
MY STEWARDSHIP

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**Deputy Vice-Chancellor (Academic), 2010-2014
University of Ibadan, Ibadan**

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INTRODUCTION

It all began four years ago when the then newly appointed Vice-Chancellor of this Premier University, Prof. Isaac Folorunso Adewole, nominated me as a candidate for the vacant position of Deputy Vice-Chancellor (Academic). The nomination passed through the due diligence of the University Senate which subsequently elected me for a two-year term after which the Governing Council placed its seal on the appointment. The mandate was renewed in December 2012 for a second and final term, which is now ending.

Before assuming this office, I had had the privilege of serving as a member of the Transition Implementation Committee set up by the Vice-Chancellor designate. In all, the VC appointed six Sub-Committees comprising Academic Affairs, on which I served as Chairman/Convener. Other Sub-committees were Quality Assurance; Staff and Students Welfare and Capacity Building; Infrastructure; Governance; and General Administration. The Transition Committee produced a draft Strategic Plan for the University between September and November 2010, which was later approved both by the Senate and the Governing Council in December 2010 and February 2011, respectively. This is the document that currently provides a road map for the administration of the University.

I saw my preferment as the sixth Deputy Vice-Chancellor (Academic) of the University of Ibadan as a golden opportunity to build on the solid foundation laid by my predecessors. I saw it as a special privilege to be asked to contribute my quota to the development of our great institution. It's now four years since I've had to execute the responsibilities of this office, and I thank God for the much we were able to achieve.

As I step down from this lofty position, I like to thank all my colleagues, students, friends and family members for their support, encouragement and cooperation throughout the period of my stewardship. Without this invaluable assistance, my efforts probably would not have been sufficiently impactful. Someone not too conversant with the workings of the University System might wonder what impact we are talking about especially in a milieu that emphasises teamwork. Our ability to work as a team is a blessing never to be downplayed. But every team still needs some driving.

The Office of the Deputy Vice-Chancellor is a major pillar in the administration of a university. The Deputy Vice-Chancellor (Academic) of the University of Ibadan, in particular, is expected to assist the Vice-Chancellor in the performance of his functions. It is part of his/her remit to drive some Committees of Council and Senate, including serving as the Chair of a string of Standing Committees. These include Academic Planning Sub-Committee, Finance Sub-Committee, and the Research Grants Sub-Committee of the Development Committee. Furthermore, the Deputy Vice-Chancellor (Academic) serves as the Chair, Committee of Provosts & Deans (COPD); Chair, Academic Links Board; and the Chair, Appointments and Promotions Committee of (i) Kenneth Dike Library; (ii) Institute of African Studies; and (iii) Africa Regional Centre for Information Science (ARCIS). The incumbent also chairs the Finance Committee of the Postgraduate School; the Board of the Distance Learning Centre; as well as the Board of the International School. After four years in the saddle, I can confirm that there are many more briefs to this portfolio than chairing strategic committees.

In the course of my tenure, I assisted the Vice-Chancellor in implementing his Strategic Plan, as approved by both the Senate and the Governing Council. My primary responsibility was to establish enduring structures to facilitate good governance, encourage scholarship and research, as well as improve staff welfare. In this assignment, I

tried to demonstrate resourcefulness, fairness, creativity and innovation, a passion for excellence and an unwavering commitment to change. I brought to bear my experience and intra-preneurial skill sets, and thus tackled some fundamental policy issues at the core of the University of Ibadan's *raison d'être*. We made deliberate efforts to emphasize the much-cherished tradition of Committee System in the University.

What you find in the following pages is an outline of my modest achievements in that which was committed to me in sacred trust. This publication, therefore, is a self-accounting exercise for me and a duty to posterity.

No man can achieve alone no matter how privileged or endowed by grace. We always need the support and contribution of other people around us to record any enduring success. I've found this to be very true in all my engagements in life and particularly in my latest assignment as the Deputy Vice-Chancellor of the University of Ibadan. It follows, therefore, that what I call *my achievements* may more properly be called *our achievements*. For that important reason, I owe it a duty to acknowledge from the outset that the achievements outlined here were recorded under the leadership and guidance of the Vice-Chancellor and actively supported by Senate and various committees, especially the Committee of Provosts, Deans and Directors.

Section I: Staff Matters

The core functions of a university, namely, teaching, research and service to the community, are performed by people. The reputation of a university, consequently, depends upon the quality of its personnel. A university is as good as its academic staff. They are the ones who ensure the highest standards of teaching, learning and research. Good staff, in turn, attract quality students.

According to James Bryan Conant, the 23rd President of Harvard University:

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.

In recognition of the foregoing, we made concerted efforts to develop the academic staff in a number of ways. Among these are the following:

1. Very early in the life of the administration, we designed mechanisms, including compulsory seminar presentation, to recruit, develop and retain high quality academic staff, with proven teaching and research skills. The Ad-Hoc Committee that produced this template was chaired by Prof Olusegun G. Ademowo, Institute of Advanced Medical Research and Training, College of Medicine. The document, as approved by Senate, has been adopted for the recruitment of academic staff since the 2010/2011 session. We have thereby ensured that only those scholars with a proven record or an unmistakable promise of a successful academic career are employed.
2. We implemented a deliberately aggressive policy to appoint new academic staff over the last four years to fill some of the existing vacancies, and this has improved the student-staff ratio significantly. A total of 308 new academic staff have been so appointed as at January 2014 (Fig 1). The new appointments were mainly at the junior levels of Assistant Lectureship (37%), Lecturer Grade II (38%) and Lecturer Grade I (21%) cadres (Fig 2), thereby ensuring sustainable regeneration of the academic staff cadre in the medium and long term.
3. These new appointments, coupled with an increase in the retirement age of professors from 65 years to 70 years with effect from May 2012 by an Act of the National Assembly, have led to the much desired stability in the academic staffing position. A comparative analysis of the academic staffing

situation in the University in the period from 2001-2014 is shown in Fig 3, which clearly indicates that we have probably never had it so good as an institution.

4. I served as the Chairman and Convener of an Ad-Hoc Committee to Review all Outstanding Part II Promotion Cases set up by the Vice-Chancellor (January/February 2012) to streamline the processing of Part II Appointments and Promotion cases. This followed the receipt of series of complaints from the academic staff on delays in promotions and from external assessors on delays in payments of honoraria and postage claims.

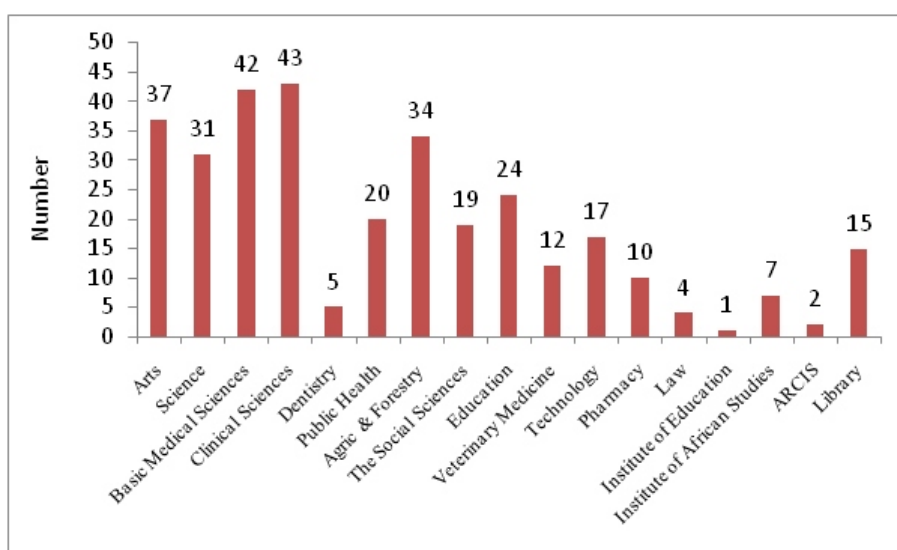


Fig. 1. Appointment of New Academic Staff at the University of Ibadan, 2011-2013.

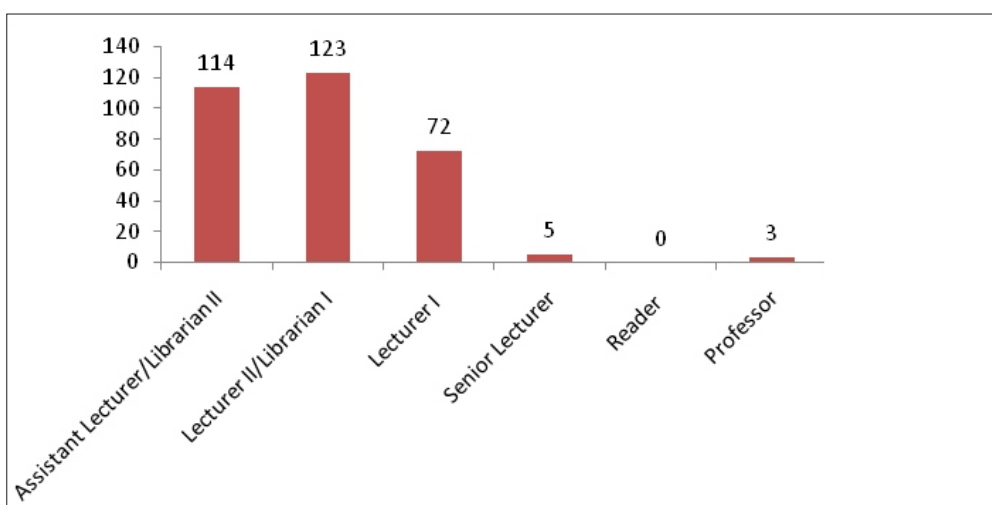


Fig 2. Appointment of New Academic Staff by Rank at the University of Ibadan, 2011-2013

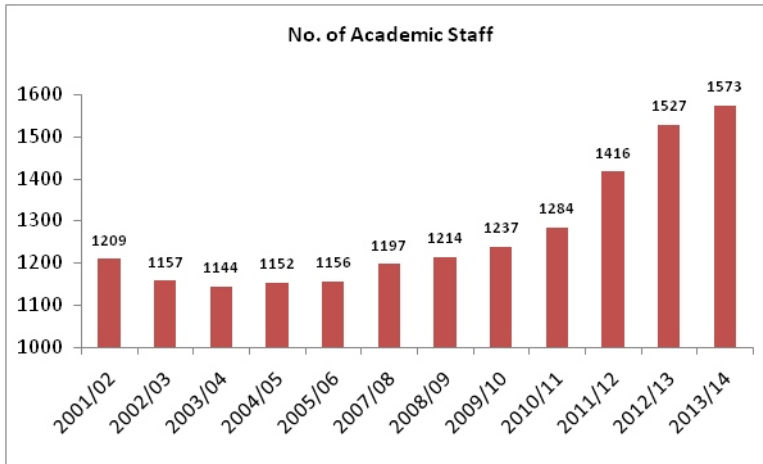


Fig 3. Academic Staff Strength at the University of Ibadan, 2001-2014.

5. We carried out a comprehensive audit of all the outstanding Part II Cases, covering the period 2004-2010, with a view to finding out the causes of delay and recommending appropriate ways of fast-tracking the promotion process. The major recommendations are being implemented with a salutary effect on the speedy conclusion of many Part II promotions.
6. Part of my remit has been to closely monitor the processing of all Part II Appointment and Promotion Cases after *prima facie* approval by the Appointments and Promotions Committee. As shown in Fig 4, the waiting time between the effective date of Part II promotions and the completion of the processing of the applications is 3 years and 4½ months. An implementation of some of the remaining recommendations we made can still lead to a further reduction in the processing time.

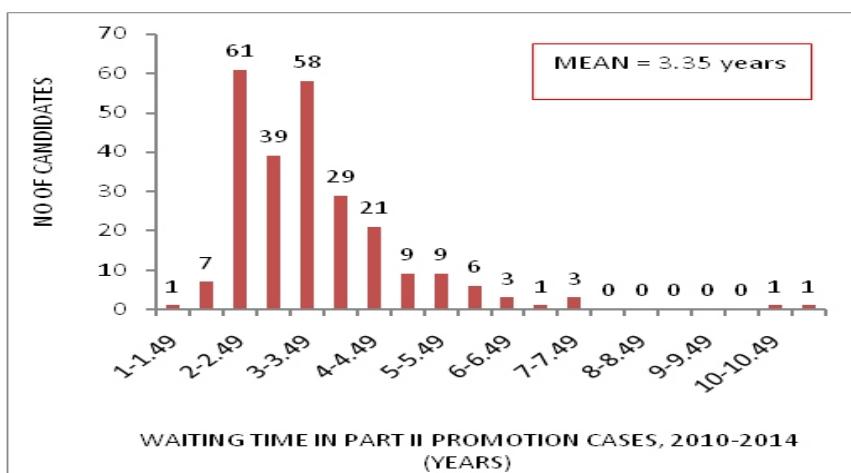


Fig. 4. Waiting time between the effective date of Part II Promotions and announcement by the University Appointments and Promotions Committee

10. I developed modalities for Joint Appointments of Academic Staff in cognate disciplines during the 2012/13 session. This practice, which had been in use in our College of Medicine, would foster interdisciplinary teaching and research, postgraduate supervision and optimal utilization of our human resources.
11. We held a Workshop on New Directions for Teaching and Learning at the University of Ibadan from 24 to 28 June 2013. A total of 894 members of the academic staff of the University participated. Prof C.O.O. Kolawole, who was the Dean, Faculty of Education, was Chair of the Planning Committee. I presented the Keynote Address during the Workshop. A major outcome of this workshop was the need to encourage more academic staff to deploy ICT tools in their teaching. A training programme was subsequently designed for Courseware Development.
12. An induction programme for all the new academic staff employed from 2011-2014 was organized and coordinated by the Director, Centre of Excellence in Teaching and Learning, Dr Kola Babarinde, from 9 June to 9 July 2014. I presented a paper entitled 'New Directions in Teaching and Learning at the University of Ibadan' to each of the seven groups. A total of 238 members of the academic staff participated in the programme.
13. One major point I repeatedly stressed at these fora was for all lecturers to imbibe the culture of academic humility. Thoroughbred academics are never proud. I thus counselled them against falling into the perception trap which make many students accuse them, rightly or wrongly, that:

Some lecturers come to class to boast that no student can score an A in their courses; that C is for the intelligent student, B for the genius, and A is for God.¹
14. We processed the application of many early career researchers to complete their PhD programmes in leading universities, including the University of Birmingham, University of Southampton, University of Nottingham, University of the West of England, University of Wolverhampton (United Kingdom), Pennsylvania State University, Wayne State University (USA), University of the Witwatersrand and the University of Pretoria (South Africa). I actively participated in developing Memorandum of Understanding between the University of Ibadan and these universities.
15. I was involved in the nomination of two colleagues/early career researchers from the Department of Sociology who were sponsored for Specialist Training in Ageing/Applied Gerontology at the University of North Texas, USA. This is an initiative of the National Universities Commission in collaboration with the Dave Omokaro Foundation.
16. We evolved a policy on Professorial Inaugural Lectures as part of our institutional Research Uptake Management, with effect from the 2013/2014 Inaugural Lecture Series. The abstract of each lecture is now published on the University website. This makes it possible to disseminate the research results from our distinguished professors by making these accessible to various stakeholders.

¹Ekundayo, S., 2014. Maggots in our University Kolanut. *Sunday Guardian* (Lagos), 09 March 2014.

7. Meetings of the Appointments and Promotions Committee were held regularly, and it is gratifying to report that no less than 264 Part II appointments and promotions to the professorial cadre were concluded between December 2010 and October 2014 (Fig. 5).

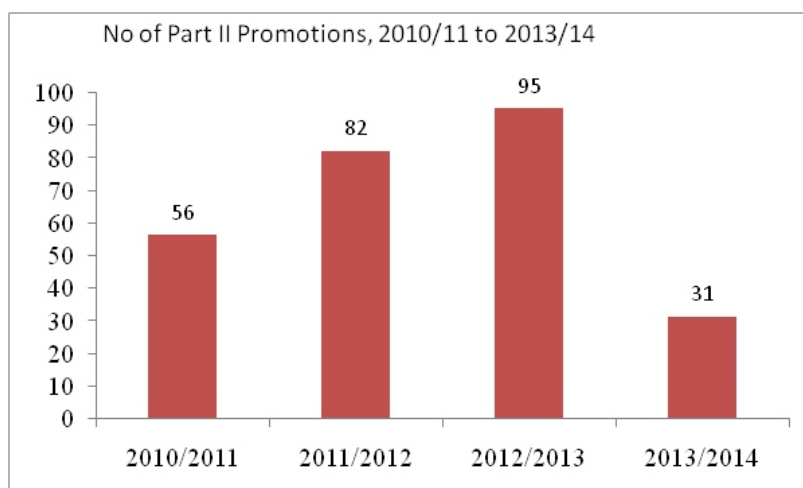


Fig. 5. Number of Completed Part II Promotions to Readers and Professors at the University of Ibadan, 2010-2014. Note that the Federal Government-ASUU crisis made it difficult for meetings of the Appointments and Promotions Committee to hold for about 6 months in 2013.

8. Many colleagues who are early career researchers complained that they were not upgraded on completion of their postgraduate programmes. In particular, for some professional courses in the Faculties of Technology, Pharmacy and Law, holders of the PhD degree are, by convention in the Nigerian University System, expected to be appointed to Lecturer Grade 1 positions. Unfortunately, this practice was not expressly stated in the extant conditions of service as contained in the Staff Information Handbook (2003). I submitted a position paper to correct the oversight to the Vice-Chancellor in June 2014. The memo was forwarded to the University Appointments and Promotions Committee by the Vice-Chancellor. The Committee subsequently considered and sent the paper to an Ad-Hoc Committee at its September 2014 meeting. The affected colleagues would hopefully be appropriately placed very soon and the matter settled once and for all.
9. I served as the Chairman of the Appointments and Promotions Committee for Academic Staff of the Institute of African Studies (ca. 20 academic staff), Africa Regional Centre for Information Science (ca. 8 academic staff) and the University Library (ca. 33 academic librarians); and Chairman of the Appointments and Promotions Committee for the Distance Learning Centre (ca. 72 senior staff and ca. 21 junior staff). I ensured that the respective Committees met regularly and this has made it possible to clear most of the backlog of promotion cases in these Units. We also promptly attended to cases of confirmation of appointments of many colleagues.

17. In furtherance of the objective stated in 16 above, I compiled the titles of all the Inaugural and University Lectures presented in the University from 1948 to 2013 for posting on the website.
18. As Chairman of the Special Committee for the Appointment of Emeritus Professors, we have strengthened the modalities for appointment of Emeritus Professors. On account of the large number of retired but active professors in the university and the quality service such eminent scholars have offered and can still offer, the proportion of Emeritus Professor as a fraction of the total number of Professors in the University was increased from 10% to 15% in February 2013.
19. We produced a paper on the conditions of service for Emeritus Professors and a report of the contributions of each Emeritus Professor was regularly presented to both Senate and the Governing Council.
20. A total of 10 new Emeritus Professors were recommended by the Committee and approved by both Senate and the Governing Council during the 2011/12 and the 2012/13 sessions. Some of the new Emeritus Professors are from Departments which hitherto had none, namely Chemistry, Communication and Language Arts, Theatre Arts, Economics and Political Science. It is worth noting that our two distinguished Emeritus Professors of Political Science are the first to be so appointed in the Nigerian University System.
21. The University of Ibadan currently has 28 Emeritus Professors, easily the largest of its kind in a single university in Nigeria. They are from nine Faculties and two Institutes (Fig 6).

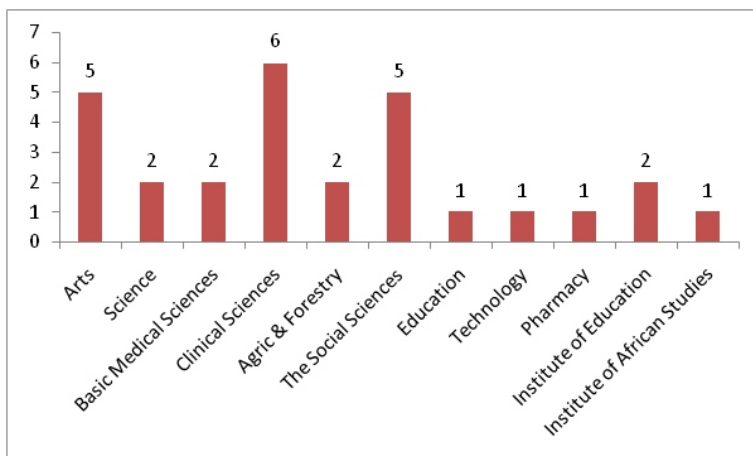


Fig 6. Distribution of Emeritus Professors on Faculty/Institute basis at the University of Ibadan as at 2013/2014 session

22. Moreover, we have modified and simplified the format for the presentation of the Curriculum Vitae for candidates for Emeritus Professors to be used in subsequent processing of requests for Emeritus Professors.

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23. We streamlined the processing of Learned Conference Support, with a screening committee chaired by the Dean, Faculty of Arts. We developed criteria for scoring applicants which were approved by Senate. This has provided a more equitable and transparent system than was the case hitherto. Reports were made regularly to Senate and Council. A total of 250 members of staff benefitted from attendance and participation at both local and foreign conferences, during the 2010/2011 session, costing the University about N39 million.
 24. To enable more members of staff benefit from the scheme, I used my position as Chairman to convince the Finance Committees of both the Postgraduate School and the Distance Learning Centre to substantially increase their contributions to this scheme to N20 million and N15 million, respectively, with effect from the 2012/2013 session.
 25. The University regularly accessed the Conference Support Fund from Tertiary Education Trust Fund (TETFund) and many qualified members of staff of the University of Ibadan, especially the early career researchers, drew from this facility to attend local and international conferences.
 26. As a matter of routine, we promptly treated well over 800 requests for letters of institutional support from staff and students, as well as endorsement of e-payment schedule from the Bursary. We ensured a turn-around time of less than 24 hours, except on occasions when I was away from the university on official assignments.

We see students as the lifeblood of a university; hence, attracting and developing the most talented students to the University of Ibadan have remained high priorities. Some of the direct interventions we have made in relation to students are itemized in the next section.

Section 2: Student Matters

27. 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.
28. 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 1).
29. 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.
30. 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'.
31. 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 2).
32. 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.

Table 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%).	<p>Very good candidates admitted initially.</p> <p>Integrity of the JAMB exam was questioned in later years, with poor correlation between JAMB scores and performance in the university.</p> <p>There was clamour for each University to be allowed to screen candidates in addition to UME.</p>	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	<p>Oral interview of the candidates based on maximum of five questions.</p> <p>Minimum mark for admission not standardized. It was as low as 40% for some courses.</p> <p>Switching between courses difficult.</p>	<p>Up to three Post-UTME screening exercises conducted in some sessions.</p> <p>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.</p>	<p>Noticeable improvement in the quality of candidates admitted.</p> <p>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.</p>

Table 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%. <i>Final selection based purely on merit for all programmes.</i>	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.
1978/1979 to 2004/2005	Only UTME score used in inviting candidates for Post-UTME.	Since the Post-UTME was standardized, 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 2012/2013, 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.

33. 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.

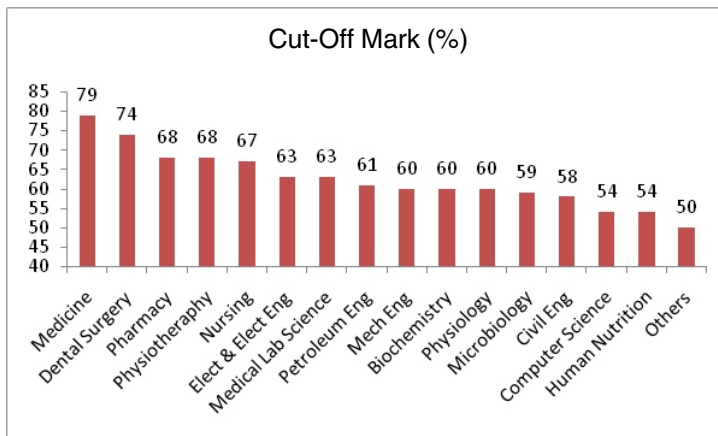


Fig 7. Cut-Off Marks at the UI Post-UTME for Science Courses during the 2014/2015 admission exercise.

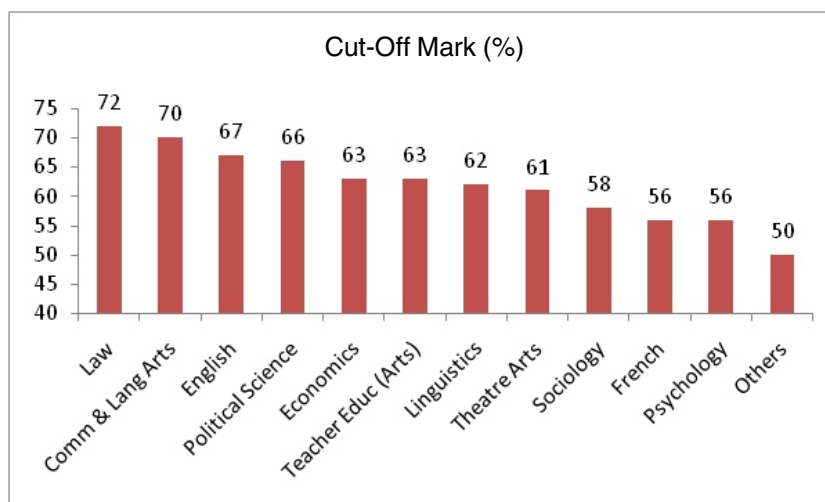


Fig 8. Cut-Off Marks at the UI Post-UTME for Humanities Courses during the 2014/2015 Admission Exercise

34. Nonetheless, biological children of members of staff were given the topmost priority/right of first refusal while considering change of course for candidates who were unable to secure admission to courses of their first choice, provided they satisfied other matriculation requirements. About 160 members of staff benefitted from this during the 2014/2015 admission exercise.
35. 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.

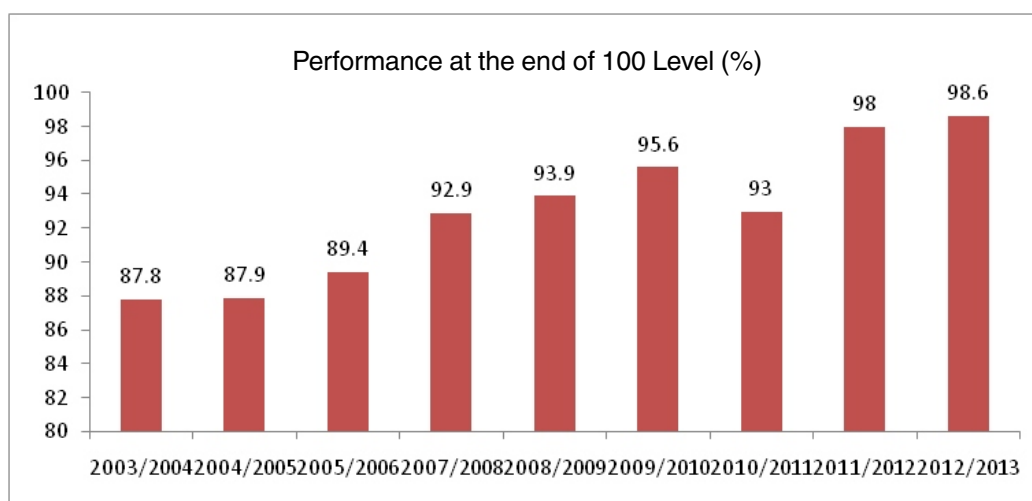


Fig 9. Performance of students at the end of first year of study at the University of Ibadan, 2003-2013. Note the general improvement from 2005/2006, when Post-UTME was introduced, which peaked in 2009/2010. There was a drop in 2010/2011 after which the process was re-engineered leading to an improvement from 2011/2012 and beyond.

36. 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 about 98% and 99%, in 2011/2012 and 2012/2013, respectively.
37. As shown in Fig 10, 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 in the University in the coming years.
38. I am particularly glad that we managed to evolve a more transparent and merit-driven process. Moreover, we have largely restored institutional autonomy at the University of Ibadan viz-a-viz the power of Senate to admit students. This has to be sustained in the overall best interest of our institution.

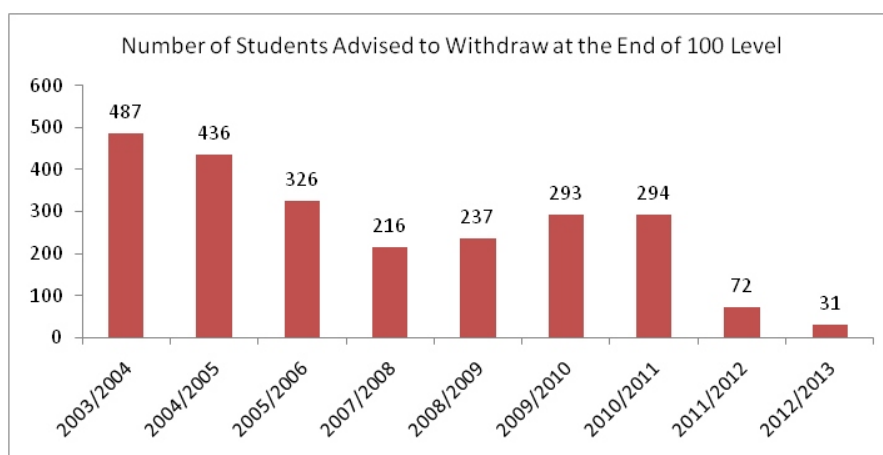


Fig 10. Number of Students Advised to Withdraw from the University at the End of First Year of Study at the University of Ibadan, 2003-2013.

39. I set up an 'Ad-Hoc Committee for the Compilation of Past Post-UTME Questions, 2011-2014'. The Committee was chaired by Prof J. A. O. Woods of the Department of Chemistry and a former Chairman of the CMCRAE. The assignment has since been completed. Candidates for our Post-UTME in 2015/2016 and subsequently would have access to the questions after payment of prescribed fees to the University.
40. In order to inspire our new undergraduate students to aim at outstanding achievements, I proposed the presentation of Matriculation Lecture as part of our matriculation ceremony; this idea was kindly approved by the Vice-Chancellor. The first in the series of such lectures was delivered by Prof Oye Gureje, DSc, NNOM, former Head, Department of Psychiatry, on Friday, 24 February 2012, for the 2011/2012 matriculants. The topic was 'Priorities and the Challenges of Choice'. The second lecture was delivered by Prof Innocent V.O. Modo, former Head, Department of Sociology, and former Dean, Faculty of Social Sciences, University of Uyo, on Friday, 1 February 2013, for the 2012/2013 intakes. The topic was 'Balancing the Protest Culture among Undergraduate Students with Making the Best Use of the Golden Opportunity for Academic Excellence'. The third lecture was delivered by Prof Adedoyin Soyibo, former Dean, Faculty of the Social Sciences and former Director, Centre for Entrepreneurship and Innovation, for the 2013/2014 intakes on Monday, 23 June 2014. The topic was 'The Ibadan Brand of University Education: Making the Best Use of its Opportunities'. These lectures were published and circulated to all the respective new intakes.
41. After listening to the lecture by Prof Soyibo a Senior Lecturer from our Department of Theatre Arts, Dr T. A. Awosanmi, volunteered an independent assessment of the Matriculation Lecture Series (MLS) in the following words:

The matriculation lecturer, Professor Soyibo, prefaced his address by evoking three figures as icons of University of Ibadan's tradition of excellence to affirm the institution's ascription of the famous self-praise 'the first and the best'. ...

That evocation was a rhetorical strategy to achieve four different but related pragmatic impacts: (i) the figures were used as graphic and mental images in the lecturer's effort to present the glory of the university in the area of achievement and standard; (ii) to assure the matriculating students of the fortune and pride in being 'UITes'. (iii) to proffer to them a challenge to protect, renew and update UI's legacy of excellence and (iv). to set a methodology of indirect or distant mentoring for the freshers.²

This clearly suggests that the initiative is well received in the University of Ibadan community and it is achieving its aims and objectives. Hopefully, the MLS would be a regular feature of our academic calendar henceforth.

42. In order to acknowledge and inspire undergraduate students of the University of Ibadan, students with outstanding academic achievements are encouraged by the University through the establishment of a Vice-Chancellor's Roll of Honours which was established in 2012/2013 session. Non-Final Year Students with a Cumulative Grade Point Average of 6.0 and above (which corresponds to First-Class) or students with Distinctions in programmes not operating the course system at the end of each session are designated 'University Scholars' for the following session. It is necessary to further support this project by granting a University Scholar monetary award/book voucher and a Certificate of Merit, as well as preference in allocation of bed spaces in the Halls of Residence.
43. I also proposed the presentation of Valedictorian Speech by outstanding graduating students during the Congregation for the Admission to First Degrees. The proposal aimed to inspire the current and future generation of students. This was accepted by the Vice-Chancellor and the Management. The programme commenced during the 2011 Convocation with presentation by two First-Class graduating students from the Faculty of Arts, and the Faculty of Agriculture and Forestry in November 2011, respectively. Similarly, the 2012/2013 Valedictorians in November 2014 were drawn from the Faculties of Science and the Social Sciences, respectively.
44. We published a Compendium for all the students who earned First-Class degrees and Distinction graduates in Unclassified programmes (Medicine, Dentistry, Physiotherapy, Pharmacy and Veterinary Medicine) starting with the 2011/2012 and 2012/2013 graduating sets in November 2014. These outstanding students were requested to state in their own words what inspired them to perform well as undergraduates at Ibadan in order to encourage the next generation of students and also offer suggestions to the management of the University on how to improve on the standards of teaching and learning in the institution.

²Awosanmi, T., 2014. Taking our discipline less for granted: a vision and a mission. *Vision Document for Appointment as Acting Head Department of Theatre Arts*. Submitted to the Vice-Chancellor (25 June, 2014).

45. We introduced a Tutorial Assistantship Scheme during the 2011/2012 session to attract the best and brightest Master and PhD students to assist in tutorial and practical classes, especially for large classes at the 100 and 200 levels. Some 42 postgraduate students have benefitted from the scheme. Heads of Departments were requested to assess the performance of the Tutorial Assistants at the end of the 2012/2013 session. The responses showed that the performance ranged from very good to excellent and outstanding while a few were adjudged exceptional (Fig 11).

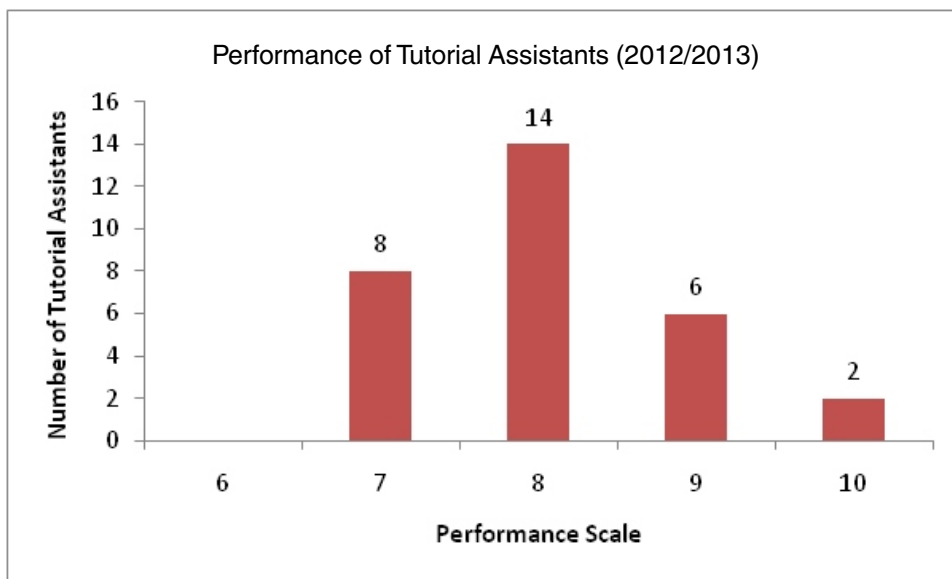


Fig 11. Assessment of the Performance of Tutorial Assistants, 2012/2013 session. Scale: 10=Exceptional; 9=Outstanding; 8=Excellent; 7=Very Good; 6=Good; 5=Above Average; 4=Average; 3=Fair; 2=Poor; 1= Very Poor

46. The Administration offered automatic scholarships to all First-Class and Distinction graduates to pursue their Master programmes at the University of Ibadan. This took effect from the 2012/2013 session. These 'University Scholars' are also to assist in tutorial and practical classes. The distribution of the 65 University Scholars for the 2012/2013 session is presented in Fig 12.

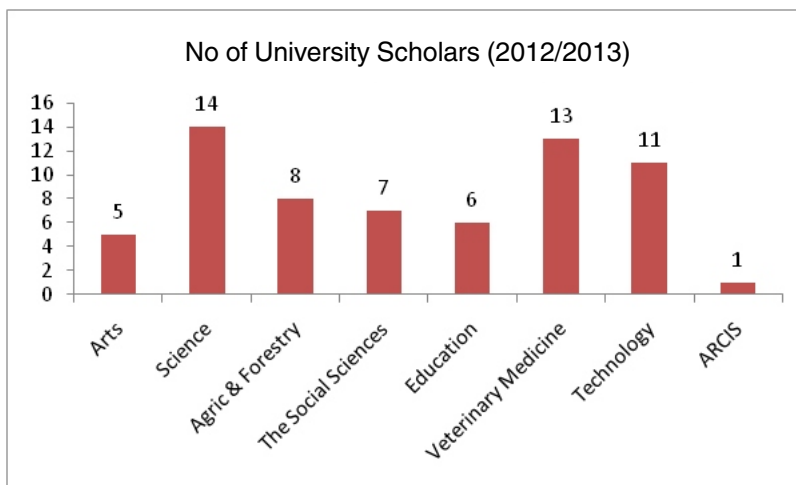


Fig 12. Distribution of University Scholars on the Basis of Faculties during the 2012/2013 Session

47. In 2013, we resuscitated the **Careers Board** after 20 years of inactivity, and I served as the Chairman. The Board held a highly successful and well-attended Sensitization Seminar for Final Year Students on 7 March 2014 on the theme 'After Graduation, What Next?' Final-year students who participated numbered 1,189.
48. The Careers Board similarly organized another well-attended Sensitization Seminar for the 2013/2014 Final Year Students on 5 December, 2014 on the theme 'Building a Total Graduate in the 21st Century.
49. The Careers Board set up an 'Ad-Hoc Committee on Repositioning of Counselling Services in the University of Ibadan' in May 2013, with Prof D. A. Adeyemo, Immediate Past Head, Department of Guidance and Counselling, as the Chairman/Convener. The recommendations of the Ad-Hoc Committee, which includes the establishment of a Career and Counselling Centre, were approved by Senate at its meeting of 3 November 2014.

Service Delivery

50. We scrapped the 'Form of Entry to University Examinations' during the 2010/2011 session. Students were hitherto required to complete the form every session, even though it constituted a sheer waste of time for both staff and students in Faculties running the course system as it was not serving any purpose. This form was a carry-over from the earlier years of the University when students used to write examinations at the end of the session, the so-called 'Almighty June'. It obviously has no place under the course system when courses are examined at the end of each semester.
51. All the respective Faculty Boards of Examiners and the Senate considered and approved the results of First Semester Examinations for Non-Final Year Students for the 2012/13 session in February/March 2014. This followed series of appeals to members of the academic staff to promptly grade examination

scripts and release the results to students. This was perhaps the first time this would happen at the University of Ibadan since the course system was introduced at the Faculty of Science in 1969 and subsequently in the rest of the University, with the exception of the Faculty (and later College) of Medicine in 1972/73.

52. The feat was also repeated in October/November 2014 when the respective Faculty Boards and Senate considered and approved the results of First Semester Examinations for Non-Final Year Students for the 2013/14 session. This initiative is part of the drive of the University to operate a student-friendly educational enterprise. The goal is to ensure the prompt grading of scripts and the release of approved results to the students two to three weeks after the end of a semester. This new initiative was incorporated into the 2013/2014 Academic Calendar as approved by Senate, and it will hopefully become a permanent feature of our calendar in the coming years.

Curriculum and Examination Matters

53. Hitherto there was no undergraduate programme in Biology at the University of Ibadan, apart from courses in Botany, Zoology and Microbiology. In recognition of the need to fill this vacuum, I set up an Ad-Hoc Committee to Develop Curriculum for a BSc Degree Programme in Biology in the Faculty of Science (The Chair of this Committee was Prof A. C. Odebode, Head, Department of Botany).
54. Similarly, because the University has not been producing graduates of Biology Education, I encouraged the Head, Department of Teacher Education, Prof F. A. Adesoji, to set up an Ad-Hoc Committee to Develop a Curriculum for a BSc Biology Education Degree Programme. The new curriculum has been approved by Senate.
55. I proposed a review of the content of the General Studies Programme 'Philosophy and Logic' to include topics in 'Critical Thinking', an indispensable tool for our students in seeking post-graduation employment. This review has been undertaken by the Department of Philosophy, including the addition of three new chapters to the reference book written by the academic staff of the Department. It is hoped that this revision to the book would better equip our students with critical thinking and practical reasoning skills which they would find useful after graduation. Moreover, the Department has recommended that all undergraduate students be made to offer the course on Critical Thinking as a compulsory course.
56. Furthermore, I proposed the introduction of a course on 'Creative Presentation and Public Speaking' as a compulsory course for all our undergraduate students. The Ad-Hoc Committee was chaired by Prof A. L. Oyeleye, Professor of English and Former Dean, Faculty of Arts.
57. 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, I set up an 'Ad-Hoc Committee on the Implementation of Continuous Assessment in the University of Ibadan', in August 2014. The Committee was chaired by Prof C. O. O. Kolawole of the Department of Teacher Education. 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. A faithful implementation of the recommendations from the 2014/15 session in all the Faculties would help our students in optimizing their CGPA, thereby reducing the level of failure and assist the students to be better focused while pursuing their academic careers in the University.

Institutionalizing research management and developing a research uptake strategy would continue to be seen as core functions of the university, with institutional buy-in. Research Uptake related activities were strongly supported by the university management, as outlined in the following section.

Section III: Research Management and Uptake

58. The German Academic Exchange Service (DAAD) and Alexander von Humboldt (AvH) Foundation sponsorships are, respectively, arguably the largest grant awarding agency and one of the most prestigious fellowships in the world. Under the auspices of the Alumni Deutschland University of Ibadan Branch, comprising former beneficiaries of DAAD and AvH awards, we organized an Interactive Forum for Capacity Building in Grant Proposal Writing for Academic Staff from 3 to 7 February 2014. The objective of the Interactive Forum was to significantly increase the number of academics from the University of Ibadan winning these awards. I presented a keynote address on 'Demystifying the Grant-Seeking Process' on each occasion. No less than 387 members of the academic staff and 12 resource persons participated.
59. As part of the efforts to further research excellence and incentivize research productivity, we organized a Workshop on the theme 'Contemporary Issues in Research and Innovation Management in Africa' from 15 to 16 July 2013. The participants and resource persons were drawn from various universities in Nigeria, the rest of West Africa and other parts of the world. Similarly, we convened a Roundtable on 7 November 2013 on 'Improving Research Productivity and Innovation Management in Nigerian Universities'. This was designed as a leadership forum with participants from the University of Ibadan, Obafemi Awolowo University, Ile-Ife, Federal University of Technology, Akure and Ladoke Akintola University of Technology, Ogbomoso.
60. These two initiatives were under the Project RIMI4AC 'The Improvement of Research and Innovation Management Capacity in Africa and the Caribbean for the Successful Stimulation and Dissemination of Research Results' funded by the European Union and for which I served as the Project Manager/Principal Investigator. Far-reaching recommendations were made on re-creating the research culture; incentivizing research publications; growing the next generation of researchers; and encouraging craftsmanship at the University of Ibadan.
61. The University of Ibadan is one of the 24 universities participating in the five-year Development Research Uptake in Sub-Saharan Africa (DRUSSA) project and I have the privilege to serve as the 'Champion' of the University of Ibadan team. There are 24 members of staff of the University of Ibadan, drawn from various academic and non-teaching units, participating in this project. Some of the deliverables include the development of a University Communication Policy to strengthen the Directorate of Public Communication with stronger links with all core functions/units of the University; Development of a University Extension and Outreach Policy; and the development of an Open Access Policy. Through these, the institutional depository will be strengthened to enhance dissemination of our research output.
62. I took an active part in the application and processing of the University of Ibadan's successful application to the Partnership for African Governance and Social Research (PASGR), based in Nairobi, Kenya, for the establishment of the collaborative Master of Research and Public Policy in the Faculty of the Social Sciences. The first cohort of students has been admitted.

63. In collaboration with the Research Management Office, we published the maiden edition of the *Research Reports* in the University, covering 2010-2011, in 2013. The second edition covering the period 2012 -2013 was also published in 2014. In order to encourage research productivity, some token incentives were paid to members of the academic staff who had entries in the Reports. This initiative is probably unprecedented in the University.
64. Scholarly integrity and responsible conduct and reporting of research are essential for maintaining public trust in the research enterprise and for community benefit from research discoveries. Consequently, very early in the life of the administration, we developed the University of Ibadan Policy on Authorship of Scholarly Publications (Chaired by Prof Oye Gureje, Department of Psychiatry). The purpose of this Policy is to pre-empt contentious issues around authorship by providing a framework as pressure to quantify research activities and output within the University increases. It also offers suggestions for the rational, fair, and ethical resolution of conflicts around authorship of a published research output.
65. In recognition of the fact that intellectual property is a creation of the mind, the felt need to protect the interest of the University and its inventors/creators and in order to enhance collaboration between University of Ibadan, the private sector, government and the society, which together constitute the Quadruple Helix, we developed the University of Ibadan Intellectual Property (IP) Policy (Chaired by Prof Oluyemisi Bamgbose, who was the Dean, Faculty of Law) during the 2011/2012 session. The IP Policy sets forth the rules to harmonize the conflicting interests of stakeholders relating to ownership of IP, distribution of income, marketing, commercialization and licensing of patents and intellectual property developed by University of Ibadan academic staff, administrative and support staff and students.
66. These two policy documents have been published and circulated to all members of the academic staff. They can also be accessed on the University Website (www.ui.edu.ng) and have been acknowledged as perhaps the first of their types by any University in Nigeria. Many sister universities, including the Federal University of Technology, Minna; Bayero University, Kano; and Mbarara University of Science and Technology, Mbarara, Uganda; have requested for the policy documents for possible adaptation.
67. I have been invited by the National Universities Commission (NUC), the Academic Staff Union of Universities (ASUU) and some sister institutions to present papers and exchange ideas on aspects of research and innovation management. The institutions include the Centre of Excellence for Geosciences and Petroleum Engineering, University of Benin, Benin City; Elizade University, Ilara Mokin; Redeemers University, Mowe; Sam Adegboyega University, Ogwa; the Southern African Research and Innovation Management Association (SARIMA); Society of Research Administrators International (SRAI); and the International Network of Research Management Societies (INORMS).

A favourable governance structure is a key element in building a world-class university. Our humble efforts in this regard are presented in the following section.

Section IV: Policy Issues, Quality Assurance and Governance

68. The admission of students to the University of Ibadan is one of the major responsibilities of Senate, as explicitly stated in Section 5 (1) of the University of Ibadan Act 1962 (as amended). However, it has been observed that there was a lacuna in so far as there was no statutory organ of Senate concerned with the admission of students. The 'Ad-Hoc Committee on the Modalities for the Computation of Results for Admission Exercise' (CMCRAE) was involved in the processing of the Post-UTME screening from 2005/2006 to 2013/2014.
69. In order to consolidate the gains recorded over the period, and institutionalize the operations of the Committee, I developed a proposal that the CMCRAE be transformed into a Standing Committee of Senate to be known as the 'Senate Admissions Committee'. The paper was subsequently considered by the COPD and approved by Senate. The pioneer Chairman of the Senate Admissions Committee, Professor J. O. Olopade, of the Department of Veterinary Anatomy, took office with effect from 1 July 2014.
70. I made modest contributions to the activities of the Postgraduate School as Chairman of the Finance Committee; the Distance Learning Centre as Chairman of its Board and Finance Committee; the UI Research Foundation as Chairman of Academic Sub-Committee; the UI School of Business as Member of the Board of Directors; the Pan African University Life and Earth Sciences Institute as a Member of the Interim Governance Board.
71. We developed a Five-Year Strategic Plan for the UI Publishing House (Chaired by Prof Isaac Albert, the then Director Institute of African Studies).
72. We developed a Five-Year Strategic Plan for Staffing Requirements in UI (Chaired by Prof G.O.S. Ekhaguere, the then MacArthur Grants Liaison Officer);
73. We developed a proposal for the Establishment of the University of Ibadan Research and Development Fair (UIRESDEV).
74. I had cause on some occasions to Chair Senate meetings and those of the Appointments and Promotions Committee for Academic Staff, Inaugural Lecture, University Lecture, Procurement Planning Committee and Senior Staff Disciplinary Committee on behalf of the Vice-Chancellor.
75. Hitherto, Headship of Departments and Directorates in the University commenced practically on any calendar date of the year, quite contrary to the convention in UI for such office holders to start their tenures on 1 August. This puts a lot of strain on the office of Deans and the Vice-Chancellors who have to be involved in the selection and appointment of Heads of Departments all year round. Moreover, it was difficult to organize Induction Seminars/Workshops for new Heads and Directors at any point in time.
76. Consequently, we developed a proposal for the harmonization of the commencement dates for the appointment and tenure of Heads of Departments to be 1 August, in agreement with those of the

Provost and Deans of Faculties and the Postgraduate School. Whenever any such office holder vacated office before the expiration of the tenure, a new appointment was made to complete the unexpired term.

77. I chaired the 'Ad-Hoc Committee on the Merger of Various Departments/Units Offering Pharmacology in the University of Ibadan'. The Committee was set up by the Development Committee to look into the promotion of bonding between Human and Veterinary Medicine. Far-reaching recommendations were made to promote multidisciplinary research and training in the University.
78. As Chair of the Academic Planning Sub-Committee of the Development Committee, we approved and transmitted the following to the Development Committee, Senate & Council:
- i. Master in Financial Mathematics;
 - ii. Centre for Petroleum, Energy Economics and Law;
 - iii. Centre for Child and Adolescent Mental Health;
 - iv. Centre for Disaster Risk Management;
 - v. Professional Master Degree in Forensic Science;
 - vi. Carving out of the Department of Wood Products Engineering from the Department of Agricultural and Environmental Engineering;
 - vii. Establishment of the Faculty of Environmental Design and Management;
 - viii. Establishment of the Faculty of Economics;
 - ix. Establishment of the Faculty of Renewable Resources.

The postgraduate programmes in (i) to (v) have since commenced.

79. As Chair of the Finance Sub-Committee of the Development Committee, we ensured that all units in the University presented and defended their budget proposals; this started with the 2012/2013 and the 2014 financial years.
80. I took more than a passing interest in the nomination of deserving national icons for the University of Ibadan honorary degrees at the 63rd, 64th and 66th Foundation Day ceremonies in 2011, 2012 and 2014, respectively. The University was highly commended for the calibre of the recipients and this has increased the goodwill of the university³. No less than 13 icons, including a former Head of State, Africa's first Nobel Laureate, Nigeria's first Professor of Medicine, the first alumnus to be Vice-Chancellor of UI, a former President of the Nigerian Bar Association, many distinguished academics, university administrators and other professionals were so honoured.
81. I supported Council decision in granting amnesty to about 110 non-teaching staff who pursued degree programmes without taking permission from the University.
82. I strongly canvassed the need not to cancel an academic session after the six-month ASUU strike of

³UI's example in restoring value to honorary degrees. Editorial, *The Guardian* (Lagos), 1December 2014.

July-December 2013. In furtherance of this, I produced an amended Academic Calendar which, if diligently implemented, would lead to a harmonization of our academic year from September to June by the 2017/18 session. This was subsequently approved by the Committee of Provosts, Deans and Directors, and Senate.

83. We used the NUC-LEADS Visiting Professorship in the Faculty of Education, whereby a Nigerian working abroad came to spend her sabbatical leave in UI.
84. I played an active role in the University's drive to strengthen international linkages with other leading institutions. Some of the initiatives include our membership of the Australian African Universities Network (AAUN); the African Research Intensive Universities Consortium; the Worldwide Universities Network; Kellogg School of Management, Northwestern University; Goethe-Institut Nigeria for the Equivalent Year Abroad Programme and linkage with Flour Mills Nigeria Plc and Honeywell Group Ltd, among others.
85. The last time our degree certificates were ready for collection on the day of Convocation, was at the 2003 Convocation under Vice-Chancellor Prof Ayodele Falase, NNOM and Registrar Chief Moji Ladipo, mni. From the enquiries I made at the Academic Division of the Registry it was established that there were two major problems militating against this best practice in service delivery. First, the degree certificates were being written manually by a calligrapher, making it increasingly difficult if not totally impossible for him to keep pace with the ever increasing number of graduating students, both undergraduate and postgraduate. This problem was further compounded in many instances when there was a very short waiting time between approval of results of graduating students by Senate and the Convocation. An automated process of writing the degree certificates then became inevitable.
86. The Vice-Chancellor had to set up an 'Ad-Hoc Committee on the E-processing of University of Ibadan Degree Certificates' in April 2013 on which I served as the Chairman and Convener. The new-look UI certificate recommended by the Committee has additional eight authentication and reinforcing features, student's photograph and the date of birth.
87. A time-table was then drawn up for the production of the degree certificates of all the graduating students, both undergraduate and postgraduate and we succeeded in meeting the deadline of the second week of November 2014.
88. The second problem that made it difficult for graduating students to collect their certificates immediately after graduation was the cumbersome procedure involved with their clearance by sundry units in the University. Students have had cause to complain about the time wasted without any value added in the process.
89. Consequently, the Vice-Chancellor set up an 'Ad-Hoc Committee on the Procedure for Clearance of Graduating Students' in August 2014. Again, I had the privilege of serving as the Chairman and

Convener of the Committee. Membership comprised the Registrar, Bursar, University Librarian and all the heads of all the other various units where students were expected to visit during their clearance, such as the University Health Services, Hall Wardens, Works and Maintenance and the Sports Centre as well as the Vice-President of the Students' Union. The Committee submitted its report in October 2014, whereby we identified the various bottlenecks involved in the clearance and we fashioned out a mechanism that would ensure a seamless clearance process for non-defaulting graduating students.

90. The recommendations by the Ad-Hoc Committee were approved by the Vice-Chancellor for immediate implementation; this was promptly communicated to all the units vide an internal memo from the Deputy Vice-Chancellor (Academic) dated 11 November, 2014.
91. From the pro-active steps we have taken, as itemized above, starting from November 2014, our graduating students are now able to collect their degree certificates and transcripts on the day of graduation. This was publicly announced by both the Vice-Chancellor and the Registrar during the Convocation ceremonies with a resounding ovation from the graduands and guests, including the representative of the Visitor to the University. Our vision is that the new template would be sustained in the coming years as part of a student-centred service delivery.
92. I chaired the 'Wole Soyinka at 80 Committee' set up by the Vice-Chancellor to celebrate the iconic Ibadan Alumnus, eminent citizen of the world and Africa's first Nobel Laureate in Literature, Emeritus Professor Oluwole Akinwande Soyinka. The celebration included a month-long exhibition of his works at the Kenneth Dike Library, 'Evening of Reminiscences with Wole Soyinka', Children Reading Campaign with Wole Soyinka, coordinated by the Director, Centre for Educational Media Resources, formerly Abadina Media Resources Centre, Dr Fadekemi Oyewusi, and a Booklet of Stories on Wole Soyinka edited by Prof Remi Raji-Oyelade, the University Public Orator and Dean of Arts.
93. I set up an Ad-Hoc Committee on the Implication of Ageing of Academic Staff (Chaired by Prof Kayode O. Adebowale, former Dean, Faculty of Science). This would guide the university in planning for the recruitment of academic staff during the period 2017-2022, when about 120 current members of the academic staff would be attaining the mandatory retirement age of 70 years.
94. We set up an Ad-Hoc Committee to Consider Matters Arising from University Examination Results during the 2012/2013 Session (Chaired by Prof R. A. Oderinde, MacArthur Grants Liaison Officer). The recommendations of the Committee which were accepted by the Senate, include the need to strengthen the Career and Counselling Unit in the Students' Affairs Division, maintain flexibility in the release of students by departments, maintain a more positive and objective attitude in grading of examination scripts and student work scheme especially for indigent students. We also argued for staff of the University to be more student-friendly.
95. I provided oversight duties for the Yoruba Language Centre under the indefatigable and dynamic leadership of the Director, Prof Kola Owolabi. Between 2010 and 2014, the Centre successfully ran

Yoruba proficiency courses for 38 undergraduate and postgraduate students on the academic year Yoruba Language Flagship Programme and the African Languages Initiative, both funded by NSEP/Boren Scholarships through the American Councils for International Education. The students came from 24 universities in the USA. The centre also ran courses on Yoruba Language Special Proficiency Programme for many participants.

96. We supported the Gender Mainstreaming Programme with the establishment of a Gender Mainstreaming Office and appointment of a Gender Mainstreaming Focal Person, Professor Stella O. Odebode of the Department of Agricultural Extension and Rural Development who has proved to be very diligent, dutiful and devoted.
97. Under her watch, academic leaders, managers, staff and students, both female and male, were enlightened on the basic facts and concepts about gender and gender dynamics so that they can understand issues of gender concern and reflect these in their governance, management, research, teaching and learning. Existing policies and practices were reviewed by the gender mainstreaming committee to eliminate gender discrimination; students and staff were assisted to recognize and incorporate gender issues into their personal and professional lives; the University of Ibadan became better engaged with the community through collaboration with educational institutions, the private sector, NGOs and community-based organizations to improve gender relations.
98. The Directorate of Quality Assurance under the successive leadership of Prof Oludele A. Itiola (now Rector, Moshood Abiola Polytechnic, Abeokuta) and Prof O. A. Agbede has been involved with students' assessment of lecturers, which is a major feature of world-class Universities.

Conflict is bound to arise from time to time in the day-to-day interactions between people. Efforts were continually made to prevent an escalation of such conflicts as presented in the following section.

Section V: Conflict Management and Resolution

99. We consciously ensured effective utilization of the Committee System to solve some seemingly intractable problems by setting up Ad-Hoc Committees/Investigation Panels comprising credible, honest, respected and fair-minded senior academics.
100. Complaint by two former students of the Department of Mechanical Engineering on the classification of their BSc degrees (Chaired by Prof Kayode Adebowale, Department of Chemistry).
101. Confirmation of appointment of an academic staff in the Department of Library, Archival and Information Studies (Chaired by Prof Kolawole Olu-Owolabi, lately of the Department of Philosophy).
102. Allegation of scientific misconduct against a lecturer in the Department of Veterinary Public Health and Preventive Medicine (Chaired by Prof Alex B. Odaibo, then Head, Department of Zoology)
103. Complaints on the operation of an 'illegal' hostel for students of the International School (Chaired by Prof G. O. Adeyemi, Department of Geology);
104. Petition against the Head Teacher, Staff School (Chaired by Prof M. O. Oyeyemi, Department of Veterinary Surgery and Reproduction).
105. Petition against an academic staff in the Department of Teacher Education (Chaired by Prof Helen O. Osinowo, then Head, Department of Psychology).
106. Investigation Panel on the Allegations against the Head, Department of Chemistry by Mr. F. U. Akhigbe (Chaired by Prof S. K. Balogun, Department of Psychology).
107. Investigation Panel on the Allegation Levelled against the Department of Adult Education by a former student, Miss Modupe Ogunlana (Chaired by Prof A. O. Coker, Department of Civil Engineering).
108. Investigation Panel on the Alleged Unauthorized Misplacement of Authorship against a Senior Lecturer in the Department of Radiology (Chaired by Prof Obasola Fagade, Head, Department of Microbiology).
109. Ad-Hoc Committee on a Case of Alleged Victimization by a Research Student in the Department of Agricultural Economics (Chaired by Prof. Adiaha A. A. Ugwumba, Head, Department of Zoology).
110. Crisis Management
 - i. There was a threat of *Boko Haram* attack and attendant protest by students between 12 and 19 August 2011. To douse the tension, I appeared live on the UI Community Radio 'Diamond FM 101.1', BCOS TV and Splash FM Radio Station, respectively.
 - ii. I took charge, on behalf of the Vice-Chancellor, to douse the tension during the election of Students' Union Executive occasioned by the disqualification of a candidate aspiring to the

Office of President, Students' Union, over the weekend of 30 March - 1 April 2012.

111. I served twice as the Chief Returning Officer to the University of Ibadan Alumni Association for the election of its national officers in July 2012 and August 2014, respectively. Both elections were adjudged free, fair, transparent and credible.
112. The administration ensured industrial harmony by ensuring cordial relationship with all the staff unions. It is gratifying that there was hardly any major local industrial dispute between any of the unions and the administration throughout the period. I was co-opted as a member of the Expanded ASUU Executive Committee, University of Ibadan Branch.
113. As part of a robust conflict resolution mechanism, I advised the Vice-Chancellor and University Management on the following:
 - i. The Appointment of Director, Institute of Education (May 2011);
 - ii. Resignation/ Appointment of new Acting Head, Department of Theatre Arts (October 2011);
 - iii. Allegations against the Head Department of Chemistry by an academic staff in the Department (September 2012);
 - iv. Confirmation of Appointment of an academic staff in the Department of History (December 2011);
 - v. Allegation of threat to life by an academic staff in the Department of Theatre Arts (April 2012);
 - vi. The crisis in the Department of Microbiology;
 - vii. Problem with the PhD studentship and promotion of an academic staff in the Department of Teacher Education (November/December 2012);
 - viii. Interpretation of the Appropriate Tenure of Office of the Dean, Faculty of Arts (June/July 2013; June/July 2014).
 - ix. Allegation of promotion scam in the Department of Educational Management (October 2013).

It is gratifying to note that most of these issues were resolved amicably.

The University owns and runs a secondary school, The International School. The interventions we have had to make in order to consolidate the gains of the previous years are outlined in the following section.

Section VI: The International School, University of Ibadan

114. Established in 1963, The International School, University of Ibadan (ISI), was conceived as a model secondary school and a laboratory for both the Institute of Education and the Faculty of Education. The School currently has 1,429 students, about 45% of whom are biological children of UI staff; 99 teaching staff and 56 non-teaching staff. I have had the privilege to serve as the Chair of the Board of Governors; Chair Appointments and Promotions Committee, Chair, Finance and General Purposes Committee, and Chair, Board of Trustees of the ISI.
115. We have tried to provide a transformational leadership, characterized by being very strong, inspired, principled, firm, focused but humane and compassionate.
116. As a basis for improved productivity, we have made a deliberate effort to motivate and develop a positive attitude among the employees of the School through effective communication, training programmes, team-building activities, listening to the staff and treating them with utmost respect. Through a number of evidenced-based initiatives, we have ensured a high quality of teaching, learning and character building while making efforts at improving staff welfare. I've always felt very proud, fulfilled and satisfied seeing many of our fresh ISI products admitted on merit to UI and other Universities of their choice in Nigeria and abroad. It is a thing of joy to have been part of the transformation of these adolescents to promising young adults.
117. It is gratifying to report that I have received many letters of appreciation from individual members of staff and from their representatives as well as from the Parents-Teachers Association for our humble efforts in repositioning the School.

The specific accomplishments include the following:

Advanced Level Programme

118. We re-introduced the Advanced Level Programme during the 2010/2011 session. This programme had hitherto been rested for about 30 years. About 125 students have since completed their programmes while another 110 are registered as at November 2014. The programme has proved very successful so far, with students drawn from all over the country and posting satisfactory results at the Cambridge Advanced Level Examinations.

Admission of Students

119. We modified the procedure for selecting candidates for Admission to the JS 1 class. Commencing from the 2011/12 admission exercise, only one examination was conducted for each year instead of two examinations on two separate days as was the case previously, thus saving the parents and guardians considerable cost and time. This was first implemented in May 2011 and continued for subsequent admission exercises in 2012, 2013 and 2014.
120. There has been an increase in the application for admission to JS 1, over the last four admission exercises, in spite of stiffer competition from new secondary schools springing up in Ibadan and environs. Moreover, many students, including the biological children of staff, also seek to transfer to the

ISI at the beginning of each session. These indirectly indicate increasing popularity of the school among prospective students, parents and guardians.

121. We have ensured merit in the admission of candidates, with the merit cut-off mark being consistently 60% from 2011/2012 to 2014/2015 while also granting some concession to biological children of members of staff of the Staff School, ISI and UI. However, not a single candidate who scored less than 50% at the highly competitive entrance examination was admitted to the JS1 class throughout my tenure.

Teaching and Learning, Curriculum, Students' Assessment and Promotion Criteria

122. Starting with the 2013/2014 JS 1 intakes, we have tried to depopulate the average class size by creating an additional arm. Moreover, with effect from September 2014, we have increased the number of arms in each level of study from 6 to 8. This improvement in the staff to student ratio would make for a more effective teacher-learner interaction.
123. The WASC syllabuses in all the subjects are now more comprehensive and detailed, incorporating some topics that were hitherto part of the Advanced Level. Moreover, the WASC examinations now commence by March, some two months earlier than was the case previously, implying that SS 3 students effectively have two terms of learning in the school from September-March. Both of these factors were making it difficult for the teachers to complete all the topics in the syllabus and still have some time for revision with the attendant negative effect on the performance of the students in their external examinations.
124. In order to tackle this problem and with the active cooperation of the staff, parents and guardians, we introduced two pro-active measures. First, we increased the duration of each teaching period from 35 minutes to 40 minutes, thus extending the closing time of the school from 2.05 pm to 2.50 pm. Second, we introduced mandatory extension classes lasting six to seven weeks during the long vacation in August/September for all the prospective SS3 students. These measures have had a salutary effect on the performance of our students at external examinations, including UTME and WASC/NECO since the 2012/13 session.
125. We introduced Mathematics Clinic, entailing a two-hour special coaching every Saturday, for students who have challenges in coping with this all-important subject during the 2013/2014 session.
126. Academic staff from the Institute of Education organized a seminar on changing teachers' attitude to work and enhancing methodologies for effective teaching of difficult topics for teaching staff of the International School in September 2014.
127. Academic staff from the Institute of Education organized a training programme for all JS1, JS3, SS3 and other new students in November 2014. The programme was aimed at improving students' study habits, attitude to examination and expectations as students of the International School.

128. The performance of students at the end of the 2013/2014 session is shown in Fig 13, while a comparative analysis of the performance of our students at the West African Senior Secondary School Certificate Examinations over the last six years is presented in Fig 14.
129. From the 2013/2014 session, and in consultation with the students, parents and guardians, we have insisted that the School Management should, for the first time, implement the extant promotion criteria. There was a lot of resistance from some parents and guardians but we strongly believe that our decision was the best in the circumstance insofar as some students promoted in the past without meeting the promotion criteria tended to lower the overall performance of the school, unlike what obtains in other top private secondary schools. We are strongly convinced that we can do a lot better than this if we could resist all overtures not to implement the extant promotion criteria as approved by the Board of Governors.

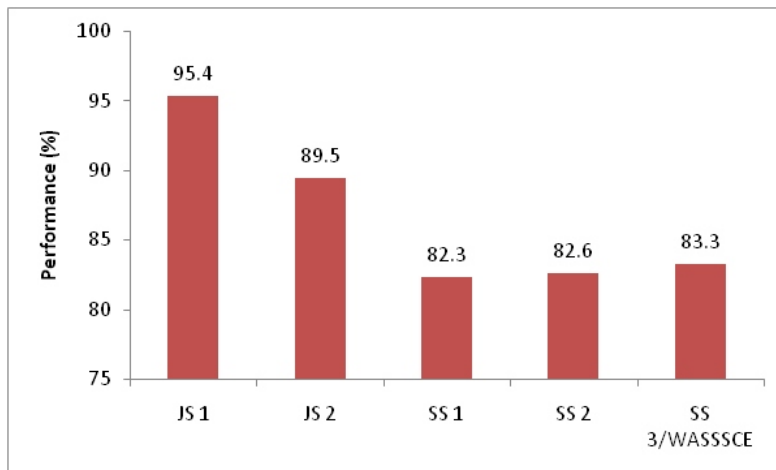


Fig 13. Analysis of performance of students of the International School, University of Ibadan at the 2013/2014 promotion examination.

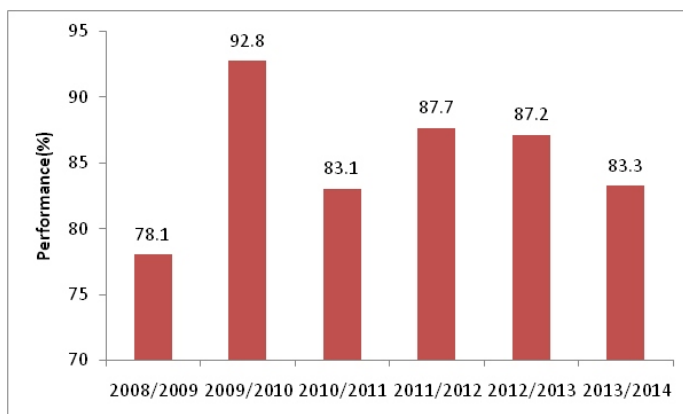


Fig 14. Overall performance of ISI students at the West African Senior Secondary School Certificate Examinations, 2008-2014

130. The Guidance and Counselling Department was mandated to strictly guide the students in the choice of subjects at the SS level, after careful consideration of their ability, interest and future career aspirations. While most parents and guardians have shown remarkable understanding, a few others were not too cooperative.

Staff Recruitment, Capacity Building and Welfare

Since it is the high standard of staff of all grades that decides whether an institution of learning is a living organism, we have deliberately and consciously placed a high premium on recruiting very competent staff.

131. We developed a new template for recruiting teaching staff, which is merit-based and transparent, and this has made it possible to attract good quality staff. This entails a compulsory written examination in the relevant subject as the basis for appointing suitable candidates. In line with global best practice in human resource management, I ensured that I was personally involved in the oral interview as a final stage in the selection process. We had to re-advertise the vacancies on four occasions, for teachers of Music, Mathematics, Chemistry and Physics, respectively, as we were unable to find any of the candidates suitable from the initial screening.
132. We continue to attract good quality teaching staff. Currently, there are 99 members of the teaching staff, with 37 of them employed in the last four years (Fig 15). We have also recruited more administrative and security staff (Fig 16).

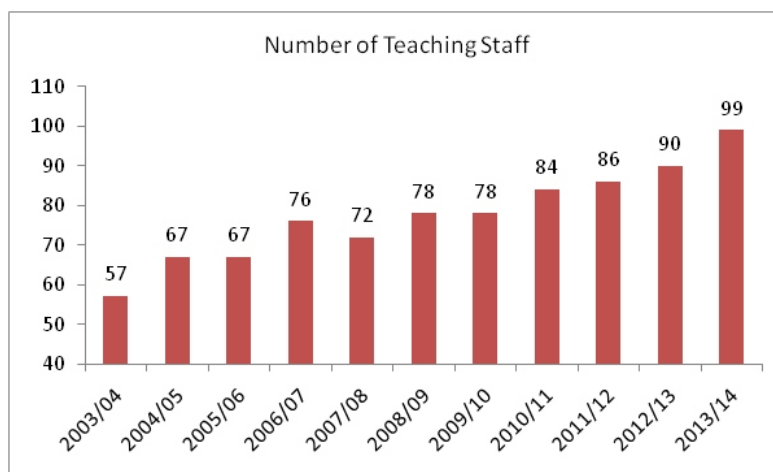


Fig 15: Teaching Staff strength at the International School, 2003-2014 (Source Accounts Section, The International School)

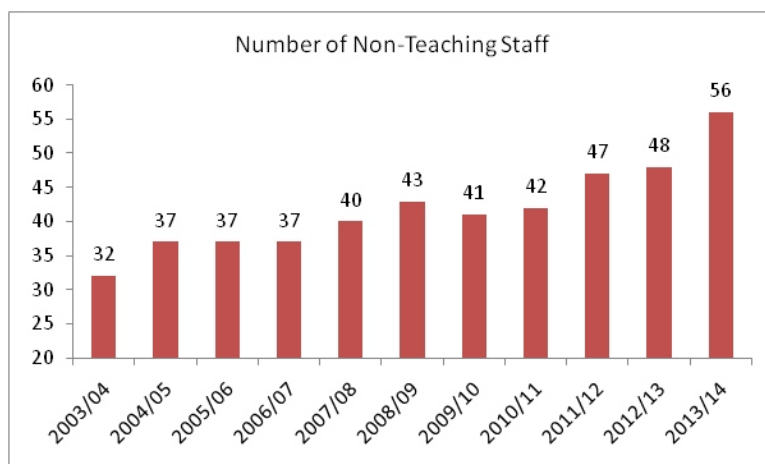


Fig 16: Non-Teaching Staff strength at the International School, 2003-2014 (Source Accounts Section, The International School)

133. As a capacity strengthening initiative, we organized a series of two-day Continuing Professional Development Programme for teachers of Basic Science, Mathematics, Further Mathematics, Biology, Chemistry, Physics and Economics between November 2013 and February 2014. Twenty-eight ISI teachers participated in the programme. The 17 resource persons comprised seasoned and experienced members of the academic staff from cognate disciplines in the University of Ibadan.
134. A five-day Capacity-Building Workshop was held in September/October 2014 on how the teachers at ISI can better deploy electronic media in teaching and learning. The Workshop involved hands-on training on enhanced PowerPoint with voice-over and Movie Maker with voice-over. The Workshop was coordinated by Dr Ayotola Aremu, Reader in Educational Technology, Department of Teacher Education.
135. A training programme for all the 55 non-teaching staff was facilitated by the Registry Unit of the University in September 2014, aimed at achieving excellent teaching/learning environment.
136. We invited WAEC Chief Examiners to organize seminars for ISI teachers to improve their efficiency in setting questions and the marking schemes.
137. We made it mandatory for all ISI teachers to attend the bi-annual coordination programmes organized by WAEC for their examiners, and the ISI teachers were also encouraged to participate as WAEC examiners.

Studies by management experts have shown that it pays to pay employees well, because satisfied workers are more productive and motivated.

138. To improve staff welfare, the salaries of all categories of staff were increased by 50% across the board with effect from 1 January 2012. Another 10% increase in salary of all the staff was approved with effect from 1 November 2014.
139. All members of staff were paid the **13th month salary** in December 2012, December 2013 and December 2014. This is perhaps unprecedented in the 51-year history of the School.
140. An upward review of the Responsibility Allowance for the Principal, Vice-Principal, Chief Administrative Officer and heads of academic departments was implemented with effect from January 2013 as an incentive for improved performance. The Form Supervisors (6 Nos), Class Teachers (36 Nos) and Principal Administrative Officer (1 No) who were not hitherto benefiting were included on the revised list. The 12 additional Class Teachers as from the beginning of the current 2014/2015 session have also started benefitting from this scheme.
141. A Productivity Award Scheme was put in place in July 2012 whereby teachers in whose subjects the ISI recorded 100% performance at the WASC examination were given monetary rewards as an incentive for greater productivity. Conversely, two erring members of the teaching staff were sanctioned after arraignment before the Staff Disciplinary Committee.
142. A Staff Revolving Loan Scheme, incorporating housing loan and car loan, was approved in May 2013 following the adoption of recommendations of an 'Ad-Hoc Committee to Develop Modalities for All Types of Staff Loans at the International School Ibadan', chaired by the Deputy Bursar (Finance), Mr M. A. Alatise. An initial sum of N15,800,000.00 (fifteen million and eight hundred thousand naira) was appropriated for this purpose. As at March 2014, no less than 66 members of staff had benefitted from the Scheme.
143. An upward re-grading of 10 deserving teaching staff was undertaken in February 2013 and this has gone a long way towards improving staff productivity.
144. A re-designation and salary adjustment of 44 teaching staff was carried out in June 2013, to take care of all the genuine complaints received in respect of the 2010, 2011 and 2012 promotion exercises.
145. The 35-year in-service rule as a basis for retirement of staff was abolished and the retirement age of teaching staff increased to 65 years in December 2012, for teachers who have added value to the school in all Key Performance Indicators. Moreover, non-teaching staff with satisfactory performance can apply for contract appointment after attaining the age of 60 years.

Capital Projects

We have committed about N241 million to capital projects in the School. Six new building projects were commenced and completed during my tenure.

146. A bank loan of 50 Million Naira and interest/management fees of N13,298,000.00 (thirteen million, two hundred and ninety eight thousand naira), taken by the previous administration in Feb 2009 for the execution of capital projects in the school was liquidated by March 2011.
147. A comprehensive rehabilitation of buildings in the school was undertaken in August/September 2012 at a cost of N28,483,000.00 (twenty eight million, four hundred and eighty three thousand naira).
148. A block comprising six classrooms and four staff offices for the Advanced Level Programme was built during the 2012/2013 session at a cost of N25,563,961.50 (twenty five million, five hundred and sixty three thousand, nine hundred and sixty one naira, fifty kobo). Funding was provided by the University and the building was commissioned by the Vice-Chancellor on 12 July 2013.
149. A storey building comprising 12 classrooms and staff offices, with furniture and fittings, was constructed during the 2013/2014 session, at a cost of N64,366,140.77 (sixty four million, three hundred and sixty six thousand, one hundred and forty naira, seventy seven kobo). The additional classrooms thus made available would take care of the increase in the total number of classes from 36 to 48, resulting from an increase in the number of arms per form from 6 to 8 from JS 1 to SS 3, with effect from the beginning of the 2014/2015 session in October 2014.
150. On account of the very high demand for hostel accommodation a 100-bed female hostel and a 100-bed male hostel, with requisite furniture and fittings, were built during the 2013/2014 session at a cost of N73,100,000.00 (seventy three million, one hundred thousand naira). This initiative has made it possible for us to double the number of students residing in the hostels in comparison to the situation hitherto. The new hostels now accommodate JS 1-JS 3 and Advanced level students while the old hostels take care of SS 1-SS 3 students.
151. Befitting residential quarters were built for three hostel supervisors, comprising a duplex for two females and a bungalow for the male, at a cost of N16,338,418.27 (sixteen million, three hundred and thirty eight thousand, four hundred and eighteen naira, twenty seven kobo) and N8,019,893.70 (eight million, nineteen thousand, eight hundred and ninety three naira, seventy kobo), respectively.
152. Perimeter fencing of the new Boys' Hostel was carried out at a cost of N7,579,960.50 (Seven Million, Five Hundred and Seventy Nine Thousand, Nine Hundred and Sixty Naira, Fifty Kobo) and for the new Girls' Hostel at a cost of Four Million, Nineteen Thousand, Seven Hundred and Fifty Seven Naira (N4,019,757.00) in November 2014.

Governance

153. A Management Committee was established to oversee all the activities related to the running of the Advanced Level Programme in March 2014. The Board of Governors is satisfied with the performance of the Committee in running the affairs of the Programme.

154. A Hostel Management Committee was established in May 2014, with the Vice-Principal as Chairman, to oversee the running of the hostels.
155. In order to institutionalize transparency in fund management, we established a Finance Committee for the School in March 2013, which now considers and prioritizes all the matters requiring expenditure of appropriated funds in the School.
156. We actively promoted synergy between the Board, Management, Staff, Alumni, and the Parents-Teachers Association, and friends of the School as a basis for re-positioning the School. A direct dividend of this is the launch of a ₦1 billion Endowment Fund by the Alumni Association as part of activities marking the 50th anniversary of the School in October 2013. The Parents-Teachers Association is currently funding the construction of an ultra-modern basketball court at a cost of about ₦2 million.

In spite of the foregoing, it should not be thought, however, that all is now smooth sailing. There are still urgent needs to upgrade the science laboratories and build a modern resource centre to aid teaching and learning as soon as the financial situation of the school improves.

ACKNOWLEDGEMENTS

For me, it has been a wonderful experience and a golden opportunity serving our University with passion and commitment in this capacity. We have tried to make significant inputs and impressions in governance at the central administration level and these have permeated down to other academic and administrative units in the University of Ibadan. I am particularly happy that the direct beneficiaries of most of these initiatives are our children, the students of UI and ISI, over whom we sit in *loco parentis*.

I will like to thank the Vice-Chancellor Professor Isaac F. Adewole, FAS, for believing in my ability. I acknowledge with gratitude the support of the Chairman of the Governing Council, General Adeyinka Adebayo, CFR, OFR, Idc, Psc, DCL, LLD; the former Chairman, Chief Oluwole Olanipekun, OFR, SAN, FCI, Arb, LLD; all the members of the Governing Council; the former Deputy Vice-Chancellors (Administration), Prof E. A. Bamgboye and Prof Arinola O. Sanya; the current Deputy Vice-Chancellor (Administration), Professor Ambrose Emil Olorun Aiyelaari; the Registrar, Mr Olujimi I. Olukoya; the former Acting Registrar, Mr V O O Adegoroye; the Bursar, Mr I. Olaniyi Aponmode; the University Librarian, Dr Benedict A. Oladele; the former Provost, Prof Olusegun Akinyinka; the former Acting Provost Prof Ayotunde O. Ogunseyinde; and the current Provost, Prof Babatunde L. Salako. I wish to extend the same gratitude to Deans, Directors, Heads of Departments, all members of Senate, colleagues, and friends.

The administrative staff in the Office of the Deputy Vice-Chancellor (Academic), led by the Senior Assistant Registrar, Mr Tubosun Afolabi, deserve a special commendation for being ever so diligent, devoted and loyal. I also thank my wife, Eyiwumi, for providing a conducive home front.

Without the support of all staff and students, our modest achievements would probably have remained all but a figment of our imagination. I trust that all of us will continue to extend the same hands of fellowship to my successor in office as well as to the entire administration led by Professor Isaac F. Adewole, FAS.

In all that we have done in office, we have tried to put the long-term interest of our great institution above self. Undoubtedly, one must have offended many colleagues in carrying out the duties of office. While taking full responsibility for all such inadequacies, we plead for understanding. To err is human, and to forgive divine.

Finally, I remain eternally grateful to the immortal, the invincible, the only wise God, through my Lord and Saviour, Jesus Christ, for His guidance, and for His abundant grace over my life. To Him alone be all dominion, honour, praises and adoration.

With renewed thanks for the opportunity to serve in this capacity.



Plate 1. Advanced Level Block as at Thursday, 4 December 2014



Plate 2. Residential Quarters of the Male Hostel Supervisor, as at Thursday, 4 December 2014



Plate 3. New Male Hostel, as at as at Thursday, 4 December 2014



Plate 4. New Block of Classrooms and Staff Offices, as at Thursday, 4 December 2014



Plate 5. Residential Quarters for Tow Female Hostel Supervisors, as at Thursday, 4 December 2014



Plate 6. New Female Hostel, as at Thursday, 4 December 2014

