for lecture time-tables to be scheduled on account of lack of venue. The largest lecture theatre in the Faculty LLT can only accommodate 572 students; yet there are Faculty courses with more than this number of registered students. The other eight lecture rooms in the Faculty are much smaller, having seating capacities ranging from 36 to 233. Moreover, as at October 2014, 27 members of the academic staff in the Faculty did not have personal offices.

The case of the Faculty of Education will be largely solved when work is completed on its new complex at the present site occupied by the Publishing House.

An inventory would be taken within three months of my assumption of office. Areas where there is a shortage will be given attention and prioritised when considering allocation of capital grants.

15.5   The Environment

There was environmental disorder in the University in the late 1980s up till about the year 2000 and this was partly attributed to the absence of a **Physical Planning Unit** (PPU) in the University. The PPU was subsequently established with Professor Tunde Agbola, former Head, Department of Urban and Regional Planning, as the pioneer Director. The PPU is responsible to the Vice-Chancellor and it is charged with the supervision of the Master Plan and strict adherence to its implementation. Visitors to the University always commend the high degree of cleanliness of the campus. It must be stated that the PPU had on many occasions demolished structures built without approval.

The Unit will be strengthened so as to be able to continue to discharge its responsibilities which include provision of timely, effective and efficient development control measures; siting/planning of new projects; Surveys of Roads and New building sites; Housing Allocation and Environmental Data Base; and Establishment, development and maintenance of bench marks.

The University has no published **building code** and contracts are still awarded according to generic designs. There is need to specify basic features of the colour of paints and roofs, safety, disability, electrical wiring and IT requirements. There should also be procurement standard for doors and furniture. Anyone who has visited the Legon Campus of the University of Ghana in Accra cannot but be impressed with the aesthethics.

15.6   Health Services

The University Health Service is a National Health Insurance Scheme-accredited Primary Healthcare provider. It is a user-friendly outfit with the main complex situated at Jaja Avenue; there are six satellite Health-posts in Abadina (Environmental Health), Distance Learning Centre, Alexander Brown Hall, Sports Centre, the International School and Independence Hall. The University of Ibadan is the national student health leader in Nigeria providing health in a fully clinical and preventive service model.

The current administration undertook a **compulsory medical screening** for all members of staff during the 2011/2012 session. The diseases investigated included eye problems, diabetes, obesity,

hypertension, haepatitis, and cancer of the breast. A total of 3,685 members of staff showed up for the exercise.

In the last five years or so, the community grew in population and desires (Fig 15.2). There are currently 65 core staff positions with their distribution shown in Fig 15.3.
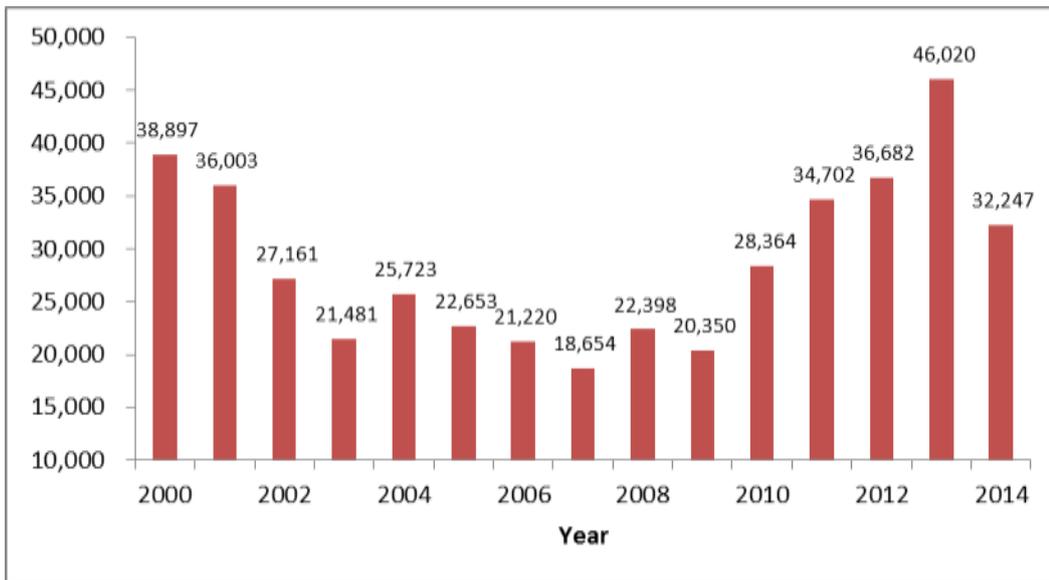
Fig. 15. 2 Number of patients that visited the University of Ibadan Health Service, 2000-2014. (Source: Medical Records Unit, University Health Service)
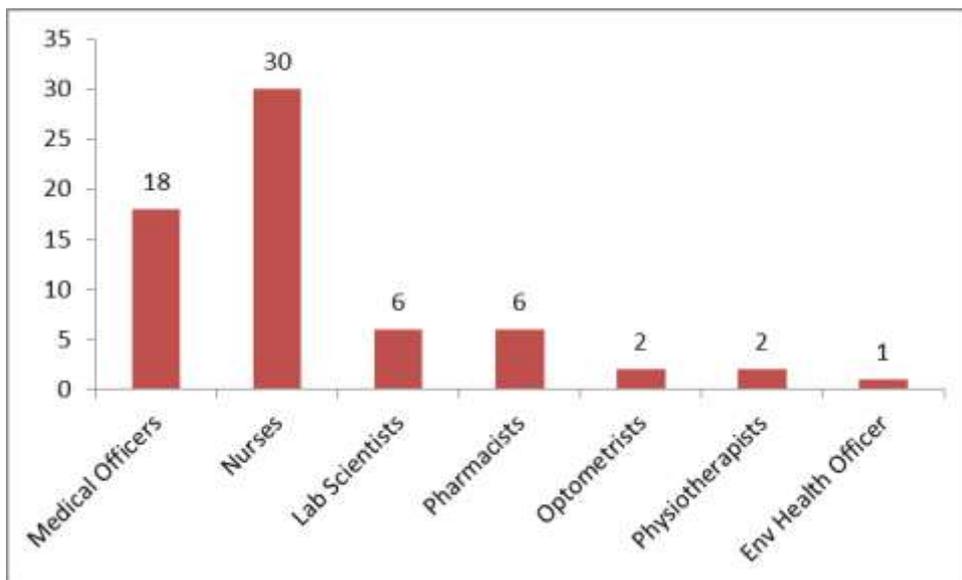
Fig. 15.3 Number of clinical staff at the University of Ibadan Health Services (September 2014). (Source: University Health Services)

15.5.1 Challenges facing the University Health Services and the Way Forward

- The UHS is expected to have a robust account section involved in billings, financial transactions and internally generated revenue team. Currently there is only one bursary staff in this unit that runs 24/7. The bulk of the expenses in UHS involve medical refunds, pharmacy and laboratory purchases (consumables). A comprehensive review of UHS funding is proposed where Staff Unions, UI alumni, UI contractors and suppliers can contribute to a health fund.
- The running cost for electricity supply is huge. The installed inverter system only helps with lightings and does not power the medical equipment. Due to limitation of space, doctors share consulting rooms and this erodes clients' privacy; there is no store for laboratory equipment and

stationery. Most of the specialist clinics have to be staggered while the physiotherapy unit is unable to display its mini gymnasium.

- The pharmacy needs a room to commence compounding extraneous syrups. The optometry unit is expected to commence repairs (technical). The IT unit needs to be strengthened so that the website is regularly updated, hospital transactions from records to departure is computerised. There is a need to improve on sanitation on campus. The environmental unit has only one staff while evacuation of soak away pits is done manually. The University should buy a cesspool vehicle which could also be a source of revenue.

- The **compulsory medical screening programme** will be continued. Ideally, this should be carried out yearly, subject to budgetary constraints. Nonetheless, there will be follow-up treatment for members of staff with life-threatening ailments.

- For an ever increasing population, it is imperative to decentralize services. The various health posts would be upgraded to semi- autonomous clinics backed by efficient ambulance service. This would translate to employment of more hands. Currently the ratio of population to healthcare worker is high. There is a need to bridge this gap, if done it will translate to shorter waiting period, fewer errors and efficient service.

- There is need for the establishment of a pharmacy shop on the campus. Currently all drugs that are not available at the Jaja Clinic Pharmacy have to be bought outside the University. The Pharmacy shop will in addition serve as outlet for our own products while providing additional revenue for the University and training opportunities for undergraduate students, especially from the Faculty of Pharmacy.

- The current administration resuscitated the **Health and Safety at Work Committee**, a Committee of the Senate of the University. The terms of reference include 'to oversee the safety of all University employees at work; to promote their general good health, and to scrutinise insurance claims arising from accidents sustained in the course of employee's duties'[15]. The next initiative if am appointed the next Vice-Chancellor would be to continue the laudable initiative of the current administration by strengthening the Committee with a lean staffing comprising a Medical Officer, Health Educator (Nurse), Medical Social Worker, Laboratory Scientist, IT staff and Environmental Health Officer.

- The Management of the University Health Services has proposed the establishment of a **diagnostic centre**, with facilities for X-ray, ECG, Ultra Sound and a laboratory. The brief for this is already with the Physical Planning Unit. Completion of this project will be given utmost attention. The diagnostic centre, when completed, will serve other hospitals within our immediate community as well. Funding for this can come from Public Private Partnerships.

- Efforts will continue to be made to support members of staff who have ailments that are not covered under the National Health Insurance Scheme. The University will enter into Memorandum of Understanding with leading medical centres abroad in order to reduce cost for members of staff who are referred overseas from the University College Hospital (UCH).

- As part of efforts to contribute to the welfare of our retired members of staff, the University will establish a **Senior Citizens Clinic**, staffed with a Nurse. This would reduce boredom for this category of staff and provide an opportunity to share reminiscences with old colleagues.

15.6   Recreation and Sports

All students of UI are entitled to basic privileges that will sustain an enriching cultural, social and morally uplifting environment, and hence conducive for their overall development.

The University of Ibadan gave birth to the West African University Games (WAUG) in 1965 and the Nigerian University Games Association (NUGA) in 1966 through her Bilateral Sports participation with the University of Ghana. The University has hosted NUGA four times, namely 1966,

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[15] University of Ibadan Calendar 2012-2014, pp. 285.

1976, 1986 and 2002. The present vision in sporting activities is transforming academic and sports driven individuals who would combine sports prowess with academic excellence, integrity and good sportsmanship. The Sports Council caters of 15 NUGA-approved sports.

15.6.1 Challenges and Solutions

The sporting facilities need general renovation and repairs as the last time this was done was in 2002. There is no modern indoor sports hall and this reduces participation of students in playing indoor games. There is need to centralize all the 15 sporting facilities at the grossly under-utilised New Sports Complex. Efforts would be made to resuscitate the UI Community Staff Games

The University will continue to give priority attention to sports and sporting development. Student athletes will be encouraged through preferential allocation of bed spaces in the halls of residence and participation at NUGA, UI-University of Ghana, Legon, bilateral games and other sporting competitions.

Maintaining an active academic environment characterised by public lectures is one of the major traditions of the University of Ibadan. This is examined in the following section.

16 University Public Lecture Series

      Public lectures allow scholars and people from various works of life who have distinguished themselves in their different callings to speak on contemporary issues. The Inaugural Lecture Series at Ibadan is as old as the establishment of the University, with the first of such Inaugurals presented in 1948. On the other hand, the three-part University Lecture Series commenced in 1971. The Postgraduate School Discourse Series, which started in 1990, is part of this initiative.

16.1 Inaugural Lectures

      Traditionally, inaugural lectures provide newly appointed professors with the opportunity to inform colleagues, the campus community and the general public of their work to date, including current research and future plans. It should normally be held within one or two years after the appointment or promotion.

Present Reality

- This much-cherished tradition of Professorial Inaugural Lectures is still largely maintained in UI, except that there is often a very long lag time between when someone is appointed a professor and the time he/she has the opportunity to present the inaugural lecture. (I presented mine in February 2010, 11 years and five months after the effective date of my appointment as a professor). Conventionally, each Faculty is given one slot per session in a situation where there is provision for multiple chairs in each department.
- The implication of the foregoing is that some professors retire without presenting their inaugural lectures. I alluded to this in my inaugural lecture. Later as Deputy Vice-Chancellor (Academic), I prepared the guidelines for the presentation of inaugural lectures which were considered by Senate during the 2011/2012 session, and have since been adopted.

What needs to be done

- Efforts shall be made to clear the backlog of Inaugural Lectures and since the programme is basically academic, it would be undertaken regularly so as to continuously enliven the academic community.

How will this be done?

- We shall programme inaugural lectures in such a way that within three or four years of becoming a Professor, the person shall have the opportunity to deliver his/her inaugural lecture.
- A calendar for Inaugural and public lectures shall be published by the Office of the Deputy Vice-Chancellor (Academic) and the Registrar and relevant committees empowered to ensure compliance. In my Inaugural Lecture I had recommended the establishment of a *Senate Committee on Inaugural Lectures*.

16.2   University Lectures
Present Reality

- There is no modality for the presentation of University Lectures.
- One University Lecture in three parts is given per session. It is somewhat boring for the audience to be attending the University lecture for three successive weeks listening to the same person on a topic with the same theme. This partly accounts for the scanty audience often recorded, in comparison to the more exciting Inaugural Lecture Series.

What needs to be done

- Modality for University Lectures will be developed.
- One University Lecture will be given per semester with each lasting no longer than 1 hour 30 minutes.

16.3   Valedictory Lectures
Present Reality
- Valedictory lectures are presented by a retiring Professor whereby the Professor delivers a farewell address or oration in a valedictory ceremony.
- This is essentially a Faculty programme.

What needs to be done
- Faculties would be encouraged to maintain this tradition as part of efforts of mentoring younger academics and also contributing to maintaining an active academic environment.

16.4   Distinguished Lectureship Programme (DLP)
In addition to the Inaugural and University Lecture Series, we shall introduce a new Distinguished Lectureship Programme (DLP) Series to offer a platform for notable members of the public, both national and international, to share their thoughts on topical issues with members of the University community and thus influence public policy.

A favourable governance structure is one of the major characteristics of a world-class university. Some of the issues pertaining to governance are highlighted in the following section.

17   Governance and Bureaucracy

It is essential that the governance and management structure of the University is clear and adequate. Moreover, the University should have a clear management structure in which the decision-making process, competencies and responsibilities have been clearly fixed. There is an urgent need to restructure internal governance mechanisms in the University.

17.1   Management and Bureaucracy
17.1.1 Present Reality
- Bureaucratic bottlenecks remain a major source of inefficiency in the University.
- There are often **too many meetings** at all levels (Central Administration, Faculty, Department, Committees, etc) and membership are often too large and unwieldy. There are cases when the same person is expected to be at more than one meeting holding simultaneously.
- Most meetings do not start on time.
- These meetings consume a disproportionate share of resources (executive-time, paperwork, etc).
- For most meetings we still use hard copies of agenda papers and minutes; happily the current administration has introduced electronic copies for meetings of Senate.
- There is a rampant **multiple capturing** of the same set of data and information at various levels and points, thus wasting time, energy and resources.

17.1.2 What needs to be done
- To re-engineer the process of decision-making in such a way as to drastically reduce the amount of time and resources being consumed by the existing decision-making, as well as to eliminate redundancy at all levels.
- To develop capabilities to capture, process and disseminate information reliably and speedily.

17.1.3 How will this be done
- **e-governance** will be deliberately encouraged in all facets of the University for all meetings especially those with large membership like the Appointments and Promotions Committee.
- There must be a clear evidence of **team-leading**, team-work, team spirit, professionalism and spirit-de-corp.
- **Decision-making** relies heavily on the availability of quality information and reliable data. Therefore, there must be purpose-driven capturing of relevant data and information. This would be followed thereafter by thorough **trend-analysis** and **pattern recognition**.

17.2   Faculty Constitution
17.2.1 Present Reality

As itemized below, we have had at least four near-crisis situations in the University over the last 18 years.

(i). First, during the 1997/98 session, the re-election of the Sub-Dean of the Postgraduate School for a second term became controversial, the bone of contention being whether the officer seeking re-election was entitled to a second term. Although the Sub-Dean was re-elected by the Board of the Postgraduate School, and he had in fact commenced his second term, his election was later annulled by Senate.

(ii). Secondly, the Dean, Faculty of Technology, had to step down during the last quarter of 2012 on account of the change in the mandatory retirement age by an Act of the National Assembly in May of that year. In the interim, the Vice-Chancellor had to appoint the immediate past Dean of the Faculty as Dean.

(iii). Thirdly, the tenure of office of the person elected as Dean, Faculty of Arts to complete the unexpired term of the late Dean who passed on suddenly in September 2012, a few weeks into his second term of one year, became somewhat controversial in May/June 2013. The Vice-Chancellor and top management had to intervene on the correct interpretation of the unexpired term of an incumbent

with a Special Meeting of the Faculty Board of Arts convened on 1 July, 2013, with the Vice-Chancellor presiding.

(iv). Fourthly, some ranking academic members of the Faculty of Arts apparently unmoved by the resolution of July 2013, still raised the matter a year later in a petition to the Vice-Chancellor for what was referred to as a third term bid of the incumbent Dean. The election had to be postponed by a week for the outstanding issues to be settled.

The problem with the re-appointment of Sub-Dean of the Postgraduate School alluded to in 17.2 (i) above was tackled during my tenure as the Dean; we had to write '*CONSTITUTION OF THE POSTGRADUATE SCHOOL FOR THE ELECTION OF THE DEAN AND SUB-DEAN*', which was approved by the Board of the Postgraduate School and Senate during the 2004/05 session. At least three Sub-Deans of the Postgraduate School have since been re-elected for a second term using this Constitution, without any rancour.

17.2.2 What needs to be done
- There should be clear guidelines to guide the election and appointment of Deans and Sub-Deans.

17.2.3 How will this be done
- Each Faculty would be required to prepare a draft Constitution for the Election of their Deans and Sub-Deans for subsequent consideration and approval by the Senate of the University.

17.3 Headship of Departments
By convention at the University of Ibadan, professors are appointed Heads of departments and serve for a term of four years. Readers and Senior Lecturers are appointed as Acting Heads of Departments and serve for a term of two years. Those on Lecturer Grade 1s cadre are appointed Coordinators for one year. Where there is no substantive Head of Department the Dean of the Faculty is the *de facto* Head of Department, putting unnecessary additional burden on the otherwise very busy Deans.

17.3.1 Present Realities
- Many Professors shy away from serving as Heads of Departments, thus allowing their junior colleagues to serve in their stead.
- No less than 40 out of the 102 Departments/Institutes/Centres in the University are led by Acting Heads of Departments/Acting Directors

17.3.2 What needs to be done
- Professors would be encouraged to take up headship of their departments thereby providing necessary academic and administrative leadership on behalf of the Vice-Chancellor, unless there are other extenuating circumstances
- Professors who refuse to serve as Heads of Departments should not be allowed to take up other administrative duties in the University.

17.3.3 How can this be done?
- By persuading Professors as senior academics to realise the need for them to provide academic leadership at the departmental level, which is the unit where academic activities are carried out in the institution.

17.4 Term of Office of Directors of Institutes
The term of office of Directors of full-fledged degree awarding Institutes notably the Institute of Education and the Institute of African Studies should be increased from three years to four years to align the tenure with those of heads of academic departments.

17.5   Term of Office of Deans

The responsibilities of Deans should be clearly stated and include but not limited to steering and contributing to the development and continued enhancement of curricula for programmes in the Faculty to meet international standards; establishing and maintaining high academic and ethical standards among staff and students in the Faculty at all times; managing the resources and budget of the Faculty in line with University resource commitments and key performance targets; maintaining a balance workload of teaching, research and public service; cultivating a rich network of scholars in his/her area of specialization, thereby attracting international research interest and funding to his/her Faculty and the University as a whole; and perform any other duties that may be assigned to him/her as may be consistent with the realization of the Vision and Mission of the University.

> *If an organisation changes its leadership every two years, that organisation will never make it. In a nutshell, that was what led to the death of Daily Times. Jose performed the miracles he performed because he was there for over 27 years as chief executive (Tola Adeniyi[16])*

Present reality
- Some Faculties operate a one-year term renewable for another year and no more. This translates to a maximum of two years for such occupant of the position of Dean. This is rather too short for the implementation of the lofty vision and mission of candidates for these positions and it should, therefore, be revisited. This is true of the Faculties of Arts, Science, Agriculture and Forestry, The Social Sciences and Education.

What needs to be done
- The term of office of all Deans of Faculties and the Postgraduate School should be harmonized to a maximum of four years (two years in the first instance and renewable for another term of two years and no more).

How can this be done?
- Relevant recommendation shall be processed through Senate for subsequent implementation by the respective Faculty Boards.

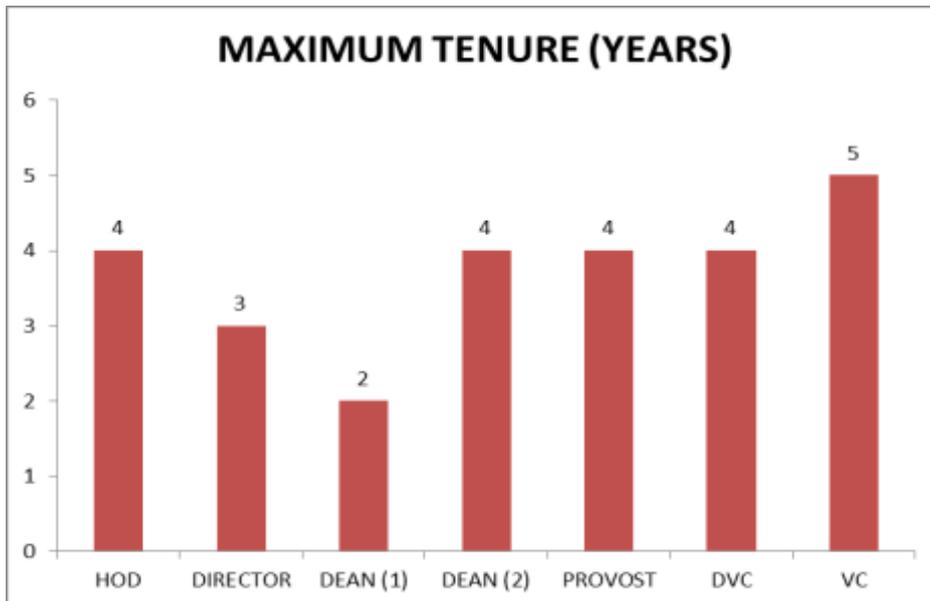[16] *Saturday Punch* (Lagos), 1 March, 2014. Pp. 24-25.

Fig. 17.1 Tenure of administrative positions held by academic members of staff at the University of Ibadan. Deans (1): Faculties of Arts; Science; Agriculture and Forestry; The Social Sciences; Education (5 No). Deans (2): Faculties of Basic Medical Sciences; Clinical Sciences; Public Health; Dentistry; Veterinary Medicine; Technology; Pharmacy; Law and the Postgraduate School (has Faculty status) (9 No).

Table 17.1 Tenure of office of Deans of Faculties in First Generation Nigerian Universities and Top Tier Universities in Africa

S. NO	Institution	Tenure of Office of Dean of Faculty
1.	University of Ibadan	One year in the first instance and renewable for another term of one year and no more (4 Faculties.) Two years in the first instance; renewable for another term of two years and no more (9 Faculties)
2.	University of Nigeria, Nsukka	Two years in the first instance; renewable for another term of two years and no more.
3.	University of Lagos, Lagos	Two years in the first instance; renewable for another term of two years and no more.
4.	Obafemi Awolowo University, Ile-Ife	Two years in the first instance; renewable for another term of two years and no more.
5.	Ahmadu Bello University, Zaria	Two years in the first instance; renewable for another term of two years and no more.
6.	University of Benin, Benin-City	Two years in the first instance; renewable for another term of two years and no more.
7.	University of Ghana, Accra, Ghana	Three years in the first instance; renewable for another term of three years and no more
8.	University of Zambia, Lusaka	Three years in the first instance; renewable for another term of three years and no more
9.	University of the Witwatersrand, Johannesburg, South Africa	'**Executive Dean**'; appointed for a term of five years; renewable for another term of five years and no more.

(Source: Oral Communication with Barrister Sam Nwatu, Profs Duro Oni, Ayobami Salami, Paul Ogunleye and Akii Ibhadode- 12 August, 2013; Andrew Crouch- 24 August, 2013; Cephas Omenyo and Stephen Simukanga- 6 April, 2014)

17.6   Sub Deanship vs. Deputy Deanship

When the Dean of a Faculty is away from the University for more than a few days conventionally the immediate past Dean acts for the Dean. This may create a problem on account of not being a member of the current Management of the Faculty. This is often the case at the Postgraduate School, which by our extant regulations has a Faculty status.

The position of Sub-Dean should be upgraded to a Deputy Dean so that such a Deputy Dean can act in the absence of the substantive Dean. This is similar to what obtains for the Provostship in the College of Medicine.

17.7   Number of Deputy Vice-Chancellors
Present Reality

The position of Deputy Vice-Chancellor at the University of Ibadan was first created in 1963. The primary responsibility of a Deputy Vice-Chancellor is to assist the Vice-Chancellor in the day-to-day administration and management of the institution. Up till 1993, the University used to have one Deputy Vice-Chancellor, after which the position was split into two, namely Deputy Vice-Chancellor (Administration) and Deputy Vice-Chancellor (Academic).

What needs to be done

The scope of operations is becoming increasingly more complex. Some 22 years after the last major change, there is now an urgent need to have an additional Deputy Vice-Chancellor, due to the complexity of University governance.

The new structure with three Deputy Vice-Chancellors being proposed for the University will comprise the following:
(i).   Deputy Vice-Chancellor (Teaching and Learning),
(ii).   Deputy Vice-Chancellor (Research, Innovation and Knowledge Transfer) and
(iii).   Deputy Vice-Chancellor (Management Services).

How will this be done

A proposal, including schedule of duties and the financial implications, to have three Deputy Vice-Chancellors will be prepared and sent to relevant Committees, Senate and Council for consideration and approval.

The maintenance of peace and security is a *sine qua non* for healthy living and productivity on the campus. Issues relating to these are discussed in the next section.

18   Security, Cultism and Social Orientation
18.1   Security
          The University, through the Campus Security Service, has a duty to create and maintain a pleasant and safe environment in which its students and staff can flourish. The University has to be committed towards an innovative approach to systems, technology and procedures that support modern security practices. Elements of these would include 24 hour Operational Management Centre, 24 hour Emergency Reaction Vehicle, Access control on all the campuses, 24 hour alarm monitoring, continuous awareness campaigns, crime investigations and support to victims of crimes.
          Efforts will be made to create and maintain a peaceful environment through the following mechanisms:
(a). crisis prevention strategies;
(b). conflict resolution between persons and groups whenever they occur;
(c). creation of a secure and stable environment where everyone is given a sense of belonging;
(d). overhauling the Campus Security Service by making it well-equipped and efficient in order to protect life and property adequately; this will include training and retraining of staff, provision of vehicles and communication gadgets for regular patrol on campus and rapid response to distress calls;
(e). given incidences of burglaries, particularly in the science-based faculties, laboratories and other sensitive areas will be **well lit**, heavily fortified and placed under surveillance;
(f). education on **fire prevention**, safety and security procedures;
(g). promoting security consciousness by training staff and students to meet the increasing challenges of security maintenance.

18.2   Cultism
          According to a former student activist who attended the University of Nigeria, Nsukka, Malachy Ugwummadu[17]:

> *I lived a very active and eventful life as a student activist in that institution where we vigorously mobilised students and consistently campaigned against anti-students/peoples policies of both the University authorities as well the Nigeria state.*

          This encapsulates the major strands of students' protest in our institutions of higher learning. Cultism has been a major cankerworm in the Nigerian University System. Studies have shown that cultism on campuses result largely from the indiscipline within the larger society, often resulting in a culture of violent protest with the attendant loss of lives, property and closures of institutions. The ills of the larger society have submerged and neutralised the culture of tertiary institutions. To make matters worse, many of the ordinarily law-abiding students do not have an atmosphere conducive to learning. The students have to cope with unsubsidised feeding, limited hostel accommodation characterised by massive squatting and crowded classrooms. Fresh students are often recruited into campus gangs during their first few weeks of being admitted into the University. Sexual harassment, examination malpractices and cultism then become rampant.

18.3   Social Orientation
          To address the aforementioned anti-social behaviours among students, the University established Anti-Cultism Campaign Committee which was later transformed into the Centre for Social Orientation (CENSO) in March 2011. Fresh and returning students will continue to be sensitised about the evils of cultism while members are encouraged to renounce their membership. The Students' Disciplinary Committee would meet regularly to handle all reported cases of mis-behaviour by students.

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[17] Ugwummadu, M., 2012. Femi Falana: The 'comrade learned silk'. Downloaded from www.ngrguardiannews.com on Friday, 21 September, 2012.

19 Alumni Relations

19.1   What alumni can offer UI

The University of Ibadan has nearly two hundred thousand alumni/alumnae who hold responsible positions in the commanding heights of the economy. All these graduates of the University have something to offer to current students in terms of their time, treasures or talents. These include:

(a). Offering an internship or work experience placement
Paid internships and work experience placements offer the chance to gain invaluable experience and contacts.

(b). Advertising your graduate roles
If the establishment where an alumnus works offers a graduate scheme, the UI Careers Office could be informed and this would help the next generation of UI talent into the business world. Top employers do come to UI for graduate scheme recruitment.

(c). Becoming a mentor
We will set up an **Alumni Leadership Mentoring Programme** whereby alumni can mentor current students.

(d). Helping finance opportunities
Student internships can be funded by alumni. Many employers do not just want bright young people; in addition, they want evidence of being ready for the world of work. Internships represent a great way of giving our undergraduates a competitive edge and this is a practical way that alumni can make a huge difference.

(e). Giving a career talk
Alumni can offer in-depth knowledge of their specific industry without a substantial time commitment. They can talk to students about emerging trends for example, or tips for breaking into their industry sector based on their experiences. Obviously we do not have in-depth knowledge across every industry and that is where alumni can make a valuable contribution.

(f). Making social connections
Alumni can promote vacancies, share opportunities or offer advice and tips to current students on social media like Facebook, LinkedIn and Twitter where undergraduates spend a great amount of time. Publicising opportunities on these media is very helpful and effective.

19.2   Engaging our Alumni/alumnae nationally and internationally
Alumni of the Year Awards
Alumni will be encouraged to nominate fellow past students who deserve recognition for their achievements in the Alumni of the Year awards. The Award is a chance to celebrate achievements ranging from a valuable contribution to University life, the community or their professional field; and to reflect on the extraordinary range of achievements among our former students. Alumni, staff and students should be able to nominate alumni in any of the following categories:
- Young alumnus (under 35) of the year
- Alumnus making an outstanding contribution to business/industry
- Alumnus making an outstanding contribution to society/community life
- Alumnus making an outstanding contribution to culture/media/sport
- International alumnus of the year
- Strengthen the Alumni body for effective fund-raising for the university

- Create an Annual Donor Roll of Honour comprising all who have made a gift of N1,000,000.00 or more to the University in the outgoing year.
- Publication of a quarterly UI Newsletter containing "News from the University of Ibadan" (especially news about any giant strides made by the University and news about our alumni worldwide).

As significant stakeholders in the University, the alumni would be expected to be part of a major home-coming event which the opportunity of the 70th Anniversary of the institution provides.

19.3   Towards UI at 70: Creating a Brand Identity

The University will be 70 years old in 2018. This significant milestone would be celebrated as a high-profile event. This would be an opportunity to show-case the achievements of the University, as a truly national institution, a national resource and a national treasure. It is an opportunity to solicit funds to upgrade our teaching and research facilities. We need to showcase the products of the University as a premier University, faculty publications, forging new partnerships and renewing links with sister universities and institutions, organizing a Special Congregation and spearheading fundraising efforts, among others. The University of Ibadan has a lot to show which would benefit the whole world. As we tell the world of what we can do as a University, we can also get help from well-meaning individuals and organisations considering that there is a lot of goodwill towards the University of Ibadan. Perhaps the best product to show to the world is the University's academic publications, and it would be a wonderful reality if each department in the University could come out with such publications.

The University of Ibadan is proudly referred to as the "First and the Best", particularly among its students and alumni/alumnae. The University already possessed name recognition due to it being the first University to be established in Nigeria. However, there has been no deliberate attempt at creating a brand identity that reflects the core values of the institution beyond the *mantra* of age. Therefore, as the University approaches its 70th anniversary, it is pertinent to put in place a strategy that will coordinate the establishment of a **unique brand identity**.

A brand serves to both tell the story behind an organization and to distinguish its products or services from others on the market. A well-developed brand identity among other benefits provides emotional reinforcement and offers a sense of community. Within the context of higher education, a brand can be described as "a name, an image, a compelling description of an organization that captures the essence of the value that such institution provides."

Creating a brand identity involves research on market demands and perceptions, an analysis of what the institution offers and what distinguishes it from the competition, and implementation of changes that will allow the institution to better fulfil its market niche. Brands emerge as a result of the performance of an institution in meeting the needs of its clients: it is the *result* of effective marketing and consequential changes in activities, rather than its basis. The underlying philosophy of branding is that universities try to understand who they are and to frame their image in a way that will favourably influence internal and external perceptions.

The idea of creating a brand identity for the University of Ibadan is to have a coordinated communication platform through which engagements with the University's stakeholders are deployed. The University through this strategy shall communicate the brand in all of its communications, from stationary and business cards to signs, websites, and presentations slides. When the University of Ibadan fully evolves into a brand, attracting grants and the internationalisation efforts of the institution will gain considerable traction.

It would be necessary to inaugurate Local, National and International Organizing Committees. Outside of the main campus and the College of Medicine, it would be necessary to set up branches of the 70th Anniversary Organising Committee in all the major cities of Nigeria including Lagos, Abuja, Enugu, Asaba, Port Harcourt and outside the country like London, New York, Middle East and South Africa where there is a large concentration of alumni/alumnae.

It would be an opportunity for Fund Raising (targeting alumni/alumnae, friends of UI, corporate organisations). Donors in different categories depending on the amount contributed, namely Titanium; Platinum; Gold; Silver; Bronze; Patron. There would be Publication of Anniversary Book as was the case when the institution turned 25 years in 1973 (Ade-Ajayi and Tamuno, 1973) and 40 years in 1988 (Mojuetan, 2000), respectively.

Some of the events/activities that will be part of the 70th anniversary will include the following:
Research and Innovation Fair
Caller tones on mobile phones
Interactive documentary to be aired on major national and international channels
Anniversary Light and Sound Show
Anniversary Park
UI Ideas and People's Festival
Alumni Week
Mr. and Miss 70th Birthday
Anniversary Lecture
UI New Strategic Plan/Donor Club Inauguration
UI Festival of Arts
Anniversary Games Championships for Halls of Residence
Anniversary Museum
Special Anniversary souvenirs and corporate gift items
Special Anniversary Convocation and Awards
Publication on UI Icons
70 Years History of UI
Visits to Embassies

Expected outcomes, include to show-case the products of the University as a premier University, faculty publications, forging new partnerships and renewing links with sister universities and institutions, organizing a Special Congregation and spearheading fundraising efforts, among others.

The teaching and research activities carried out at the University of Ibadan should have direct impact on the immediate community. Some of the things we can do in the form of social responsibility are outlined in the next section.

20   Corporate Social Responsibility

Our corporate social responsibility will include:

- Advancing the quality of life of communities, particularly in Ibadan region where we are located and in doing so improving the lives of Nigerians by employing our core teaching, research and knowledge dissemination functions in our areas of academic strength.
- Implementing University-wide community service programmes that apply our knowledge and expertise to community issues. Engagement activities should be supported with necessary logistics and rewarded.
- Increasing social engagement and becoming more visible in influencing public and social policy

Our commitment to our staff is that UI must be a good place where they will like to work; where they would be motivated and given the opportunity to achieve their potential within a humane and inspiring environment. To our Students and Alumni, we must continue to produce excellent graduates. To our immediate and national communities we must impact on their lives and well-being and take part in those activities that improve their social needs. This means we have to be a good and dependable partner in our relationship with government in the development of our economy.

20.1 Long Vacation Teaching in Secondary Schools

The University of Ibadan has been particularly lucky in maintaining very cordial relationship with its host community since its establishment. There is an urgent need to contribute more to the immediate environment as part of our societal relevance. We should adopt some public secondary schools in Ibadan by arranging a Long Vacation Teaching Programme in which undergraduate students of our University are involved in intensive teaching of core/hardship subjects in selected public secondary schools in deprived communities in Oyo State during the month of August of each year. The objective is to show responsiveness to our immediate community where a high rate of failure in the SSCE and NECO examinations has been reported. As at May 2012 it was reported that only 10% of candidates presented by public secondary schools in Oyo State pass their WASCE/NECO every year[18]. It will also provide employment opportunity for our students. Only students with high CGPA (at least 5.5.) who have been recommended by their HODs or Deans will be allowed to participate. The secondary school students will be those who are in their SS1 and SS2).

Banks, financial institutions, corporate bodies and individuals, the Oyo State Government (through her Ministry of Education) and other socially responsible organizations will be contacted to fund this project, on a pilot scheme for say three years.

It is gratifying to note that students of American University of Nigeria at Yola participate in this type of scheme on a volunteer basis with a high degree of success[19,20] .

20.2   Science Camp for Girls

To reduce the existing gap in gender representation in Science, Technology, Engineering and Mathematics (STEM) in Nigeria and encourage more women to choose careers in STEM, the following short and long term activities would be implemented; adequate preparation of the girl for STEM; promotion of a positive image of women in STEM to correct the existing perception that STEM is primarily meant for the males; sensitization of community members (especially parents, curriculum developers, school administrative staff, educators and trainers) on the importance of removing all gender bias and stereotypes; early exposure of girls to female role models who have excelled in their STEM careers and are equally doing well as mothers and wives; counselling girls on the prospects of STEM careers and improving access of girls to scientific and technological education through career fairs, job shadowing, career talks, enterprise education, workplace and science centre visits and making career

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[18] Oyo State Education Summit, May 2012.

[19] Ating N., 2015. Mass Exam Failure: AUN Students Offer Free Tutorials to JAMB, WAEC Candidates. *This Day* (Lagos), Saturday, 11 April, 2015.

[20] Volunteering is a major consideration for entry-level employment in many developed countries.

publicity materials available; Offer of scholarships and Awards to women in STEM which will further reduce the gap that exists between the genders; introduction of Competency-Based Learning activities into the teaching of STEM; active mentoring and role-modelling. This could have very strong impact because it helps to build confidence and clear the gender stereotype that had been attached to STEM.

The short-term activities, in which the University of Ibadan already has some experience under the STEP-B Project, sponsored by the World Bank through the Federal Ministry of Education and for which I served as Programme Manager during my tenure as the Deputy Vice-Chancellor (Academic), would be carried out in a stepwise way culminating in the Girls' Science Camp. This would start with a sensitization programme inviting secondary school girls. At this sensitization meeting, a form would be passed round for those interested to signify their intention. Those who signify their intention would be screened for selection into the Girls camp. Female achievers would also be sought during these activities to serve as role models and mentors to the girls that would be finally selected into the camp for one week.

20.3   Computer Camp for Secondary School Students and Teachers

The National Summer Camp for Computer is an IT training and mentoring camp to bring together Nigerian Secondary School students and teachers, with the main objective of improving their participation, skill and involvement in Information and Communication Technology. This will be done by enabling them to create personal IT projects after undergoing hands-on IT training. Participants will also have the opportunity of meeting and being mentored by successful professionals and experts in IT. The event will be hosted annually in August by the University at no cost to the participants. This is to ensure that the best talents are discovered notwithstanding their financial or social status

20.4   Study Tour to Museums

The programme will also include study tours to museums within the university. The Museum of any university or academic establishment serves not only as a repository of veritable natural archival materials which in themselves have varying degrees of exotic potentials and a deep sense of history, but also constitute a rich repertoire of teaching and research materials. For example, the Geology Museum in our Department of Geology contains a rich collection of all known rock types, minerals types and groups, fossil records of rocks in Nigeria and from other parts of the world. There are other outstanding museums in the University including those of the Department of Zoology and the department of Archaeology and Anthropology.

20.5   Women's Law Clinic

The Faculty of Law established a legal clinic in 2007 that provides free legal services to indigent women while training and engaging the services of law students and staff clinicians. The methods adopted in resolving cases in the clinic is alternative dispute resolution that includes mediation and reconciliation This is the only specialised law clinic in Nigeria and perhaps in Africa. The number of case files in the clinic since its inception is shown in Fig 20.1.
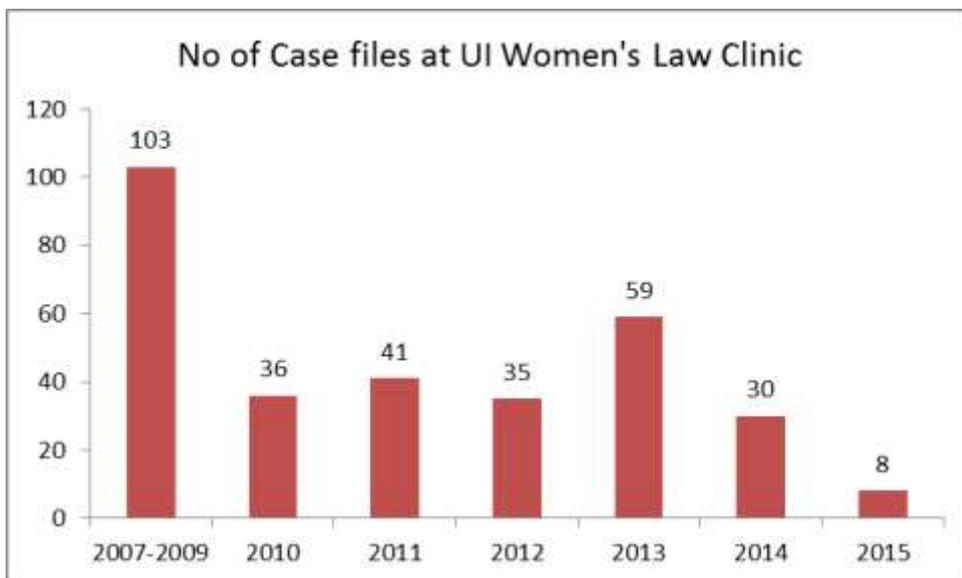
Fig. 20.1 The number of case files at the University of Ibadan Women's Law Clinic since inception. Note that the data for 2015 are only for January and February. (Source: Women's Law Clinic, Faculty of Law, University of Ibadan)

As the Women's Law Clinic offers free service to the indigent and the less advantaged women within Ibadan metropolis, especially in the areas of human rights and family law, while also providing practical training for our students, the University will continue to support the facility as part of our corporate social responsibility.

20.6   Educational Media Resources

Established in 1973, the Centre for Educational Media Resource Studies (formerly Abadina Media Resource Centre) is a public service unit for provision of school children's library and as a teaching model for the training of school/teacher-librarians and a research centre for investigating the problem of school librarianship. There were 450 users in 2014, mainly pupils from public primary and secondary schools in Ibadan and its environs. The new complex, which is under construction, has a separate toy library, a children library, a young adults' library and an IT room. This will further strengthen the provision of services to our immediate public, through engagement of a few more additional staff.

21   External Networking

Using the position of Ibadan as the premier university in the Nigerian University System to collaborate and leverage with sister universities in the country irrespective of mode of ownership (Federal, State, Private) through the instrumentality of bodies like the Committee of Vice-Chancellors (CVC) and the Association of Vice-Chancellors of Nigerian Universities (AVCNU) to be an effective lobby group to attract more resources and goodwill into the system; push for greater degree of academic freedom and financial autonomy; and make more effective and efficient use of the Triple Helix model of linkages between the NUS, Industry and Government (Federal, State and Local).

Similar challenges affect the Nigerian university system, especially the federally-owned universities. These include the following:
- inadequate funding due to limited internally generated revenue, limited ability to attract grants, and over-reliance on government subvention;
- unstable academic calendar;
- obsolete and ill-maintained teaching and research equipment;
- ageing academic staff with the mean age being 46 years in 2004 and 49 years in 2008 at the University of Ibadan[21];
- inadequate staff development and low morale of staff;
- inefficient service delivery;
- increased demand for and cost of municipal services in the campuses;
- non-competitiveness, bleak employment opportunities and difficulties in securing admission into top universities for higher degrees by many of our graduates;
- lack of synergy between the historical role of the university (teaching, research, service) and the new paradigm (economic development); this is reflected in the weak impact on the immediate community in particular and the nation in general; low quality skills of graduates; huge skills gap in the economy.

Some of these problems are better tackled collectively by the universities than by individual institutions. The University of Ibadan shares great affinity with many sister universities and research institutes in the country, especially the first generation universities. As the Vice-Chancellor at Ibadan, I would network with colleague Vice-Chancellors under the auspices of the CVC and AVCNU to facilitate collaboration between the universities, offer a trusted network through which the leaders and administrators of the universities share ideas and experience, contribute visibly to national innovation, build community support for research universities, influence national policies for higher education and university research in the country, facilitate collaboration between Nigerian universities, sustain quality brand recognition, develop international strategic alliances and networks, and benchmark for improved performance.

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[21] No less than 101 Professors retired from the services of the University of Ibadan in the period 2006-2011 on account of attaining the then mandatory retirement age of 65 years.

22   Internationalisation

Internationalisation is classically defined as the process of integrating an international/inter cultural dimension into the teaching, research and service functions of the institution (Knight, 1994). The rationale for internationalisation include the need to prepare internationally knowledgeable graduates, to build strategic alliances with institutions abroad, to promote innovation in curriculum and diversity of programmes and to ensure research and scholarship address international issues. The number of students studying in countries other than their own is growing world-wide and it has been estimated that by the year 2025 there will be about 8 million of such international students (Fig 22.1).
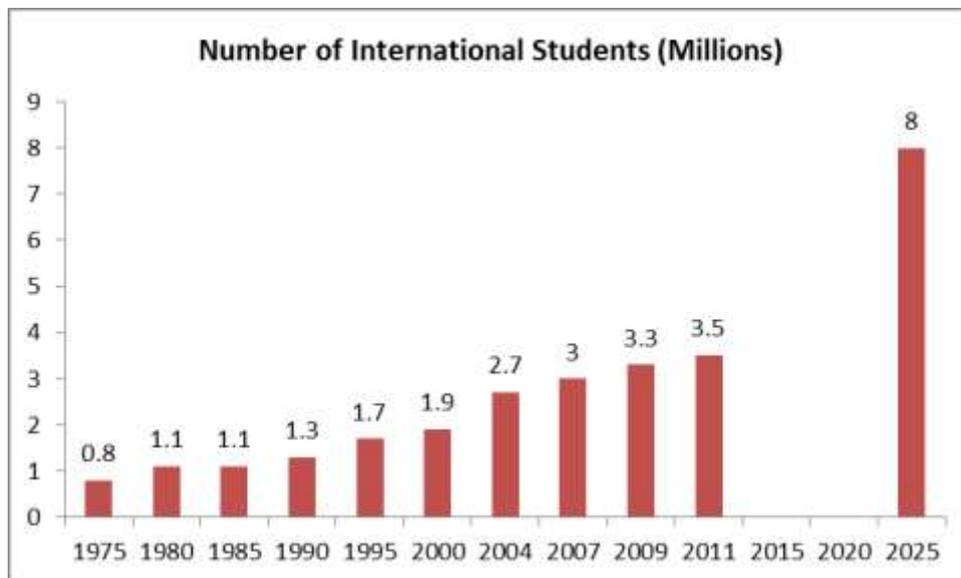

Fig. 22.1 Growth of International Students World-Wide (Source: www.iie.org/projectatlas).

Internationalisation has always been a major focus of the University of Ibadan. Indeed, Section 1, 2 (b) of the University of Ibadan Act 1962 as amended clearly states as part of the general functions of the University (b) 'to provide such facilities for *the pursuit of learning and the acquisition of a liberal education as are appropriate for a University of the highest standing'*. Up till the mid-1980s the University of Ibadan was able to attract students from many parts of Africa, especially the West African sub-region and Cameroun. The students came to study for both undergraduate and postgraduate programmes in the different faculties. The University also had close links and exchange programmes with many European and American Universities and international organisations.

Many students from the USA study abroad but only a very small proportion of these students come to Nigeria as shown in Figs 22.2 and 22.3.
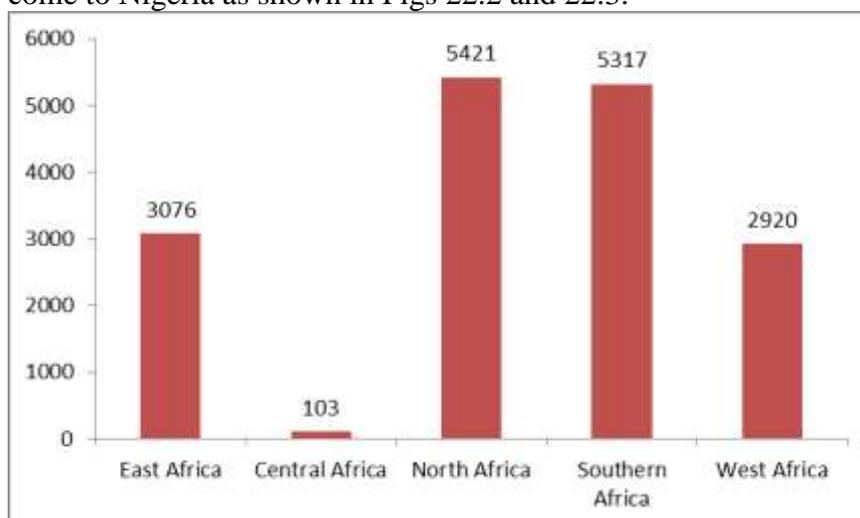

Fig. 22.2 Distribution of US Study Abroad Students in various regions of Africa in 2009/2010
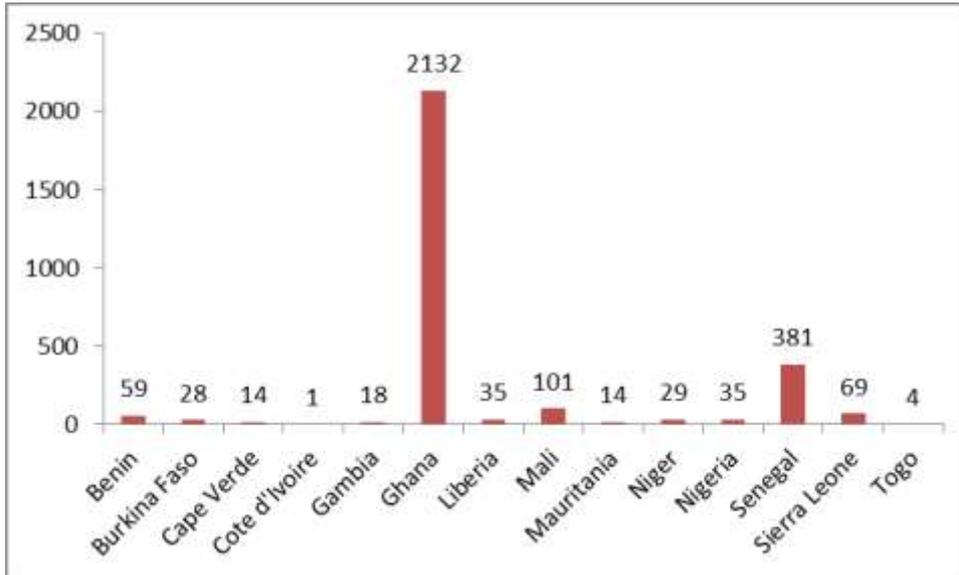
Fig. 22.3 Distribution of US Study Abroad Students in various countries of West Africa in 2009/2010

At present, in spite of the efforts of the Office of International programmes the population of foreign students, particularly non-Africans, is negligible.

22.1 Present Realities

There used to less than 100 foreign students registered in the University of Ibadan, This is due to the deterioration of facilities, instability of the academic calendar and the poor ranking of the University on the global academic league tables. Moreover, international grants and aids schemes in support of foreign students are limited.

However, with the advent of the Pan African University Life and Earth Sciences Institute at the University of Ibadan (PAULESI) (Fig 22.4) the University of Ibadan is becoming more attractive again to foreign students. The current 86 students registered on this programme for the 2014/2015 session are drawn from Nigeria and 12 other African countries.

Fig. 22.4 Enrolment of Postgraduate Students at the Pan African University Life and Earth Sciences Institute, University of Ibadan.

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There are less than 10 members of staff who are of foreign nationalities currently in the University.
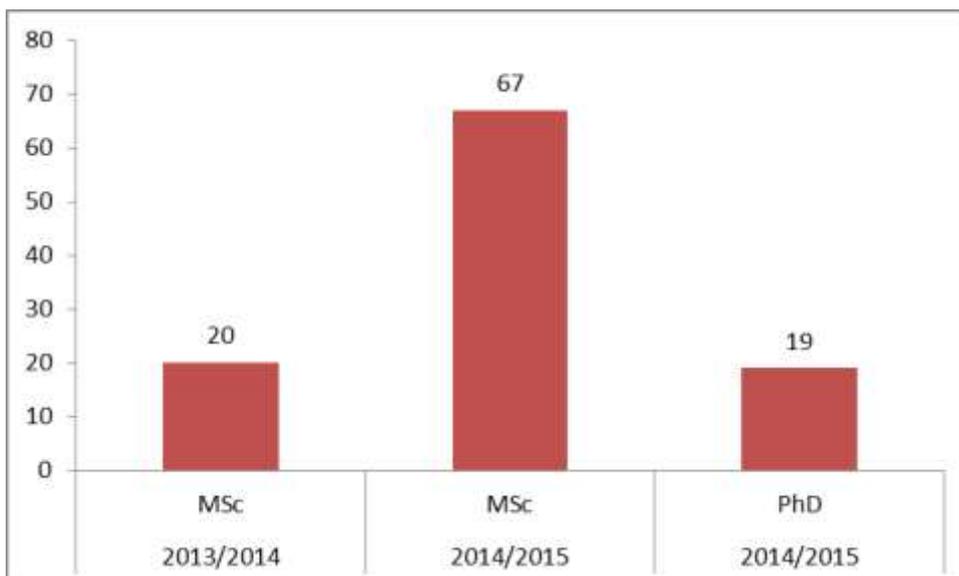
22.3 What needs to be done

As a community of scholars, we need to attract more foreign staff and students to come and work and study at the University of Ibadan

22.4 How will it be done

Our drive towards supporting international standing will involve the following initiatives:

- Encourage interaction with external partners, individuals, companies and public agencies and particularly fostering South – South partnerships.
- Ensure that student learning is informed and delivered by international-quality research-active academic staff and staff with professional and pedagogical expertise.
- Attract high-quality international students and staff to create a diverse and vibrant university community.
- Support strategic partnerships with a limited number of prestigious international organisations
- improve student support services and expand facilities to attract more international students, especially from within the West African sub-region;
- Offer postgraduate bursaries to foreign students, especially those from ECOWAS countries to pursue Masters and Ph.D.s in UI. They will be treated as Nigerian students for fee purposes. This is similar to the Overseas Research Students' Award by Universities UK (the former Committee of Vice-Chancellors and Principals of United Kingdom Universities) which I benefitted from as a research student in the UK in the 1980s. Each department will be encouraged to admit at least one foreign student/session under this scheme.
- Strengthen student and staff exchanges under the Links Programme.
- Explore how to benefit from the experience and exposure of Nigerians in diaspora and other eminent scholars who are prepared to work in Ibadan for short and medium lengths of time, even if they are not willing to take up permanent appointments here; this would help attract foreign academic staff.
- We will drive the existing Memorandum of Understanding (MOU) and create a process of reporting the level of activity for each of the MOUs.
- We require more activities to mainstream UI's achievements into the global arena.
- We shall involve more students in the internationalisation agenda of the university.
- There will be more campus-wide enlightenment, skills development and training in order to expand international opportunities for the UI community.
- We shall continuously internationalise our curricular, research and outreach activities

We shall facilitate stronger networks and partnership in the West African sub-region and Africa in general. These efforts would be geared towards making UI a national and regional hub for international activities and thus providing leadership in this respect.

The University would preferentially develop those disciplines where it has competitive advantage such as in African Studies, languages, culture, history, archaeology, gender issues, environmental sciences, climate change, tropical medicine, rural development and technological adaptation that would readily attract foreign students and scholars. The Yoruba Language Centre, which is involved with teaching of Yoruba to non-native speakers of the language, has been able to attract many occasional students, mainly from the United States of America.

Adequate provision would be made to guarantee suitably comfortable and affordable accommodation for foreign students and scholars.

Although International partnerships are easy to talk about, they are not easy in practice. We shall pursue a pro-active model for Internationalisation.

23   **Enhancing Quality Assurance**

We shall ensure quality assurance and improvement by using the following initiatives:

- Create an open environment and atmosphere conducive to the exchange of knowledge and views, and innovative ideas among students, faculty, staff and visiting scholars. In this way, academic freedom will flourish.
- Have proactive evaluation of success in achieving learning objectives, and use the evidence derived from these evaluations, including feedback from students and others, to improve performance.
- Assign roles and responsibilities within a comprehensive framework of policies and processes for the development and improvement of university programmes.

Some of the issues involved in quality assurance are shown in Fig 23.1
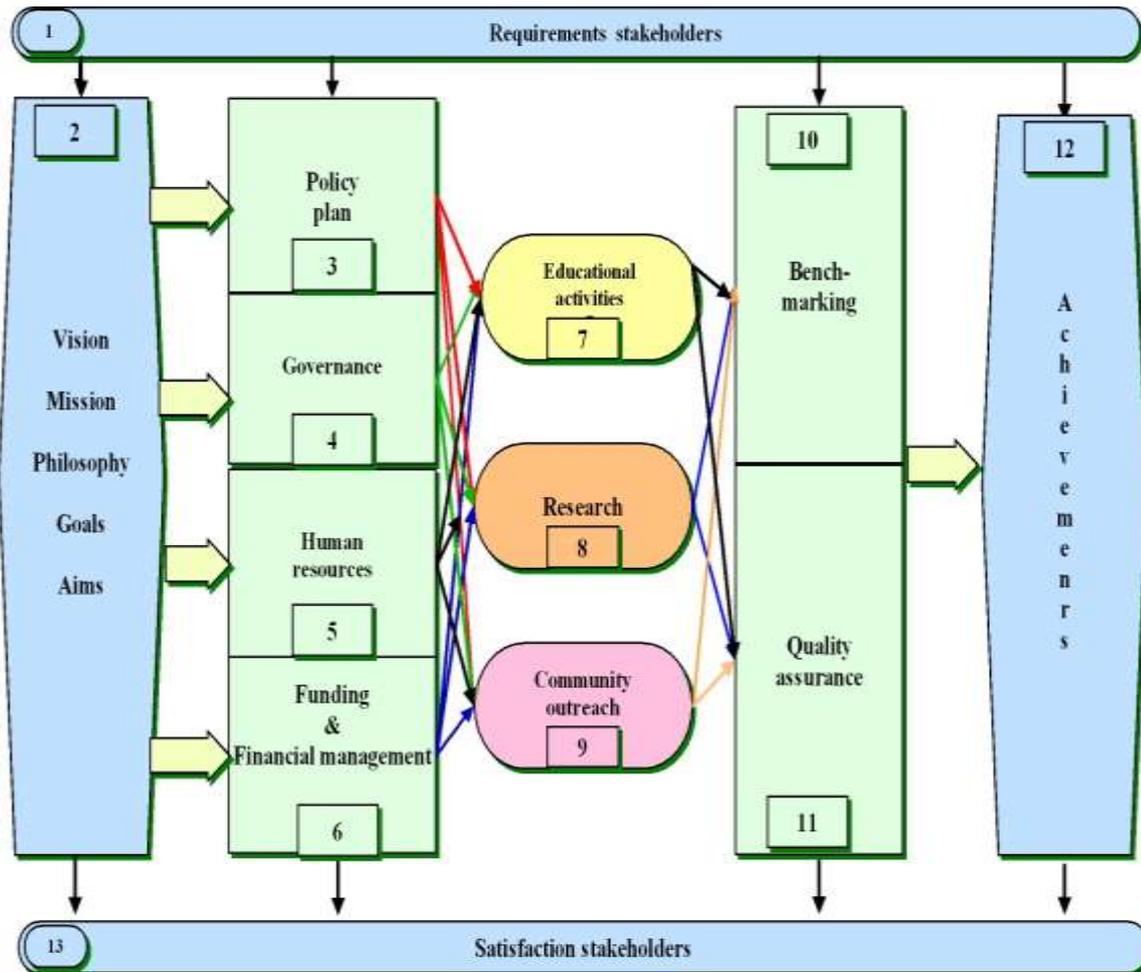
Fig. 23.1 Stakeholders and Quality in Higher Education

The Directorate of Quality Assurance has been involved with students' assessment of lecturers. An on-line assessment will be introduced in order to speed up the process such that feedback can be provided to the lecturers promptly.

The University recently set up a SERVICOM Unit. SERVICOM is an acronym for "SERVICE COMPACT WITH ALL NIGERIANS", a Federal Government initiative established in all federal agencies, institutions and parastatals meant to improve service delivery throughout the country. The objectives of SERVICOM as applicable to the University of Ibadan include monitoring and ensuring

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service delivery; handling complaints; conducting opinion poll on effectiveness of service delivery; and organizing sensitization workshop on how to improve service delivery.

What needs to be done
- As a relatively new unit in the University of Ibadan, we shall strengthen SERVICOM.

How it will be done
- Some of the strategies proposed by SERVICOM include a reward system to honour deserving members of staff should be instituted to encourage staff to provide quality service. Such award should be made in a ceremony and the names of such staff published.
- A tool for course assessment, which included teaching and learning is currently being developed by the Unit. The report of such assessment would be made public and deserving staff rewarded.
- There is the need to re-orientate the staff on the need for providing efficient service delivery in the University.
- The current office of SERVICOM located in the Faculty of Pharmacy is not adequate. Efforts will be made, as soon as is practicable, to provide a more spacious office space.

We have up till now discussed how we plan to achieve our vision and mission for the University of Ibadan over the next five years if appointed the next Vice-Chancellor. What remains largely now is to address the issue of how we will know whether we are achieving our goals and objectives during the five year tenure. This is what we know turn our attention in the next two sections.

24 Implementation Strategy, Milestones and Performance Indicators

*Action without vision is only passing time, vision without action is merely day dreaming but **vision with action** can change the world.* Nelson Mandela

> *A goal is created three times. First, as a mental picture. Second, when written down to add clarity and dimension. And third, when you take **action** towards its achievement.* Gary Blair

This vision document is being proposed for implementation monitoring through the use of indicators and milestones as stipulated in our strategic plan. It offers the opportunity to track not only the progress being made but also to identify and confront challenges along the way.

24.1   Public-Public Initiatives

Nigeria being a developing country offers great opportunities and wide scope for the growth and development of Universities with creative leadership. The current level of interaction and constructive engagements between our university and government ministries, departments and agencies (MDAs), State and Local governments is below expected level. There are many untapped opportunities in this direction. Almost all the departments within the university have related ministries at both federal and state levels. The University will embark on deliberate and focused engagement with the relevant government institutions for service delivery by helping them to solve problems such as unemployment, food security, urban planning and development, infrastructure, solid waste management, etc. This will be a `double-benefit' relationship. The University will be pursuing its third mandate of community service while at the same time earning income for services to be rendered.

Another window of opportunity that is relatively under-explored is the international development and donor agencies such as Canadian International Development Agency (CIDA), USAID, DfID, DANIDA, JICA, AIDAB, TWAS, etc. Many of these organizations have different development assistance programmes for developing countries institutions that are relatively unknown and untapped. Such assistance includes staff training, equipment donations and research grants depending on the policy of the organization.

24.2   Public-Private Partnerships

Deliberate efforts will be made to foster mutually-beneficial ties with identified private sector institutions/industries in such ways that both Students and Staff members from our university and the institution/industries will benefit from the relationship. This would take the form of our Students and Staff having more practical and industrial exposure while the industries benefit from a more theoretical interaction that will surely proffer solutions to any problem they may be encountering in their organisations. A good example is the training of youths and school-leavers in host communities to acquire different artisanal and professional skills (e.g. agriculture, welding, construction, etc) through memoranda of understanding with the petroleum industry. This would be a departure from the era of academic pontification, but would more especially be in the area of technological and systemic interventions in the day-to-day running of the industries. Consultancy opportunities similar to that described under the public-public initiative will also be pursued. Many of our under-performing manufacturing companies have engineering or business problems that are not currently being studied by our universities.

Within the next five years UI will be more active in engaging with solving real life Nigerian problems although without jeopardizing the core mandate of teaching and research. This `fees-for-service' arrangement will be structured as a 'win-win' model with the private sector organizations to be involved in it. Many private foundations like Bill and Melinda Gates, Ford, Rockefeller, Carnegie, Mo Ibrahim, etc. also have budgets for developing country institutions to engage in research under

partnership with universities in North America, Europe and South-South cooperation (Brazil, China, etc.). Therefore, many existing and new linkage programmes will be developed and strengthened. Deliberate efforts will be made to service the linkage agreements and relationships. Through such relationships exchange visits, postgraduate training opportunities, modern equipment, research collaborations, etc. can be tapped into by our university.

24.3   Wider and Deeper Participation

One of the weaknesses of Nigerian Universities (including UI) is the inability to attract, retain, motivate and support high quality staff, especially expatriates and Nigerian academics in the diaspora. However, in the positioning of every organization human resources are the most valuable assets. This incoming administration will expand access for our human resources, by providing learning opportunities (within and outside Nigeria) to support competence, development and career advancement. In doing this, there will be equal opportunities irrespective of discipline, gender or religion with the intent of maximizing the benefit to the University from the diversity of workforce. The University administration will explore creative ways of rewarding hard work and commitment employing best practices.

Motivation of staff and students will be driven by incentives to encourage and nurture a culture of performance excellence among the staff and students at all levels. Through the committee system, appropriate delegation and empowerment, every structure of the University will be motivated to perform their responsibilities as a guiding principle. The administration will hold regular interaction with the students and staff unions in the University in order to maintain peace and harmony at all times.

24.4   Milestones

The various milestones that would be considered during the five year tenure are presented in Fig 24.1 in terms of a Monitoring and Evaluation scheme.

ACTIVITY	TIME										
	2015 0CT-NOV 2015	2016 SEM 1	2016 SEM 2	2017 SEM 1	2017 SEM 2	2018 SEM 1	2018 SEM 2	2019 SEM 1	2019 SEM 2	2020 SEM 1	2020 SEM 2
Consultation & Stakeholder Workshops (Ex-Ante Evaluation)	X										
Adoption of Vision Document by Senate & Council		X									
M and E of Action Plan 1 (Formative Evaluation)			X	X							
M and E of Action Plan 2 (Formative Evaluation)					X						
70th Anniversary						X	X				
M and E of Action Plan 3 (Formative Evaluation)							X				
M and E of Action Plan 4 (Formative Evaluation)								X	X		
M and E of Action Plan 5 (Formative Evaluation)										X	
Wrap-Up and Step Down (Summative Evaluation)											X

M and E: Monitoring and Evaluation

Fig. 24.1 Schematic representation of Monitoring and Evaluation Scheme

24.5 Performance Indicators

The performance indicators are clearly defined measures that would enable us demonstrate the achievement in meeting the set objectives. Good performance indicators are expected to be relevant, unambiguous, well defined, timely, reliable, comparable, verifiable and cost effective. These are outlined below for the main components of the Vision and Mission.

24.5.1 Academic Vision: Goals, Strategies and Performance Indicators

KEY TARGET 1: Increasing the University's international ranking to 1-10 in Africa

Goal	Strategies	Performance Indicators
To be a leading research intensive university in Africa	Increase research output	Weighted postgraduate and publications output
	Focus research capacity and impact on institutional research themes and existing areas of research strength	Institutional Research Themes relevance to developing countries and alignment with global research trends
	Attract leading academics	% of postgraduate students
	Set minimum research output norms	
	Actively recruit postgraduate students	
	Create a stimulating environment for research students and mechanisms to ensure postgraduate success	

KEY TARGET 2: Achieving levels of international activities comparable to those of major universities abroad

Goal	Strategies	Performance Indicators
To strengthen the University's international profile and visibility	Align international relationships with IRTs and areas of strength	Number of active international partnerships and research collaboration
	Increase number of active international research partnerships	Number of staff as co-authors of international publications
	Increase number of international students at postgraduate levels	Outcomes of impact assessments
	Active recruitment of postdoctoral fellows	% of international students
		% increase in postdoctoral fellows
		Number of awards and prizes for academic and research achievements

KEY TARGET 3: Achieving a balanced portfolio of partnerships with industry and government in terms of high level skills needs

Goal	Strategies	Performance Indicators
To strengthen the University's impact on Nigeria's economic and social development	Align enrolment growth, particularly in professional fields, to high-level scarce needs and the human resource development strategy	Number of graduates in scarce skills areas
	Increase number of active partnerships with industry and government	Number of active partnerships with industry
	Seek optimal impact partnerships with local communities	Number of active partnerships and projects
		Graduate attributes aligned with changing workplace and needs of Nigeria as a developing economy

KEY TARGET 4: Positive outcomes when evaluating disciplines against international benchmarks

Goal	Strategies	Performance Indicators
To pursue excellence in teaching and learning	Align teaching and research through inquiry-led curricula	Performance of base disciplines against core indicators
	Strengthen the base disciplines	Peer review of WHAT is taught and HOW
	Maintain high-level professional programmes	Academic and professional accreditation of programmes

KEY TARGET 5: Achieving student diversity and success rates similar to those of top-ranking research-intensive universities

Goal	Strategies	Performance Indicators
To increase access, throughput and quality of degree	Attract the most talented students from all States of Nigeria in terms of intellectual interest and abilities	Demographic profile of students in terms of gender and state of origin
	Special focus on first year students	% withdrawal at the end of first year of study
	Sustain resource rich, blended teaching to allow for varying levels of preparedness	% of students who graduate with First Class or Second Class Upper Honours

KEY TARGET 6: Improve PG: UG enrolment and increase number of distance education students		
Goals	Strategies	Performance Indicators
Improve ratio of PG to UG enrolments	Develop new PG recruitment strategies	% PG enrolments
	Revise PG student administrative procedures	
Increase enrolment at Distance Learning Centre to increase access	Strengthen *e*learning	% increase in number of distance students

24.5.2 UI Staff: Goals, Strategies and Performance Indicators

As a research-intensive institution, all the University's academic members of staff will be expected to be research-active or to be engaged in creative outputs as part of their normal performance. In order to increase the output of research, the University will investigate ways of improving the academic staff: student ratio.

KEY TARGET 1: doubling the current number of research-active staff who are able to attract external grants		
Goals	Strategies	Performance indicators
Attract and retain outstanding academic and administrative/technical staff	Active recruitment of academic staff through range of national, regional and international networks	% of academic staff who are research-active
	Flexible human resource policy	% staff with Ph.D. degrees
	Attractive work environment and excellent facilities	% permanent staff
	Active recruitment of administrative and technical staff	% staff resignations
		Academic staff: number of staff appointed into fellowships of the various academies
Establish a diverse corps of staff	Targeted funding to achieve excellence	Diversity of staff composition (per department)
	Incentives and awards for success	
Increase the academic staff: student ratio	Increase expenditure on academic staff	Academic staff expenditure as % of total expenditure
	Increase academic appointments	

KEY TARGET 2: Reducing the time lag in the processing of promotion to professorial cadre		
Goals	Strategies	Performance Indicators
To reduce the frustration experienced by academic staff in promotion to the professorial cadre	Automate the process for external assessment of candidates	Time lag between effective date of promotion and the conclusion of the process by the University Appointments and Promotions Committee

24.5.3 UI Students: Goals, Strategies and Performance Indicators

As the lifeblood of a university, attracting the most talented students to the University of Ibadan will remain a high priority.

KEY TARGET: identify, recruit and admit top-performing secondary school leavers nationally on the basis of their WASC/NECO, UTME and Post-UTME results		
Goals	Strategies	Performance Indicators
Attract and select the most talented students to the University from all states of Nigeria on the basis of academic merit	Use WASC/NECO, UTME and Post-UTME results to identify students with high cognitive ability and intellectual interest	% withdrawal at the end of the first year of study
		Graduation rates
		% of students who graduate with First Class or Second Class Upper degrees
Increased diversity in terms of gender and nationality	Actively recruit students across Nigeria and other parts of Africa	Student diversity profile (% female)
		% regional and international students
Create conditions for successful study	Provide financial aid to deserving students from poor background	Student financial aid as % of student-related fees
	Provide comfortable hostel accommodation as far as possible	% students in university residences

24.5.4 Support Services: Goals, Strategies and Performance Indicators

KEY TARGET: Steadily increasing levels of satisfaction with support services as measured through surveys and against international 'good practice' benchmarks

Goals	Strategies	Performance Indicators
Convenient and efficient administrative services	Making possible efficient student admission, registration, and graduation	Enrolment planning against institutional targets
	Meeting statutory service obligations including SERVICOM	Accurate information on staff, students, finance and space
	Efficient record-keeping and documentation for good governance	Unqualified external audit reports on statutory submissions
		Readily accessible current and archival records on policies and decisions
Good research facilities	Providing suitable research facilities, including laboratories	Laboratory space per category
		Spaces allocated for research

Goals	Strategies	Performance Indicators
Research and innovation support	Providing effective information, support and oversight of postgraduate programmes	Significant increase in research funding stream
	Providing information support and management of research grants and contracts	External recognition of management efficiency with regard to grants and contracts
	Undertaking international fundraising	Well-established information hub and oversight functionality of postgraduate faculty processes
	Maintaining appropriate data management on research activity and output	Alignment of database to internal and external research data sources
	Maintaining appropriate data management on research activity and output	Alignment of database to internal and external research data sources

Goals	Strategies	Performance Indicators
Teaching and learning support	Providing targeted development and support for staff and students	Number of academics trained
		Number of lecturers supported to improve throughput rates and curricular mapping
		Number of students supported

Goals	Strategies	Performance Indicators
Strategic management information	Analysis of institutional performance against core indicators	Number of analyses presented
		Core indicators benchmarked against national and international trends analyses and environmental scans

Goals	Strategies	Performance Indicators
Good academic libraries	Providing sufficient library and study space	Number of students per library seat
	Ensuring efficient access to academic information sources	Number of visits to library per day
		Number of electronic data bases accessible
		Client experience survey

Goals	Strategies	Performance Indicators
Quality assurance	Managing external reviews, audits and programme accreditation	Institutional recognition of the role of quality assurance and increased requests for quality assurance support
	Facilitating internal self-regulation through quality assurance processes	

Goals	Strategies	Performance Indicators
IT and knowledge management	Increasing access and efficiency of IT services	Positive client experience survey results
	Developing and implementing knowledge management policy and procedures	IT provision and knowledge management benchmarked against international practices

24.5.5 Physical Environment

KEY TARGET: Alignment of the provision of facilities with the growth strategies and enrolment targets of the University

Goals	Strategies	Performance Indicators
Plan spatial development appropriate to urban context	Developing long range spatial plans for the main campus, the Ajibode Extension and the College of Medicine Campuses	Number of campus plans finalised
Provide sufficient, quality facilities to accommodate first year and final year students	Encourage public-private partnerships for hostel development	Number of public-private partnerships concluded
Facilitate the efficient flow of pedestrians and vehicles on and between campuses	Developing traffic and transport plans for and between campuses	Transport plans finalised

24.5.6 Financial Sustainability: Goals, Strategies and Performance Indicators

KEY TARGET: Doubling income from donations and commercial activities and increasing the percentage flowing to improve teaching excellence and research output

Goals	Strategies	Performance Indicators
Solvency	Ensuring sufficient financial resources for meeting goals	Ratio of assets to liabilities
	Developing a long term capital plan for addressing the University's planned expansion	Finalisation of a long term capital plan
Liquidity	Ensuring sufficient liquidity	Ratio of short-term funds to short-term obligations
Increase research funding	Actively soliciting funding for Institutional Research Themes and other research projects	% real increase in research funding per annum
	Increasing 3rd stream income	% real increase of 3rd stream income
	Increasing the flow of funds from the University's commercial activities to teaching and research	% real increase of funds from commercial activities to teaching and research
Integrated reporting	Implementing integrated reporting in financial, environmental and social categories	Policies benchmarked
		Performance indicators developed
		Baseline data established on waste; energy and water use; and transportation.

24.6 Monitoring and Evaluation

In order to stay on track and not be distracted during the life of this administration, the implementation of this agenda will entail the establishment of milestones and benchmarks. As part of this process, the goals and objectives of this document have been set in specific and measurable terms with yearly milestones as detailed in the main document. There will be ***periodic reviews and retreats*** to remain focused. These will assist the administration to monitor the implementation of plans and milestones. The monitoring and evaluation framework will also encourage and emphasise regular feedbacks and stakeholders' consultations to deepen the participation of various constituencies within and outside the campus to gauge our performance as well as bring the administration closer to the people.

25.   Strategic Change Management

If you focus on results, you will never change. If you focus on change, you will get results. Jack Dixon

Change is the essence of life. Be willing to surrender what you are for what you could become. Anonymous

Change is inevitable in the life of any institution and our university cannot be an exception. However, the process of change needs to be managed for the change to be meaningful and relevant. The vision and mission outlined in this document would require the ability to effect change. As a leader who is committed to this in order to accelerate the rate of development of the institution, I will plan and direct changes that benefit our institution and all its various publics. Ensuring that all the stakeholders, both internal and external, are carried along would require an awareness of the need to change, desire to participate and support the change, knowledge of how to change and what the proposed change looks like, ability to implement the change and reinforcement to keep the change in place over the five-year tenure.

As the academic leader we have to seek active collaboration of the four elements in the change process and manage the process to a successful conclusion. The first is ***change sponsorship***, the authority to legitimize the need for change. This will include the Governing Council, Senate, and Principal Officers will be the Policy Group. The second is the ***change agent*** that is responsible for implementing the desired change. The Committee of Provost, Deans and Directors, and Heads of Departments will have a role to play here and the leaders are academic administrators and/or academics in administration. The third element is ***the target of change***, which would comprise the staff (including the academic staff, the professional administrators in the Registry and specialist administrators in Bursary, Audit, Library, Works and Maintenance, Academic Planning, Physical Planning, University Health Services), staff unions, and students being changed through the change effort. The fourth is ***change advocate*** which is the person or group supporting the change without any formal authority to sanction in the change effort. This will include the alumni/alumnae, and friends of UI. All the four elements in change management will be carried on board.

In contributing to the transformation of the University of Ibadan, within a period of five years, it will be incumbent on me as the Vice-Chancellor and with the support of the top management to establish a sense of urgency and desire for change by stressing the weaknesses, opportunities and threats; forming a powerful guiding coalition with the various change agents by assembling a core change group with the right commitment, the right mix of skills and with enough power to lead the change effort and encouraging the group to work together as a **team**; developing strategies for achieving the vision; communicating the vision and strategies to internal and external stakeholders using every possible vehicle and teaching new behaviours by the example of the guiding coalition; empowering others to act on the vision by eliminating the obstacles to change, changing structures that seriously undermine the vision and encouraging risk taking and non-traditional ideas, activities and actions; planning for and creating short term wins including planning for visible performance improvements, creating those improvements and recognising and rewarding staff involved in the improvements; consolidating improvements and producing still more change using increased credibility to change systems, structures and policies that do not fit the vision and reinvigorating the process with new projects, themes and change agents; and institutionalising the new approaches by articulating the connections between the new behaviours and institutional success and developing the means to ensure leadership development and succession.

26 Concluding Remarks

The strategies outlined in this Vision and Mission document present very broad strokes the direction the in-coming administration under my humble leadership intends to propel UI in our collective goal of building a 21st century global institution. UI has tremendous goodwill in the marketplace and this brand has to be leveraged upon in moving to the next level. We have the right calibre of staff, and our strategic plan is appropriate as a compass to becoming the leading institution in academic excellence as well as championing professional growth in Africa. UI through its current and immediate past administrations has enjoyed significant progress under visionary, patriotic and energetic leadership.

A lot has been achieved especially on infrastructural development. It is, therefore, imperative for us to focus on strengthening human capital development and improvement in quality of academic output of the University without losing attention on maintenance of existing facilities and provision of municipal services. I am a great admirer of what goes on here. UI is a wonderful place, and an outstanding university, but most importantly, it is an institution which can be made to react quickly to changing circumstances and can direct itself and its programme of research and teaching effectively and quickly.

The University of Ibadan is a truly Nigerian institution. Up till today, it is one of only two federal universities for which the entire country is the catchment for the admission of undergraduate students. By common consent, we are the most established of all Nigeria's 129 universities, being blessed with scholars of the highest calibre. Ibadan has a role to play in the development of a credible Nigerian University System as a model because it has had a fine start and has constantly striven to maintain the high standards for which it was famous for at least the first 20 years of its existence.

With the support of all and sundry, the goals and objectives highlighted in this document will be achieved thereby raising the bar of excellence for this our truly national resource and national treasure. Our role as an institution is to seek to transform individual's lives, build societies and lead economic growth. We shall help in helping shape the regeneration of the economy by developing skilled, creative and enriched individuals who can go on to shape the world around them. Development of the workforce of the future, being entrepreneurial, and pushing at the frontiers of knowledge will be key aspects of our approach.

A well-crafted strategy is only as successful as its implementation. To succeed, therefore, in this task, we will need to rely on the hard work, dedication, understanding and perseverance of every stakeholder in the UI Project. A schematic representation of the envisaged change in the fortunes of the institution from our present position to the new position is presented in Fig 26.1
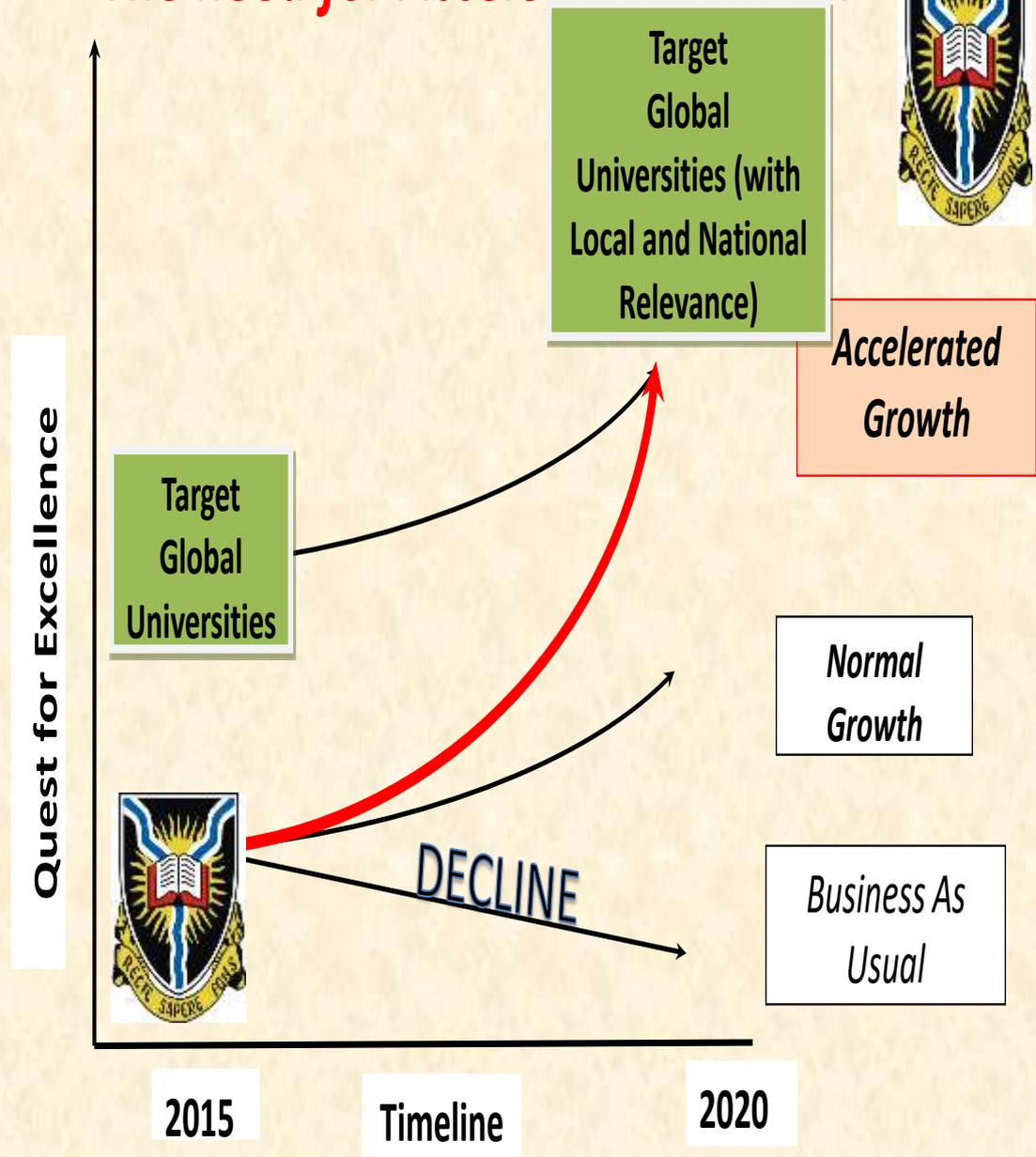
Fig 26.1: Need for Accelerated Growth Employing Business Unusual

A special plea

    I humbly submit that if given the opportunity to serve as the next Vice-Chancellor of the University of Ibadan, it would be a good match for my passion, exposure, interests and modest experience, as a

scholar, researcher, research manager and fund raiser. As Chairman of Senate, I will give leadership in determining the academic standards of the university and in ensuring the welfare of staff and students. We shall strive to find enough funds to run the university. Through the business of the Development Committee of Senate, I would keep in view an orderly growth of the university's actual and projected contributions, nationally and internationally, to the growth and dissemination of knowledge. I will ensure staff and student welfare, on which the peace of the institution largely depends.

I pledge that we shall ensure a high level of motivation for others, transparency, accountability, and frugality. The philosophical foundation and ethical underpinning of the administration would be to sustain the UI brand by sustaining the renaissance of UI through innovative strategies, thus moving the institution to greater heights through business unusual. We would work towards having one of the best-run universities with prospects to reposition our university and increase the quality of our teaching, learning, research and contribution to the economic development of our community. I am, consequently, soliciting your support.

None of the objectives outlined above are achievable without the commitment of all the stakeholders. We all have to hold a shared vision for the future of the University of Ibadan, for it is only together that we can make our institution a better place. I am looking forward to working with the University of Ibadan community to make our University one of the best in the world.

Thank you for your kind attention.

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