ENHANCING THE QUALITY OF INSTITUTIONAL LEADERSHIP AND GOVERNANCE OF NIGERIAN UNIVERSITIES TOWARDS SUSTAINABLE MANAGEMENT AND OPTIMAL PERFORMANCE

By

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Kenyan Universities: On the Brink of Financial Insolvency (Prof Ishmael Munene, 2019)

It is crunch time for universities in Kenya for the last three years, the sector has been reeling under a financial crisis of unprecedented proportions, raising questions about its long-term sustainability. So desperate is the situation that universities are unable to cover basic operating expenses like payment of salaries, utilities, and statutory contributions including income tax and pension funds. ***One private university has been ordered to close by regulators, owing to financial insolvency****, while two other private universities have two years to clear all their debts or face a similar fate.* ***The public university system debt stands at US$110 million****, with the debt of the premier public university at over US$10 million.*

Kenyan Universities: On the Brink of Financial Insolvency (Prof Ishmael Munene, 2019)

…It is ironic that a university system that ten years ago was well funded with tuition revenues should now be on the brink of bankruptcy. ***The prevailing financial crisis is the result of an interplay of two forces: macro-level policy reforms with system-wide ramifications, and micro-level institutional governance malpractice.*** *The former encapsulates system growth, inequities in enrollment growth, quality enhancement strategies, the failure of the market model, and* ***decreased state support****, while the latter includes* ***weak institutional systems of financial governance***

Kenyan Universities: On the Brink of Financial Insolvency (Prof Ishmael Munene, 2019)

…According to published reports, prudent management of financial resources is undoubtedly lacking at Kenyan universities. A key finding of various investigative reports is outright theft and misappropriation of funds. For instance, a private religious university had a surplus five years ago, but is now on the verge of bankruptcy with a debt of around US$4 million, owing to theft. …***Public universities have also had their share of financial improprieties. They have been cited by the government auditor-general for misappropriation of resources and poor investment choices.***

Kenyan Universities: On the Brink of Financial Insolvency (Prof Ishmael Munene, 2019)

Prof Munene also drew attention to the uncoordinated system-wide growth which has shrunk the tuition revenue available to most universities. From four public and one private universities in the mid-1990s, the number of universities currently stand at 63, of which 33 are public and 30 private. Around 70% of the public universities were established during the 2012-2013 academic year. The rate of university growth, however, has far exceeded the rate of demand for higher education, which plateaued in recent years.

Nigeria has also witnessed a rapid growth of universities with the attendant problems, as discussed later. Meanwhile, it is noted that there is no denying the fact that some of the public universities in the Nigerian university system have also undeniably exhibited poor financial management at the level of the institution. This is coupled with dwindling government funding of public institutions in the past few years and the attendant destabilisation of the system by several strikes by the staff unions. Suffice it to note that it can no longer be business as usual if our universities – public or private - are to survive and thrive in the performance of their hallowed functions of teaching, research and community service.

Whilst this should ordinarily involve all the key stakeholders – university management, governing councils, government, proprietors, staff, students, parents and guardian, intervening agencies, etc. – there is no disputing the fact that the governing councils and the university management have an important role to play in the development and operation of evidence-based policies and implementation programmes aimed at achieving sustainable development of our institutions. It is a situation that calls for strong and purposeful leadership within a responsive governance system.

THE STRUCTURE OF THE PRESENTATION

1. What are universities for?
2. The Nigerian University System with reference to the challenges being faced in managing the institutions based on the Nigavekar Pentagon of *Access, Cost, Quality, Relevance and Governance*.
3. Leadership and Governance with illustrative cases of good leadership and governance
4. Best practices in the development of decision-support system
5. Need for a Strategic Plan
6. Concluding Remarks

What are universities for?

Role of HEIs in the Knowledge Economy

In the 21st century, knowledge based economies will create the wealth, prosperity and well-being of nations. Research and tertiary education systems are primary drivers of these, playing three key roles. They **produce** cutting edge knowledge; they transfer, exchange and apply that to drive innovation; and they educate and skill knowledge workers. For these three roles to build knowledge and innovation in a globalised world, they must themselves be globally connected. Cutting edge research requires world-class research partners from across the globe; major innovation requires not only researchers but also businesses and investors to collaborate across national boundaries; knowledge workers need to develop international competencies and skills to be effective in the future world.

Current Global Trend

In the last two decades, higher education worldwide has moved from the periphery to the centre of governmental agendas in most countries. Universities are now seen as crucial national assets in addressing many policy priorities, and as: sources of new knowledge and innovative thinking; providers of skilled personnel; contributors to innovation; attractors of international talent and business investment; agents of social justice and mobility; contributors to social and cultural vitality; and determinants of health and well-being. (Boulton)

>>> Economic growth-oriented model

>>> Triple Helix

Current Global Trend

*A world economy no longer pays you for what you know – **Google** knows everything. The world economy pays you for what you can do with what you know. That makes a big difference.*

Andres Schleicher of the Organisation for Economic Cooperation and Development

- Between 2000 and 2010, the number of very high-skilled jobs and very low-skilled jobs doubled, whereas those in the middle increased far more slowly. Predicting that this would continue, Professor Guzzella noted: "*In the same way that manual labour was taken over by machines in the last century, so cognitive labour that can be automated will be*."
- He suggested that knowledge could be classified into three distinct grades: "declarative knowledge", "procedural knowledge", and "creative knowledge".

- The first has already become a "commodity" adding that "no-one will make their living because they know something any more".
- The second would remain important for **lower skill jobs**, but "if you really want to be successful, you have to be very strong in **creative knowledge**: you have to be able to see where weaknesses are and come up with new ideas".

- "*…This is a something for something deal. This is not just a closing of the gap. It is an investment by the Scottish government*"

Mark Batho, Chief Executive of the Scottish Funding Council (SFC) while announcing £1.02 billion of funding in 2012/2013 for the 19 Scottish HEIs.

The SFC and individual universities had to draw up agreements in areas such as:

- Access
- Retention
- Flexible degrees
- The employability of students
- Translating research into more opportunities for Scottish business.

"… sanctions would have to be part of the process. If it does not have any teeth it won't be worth the paper it's written on" .

Bartho

The Overall Challenge

- Our universities are expected to produce not only products with the requisite skill sets to drive the economy, but, also, most importantly, to engage in research and innovation for socio-economic development.
- Helping to transform our economy from resource-driven to knowledge-driven while facing the challenges of globalisation.

This will necessarily involve the transformation of our universities into developmental universities.

What is Globalisation?

"Globalisation is the growing view of the world as a single coherent entity with respect to socio-economic planning, coupled with its enforced development as a single coherent entity, under the pressure of international market forces, engineered primarily by the perspectives, national interests and current values of the Western world."

Madumezia (2003)

Economic Globalisation: Industrial Competitiveness

Economic globalisation has serious impact on the industrial development of any country. It is a well acknowledged fact that one of the important prerequisites for the economic well-being and prosperity of any nation is the sustainable development of industry. It is industry that provides services to members of a society by making consumer and capital goods, **creating new products and processes, generating new companies and opportunities, and providing, in the process, unlimited new jobs for the population**. **The key to the success of modern industrial development is science, engineering, technology and innovation (SETI)**

Economic Globalisation: Industrial Competitiveness

Stripped down, economic globalisation is a competition for the control of **markets** and **resources** between global corporations and financial markets on the one hand and locally owned businesses serving local markets on the other.

From Berlin to Brussels: That Europe may not under-develop Africa again through Market Forces

AFRICA is in trouble. Its future is once again on the table, and it is Europe that holds the ace. Unlike the Berlin Conference of 1884 to 1885 which balkanized Africa among 13 European powers as **guaranteed sources of raw materials and markets**, the current contraption under the **Economic Partnership Agreements (EPAs)** spearheaded from Brussels is the modern day equivalent of the Berlin Conference. At issue in both Berlin and Brussels is **whether or not Africa can be allowed latitude to conduct trade, industrial and development policies for her own development** or for the development of Europe.

Chukwuma Charles Soludo (Guardian 21/3/2012)

What is the kernel of the EPA?

Put simply, in order to continue to have **access to European markets** (on the terms that it had enjoyed for more than three decades) Africa is now required to **eliminate tariffs on at least 80 per cent of imports from the EU**; in some cases, abolish all export duties and taxes, in others, countries can retain existing export taxes but not increase them or introduce new taxes; eliminate all quantitative restrictions; and meet all kinds of other intrusive and destructive conditionalities that literally tie the hands of African governments to deploy the same kinds of instruments that all countries that have industrialized applied to build competitive national economies.

The Globalisation Pill:

A major difference is that the ‘agreement’ will now be signed by free people, under supposedly democratic regimes, and in contexts where the African people again have neither voice nor choice. **Only about 10 out of 47 Sub-Saharan African countries (SSA) have either signed or initialled the EPAs.** Trade ministers of the affected regions—the African, Caribbean and Pacific (ACP) countries as well as African trade ministers and the African Union — have largely rejected the EPAs. Despite all of these, and the reported public protests in 20 countries against the raw deal, it seems all but certain to be rammed through**. In private whisperings, not many Africans or policymakers are happy with the deal but there is a certain sense of helplessness.**

Dunlop's N8bn plant rots away!

(Guardian, August 11, 2012: Bosede Olusola-Obasa)

The National Tragedy

- Dunlop went down after producing tyres in Nigeria for 45 years, thereby closing its ₦8bn tyre plant, four years after investing about ₦6.5bn on the plant technology with a view to boosting commercial vehicle tyre output. The expansion of the facility was completed in 2005 with a capacity to produce 300,000 heavy-duty tyres per annum and manufactured products, such as the Supersteel 315/80.
- Consequently, domestic production has been replaced by **tyres imported from Japan and South Africa**
- **Nigeria is said to have lost about ₦65bn annually to the down turn in the fortunes of the key tyre manufacturers.**

The Collapse of Dunlop: Government Policy/Industrial Competitiveness

- Dunlop used to invest over $800,000 annually on electricity generation, while paying half the amount as electricity to the PHCN each year.
- The high cost of production due to unreliable electricity, unstable government policy, influx of cheaper tyres and global economic recession, among others, saw to the eventual collapse of Dunlop.
- Specifically, **the government's unfavourable review of import tariff from 40 per cent to 10 per cent in 2006 finally halted Dunlop Plc's production as it could no longer compete well with imported products from countries with better infrastructure.**

Resource Control in Globalized World Economy:

Land Grabs in Africa

A 21st-century land rush is on. Driven by fear and lured by promises of high profits, foreign investors are scooping up vast tracts of farmland in some of the world's hungriest countries to grow crops for export…The largest investors in foreign croplands hail from **China, India and South Korea, along with Saudi Arabia and other oil-rich Gulf states.** What these countries have in common is that all were shaken financially or politically by the 2007-08 food crisis; **and all lack sufficient land or water to ensure that they can feed their populations in the coming years.**

Terry J Allen, Senior Editor, In These Times

Land grabs in Africa

Some have noted that the new "land grab" is a more sophisticated incarnation of old colonialism—driven today by a tangle of factors, including climate change, population growth, fear of social unrest, diminishing water and land, trade restrictions, erosion and pollution, the volatility of commodity prices and markets, speculation, the energy crisis, agro-energy/biofuel production, the global financial crisis, carbon trading and on and on.

By 2010, deals were being struck for 140 million acres of land, with 75 percent in sub-Saharan Africa, according to a World Bank report.

Africa Is Big!

How big is Africa?

- Africa is 11,700,000 square miles.
- All of these countries could fit inside Africa!

U.S.A.	Argentina
China	India
Europe	New Zealand

Land grabs in Africa

With a 99-year lease for 2,500 acres, a Saudi Arabian investor brought in Spanish engineers and Dutch water technology, and hired 1,000 women to pick and pack 50 tons of food a day in Ethiopia. The food supply is driven 200 miles to Addis Ababa and flown 1,000 miles to the shops and restaurants of Dubai, Jeddah and elsewhere in the Middle East. The same company grows wheat, rice, vegetables and flowers for the Saudi market on four farms in Ethiopia. **With $332 billion in assets, the China Investment Corporation is one of the world's largest sovereign wealth funds**. And like the Saudis, China's concerns about growing unrest and food insecurity are factors in its increasing investment in foreign farmland, including Africa.

Some of the Consequences of Economic Globalization

- Unregulated global economy
- Concentration of power and wealth in the hands of fewer companies and people
- Loss of jobs
- Brain Drain

J. Salmi

The Challenge

Reclaiming and building our local economies by working to create and sustain locally owned enterprises that sustainably harvest and process local resources to produce jobs and the goods and services that we need to live healthy, happy, and fulfilling lives in balance with the environment.

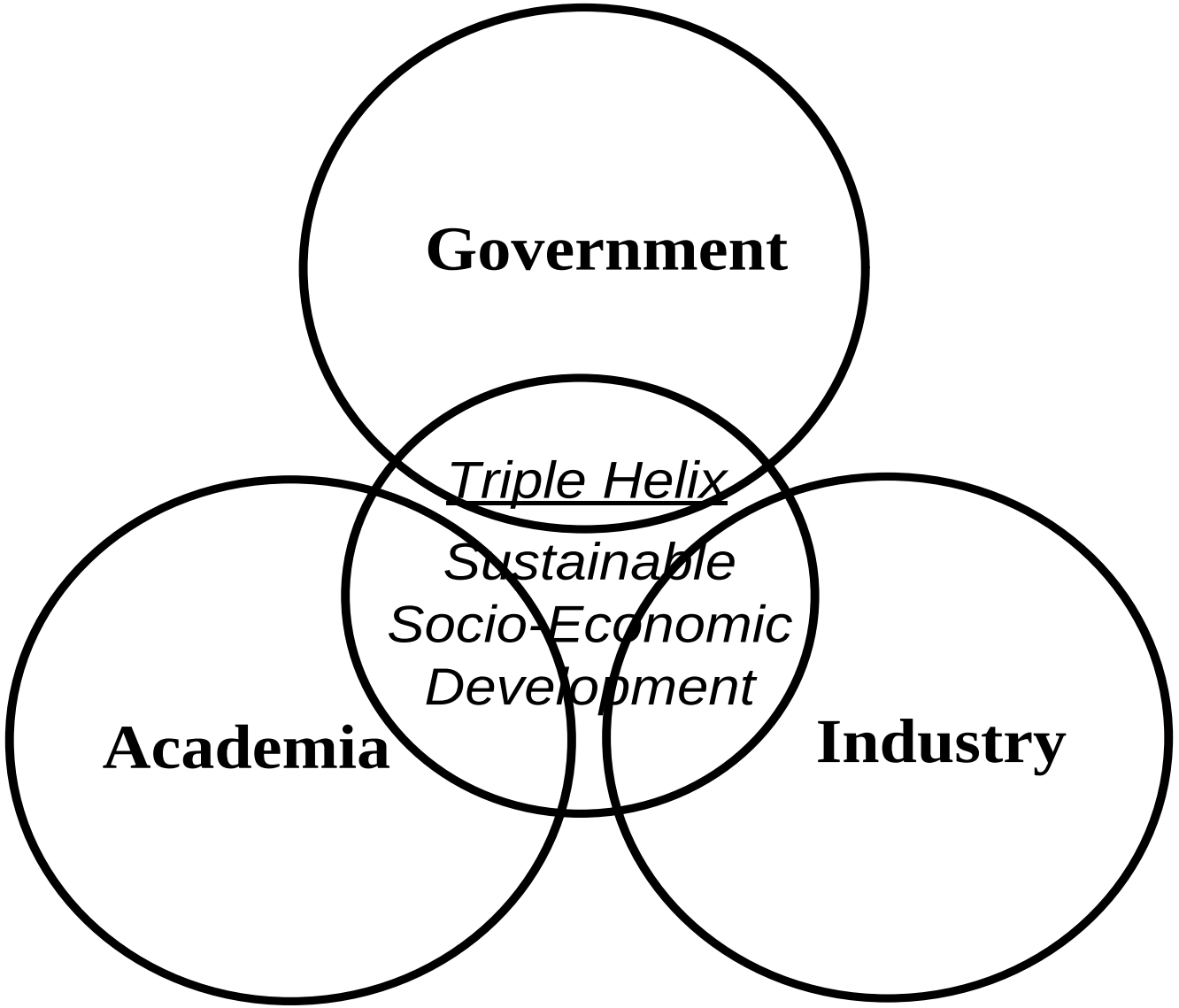
Major Challenge facing Industry

Deployment of Science, Engineering, Technology and Innovation (SETI) Capability to face the challenges posed by the on-going globalization of the world economy.

What is the state of our Industrial Competitiveness?

According to the 2009 Africa Competitiveness Report, 23 African countries out of the 31 that were surveyed remain at the most basic stage of the competitiveness index of a factor-driven economy (that is, one whose ability to compete is based on unskilled labour and natural resources). Only five countries – Algeria, Mauritius, Namibia, South Africa and Tunisia - have reached the second stage of competitiveness – the efficiency driven stage (which is driven by efficient goods, sophisticated labour and financial markets, a large market size and the ability to utilize technology effectively). No African country has reached the innovation-driven stage, that is, a stage based on an ability to compete with new and unique products, and the use of sophisticated production driven competition.")

The Triple Helix Partnership



THE SOUTH AFRICAN CASE

GOVERNMENT

"LEVERAGING **UNIVERSITY** EXPERTISE TO ENHANCE **INDUSTRIAL** INNOVATION & COMPETITIVENESS"

Economic Growth Imperatives in South Africa

- Skills Development in Areas of National Priority
- Mineral Beneficiation – From a Resource driven to a Knowledge driven economy
- Enhanced Manufacture and Export of Finished Products from key industries: Automotives, Chemicals, Plastics, Metal products, textiles, etc.

What is Technology Diffusion?

It is any process by which basic understanding, information and innovations move from Universities, Institutions or Government Agencies to Individuals or Firms in the Private Sector.

The Technology Stations Programme is designed to strengthen and accelerate the interactions between Universities and Micro Small and Medium Enterprises (MSME's). The Technology Stations funded under the Programme played a major role in identifying the specific needs of MSME's and providing adequate technology solutions based on the Universities (of Technology's) full potential to **improve the competitiveness** of their MSME clientele in selected sectors.

ENVISAGED OUTCOMES

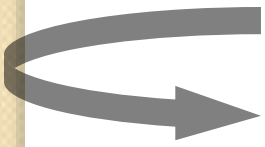
Within the supported MSME's:

✓Improved competitiveness through world class products, production technologies or services.

✓Increasing capacity for continuing technology assimilation and innovation.

Within the participating Universities:

✓Improved and enriched R&D as well as teaching and learning activities leading to:



Better understanding of MSME needs

TECHNOLOGY STATIONS

- **Agri-food Processing at Cape Peninsula University of Technology (Cape Town)**
- **Chemicals at Tshwane University of Technology (Ga-Rankuwa)**
- **Composite Materials at Vaal University of Technology (Vanderbylpark)**
- **Downstream Chemicals at NMMU (Port Elizabeth)**
- **Chemicals at Mangosuthu Technikon in Umlazi (Durban)**
- **Clothing and Textile Technology at CPUT (Bellville)**

- Automotive Components at NMMU (Port Elizabeth)
- Metals & Manufacturing at Central University of Technology (Bloemfontein)
- Moulded and Reinforced Plastics at Durban Institute of Technology (Durban)
- Metal Casting and Foundry Technologies at University of Johannesburg
- Electronics at Tshwane University of Technology (Tshwane)
- Agri-food Processing at University of Limpopo (Polokwane)

Technology Station	MSME's Assisted FY 2003/4	MSME's Assisted FY 2004/5	MSME's Assisted FY 2005/6	MSME's Assisted FY 2006/7
Agrifood (CPUT)*	-	5	38	24
Electronics (TUT)	22	7	65	44
Materials Technology (VUT)	19	20	117	110
Reinforced and Moulded Plastics (DUT)*	-	66	65	76
Downstream Chemicals (NMMU)	-	-	-	408
Automotive Components (NMMU)	68	107	139	113
Clothing and Textile (CPUT)	34	96	127	72
Metal Casting (UoJ)*	-	10	25	42
Chemicals (Mangosuthu Technikon)	30	29	80	60
Product Development (CUT)	42	85	59	136
Chemicals (TUT)	18	23	72	113
Total	**233**	**448**	**787**	***1658**

*Annualised for FY 2006/7. **Projects and Services and Technical Consultancy.

SUCESS STORIES: CLOTHING & TEXTILES

Cape University of Technology

Using a methodology "OPTIMAL SEWING METHODS" by Professor Liekweg of Albstadt Sigmaringen University of Applied Science Germany and Installing a Modular Production Unit

SAVING:

- **Bundle time**
- **Sorting**
- **Stickers**
- **Scanning**
- **Less pressing**

Outcomes

MONVISO now produces a garment for less than the cost of a garment from China even at a higher wage rate with 23%

Productivity improvement.

SHUMISANO
PARTNERSHIP IN TECHNOLOGY

The Department of Clothing and Textile Technology at CPUT

The clothing and fashion industry itself continues to be an extremely dynamic and important sector of the economy, providing enormous scope for well-qualified graduates to make their mark. The Cape Peninsula University of Technology (CPUT) is one of South Africa's major centres of higher learning with internationally recognised programmes that prepare students for careers in the clothing and textile sector. The Department of Clothing and Textile Technology at CPUT offers three-year diploma and four-year degree programmes in Clothing Management on the Bellville Campus.

The Department of Clothing and Textile Technology at CPUT

The programmes in Clothing Management equip students for careers in various technical, business and management positions in both the manufacturing and retail sectors of the clothing industry. Students take subjects such as Production Technology, Production Organisation, and Management and Business Studies. These all help them to conduct basic research, analyse and implement systems and policies, and combine a wide range of clothing-related technological knowledge, skills and experience in a specialised area of clothing technology and management

Skills needs for the development of the textiles and garments sector according to the NIRP (UNIDO 2017 Report)

Institutions Offering Programmes in Textile-Related fields

Specialist University Degrees

Nnamdi Azikiwe University Awka

Ahmadu Bello University

Federal University of Technology, Owerri

Diploma from Polytechnics

Kaduna Polytechnic

Kano State Polytechnic

Delta State Polytechnic

Yaba College of Technology

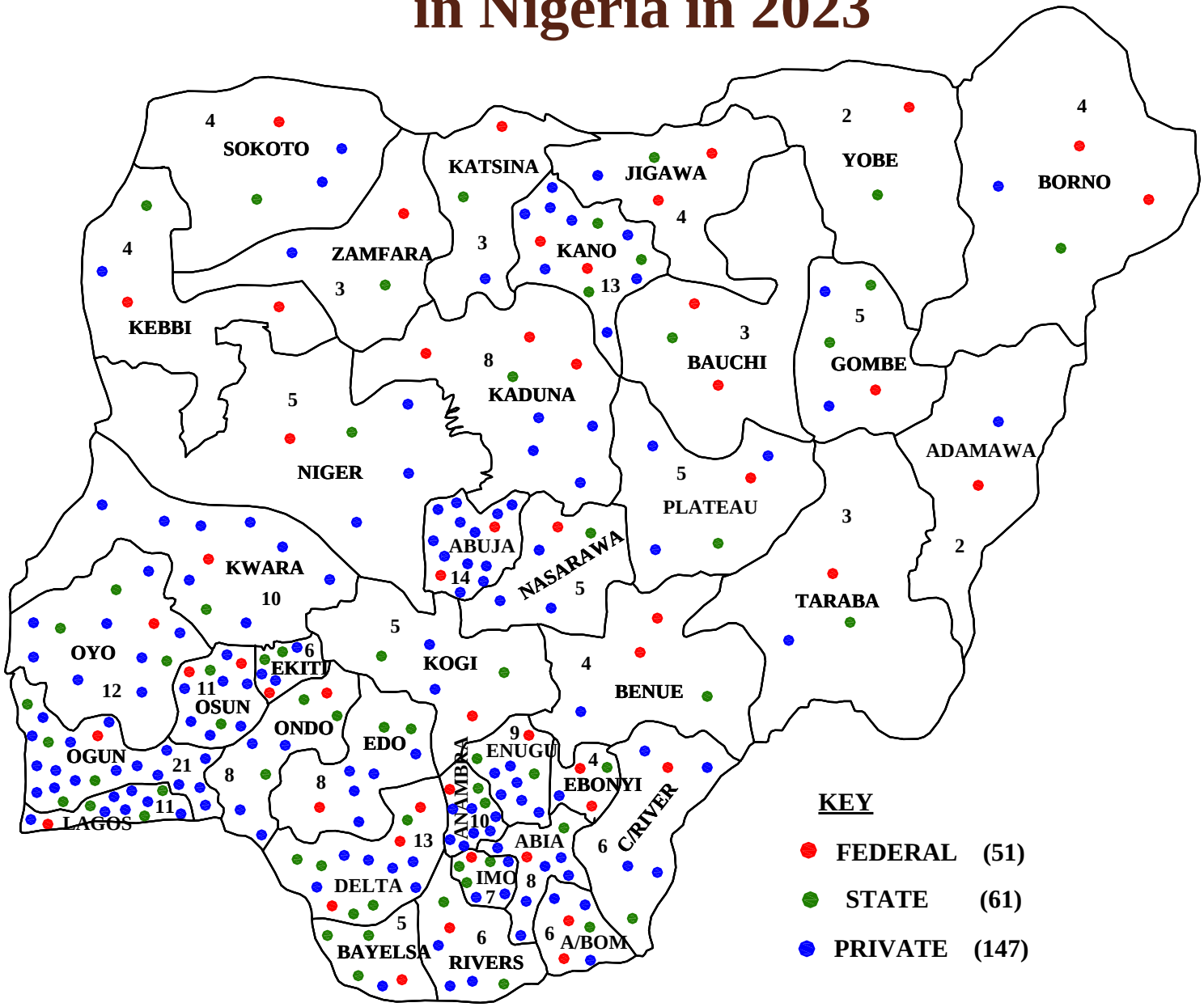
Auchi Polytechnic

Institute of Management and Technology Enugu

What is my take on this?

This is the type of initiative one can expect in Nigeria at the national and state levels. Our universities have to show commitment to research-driven incremental innovation to support the elements of the value chain in agriculture and other sectors to achieve sustainable development. Fortunately, the country can now boast of at least 259 universities as at 2023 spread over the country as shown below with some states having quite a number. **The challenge is the provision of R & D-driven innovation as input to the various enterprises in the value chains of the different industrial sectors.**

The Geographical Spread of the 259 Universities in Nigeria in 2023



The Overall Challenge

- Our universities are expected to produce not only products with the requisite skills sets to drive the economy, but, also, most importantly, to engage in research and innovation for socio-economic development.
- Helping to transform our economy from resource-driven to knowledge-driven.

This will necessarily involve our transformation into "World-class" institutions or "Service-Intensive University" or "Developmental University" to gain relevance. **A technology-concerned institution such as Elizade University has an important role to play in transforming the economic space if it comes to grip with the above realities as it charts its way forward from the current retreat.**

My take on innovation cycles

Series of constructive destruction by technologies have taken place fuelled by the stiff global competition in the increasingly globalising world economy. A cursory examination of the innovation cycles that have been witnessed in the industrial space in the past few decades all over the world shows that the technologies that will probably drive world economies in some decades hence are probably still to come to human consciousness. Welcome Artificial Intelligence (AI)!

Some Food for Thought…….

As far back as 2000, MIT graduates and Faculty had spurn off 3,998 Firms which employed over 1.1 million people; and yielded Annual world-wide sales of $232 billion.

Universities as agents of development through transformation into "developmental universities" in tackling our national development goals such as the on-going Sustainable Development Goals (SDGs) : 2015-2030 against the serious under-achievement of the Millennium Development Goals (MDGs) : 2000-2015.

Arrival of SDGs

Our vision and our responsibility are to end extreme poverty in all its forms in the context of sustainable development and to have in place the building blocks of sustained prosperity for all."

Hence, the SDGs represent another set of global initiatives engaging the various nation states from 2015 to 2030

The Elements of SDGs With Direct Relevance to the Tertiary Education System

GOAL NO.	UNIVERSAL GOAL
2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3	**Ensure Healthy Lives and promote well-being for all ages**
4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
6	Ensure availability and sustainable management of water and sanitation for all
7	Ensure access to affordable, reliable, sustainable and modern energy for all
8	**Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**
9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal No.3: Ensure Healthy Lives and promote well-being for all ages

There is no gainsaying the fact that our universities have important role to play in training and re-training manpower for the health sector. Also important is the performance of the research function to tackle the various diseases threatening the communities in the country.

African Center of Excellence for Genomics of Infectious Diseases (ACEGID) - RUN

Using advanced next generation sequencing technology, ACEGID scientists at the Redeemer's University, under the leadership of Professor Christian Happi, has achieved quite a lot to bring recognition to the University and the entire nation. The Centre was sponsored by the World Bank under its African Centre of Excellence (ACE) program.

According to Happi:

We mapped the genome of the Ebola virus and identified useful epitopes for Ebola virus rapid diagnostics. Within 5 months of Ebola outbreak in West Africa, we developed a novel 10 mins Ebola virus rapid diagnostics test (ReBOV™). The novel Ebola RDT was validated and approved by the World Health Organization and the US Food and Drug Agency (FDA) for emergency use. This is the only Ebola RDT that has been approved for emergency use by these two regulatory agencies.

- …We have also mapped the genome of the Lassa fever virus and developed a novel 10 mins Lassa fever virus rapid diagnostics test (LASV^{TM}). The novel Lassa fever virus is still being validated …We have confirmed the diagnosis of monkeypox virus during the monkeypox outbreak in Nigeria, through a novel diagnostics method that we have developed; thus, helping the Nigerian Government to contain the outbreak and saving Nigeria, as a country, from Regional and international embarrassment by assisting with diagnostics facilities.

Towards capacity building, the National Universities Commission approved two new programs proposed by ACEGID - M.Sc and PhD in Molecular Biology and Genomics. According to Happi, the Centre has trained over 600 students in the West and Central African regions (80% being Nigerians), through short-courses, Masters (62) and PhD (41) in molecular biology and genomics of infectious diseases.

Goal No. 8:
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

But young people in Africa, and around the world, will need jobs — jobs with security and fair pay — so they can build their lives and prepare for the future.

Graduate Employability: How Serious?

The Association of African Universities (AAU) held its Regional Conference at the Omar Bongo University, Gabon in May 2013 under the theme "Transforming African Higher Education for Graduate Employability and Socio-Economic Development"


CHAN
Press
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IMMIGRATION APTITUDE TEST

Statistics reveal that while Africa has the world's youngest population, with great expectations for education, nearly 60% of those who are unemployed are youth between the ages of 15-24, and a significant number of these are graduates. This jobless growth is what African HEIs will have to take into consideration in planning their future expansion.

- AAU Conference Organisers

Operational Definition of GE

'Graduate employability is a set of achievements – skills, understandings and personal attributes – that makes graduates/individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.' (Yorke, 2004)

The skills can be broadly categorised into **'hard skills**' and '**soft skills'.** The hard skills are basically the discipline-relevant professional skills, knowledge and competencies required to perform creditably in the profession. For example, it is the skill that is possessed by a structural engineer to design any structure to satisfy the established operational constraints, no matter, how defined. He or she deploys the theoretical knowledge garnered from classroom and outside the classroom, coupled with practical exposure to achieve a built-structure with structural integrity in operation.

SOFT SKILLS

Soft skills refer to attributes such as flexibility, independent and critical thinking, communication skills, reflective learning, teamwork, ethics, etc.

Most education and training programmes relegate the development of such soft skills to the background and most of them are therefore not frontally addressed.

Skills Mismatch

Skills mismatch, the gap between the skills required on the job and those possessed by individuals, must also be addressed. The process of matching diversely skilled job seekers with available vacancies is not automatic. Imbalances between the supply and demand for people with different skills exist in all economies and are sometimes inevitable.

Prevalence of Skill Mismatch

Various surveys, on labour market skills demand and employer assessment of the performance of graduate employees across private and public organizations in Nigeria, point to the prevalence of a mismatch between the job skills acquired by employees from academic institutions and the actual skills set needed to execute tasks in the labour market. In its 2017 issue of company's global report titled "*The Future of Work in Nigeria. Bridging the Skills Gap: The Key to Unlocking Nigeria's Inherent Potential*", General Electric (GE), stated that Nigeria must address a shortage of over 8 million technical skills gap in the four critical industries surveyed, namely: Oil and Gas, Transportation, Healthcare, and Power. The report highlighted the quality of education as crucial to Nigeria's future socio-economic development. **It emphasized the strain as a misalignment between current curriculum and industry needs, while recommending dialogue as a first step and Public-Private Partnership (PPP) as a key driver in enhancing the quality of education.**

The British Council Project

In 2012, a British Council-sponsored study to assess the incidence and extent of skills mismatch among employed university graduates in Nigeria labour market found that there were gross inadequacies in the supply of all the skills as needed by the employers and, by extension, the labour market. A skill mismatch of 60.6% was identified among the graduates. The technical and numeracy skills that were found to be critically deficient include:

- Communication
- Information Technology
- Decision-making
- Critical thinking
- Interpersonal relationship, and
- Entrepreneurial

ITF and UNIDO Reports

At the World Press Conference by the ITF Director General, Joseph Ari in Abuja on 15th August, 2018 shared the findings of the outcome of the research conducted by the ITF, in conjunction with the United Nations Industrial Development Organisation (UNIDO) in April 2018. The research covered six sectors of the Nigerian economy including, agro-allied businesses, metal and solid minerals, oil and gas-related industry, construction, light manufacturing, and services industry. No fewer than 925 trades were found to be hard to fill in Nigeria's labour market. The breakdown of the vacancies showed:

ITF and UNIDO (2018)

- Housing Sector - 19.7%
- Petro-chemical sector -13.9%
- Auto Industry - 11.4%
- Textiles – 10.3%
- Steel works - 10.1%
- Services Sector - 8.9%
- Leather Industry - 3.3%
- Other sectors – 22.4%.

The DG further revealed the following profile of skills deficiencies:

- Technical skills (15.7%)
- Basic IT skills (11.8%)
- Advanced IT skills (9.2%)
- Soft skills (16.7%)

Phillips Consulting from *Education & Employability Survey of fresh graduates in Nigeria (2014)*

Globally, tertiary education is believed to be the core of human resource development. However, the current education system in Nigeria does not appear to be producing graduates with these generic and essential skills; hence the continuous increase in the rate of youth unemployment – 24 million jobs needed over the next ten years to reduce the current unemployment level by half. Large numbers of graduates have continuously been found incapable of meeting up with the employment requirements of the workforce and have thus been unsuccessful in either securing or keeping a job.

This employability problem has been described to be as a result of poor funding of tertiary institutions, undue interference by various external entities, ***outdated curricula****, poor and bloated staffing, overcrowding and* ***incompetence in the management of many of our tertiary institutions****.*

…These factors ultimately create a challenge for employers in filling their graduate vacancies, even with the high level of youth unemployment in the country.

“

Graduate Employability

The 'Arab Spring' – the collective name for the unprecedented social and political changes that took place in the Middle East and North Africa (MENA) has brought out clearly the limitations of the old order: political, social, economic and educational. **Most significant is the fact that across the MENA region, high youth unemployment, growing graduate unemployment and the emerging voice of young Arab people, have brought the issue of employability to the forefront of the political agenda.** A female student from an institution in Libya noted: *'The main reason for the revolution in Libya is unemployment, so if our demands are not answered, expect another revolution*.'

The Challenge

A high cumulative grade point average (CGPA) resulting in excellent class of degree is undoubtedly desirable as a measure of intellectual capacity; but the aptitudes and attitudes of job seekers are equally, if not more, important to employers. It is therefore becoming increasingly crucial for graduates to cultivate qualities most sought after by their potential employers. These now include ***subject specialty skills***, ***motivation***, ***critical thinking***, ***problem solving*** *and* ***communication skills***, ***ability to work independently and also in groups and teams of varying sizes and in a variety of roles***, *and also confidence and adaptability.*

The Challenge

Our students must therefore prepare themselves to meet the challenges of a changing world by improving their knowledge and skills to meet the demands of employers and the dynamics of the workplace…. ***Most institutions that have recorded high level of success in graduate employability have achieved this through the formulation of deliberate graduate employability policy with implementation of employability embedded curricula involving all levels of university management****. Our universities and the NUC stand to gain a lot from the existing international best practices towards enhancing graduate employability*

THE NIGERIAN UNIVERSITY SYSTEM AND GRADUATE EMPLOYABILITY

Institutional Framework for Coordinated Interventions

Global experience has shown that universities have it within their power to equip students with the skills they need to compete in the workplace, and they can do it with three things: **one, staff with proven competence in their field of study; two, a relevant curriculum; and three, the deployment of technology.** The belief that our universities can address the problem of graduate employability and skills development informed the setting up of the Skills Development and Advisory Committee (SDAC) by the Executive Secretary of the National Universities Commission (NUC) in 2018 '*to advise the Government, through the NUC, on the development of a balanced skills development system that combines specialized and high level skills needs at the university level and technical and vocational skills with foundational learning, to address skills shortages in the economy at all qualification levels in a comprehensive and integrated manner, including adult literacy.*

Responsibilities of Universities

1. Utilising the NUC Benchmark Minimum Academic Standards **(BMAS),** develop comprehensive outcomes-based curriculum for each programme incorporating courses that reflect the planned niche of the institution. [**CCMAS?**]
2. Evolve transformative pedagogies to deliver the new curricula and take the students away from the current passive pedagogy which takes learning as memorization and reproduction of facts, figures and rules.
3. Improve the teaching function through attention to its structure, what it offers and most importantly, what value-addition it can provide to students.
4. Build capacity of lecturers to handle the dynamics of teaching and learning, particularly the outcomes-based curricula.
5. Develop a databank of students' enrolments, staffing levels (academic and non-teaching) to be made available on the university website.
6. Using the calculated Full-Time Equivalent students (FTEs) and the NUC norm for staff-students' ratio for each programme, determine the required staff for the operation of each programme. The system requires adequate staff in terms of quantity and quality as discussed further below

Responsibilities of Universities

7. Determine and maintain the carrying capacity of each programme in terms of the available staffing and infrastructural support (physical and digital).
8. Institutionalise and properly staff the operation of the students' industrial work experience scheme (SIWES) for proper placements, supervision and assessment of training quality.
9. Establish a well-equipped centre for entrepreneurship and innovation to handle entrepreneurship training coupled with vocational training up to certificate level in some key trades of interest to students.
10. Establish quality assurance unit to develop and apply internal control systems to achieve the various programme goals for education and training.
11. Establish the mechanism for the conduct of trace studies of the performance of graduates of the university in the different sectors of the economy followed by feedbacks to curriculum review to meet the identified skills gaps of the diverse sectors.

Where are we?

Nigerian HE: **The Nigavekar Pentagon**


ACCESS
PROBLEM

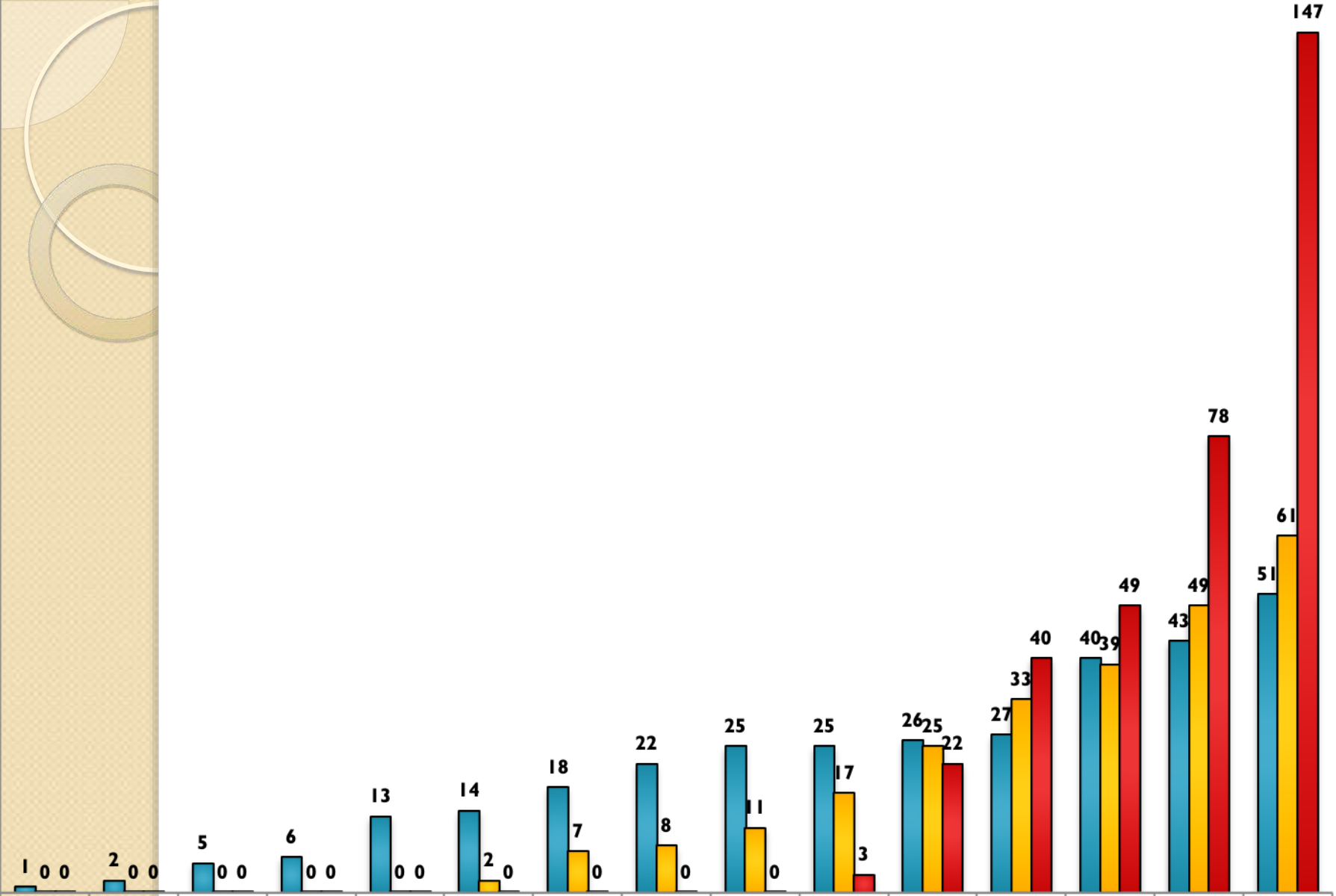
THE CHALLENGE OF ACCESS

- For several years, access was characterized by the lack of adequate places for the teeming qualified candidates seeking admissions to our HEIs, leading thereby to the rapid establishment of universities and polytechnics by the Federal and State governments as well as the private sector.
- However, that the access problem has taken a different turn is accentuated by the statistics of admissions into our HEIs in 2023-2024, as presented by JAMB at the 2023 Policy Conference.

The Nigerian University System (NUS)

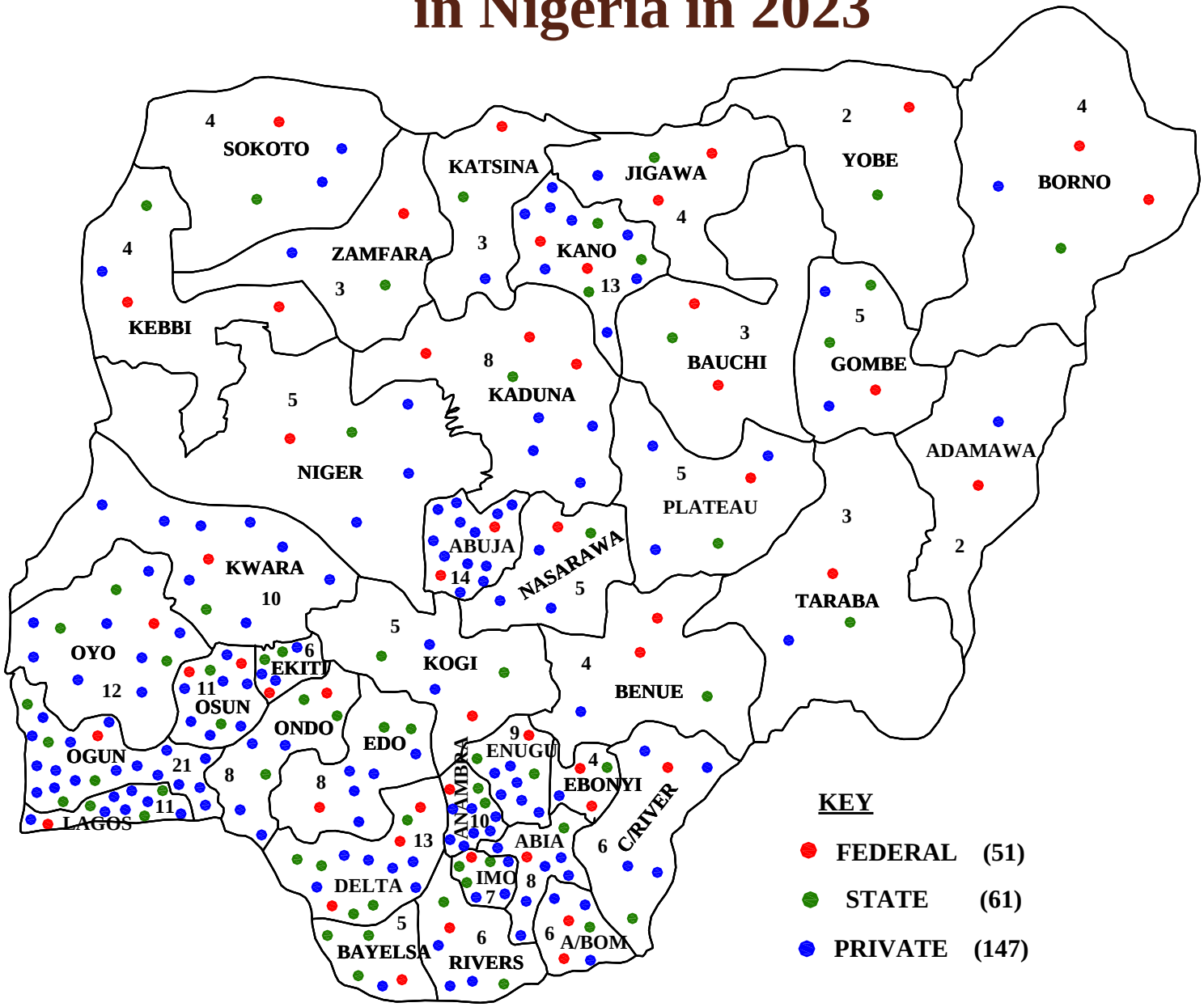
The NUS, as at 2023, was made up of 259 universities:

- ✓51 Federal Universities
- ✓61 State Universities
- ✓147 Private Universities

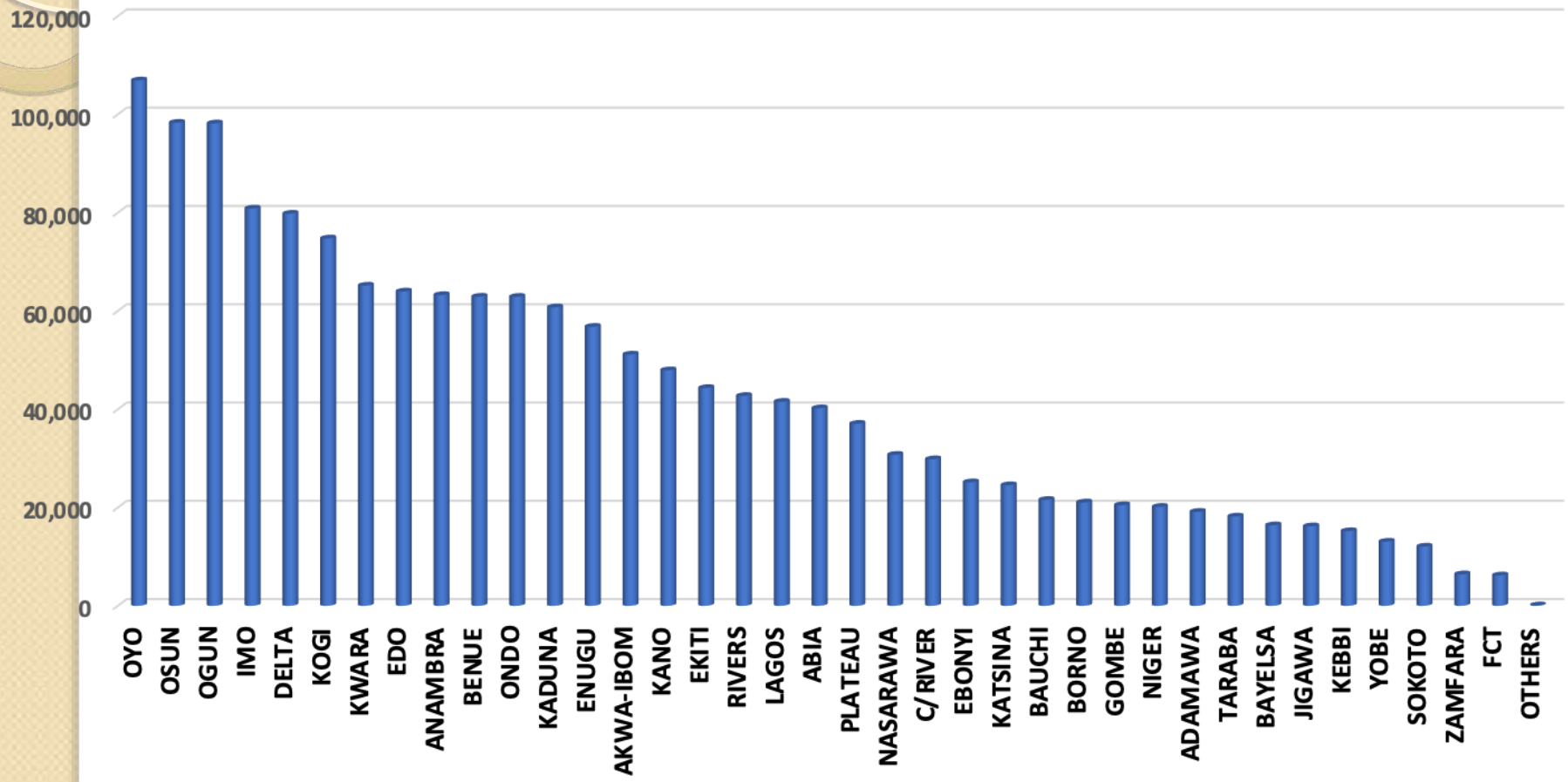


1940-1950	51-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	1996-2000	01-05	06-09	10-14	15-19	20-23
1	2	5	6	13	14	18	22	25	25	26	27	40	43	51
0	0	0	0	0	2	7	8	11	17	25	33	39	49	61
0	0	0	0	0	0	0	0	0	3	22	40	49	78	147

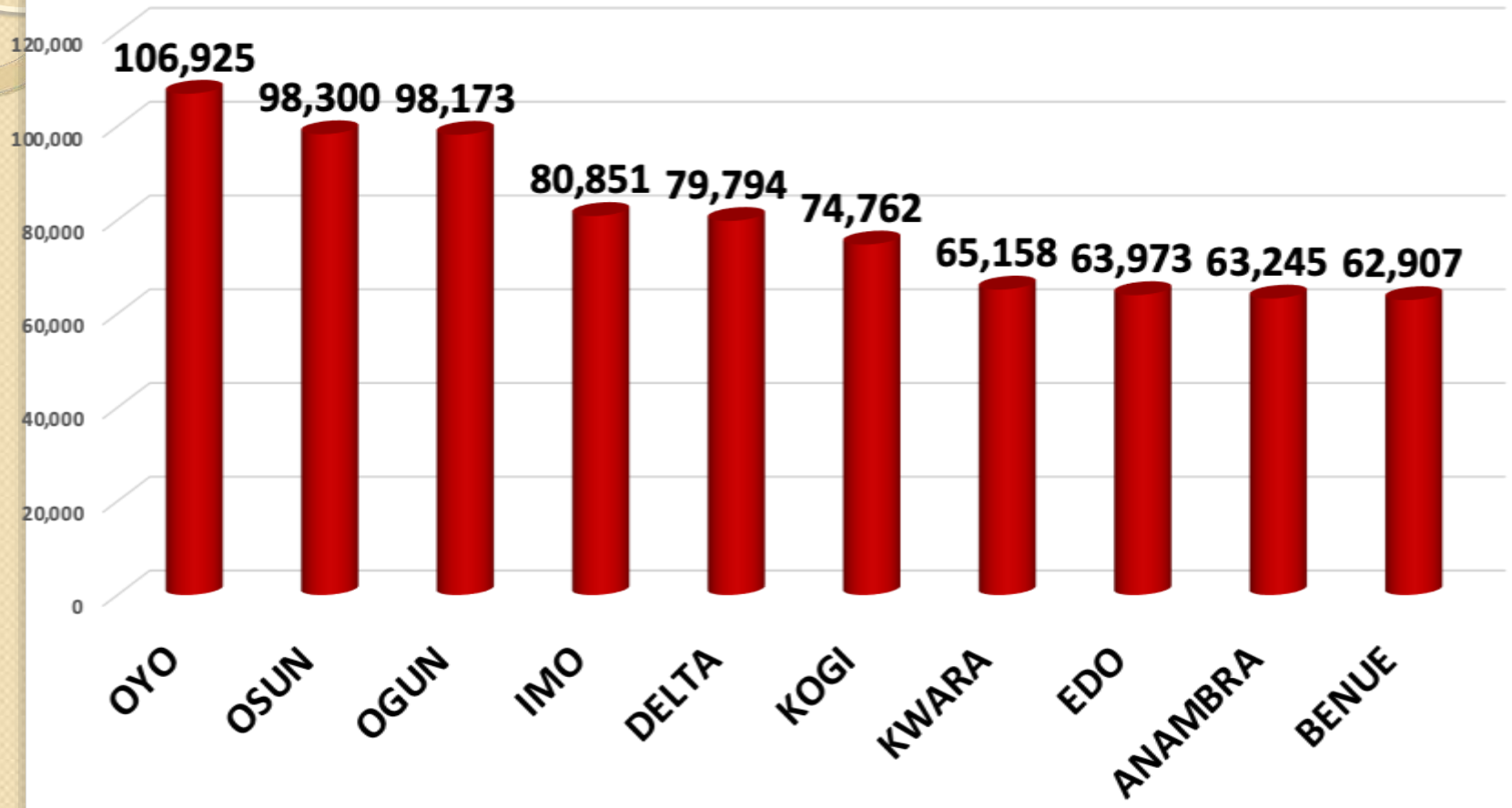
The Geographical Spread of the 259 Universities in Nigeria in 2023



GRAPHICAL REPRESENTATION OF 2023 UTME APPLICATION STATISTICS BY STATE OF ORIGIN



2023 UTME APPLICATION STATISTICS BY STATE OF ORIGIN (TOP TEN)



2023 UTME APPLICATION STATISTICS BY INSTITUTION

TOP TEN INSTITUTIONS – ALL UNIVERSITIES (FIRST CHOICE)

2023 POSITION	INSTITUTIONS	TOTAL NUMBER OF APPLICATIONS	PERCENTAGE (%)	2022 POSITION	2021 POSITION	2020 POSITION
1st	University of Ilorin, Ilorin, Kwara State	73,749	4.62	1st	1st	1st
2nd	University of Lagos, Lagos State	61,606	3.86	2nd	2nd	3RD
3rd	Lagos State University, Ojo, Lagos State	55,954	3.51	Not in top ten	Not in top ten	Not in top ten
4th	Federal University, Oye-Ekiti, Ekiti State	53,235	3.34	6th	7th	4th
5th	University of Benin, Benin City, Edo State	48,026	3.01	5th	3RD	6th
6th	University of Nigeria, Nsukka, Enugu State	43,660	2.74	8th	5th	Not in top ten
7th	Obafemi Awolowo University, Ile-Ife, Osun State	41,959	2.63	7th	9th	8th
8th	Nnamdi Azikiwe University, Awka, Anambra State	41,759	2.62	3rd	4th	5th
9th	Nigerian Defence Academy, Kaduna, Kaduna State	41,323	2.59	Not in top ten	Not in top ten	Not in top ten
10th	University of Ibadan, Ibadan, Oyo State	41,134	2.58	10th	Not in top ten	7th

Profile of Admissions to HEIs in 2023

INSTITUTION TYPE	FEDERAL		STATE	PRIVATE	TOTAL
UNIVERSITIES/ DEGREE-AWARDING	Quota	463,883	275,670	137,373	876,926
	Admissions	180,601	190,586	46,420	418,391
	Unutilised Quota	283,282	85,084	90,953	458,535
	% Unutilised	**61%**	**31%**	**66%**	**52%**
POLYTECHNICS/ MONOTECHNICS	Quota	88,365	91,721	35,446	215,532
	Admissions	55,892	44,397	6,825	107,114
	Unutilised Quota	32,473	47,324	28,621	108,418
	% Unutilised	**37%**	**52%**	**81%**	**50%**
COLLEGES OF EDUCATION	Quota	185,150	214,580	120,655	364,722
	Admissions	22,800	8,503	587	74,625
	Unutilised Quota	162,350	206,077	120,068	488,495
	% Unutilised	**88%**	**96%**	**100%**	**134%**
INNOVATION ENTERPRISE INSTITUTES (IEIs)	Quota			24,160	24,160
	Admissions			1,014	1,014
	Unutilised Quota			23,146	23,146
	% Unutilised			**96%**	**96%**

EU Profile of Admissions (2023/2024)

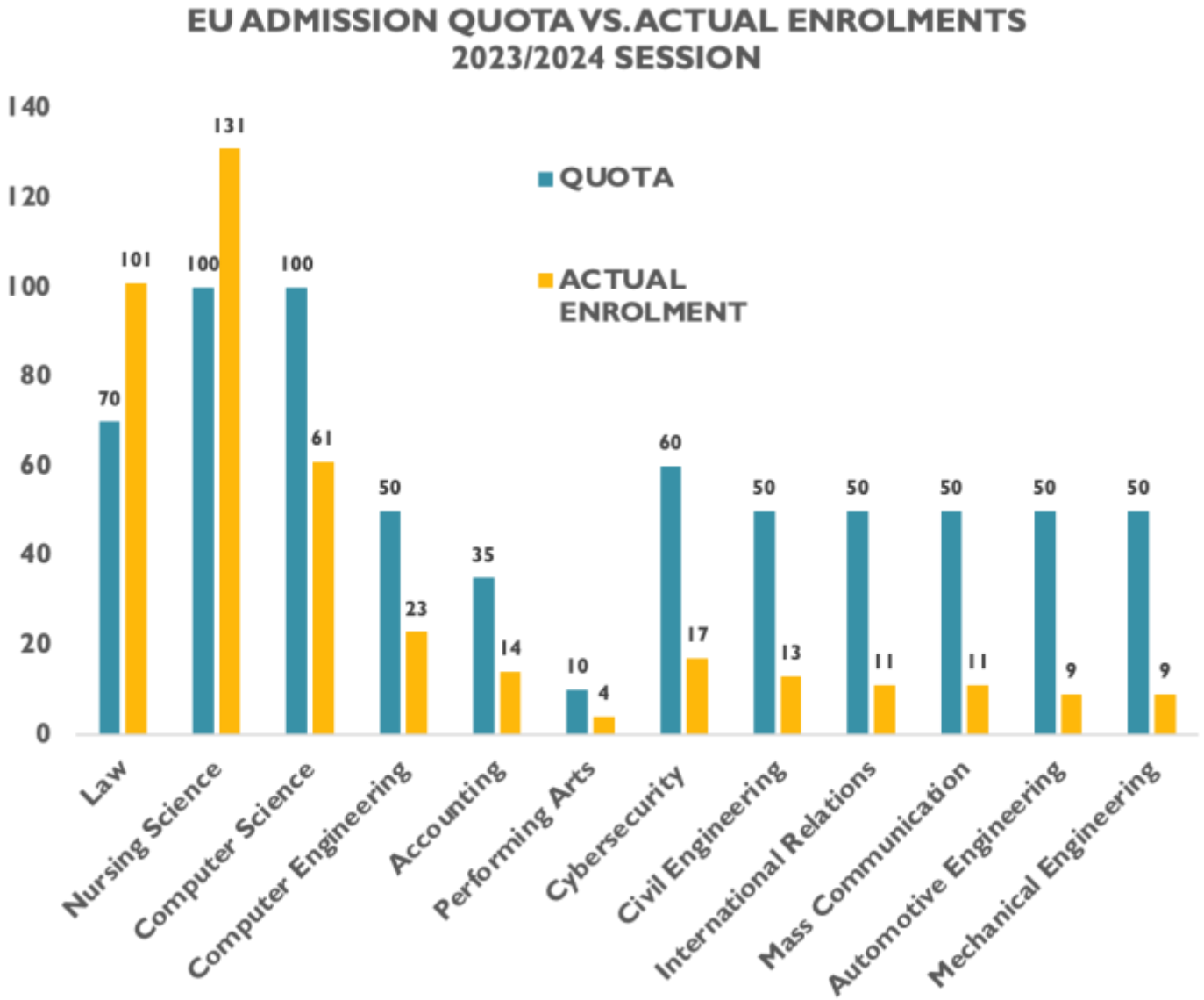
S/N	PROGRAMME	QUOTA	ACTUAL ENROLMENT	%
1	Law	70	101	144
2	Nursing Science	100	131	131
3	Computer Science	100	61	61
4	Computer Engineering	50	23	46
5	Accounting	35	14	40
6	Performing Arts	10	4	40
7	Cybersecurity	60	17	28
8	Civil Engineering	50	13	26
9	International Relations	50	11	22
10	Mass Communication	50	11	22
11	Automotive Engineering	50	9	18
12	Mechanical Engineering	50	9	18

EU Profile of Admissions (2023/2024) (CONTD.)

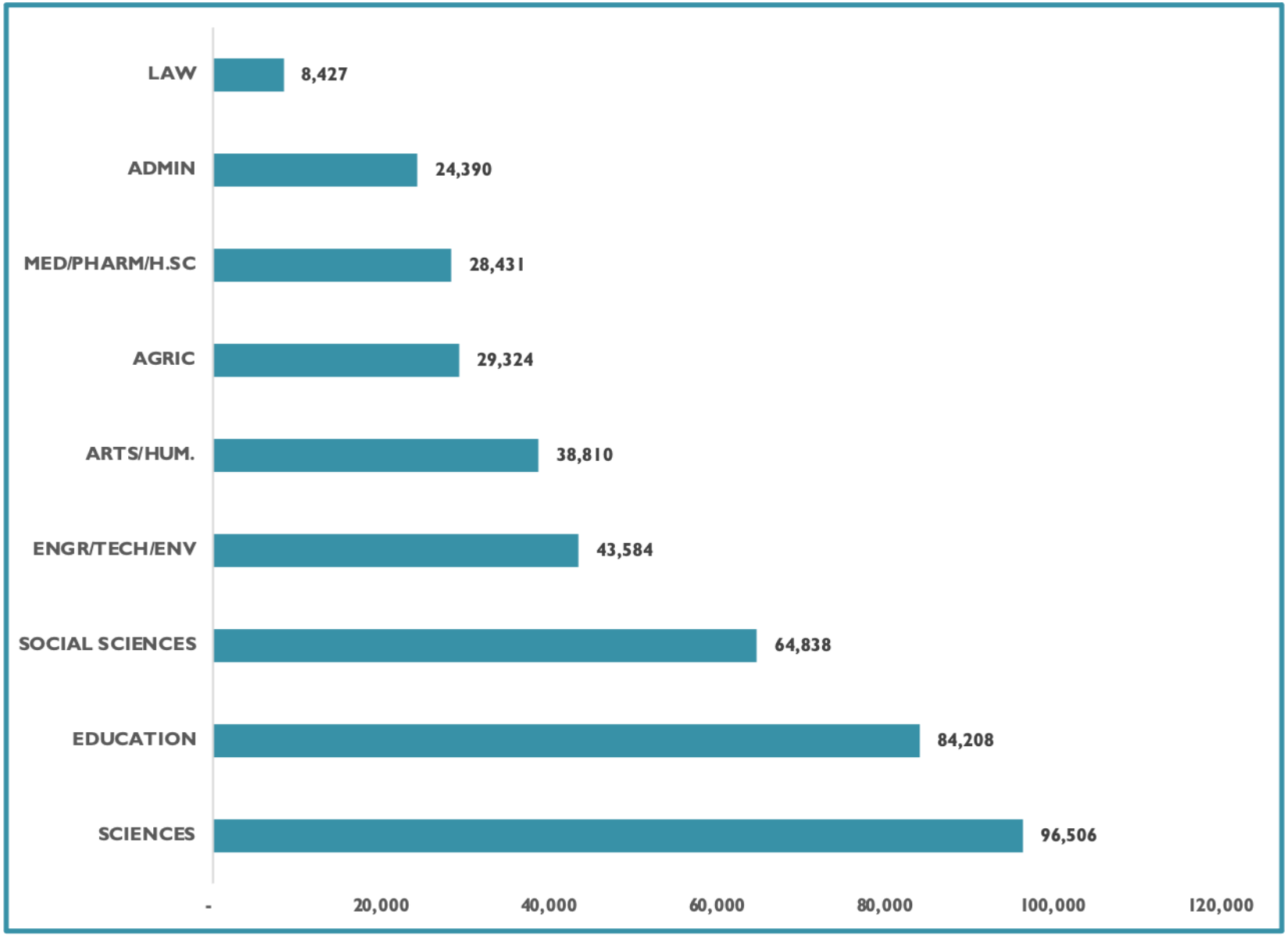
S/N	PROGRAMME	QUOTA	ACTUAL ENROLMENT	%
13	Medical Laboratory Science	70	12	17
14	Information and Communication Technology	30	5	17
15	Human Resource Management	30	5	17
16	Architecture	50	8	16
17	Hotel Management and Tourism	20	3	15
18	Electrical and Electronics Engineering	50	6	12
19	Biotechnology	20	2	10
20	Microbiology	20	2	10
21	Business Administration	20	2	10
22	Economics	15	1	7
23	Biochemistry	20	1	5

EU Profile of Admissions (2023/2024) (CONTD.)

S/N	PROGRAMME	QUOTA	ACTUAL ENROLMENT	%
24	Applied Geophysics	10	-	0
25	Environmental Management and Toxicology	20	-	0
26	Physics with Electronics	10	-	0
27	Political Science	5	-	0
28	Sociology	10	-	0
29	English	10	-	0
30	Quantity Surveying	5	-	0
31	Estate Management	5	-	0
32	Human Physiology	10	-	0
33	Human Anatomy	10	-	0
	GRAND TOTAL	1,115	451	40


EU ADMISSION QUOTA VS. ACTUAL ENROLMENTS
2023/2024 SESSION
140
120
100
80
60
40
20
0
QUOTA
ACTUAL ENROLMENT
70
101
100
131
100
61
50
23
35
14
10
4
60
17
50
13
50
11
50
11
50
9
50
9
Law
Nursing Science
Computer Science
Computer Engineering
Accounting
Performing Arts
Cybersecurity
Civil Engineering
International Relations
Mass Communication
Automotive Engineering
Mechanical Engineering

2017 UTME Admission Statistics by Faculty



DO WE NEED MORE UNIVERSITIES?

TOTAL QUOTA	TOTAL USED QUOTA	TOTAL UNUSED QUOTA (VACANCY)
876,926	**418,391**	457,846 **(52%)**

Performance of SSS candidates in the WAEC-SSCE Examination (2015-2018)

No. of Candidates	2018		2017		2016		2015	
	No.	%	No.	%	No.	%	No.	%
Total No. of Candidates	1,578,846		1,559,162		1, 552, 758		1,593,442	
Credits in 5 subjects including English/Maths	786,016	49.98	923,486	59.22	878,040	52.97	616,370	**38.68**
Credits in any 5 subjects	1,213,244	76.84	1,243,772	79.77	1,167,484	75.60	-	-
Credits in any 4 subjects	-	-	1,357,193	87.05	1,282,204	83.03	-	-
Credits in any 3 subjects	-	-	1,436,024	92.44	1,370,049	88.72	-	-

Concluding Remarks

The above is probably symptomatic of the collapse of the secondary education in the country. In any case, there is a need for a critical examination of the reasons for the growing underutilisation of available places in our Higher Education system which can only put to question the rationale for the establishment of more institutions.

QUALITY ASSURANCE

QA Mandates of the Regulatory Agency: NUC

- To lay down the Basic Minimum Academic Standards (BMAS) for all universities in the Federal Republic of Nigeria and to accredit their degrees and other academic awards; and
- To ensure that quality is maintained within the academic programmes of the Nigerian University System.

The share number of programmes being run in the Nigerian university system (NUS) accentuates the fact that the responsibility for designing curriculum to meet the socio-economic needs of our country in each programme is indeed an uphill task for the NUC. There were as at 2011 close to 3,400 programmes spread over 13 disciplines with 185 different degree programmes as shown below.

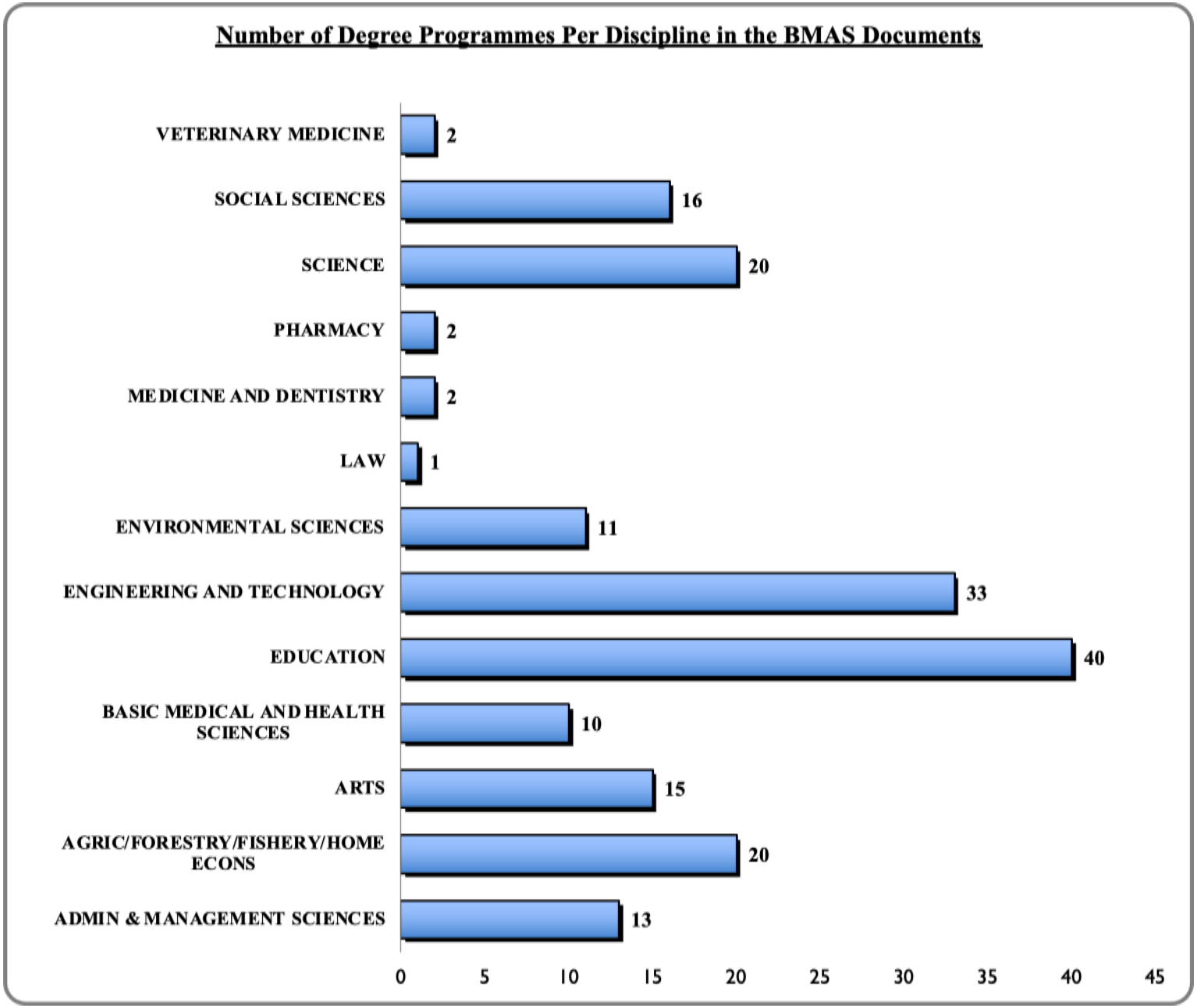
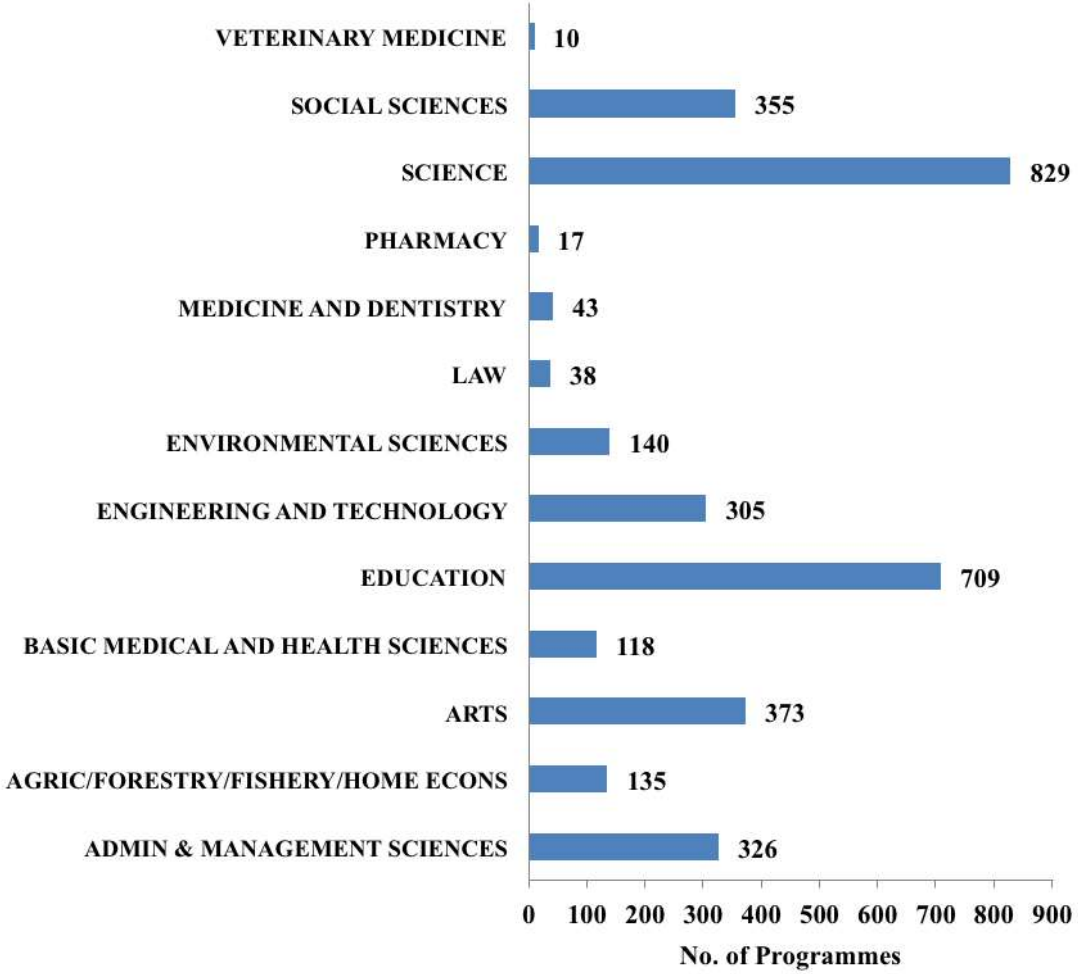

Number of Degree Programmes Per Discipline in the BMAS Documents
VETERINARY MEDICINE
2
SOCIAL SCIENCES
16
SCIENCE
20
PHARMACY
2
MEDICINE AND DENTISTRY
2
LAW
1
ENVIRONMENTAL SCIENCES
11
ENGINEERING AND TECHNOLOGY
33
EDUCATION
40
BASIC MEDICAL AND HEALTH SCIENCES
10
ARTS
15
AGRIC/FORESTRY/FISHERY/HOME ECONS
20
ADMIN & MANAGEMENT SCIENCES
13
0
5
10
15
20
25
30
35
40
45

Figure 3: Number of NUC-Approved Programmes Per Discipline in the Nigerian University System



NUC Accreditation

- Programme-Based Accreditation of the 3,398 NUC-Approved programmes in the NUS
- Institutional Accreditation of all the universities in the NUS

UI Engineering & Technology Programmes- A simple Case Study

- University of Ibadan started engineering programmes in the 1970s, with the support of the Canadian International Development Agency (CIDA).
- The University adopted the Waterloo University sandwich model, with strong connection to industry.
- While all the faculties of engineering in the country were operating 3-year degree progammes after the Advanced Level, University of Ibadan operated 4-year degree programmes, including the equivalence of one year of industrial attachment.

The one-year industrial attachment was split into three phases of 3 months, 3 months and 6 months duration as students progressed in their programmes of study. Most importantly was the establishment of the Industrial Coordination Unit (ICU) with responsibility for student placements in the appropriate industrial sectors for meaningful and relevant exposure. The ICU was staffed by Professionals with experience of the industrial sectors. Academic staff were also involved in supervision and evaluation.

Linkage to Industry

- The Manufactures Association of Nigeria (MAN) was represented in the Board of the Faculty of Technology.
- The Faculty established an Industrial Advisory Council with broader representation of industry and businesses.
- This provided opportunity for informal feedback on programme quality in meeting the needs of industry. [I can recall the introduction of Management courses as well as Engineering Law]

Our graduates did excellently well in industry and in academia. Most of them got jobs before completing their degree programmes. Those who proceeded to higher degrees did very well.

Then the problem started!

The Council of Registered Engineers of Nigeria (COREN) later recognized the University of Ibadan's curriculum as the best for the education and training of engineers, thereby prescribing it for adoption by all the faculties of engineering in the country. The industrial component of the curriculum was christened "Students Industrial Work Experience Scheme (SIWES)".

- SIWES, of varying duration, was later adopted by many other programmes in the university system.
- The above led to a significant increase in the number of students requiring placements in industry while most of the ICUs set up in the universities to handle placements had limited capacity and experience. In most cases students are now being left to scan for industrial places themselves.

- The scheme has not been adequately funded with the limited support by the Industrial Training Fund (ITF) and the general reluctance of students, particularly in the public universities, to invest in themselves.
- The gradual collapse of the industrial sectors of the Nigerian economy has led to the shrinking of available places for meaningful industrial experience.

TASUED Dual Model for Entrepreneurship

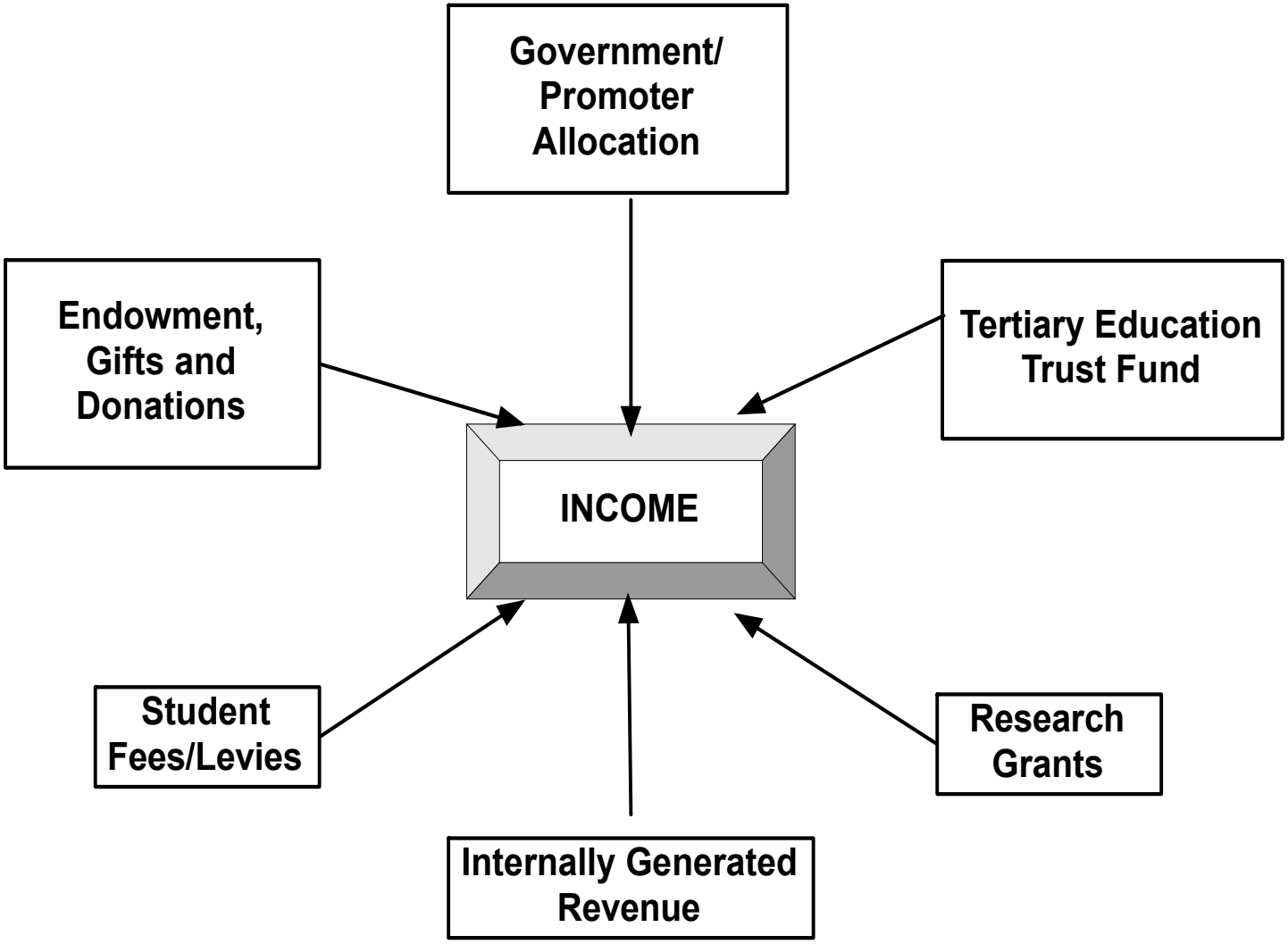
At TASUED, students are expected to take advantage of about ten vocational programmes (including fashion design, woodwork, computer servicing and maintenance, textile designing, etc.) being run by the Centre for Entrepreneurship and Vocational Studies (CENVOS) of the University to equip them with a vocational certificate in addition to the degree certificate, which they would earn at the end of their degree programmes. The success of this programme, in terms of high level of vocational skills development, is underscored, for example, by the high quality of furniture products being produced by students who have taken the woodwork option.

ISSUES TO BE ADDRESSED

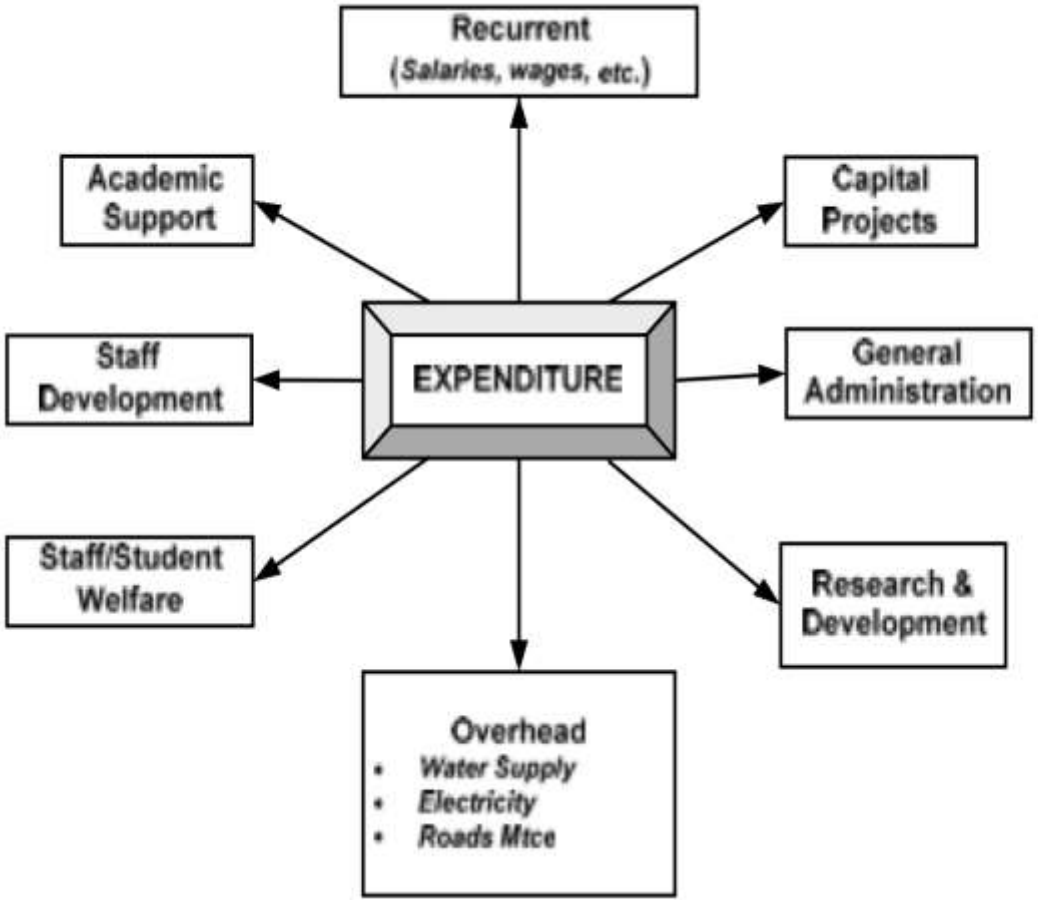
- The critical analysis of the Core Curriculum and Minimum Academic Standards (CCMAS) alongside inputs from industry and relevant professional bodies towards identifying and achieving the expected skills outcomes for every programme being run in the diverse disciplines.
- Establishment of appropriate mechanism for University-Industry Collaboration.
- Establishment of appropriate mechanism for continuous capacity building of staff in content and pedagogy, particularly in handling the expected re-designed curricula to enhance graduate employability and the adoption of AI in lecture delivery.

General Overview of the funding Mechanism of Higher Education Institutions in Nigeria

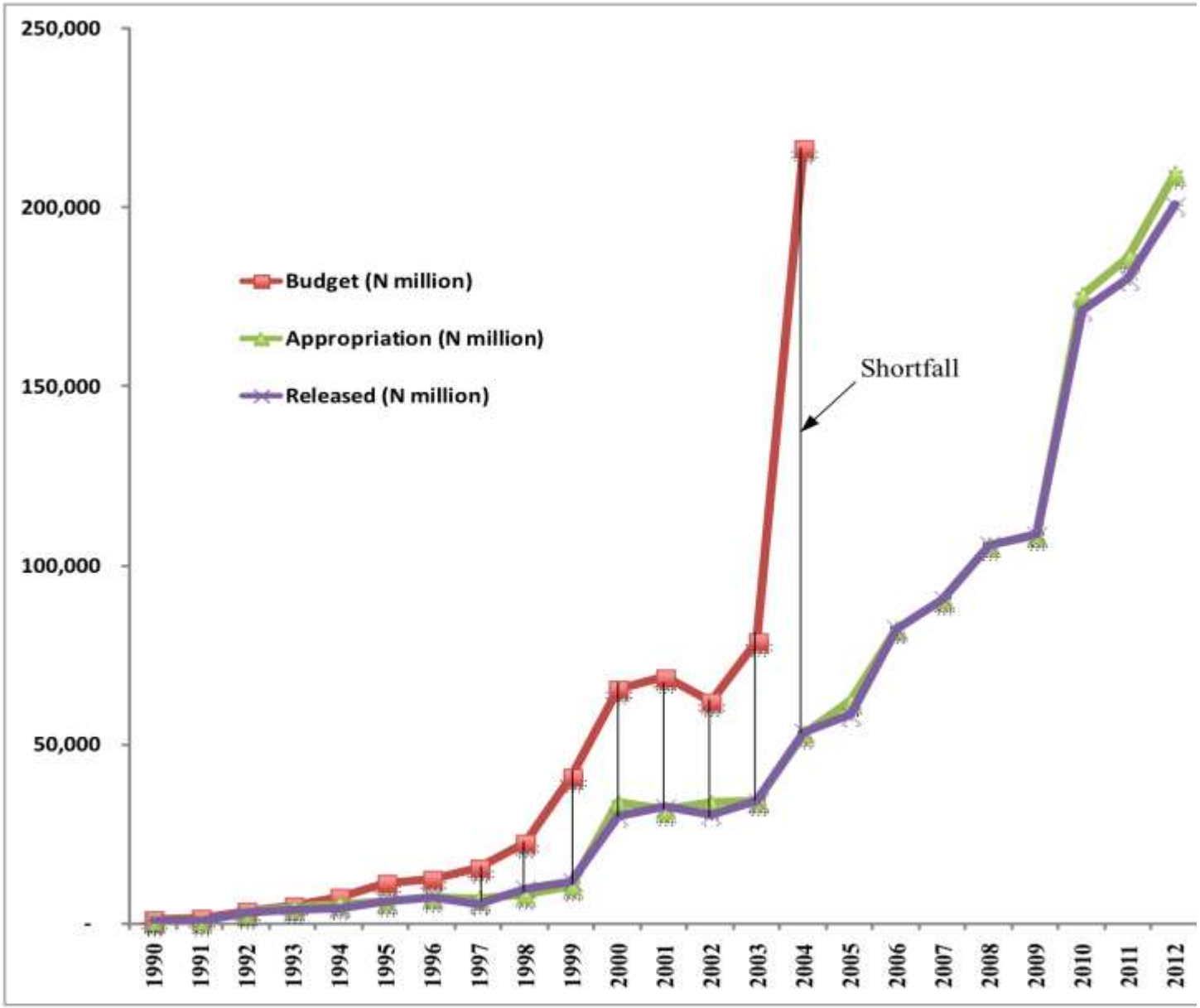
Major Sources of Funds in an Institution



Nature of Expenditure in the University System



Funding of Federal Universities (1990-2012)



Budget Deficit at TASUED

As I noted in my 2017 Convocation address:

" the financial situation at the university, as reflected in the 2017/2018 budget, shows that all things being equal in terms of fees payments by students and the maintenance of the present level of government subventions to the university, we may be having a budget deficit of close to ₦1.3 billion with students' enrollment at close to 20,000 in this session. The deficit would have been higher but for the State Government recently increasing our monthly subventions."

Budget Deficit at TASUED

"If we are to take care of the budget deficit through an increase in tuition fees, we will be expecting an increase of tuition fees by ₦65,000 per student. Incidentally our undergraduate students currently pay the government-regulated fee of ₦65,000. Thus, our students will have to pay, on the average, a tuition fee of ₦130,000 per session, if the university is to run a balanced budget this session. Unfortunately, increase in tuition fees is regarded as a no-go area! A political dynamite!"

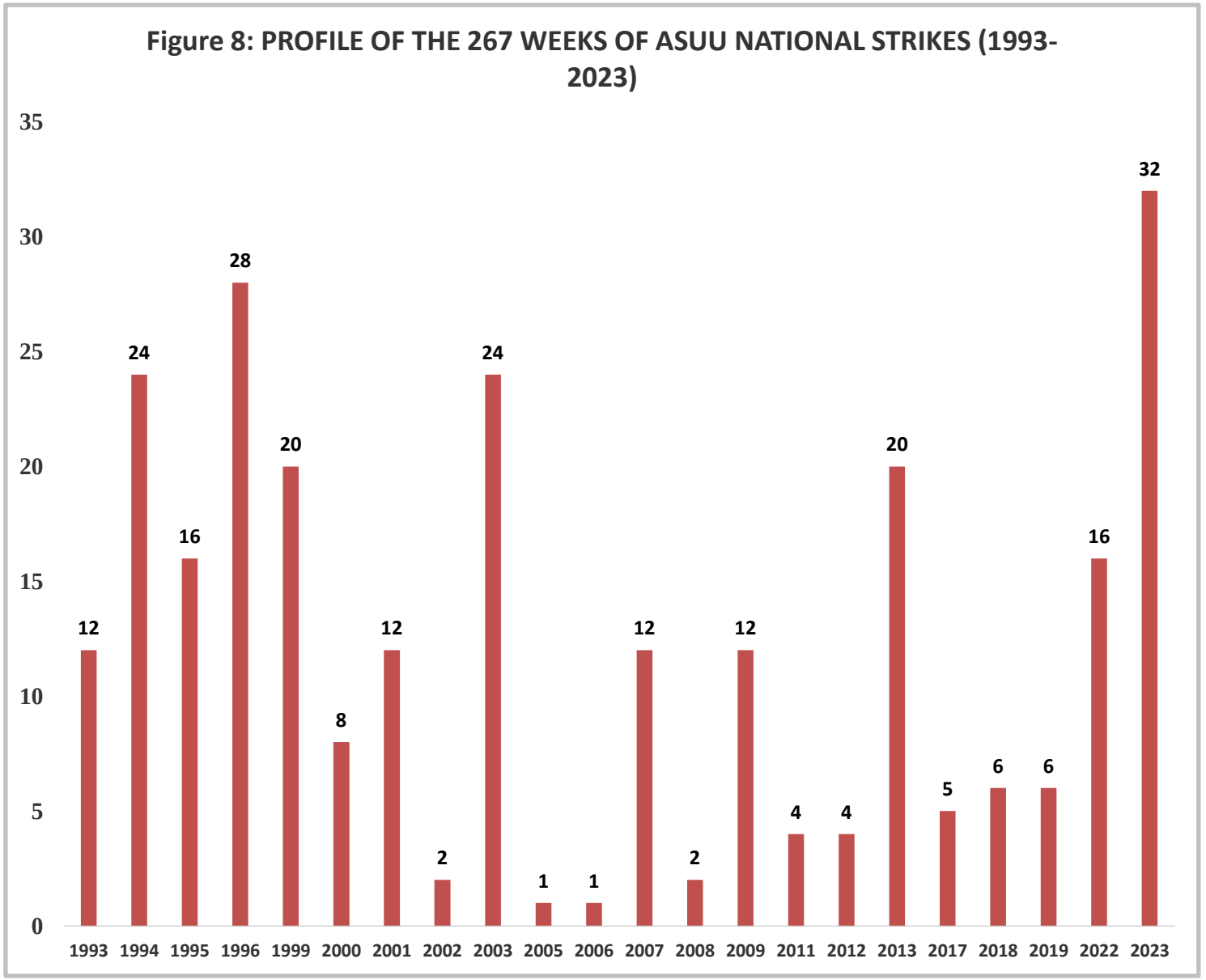
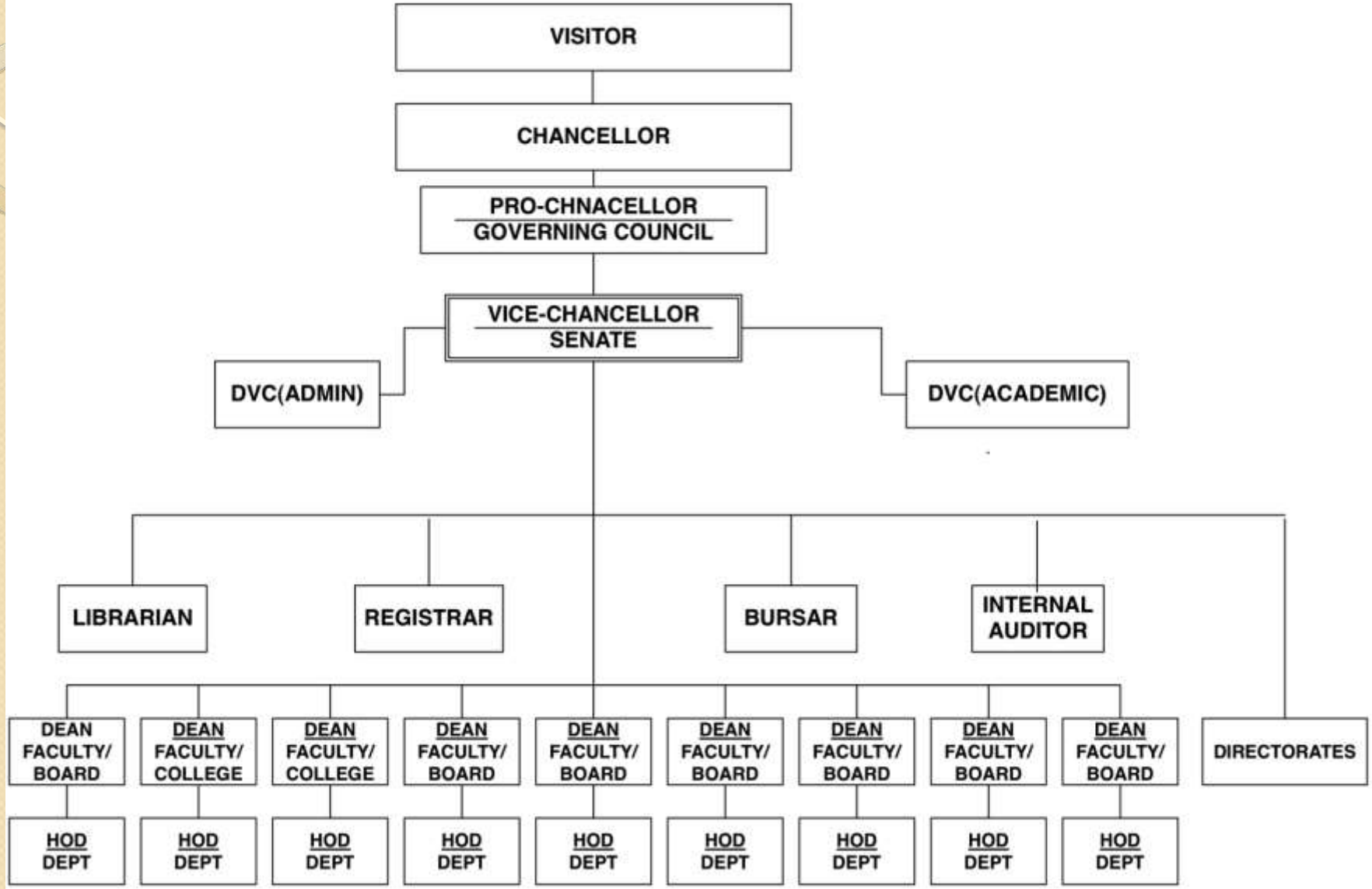


Figure 8: PROFILE OF THE 267 WEEKS OF ASUU NATIONAL STRIKES (1993-2023)
35
30
25
20
15
10
5
0
12
24
16
28
20
8
12
2
24
1
1
12
2
12
4
4
20
5
6
6
16
32
1993
1994
1995
1996
1999
2000
2001
2002
2003
2005
2006
2007
2008
2009
2011
2012
2013
2017
2018
2019
2022
2023

University Governance Structure and Identified Challenges

Fig. 1: GENERIC ORGANISATIONAL CHART



Structure of University Governance

Organ	Responsibility
Governing Council under the chairmanship of the Pro-Chancellor	Policies and university operations, finance, appointments, promotion, staff conditions of service and discipline, salaries and wages, the property of the university. **The Council has powers to take any action, which in its opinion is calculated to facilitate the carrying on of the activities of the University.**
Senate under the chairmanship of the Vice-Chancellor	Academic affairs, development of academic programmes, provision of programmes, approval of curriculum, admission and progress of students through examinations, award of degrees.
Vice-Chancellor	Executive and Academic Head, day-to-day management of the human, financial and material resources, chief exponent of the educational mission, coordinator, governed by the policy decision of Council and Senate and the advice emanating from the committee system.

VISITOR

The Visitor to the University has responsibility for:

- The appointment of the Chancellor, Pro-Chancellor and the external members of the University's Governing Council; and
- The conduct of a visitation to the University at least once in every five years.

THE CHANCELLOR

The Visitor shall appoint the Chancellor. In relation to the University, the Chancellor takes precedence before all other members of the University. When present, he presides at meetings of the congregation held for conferring degrees and at meetings of convocation. In other words, the Chancellor is the ceremonial head of the University.

Composition of the Elizade University Governing Council

- The Pro-Chancellor
- The Vice-Chancellor
- The Deputy Vice-Chancellor(s)
- One person from the State Ministry responsible for Education
- Four persons representing a variety of interests and broadly representative of the Proprietor.
- Two persons appointed by the Senate from among its members
- Two persons appointed by Congregation from among its members
- One person representing the Ilara-Mokin Community
- Registrar (Secretary)

THE PRO-CHANCELLOR

The Pro-Chancellor who shall be a person of high repute shall be appointed by the Visitor and is the Chairman of the University Governing Council. The Pro-Chancellor is expected to be knowledgeable in university governance and capable of guiding the University towards optimal growth and development.

In respect of the composition of Council with more internal members than external, some have noted:

"A Council with this composition is obviously not in a good position to take an independent view of the affairs of its University. Such a Council will be more concerned with internal politics."

Falase, the former Vice-Chancellor, University of Ibadan (2000-2005) at his Valedictory Lecture delivered January 2010

Internal Members of Council

While some members came to council imbued with leadership qualities and commitment to the development of the system, some others are just politicians pursuing, in most cases, the narrow interests of their sponsors. In such a situation the system suffers.

The above is in contrast to the Governing Council of ELIZADE UNIVERSITY with more External Members than Internal Members. This is indeed very much welcome.

Council Committees

1. Finance and General Purposes Committee;
2. Appointments and Promotions Committee for Academic Staff;
3. Appointments and Promotions Committee for Senior Staff (Non-Teaching);
4. Appointments and Promotions and Disciplinary Committee for Junior Staff;
5. Senior Staff Disciplinary Committee;
6. Development Committee;
7. Housing Allocating Committee;
8. Board of Governors of the University Staff School;
9. Council Committee on Community Development;
10. Council Committee on Security;
11. Endowment Appeal Fund Committee;
12. University Staff Housing Loan Committee;
13. Board of Health;
14. Joint Council/Senate Committee on Honorary Degrees.

Composition of SENATE

- Vice-Chancellor (Chairman)
- Deputy Vice-Chancellors
- University Librarian
- Provost of the Postgraduate College
- Deans of Faculties and Student Affairs
- All Professors of the university ???
- Directors of Academic Institutes/Centres
- Heads of Academic Departments
- 6 members of of the Academic Staff to be elected by members of the academic community of the University, comprising two (2) persons not below the rank of Lecturer Grade 1 and four (4) persons not below the rank of Senior Lecturer
- Registrar – Secretary.

Principal Officers of the University

- The Vice-Chancellor
- The two Deputy Vice-Chancellors – Academic and Administration (One of the DVCs will act in the absence of the Vice-Chancellor)
- The Registrar
- The Bursar
- The Librarian

The Vice-Chancellor

The Vice-Chancellor is the chief accounting officer and academic head of the University. Under the present dispensation, he or she is now appointed either by the Governing Council in the case of Federal universities or the Council recommends the shortlisted candidates to other higher bodies for approval (**Board of Trustees in the case of EU**). He holds office for a period of five years. The Vice-Chancellor is the chairman of Senate. In relation to the University, he takes precedence before all other members of the University except the Chancellor and the Pro-Chancellor.

The Deputy Vice-Chancellors

There are usually two Deputy Vice-Chancellors, one typically for Administration, the other for Academic. Council appoints them on the recommendation of Senate based on the election of the two nominees of the VC. The Deputy Vice-Chancellors assist the Vice-Chancellor in the performance of his functions and act in his place when absent or unable to perform his functions. They hold office for a period of two years but may be re-appointed for a further period of two years and no more.

[Should DVCs go with the VC that selected them?]

[Some universities have three DVCs]

DVC (Academic): Chairmanship

- Board of Management of Veterinary Teaching Hospital
- Academic Planning Sub-Committee of the Development Committee
- Research Management Sub-Committee of the Development Committee
- Library Committee
- Committee of Provost and Deans
- Academic Links Board
- Committee on Appointment of Emeritus Professors
- Board of the Institute of African Studies
- Postgraduate School Finance Committee
- Board of Distance Learning
- Board of University Teaching and Research Farm
- Board of International School
- Centre for Sustainable Development

DVC (Administration): Chairmanship of Committees

- University Housing Loan Committee
- University Furniture Revolving Loan Committee
- University Media Centre
- Vehicle Rehabilitation Loan Committee
- Vehicle Board of Survey
- Committee on Religious Matters
- Internal Revenue Board
- University Bookshop as one of the Directors
- Projects Monitoring Committee
- Acting for the VC when he or she is away (UI System)

Frontline Officers

Front Line Officers of the University are the:

- Director of Academic Planning (**Academic /Professional**)
- Director of Physical Planning (**Professional**)
- Director of Works and Maintenance (**Professional**)
- Director of Health Services (**Professional**)
- Director of Research Management Office (**Academic/Professional**)

Frontline Officers

- Dean of Student Services (**Academic**)
- Director Students Lodgings Bureau (**Professional**)
- Director of Management Information System (**Academic/Professional**)
- Director of Student Industrial Works Experience Scheme (SIWES) (**Professional**)

Illustrative Cases of Good Leadership & Governance/ Best Practices

i. Quality Leadership
ii. Courage in Leadership
iii. Professional management of University Resources
iv. Feedbacks towards systemic management

Demonstration of Quality Leadership

Elder Felix Ohiwerei- & Gamaliel Onosode-Led Governing Councils at University of Ibadan

The University of Ibadan had no clearly stated institutional vision and mission until the arrival of the Ohiwerei-led Council, which started the process to produce a vision and mission document involving all the key stakeholders. He brought his private sector experience to drive the process to success. The visioning exercise led to the publication in 2004 of the document titled, *"UI Vision for the 21st Century"*. After several brainstorming sessions by diverse committees and environmental scanning, it was concluded that UI should transform to a research-intensive postgraduate institution.

Demonstration of Quality Leadership

Elder Felix Ohiwerei- & Gamaliel Onosode-Led Governing Councils at University of Ibadan

The Onosode-led Council observed the fact that the University had not evolved the strategic plan to achieve its vision goals, as contained in the 2004 Vision Document. It therefore took the Onosode-led Council to engage the university community in coming up with the first strategic plan document titled, *"Promoting Excellence in Teaching, Research and Community Service: A Five-Year Strategic Plan 2009-2014"*. The document came 60 years after the establishment of the university!

Demonstration of Quality Leadership

Elder Felix Ohiwerei- & Gamaliel Onosode-Led Governing Councils at University of Ibadan

- The two gurus of the private sector - Felix Ohiwerei and Gamaliel Onosode - brought their culture of excellence and ethical orientation to set the moral tone for the purposeful management of the University of Ibadan during their separate tenures as Pro-Chancellor.
- The two documents helped tremendously in project packaging for the ₦3.0 billion special intervention by TETFund in 2009, leading the Fund to commend the University and make it mandatory for all universities to prepare such documents, which must be utilised for packaging projects for funding by TETFund.

Demonstration of Courage in Leadership

Gamaliel Onosode & UI Management Versus The Staff Unions

To the adamant staff unions insisting on illegal refund of their contributory pensions of close to ₦430 million mainly on grounds of other universities having paid such to their staff, Onosode stated emphatically:

"I have no doubt that some other universities must have paid, but even if out of the twenty seven federal universities, twenty six of them have so paid, which to my mind is very wrong, I will not allow University of Ibadan to follow such multitude to do that which we know is wrong. We cannot follow multitude to do evil. Majority can not confer legality on illegality"

Demonstration of Courage in Leadership

Gamaliel Onosode & UI Management Versus The Staff Unions

Lesson

Some have described universities as "organised anarchies" with multiple, ambiguous and conflicting goals. The institutional complexity of universities must therefore be recognised by those involved with providing leadership in their management. Handling such complexity calls for courage in standing up for what is right and in the interest of the system rather than the satisfaction of narrow interests of individuals or groups.

BEST PRACTICES IN

DEVELOPMENT OF DECISION-SUPPORT SYSTEM

TOWARDS

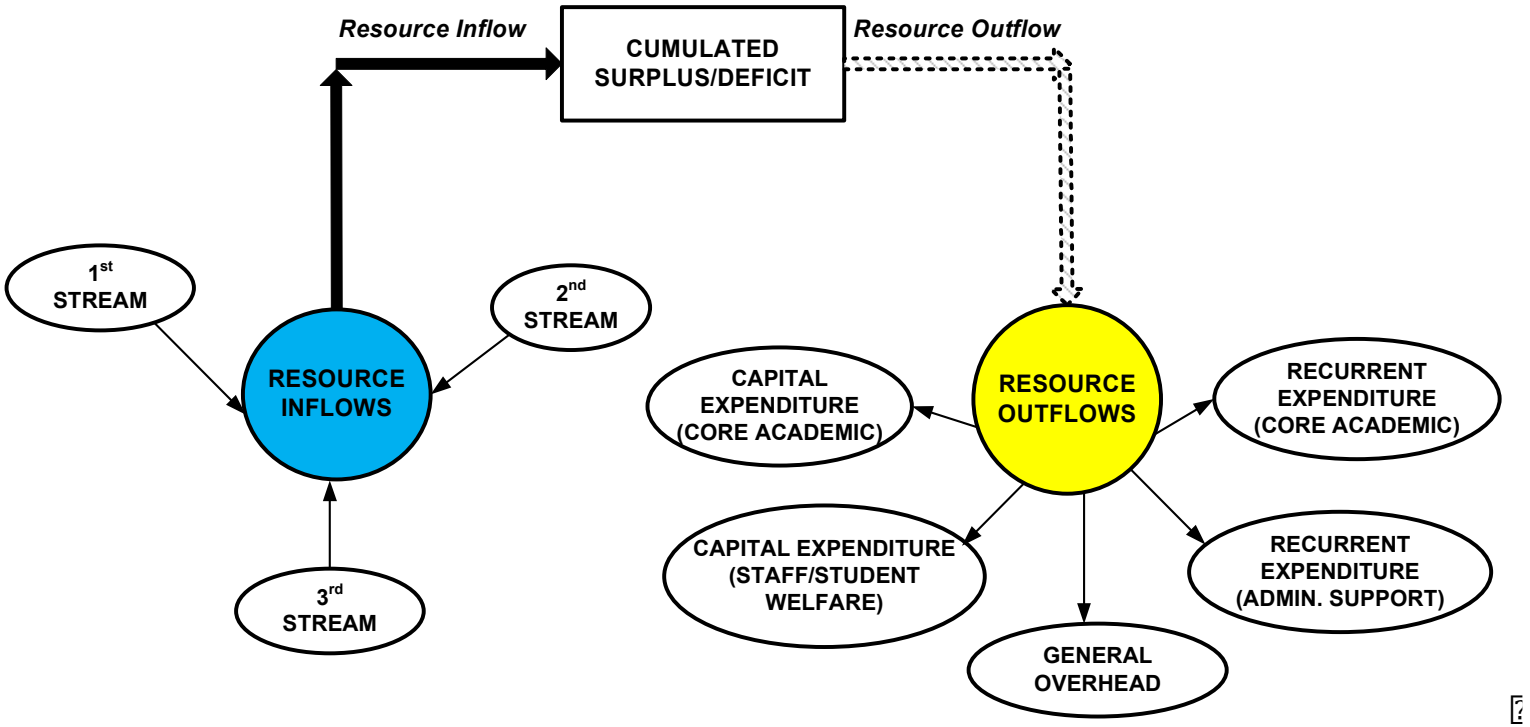
PROFESSIONAL MANAGEMENTOF UNIVERSITY RESOURCES

Data and Data Governance

- Every business today is a technology business, each generating vast amounts of data. This has created remarkable opportunities and challenges.
- Quality data at scale can contain remarkable answers and insights. With the right skills and tools, organisations can leverage data to enable improved decision-making and optimised operations.
- But achieving these results with data doesn't happen without deliberate effort. The power of data is only realised through skillful governance.
- At a high level, we can define data governance as data that is managed well. If it is implemented well it can be transformational.

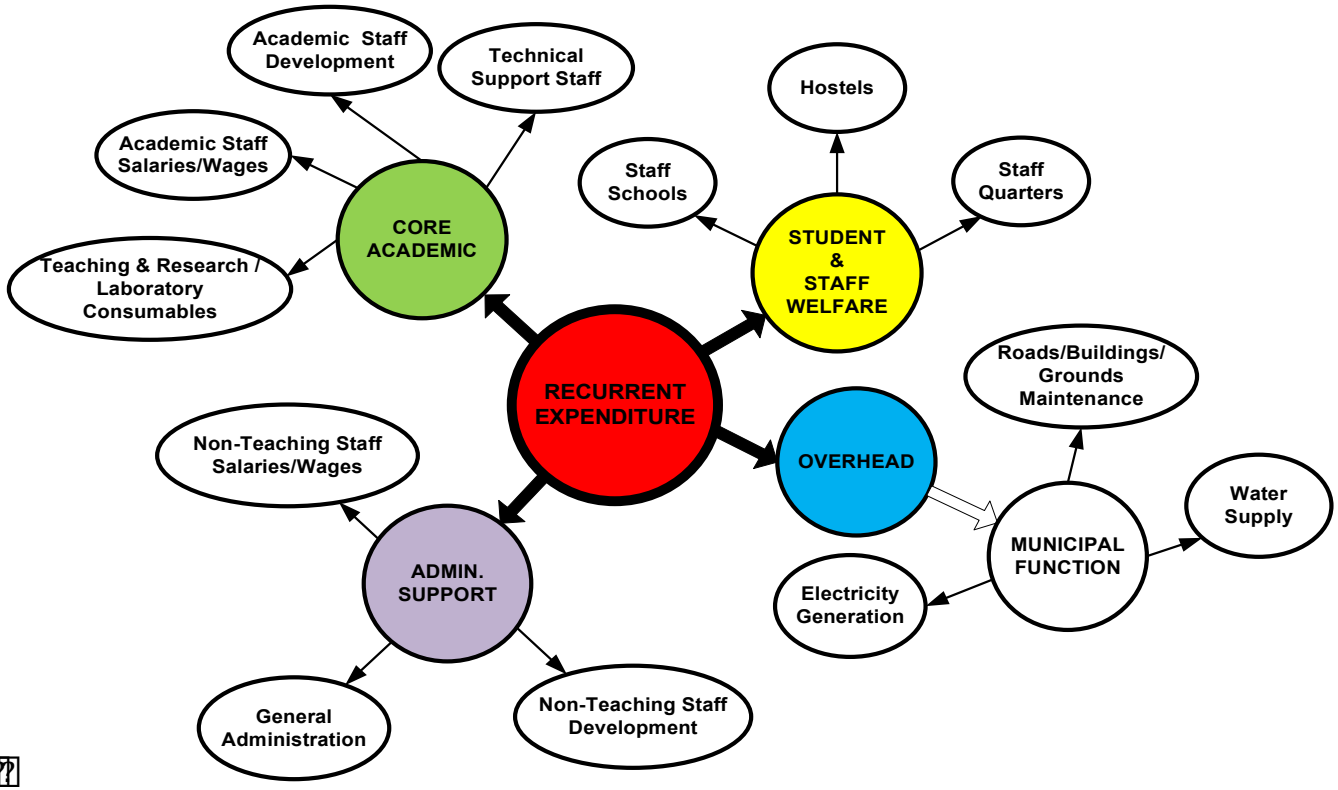
Development of Data Governance for the Management of Key Functions to support operational decision making in the University System

Identified Elements of Resource Flow Model for Universities in Nigeria

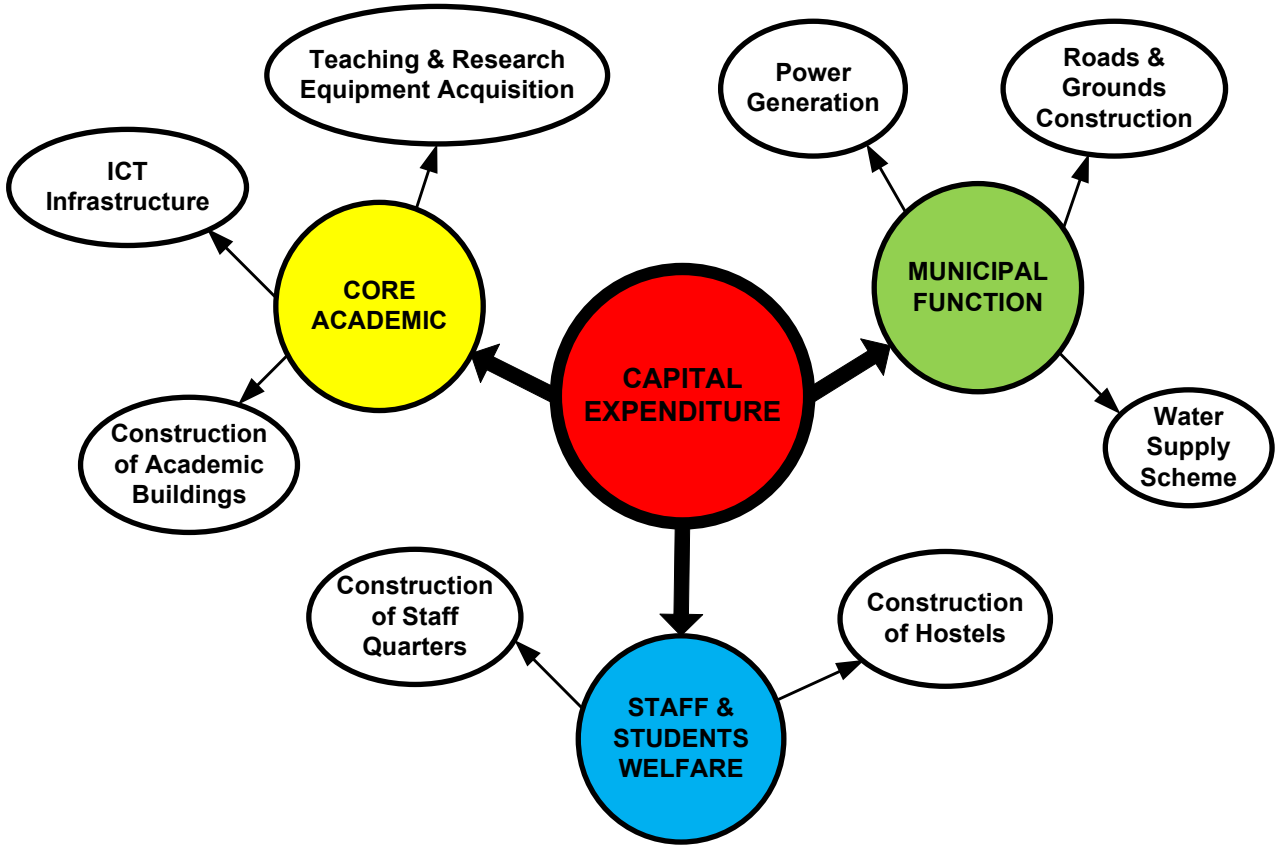


Elements of the Income Streams

Resource Outflow: Recurrent Expenditure



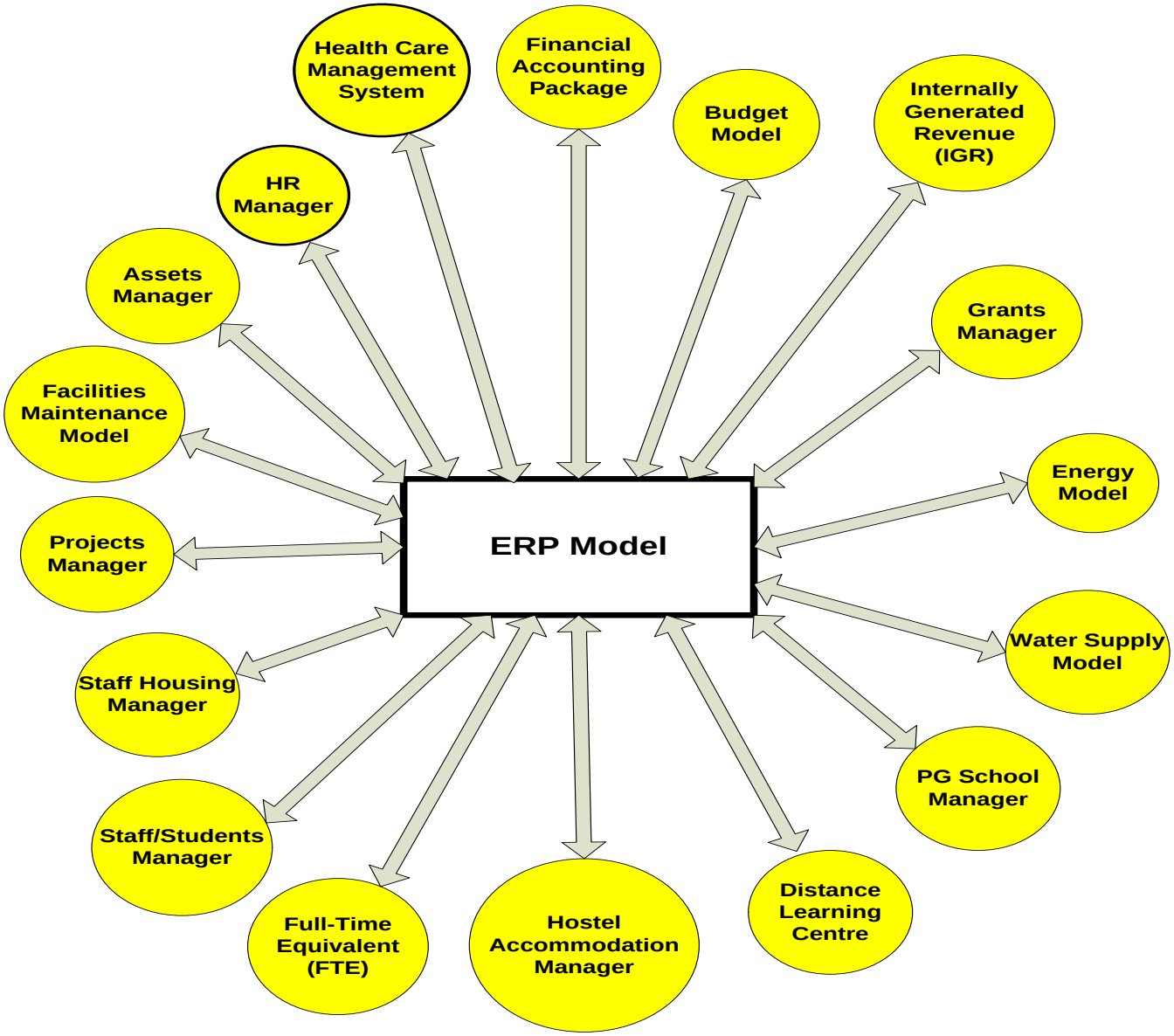
Resource Outflow: Capital Expenditure



The Resource Planning Model (RPM)

The RPM has been operationalized in terms of an Enterprise Resource Planning (ERP) integrating the various modules shown below. At the University of Ibadan, the proposed system comprised 15 modules installed at different units in the university with the aggregated data generated by each module being streamed into a centralized server to generate management information for decision support.

IMPLEMENTATION OF A RESOURCE PLANNING MODEL (RPM)



The Enterprise Resource Planning Model (ERP)

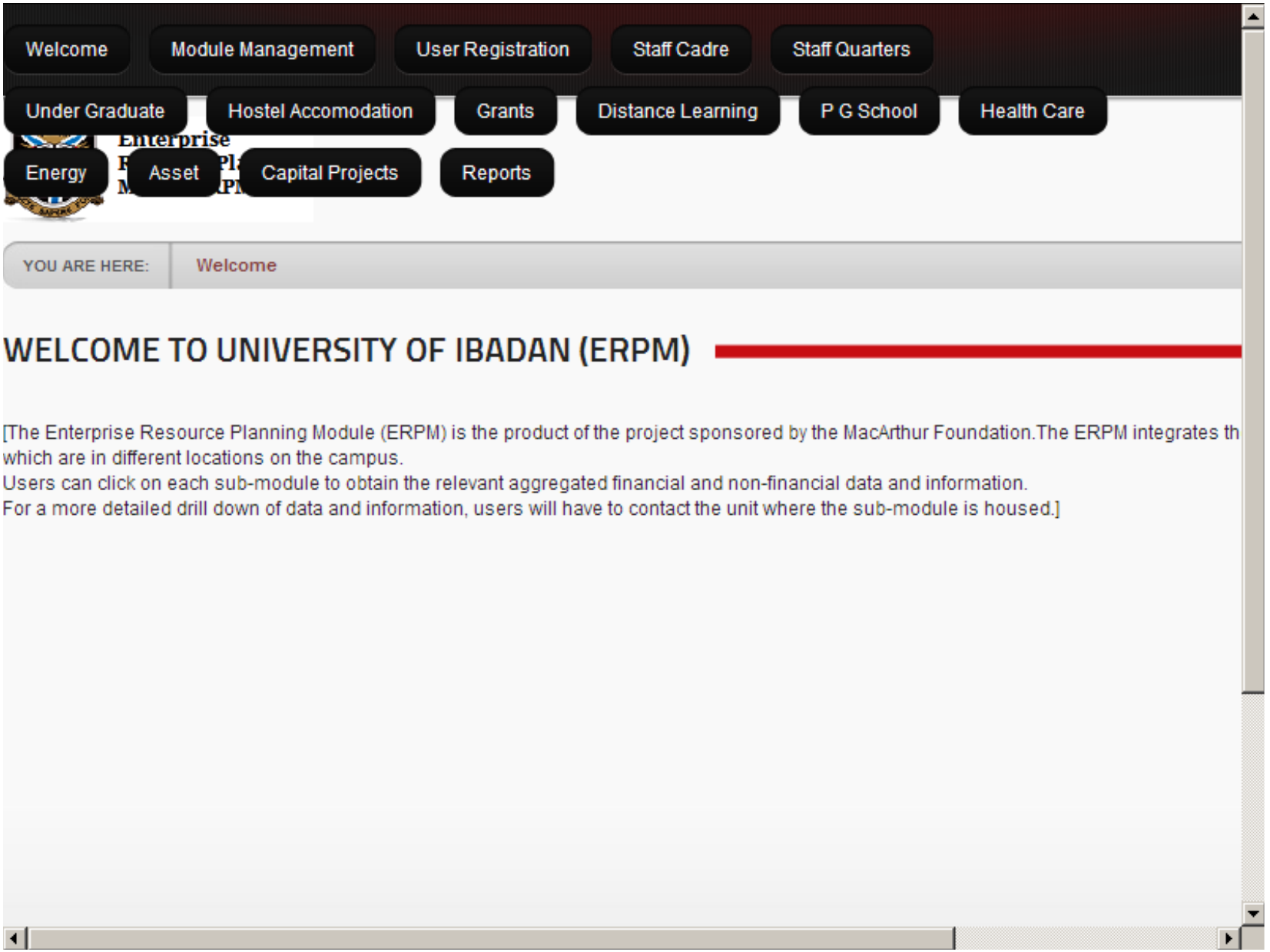
Location of Modules of the ERP

S/N	MODULE	LOCATION
1	Grants Manager	Grants Section in the Bursary
2	Energy Model	Works and Maintenance Department
3	PG School	Postgraduate School
4	Distance Learning Centre	Distance Learning Centre, Moniya
5	Hostel Accommodation Manager	Students Lodgings Bureau
6	Staff/Students Manager	Office of the Director of Academic Planning
7	Staff Housing Manager	Estate Office
8	Projects Manager	Vice-Chancellor's Office
9	Assets Manager	Bursary/Audit
10	Health Care Management System	Jaja Clinic
11	Accounting Package	Bursary
12	Budget Model	Bursary
13	Enterprise Resource Planning (ERP) Model	Resource Planning Model (RPM) Office
14	Human Resources Manager (HRM)	Establishments Office
15	Water Supply Model	Works and Maintenance Department

□

ERPM OFFICE

?


Welcome
Module Management
User Registration
Staff Cadre
Staff Quarters
Under Graduate
Hostel Accomodation
Grants
Distance Learning
P G School
Health Care
Energy
Asset
Capital Projects
Reports
YOU ARE HERE:
Welcome
WELCOME TO UNIVERSITY OF IBADAN (ERPM)
[The Enterprise Resource Planning Module (ERPM) is the product of the project sponsored by the MacArthur Foundation.The ERPM integrates th
which are in different locations on the campus.
Users can click on each sub-module to obtain the relevant aggregated financial and non-financial data and information.
For a more detailed drill down of data and information, users will have to contact the unit where the sub-module is housed.]

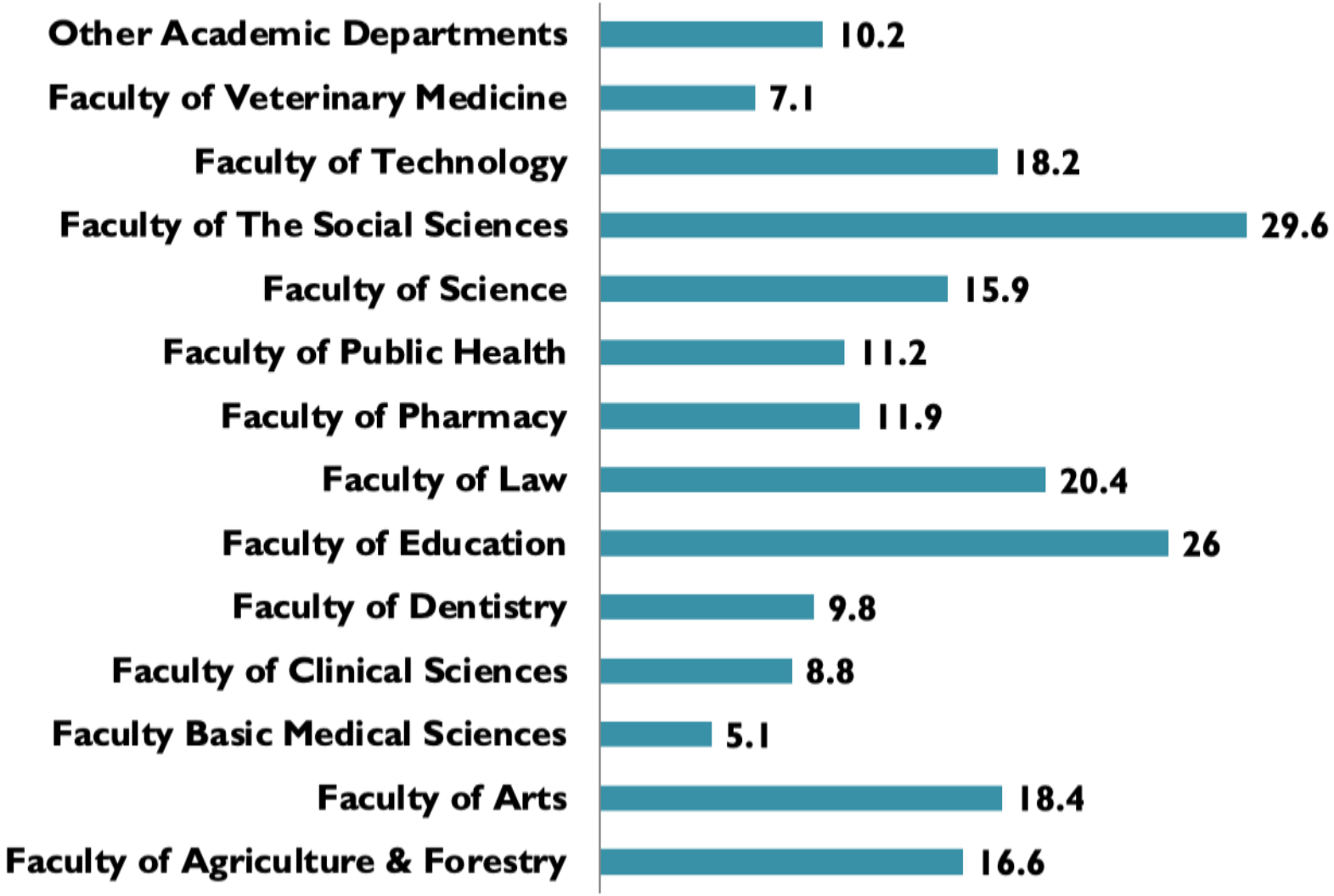
SAMPLE OUTPUTS

- Pocket Statistics
- Energy Consumption
- Healthcare System Management
- Hall Management
- Projects Management

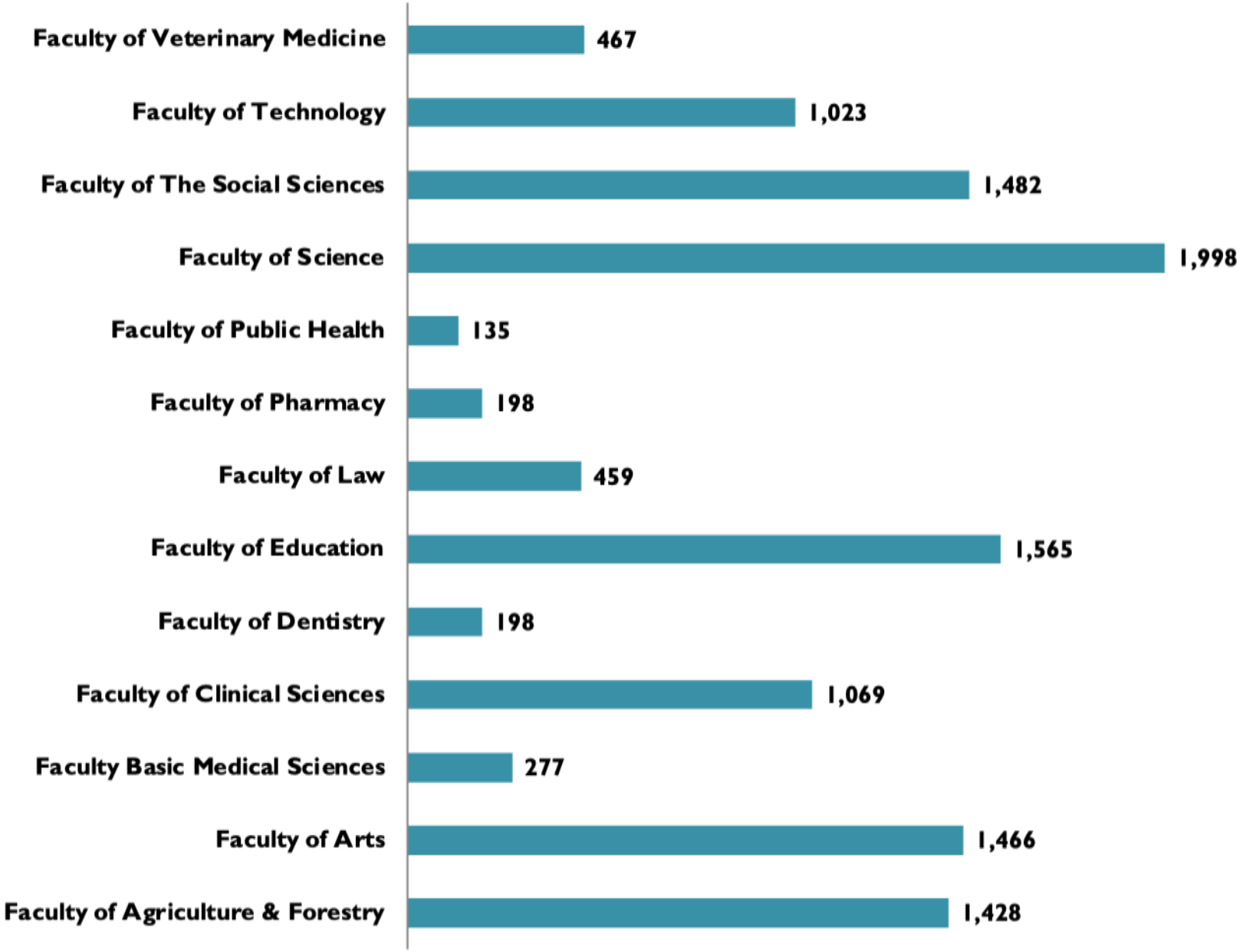
Pocket Statistics

- Staff Profile
- Students Profile
- Students Hostel Accommodation
- Academic Staff with Ph.Ds
- Students-Staff Ratio
- Students Performance Indicators
- Staff Journal Publications on Faculty/School/College Basis

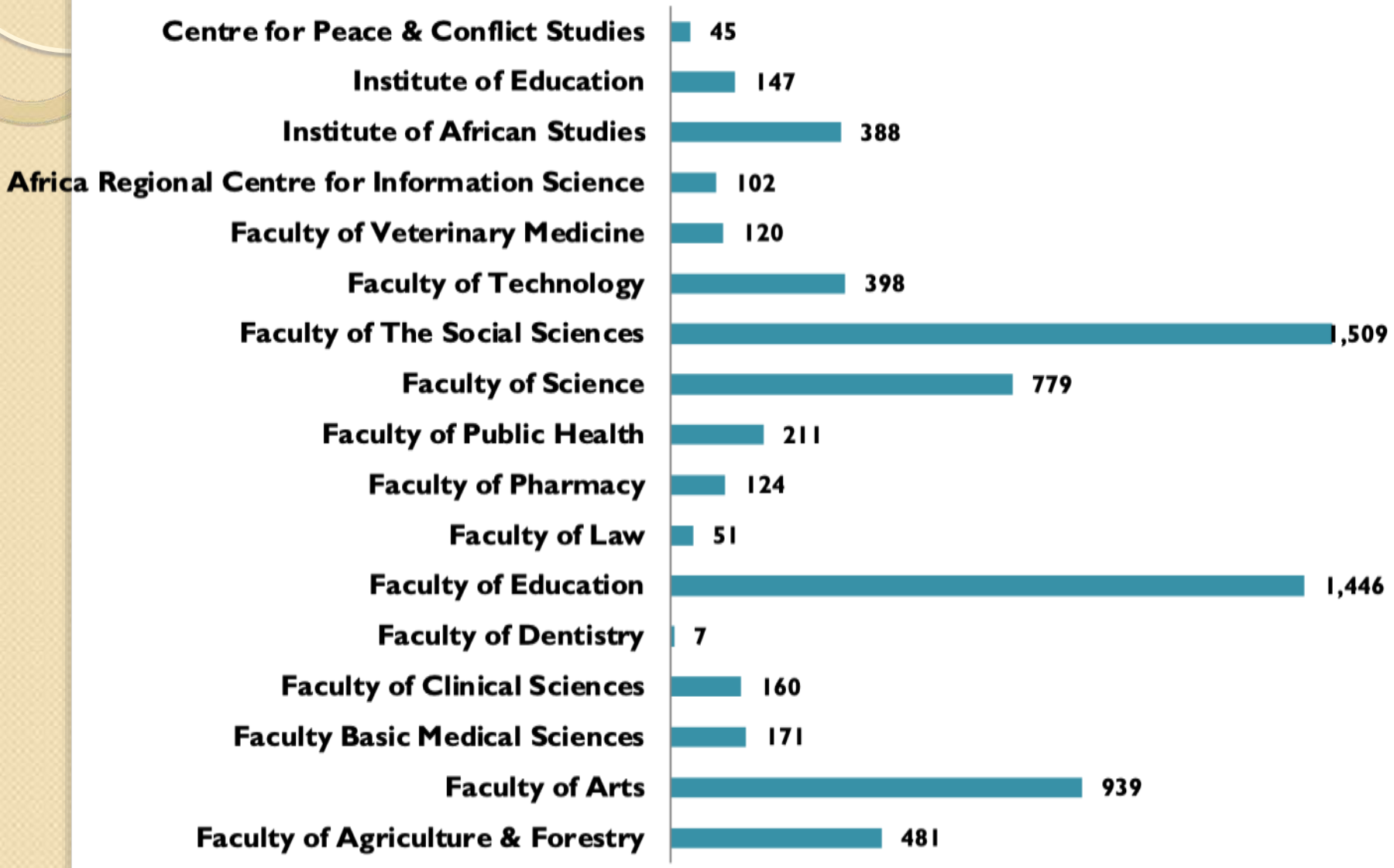
Students/Staff Ratio (University Average of 15.7)



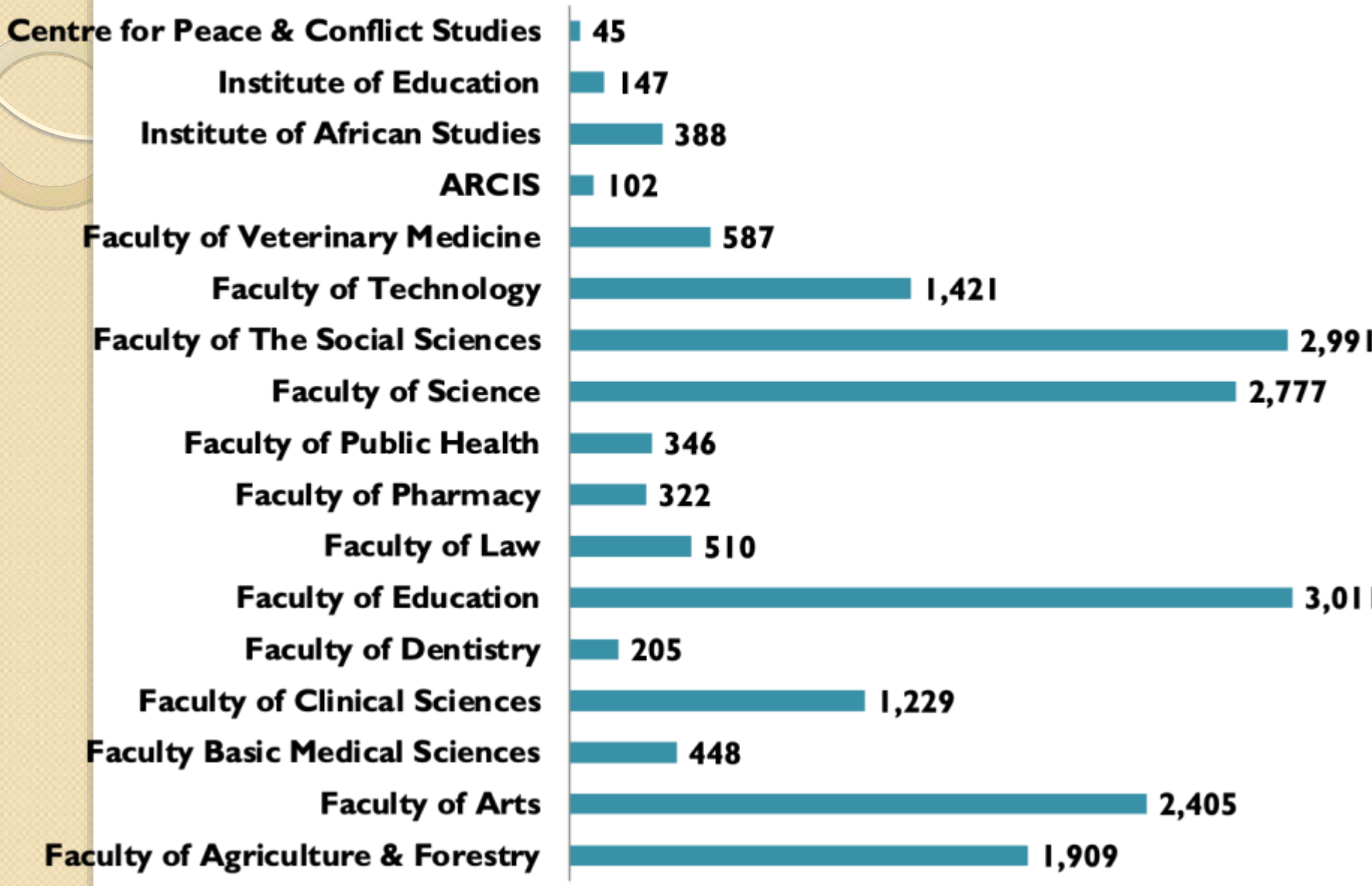
The 11,765 Registered Full-Time Undergraduate Students Distribution (2007/2008 Session)



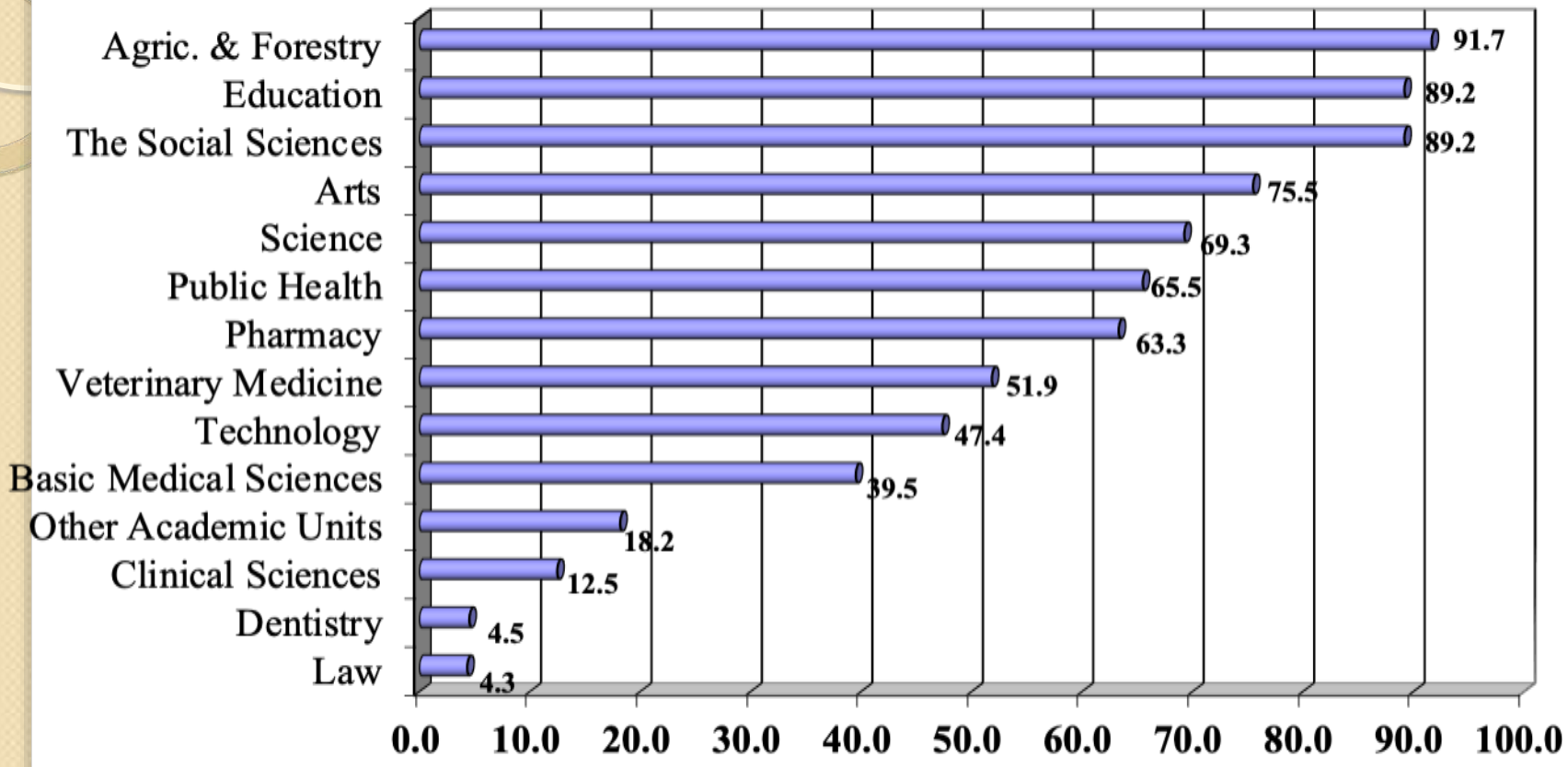
The 7,078 Registered Full-Time Postgraduate Students (2007/2008 Session)



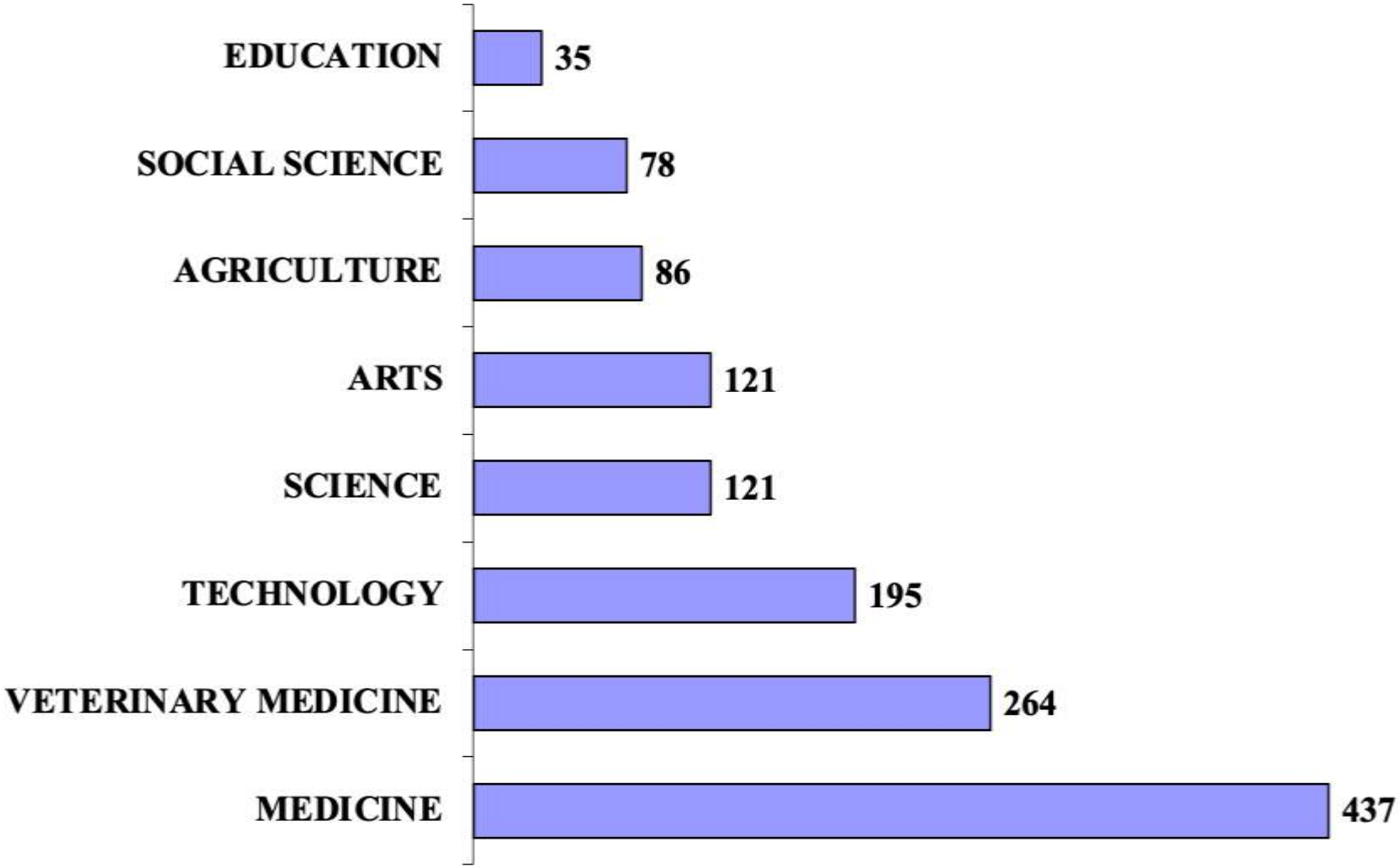
Distribution of Total Full-Time UG & PG Students of 18,843 (2007/2008)



PERCENTAGE OF ACADEMIC STAFF WITH PH.D-2009



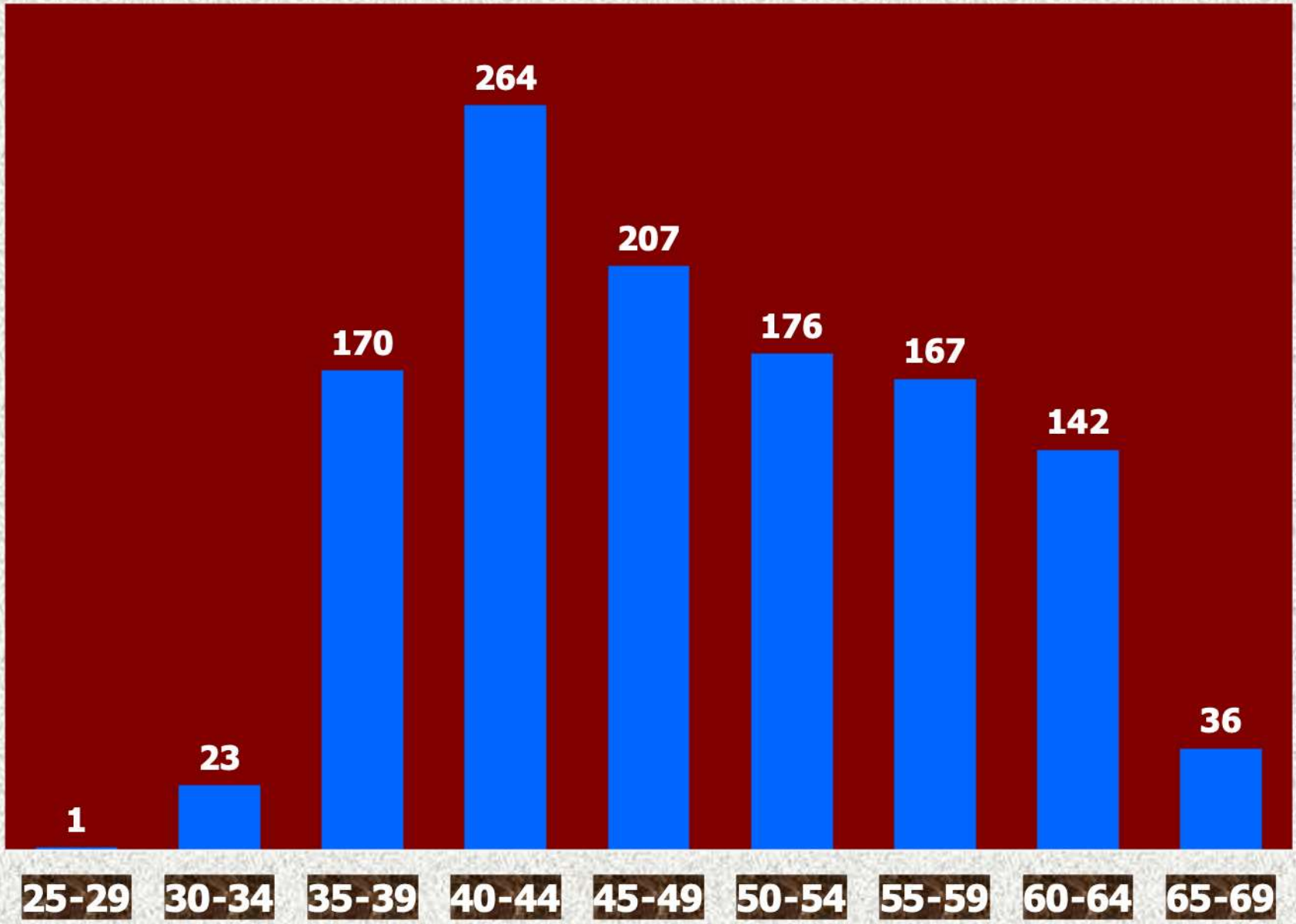
Journal Publications by staff on the University Web (2004-2008)



Active External Research Grants

LOCATION	NO. OF PROJECTS	COMPONENTS			
		$	£	€	N
Main Campus	50	1,907,037	234,962	33,987	
College of Medicine	56	9,001,262	60,538	221,793	30,119
TOTAL		10,908,299	295,500	255,780	

Age Profile of Academic Staff in 2008



Sample Outputs of Energy Module

Diesel Consumed at UI Power House in Year 2010

Month	Diesel (Litres)	Cost (Naira)	Price/Litre (Naira)
January	33,840	3,654,720	108
February	48,935	5,529,655	113
March	41,965	4,742,045	113
April	39,870	4,385,700	110
May	**48,865**	**5,375,150**	**110**
June	**52,415**	**5,765,650**	**110**
July	**45,590**	**4,786,950**	**105**
August	**50,505**	**5,303,025**	**105**
September	38,670	4,060,350	105
October	38,650	4,058,250	105
November	49,930	5,342,510	107
December	93,830	10,602,790	113
TOTAL	**583,065**	**63,606,795**	**109**

Diesel Consumed at other Locations in Year 2010

Month	Diesel (Litres)	Diesel (Naira)
January	21,930	2,368,440
February	28,045	3,169,085
March	29,915	3,380,395
April	20,180	2,219,800
May	30,605	3,366,550
June	25,315	2,784,650
July	25,285	2,654,925
August	18,530	1,945,650
September	24,920	2,616,600
October	29,890	3,138,450
November	29,860	3,195,020
December	32,910	3,718,830

?

Monthly Cost of Electricity Supply at the University of Ibadan in Year 2010

Month	Diesel Cost (Naira)	PHCN Bill (Naira)	TOTAL Electricity Consumption (Naira)
January	3,654,720	8,029,835	11,684,555
February	5,529,655	8,037,080	13,566,735
March	4,742,045	3,187,277	7,929,322
April	4,385,700	7,298,090	11,683,790
May	5,375,150	8,073,305	13,448,455
June	5,765,650	7,831,322	13,596,972
July	4,786,950	9,323,585	14,110,535
August	5,303,025	11,654,416	16,957,441
September	4,060,350	10,654,416	14,714,766
October	4,058,250	9,221,541	13,279,791
November	5,342,510	10,330,337	15,672,847
December	10,602,790	7,429,601	18,032,391
TOTAL	**63,606,795**	**101,070,805**	**164,677,600**

Sample Outputs of The Healthcare Service Delivery Module

DAYS	NOOF PATIENTS (NHIS)	COST OF DRUGS (NHIS)	NO OF PATIENTS (UG)	COST OF DRUGS (UG)	NOOF PATIENTS (PG)	COST OF DRUGS (PG)
1	28	28230	15	14950	2	1400
2	61	86485	34	39075	12	11405
3	62	82290	35	36945	13	13420
4	48	67775	28	26475	6	6090
5	33	33150	18	16290	5	5300
6	29	20030	8	7215	1	120
7	73	100720	33	34330	20	23800
8	68	93915	27	28420	19	11190
9	59	68295	32	39010	18	22480
10	55	94425	30	34345	10	9770
11	68	82090	31	29660	13	10770
12	32	44350	16	11145	4	9020
13	28	39215	5	5110	1	480
14	89	109860	30	25480	19	24115
15	73	79280	23	20270	12	8710
16	53	86285	31	27280	3	950
17	55	63860	24	23750	21	18471
18	57	74770	25	25340	23	20720
19	27	30885	8	6580	3	4790
20	26	19865	10	6250	-	-
21	76	116435	42	33580	10	8590
22	83	101400	33	39085	15	10605
23	62	69455	37	36360	7	6600
24	59	76525	37	31885	13	11720
25	53	71765	39	30130	10	9640
26	20	16105	16	10965	6	3970
27	38	31185	24	32420	8	5395
28	64	81895	104	85580	21	23165
29	30	36485	90	66820	15	17560
30	64	80210	151	102104	14	11510
31	64	99995	161	126510	8	9290
TOTAL	**1637**	**2,087,230**	**1197**	**1,053,359**	**332**	**321046**

Inventory of Drugs

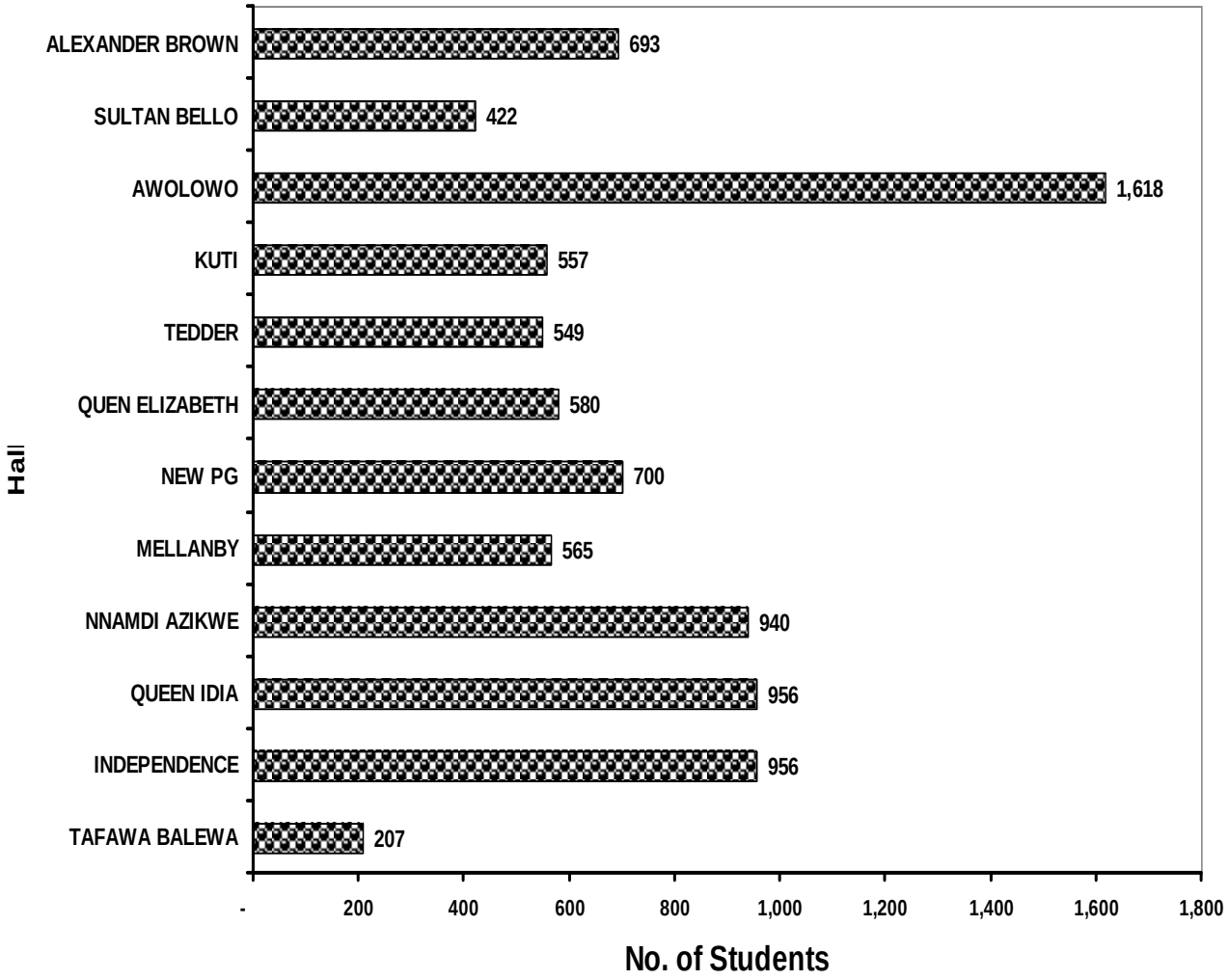
Category Name:	Item Name:	Reorder Level:	Stock
ANTI BACTERIALS/AMOEB IC I DES	CO-TRIMOXAZOLE SUSP.240MG/5ML	20	90
ANTIBACTERIALS/AMOEBICIDES ERYTHROMYCIN 250MG		6	2
ANTI BACTERIALS/AMOEB IC IDES	FORTIFIED PROCAIN PENICILLINE INJ	40	85
ANTI BACTERIALSI AMOEB I C I DES	ROXITHROMYCIN 150MG	10	0
ANTI FU NGALSI ANTIVI RALS	NYSTATIN SUSP. 100,000UNIT/5ML	10	0
ANTI FU NGALS/ANTIVI RALS	ACYCLOVIR CREAM	10	0
ANTICOAGULANTS	HEPARIN SODIUM INJ	10	0
CARDIOVASCULAR DRUGS	ATENOLOL TAB 50MG	50	171
CARDIOVASCULAR DRUGS	ATENOLOL TAB100MG	5	3
CARDIOVASCULAR DRUGS	BENDROFLUAZIDE TAB 5MG		1
CARDIOVASCULAR DRUGS	HYDRALAZINE INJ 20MG/ML	4	15
ANTIHISTAMINE, ANTI	CHLORPHENIRAMINE EXPECTORANT. PIRITON		5
ANAPHYLACTIC			
ANALGESICS,ANTIPYRETICS,NS	PARACETAMOL SYRUPS 125MG/ML	100	510

Sample Outputs of the Hall Management Module

Fig. 3.3

UNIVERSITY OF IBADAN

POPULATION OF STUDENTS IN THE HALLS OF RESIDENCE (2004)

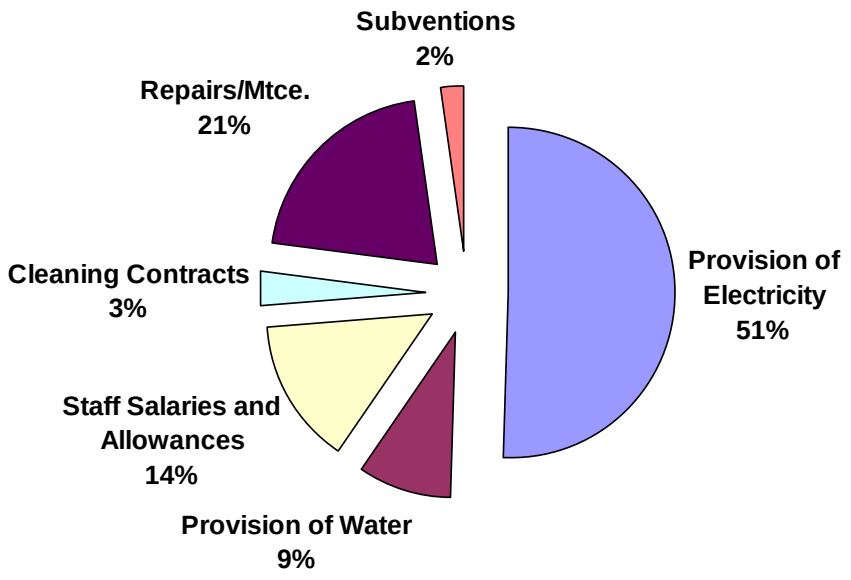


OVERALL COST STRUCTURE OF HALL O & M

ITEM	AMOUNT (Million Naira)	% CONTRIBUTION
Provision of Electricity	162.10	50%
Provision of Water	29.80	9%
Staff Salaries and Allowances	45.44	14%
Cleaning Contracts	10.37	3%
Repairs/Mtce.	67.50	21%
Subventions	6.99	2%
TOTAL	**322.20**	100%

COST STRUCTURE OF HALL O & M

Fig. 5.3
UNIVERSITY OF IBADAN
THE COST STRUCTURE OF HALL OPERATION & MAITENANCE IN 2004



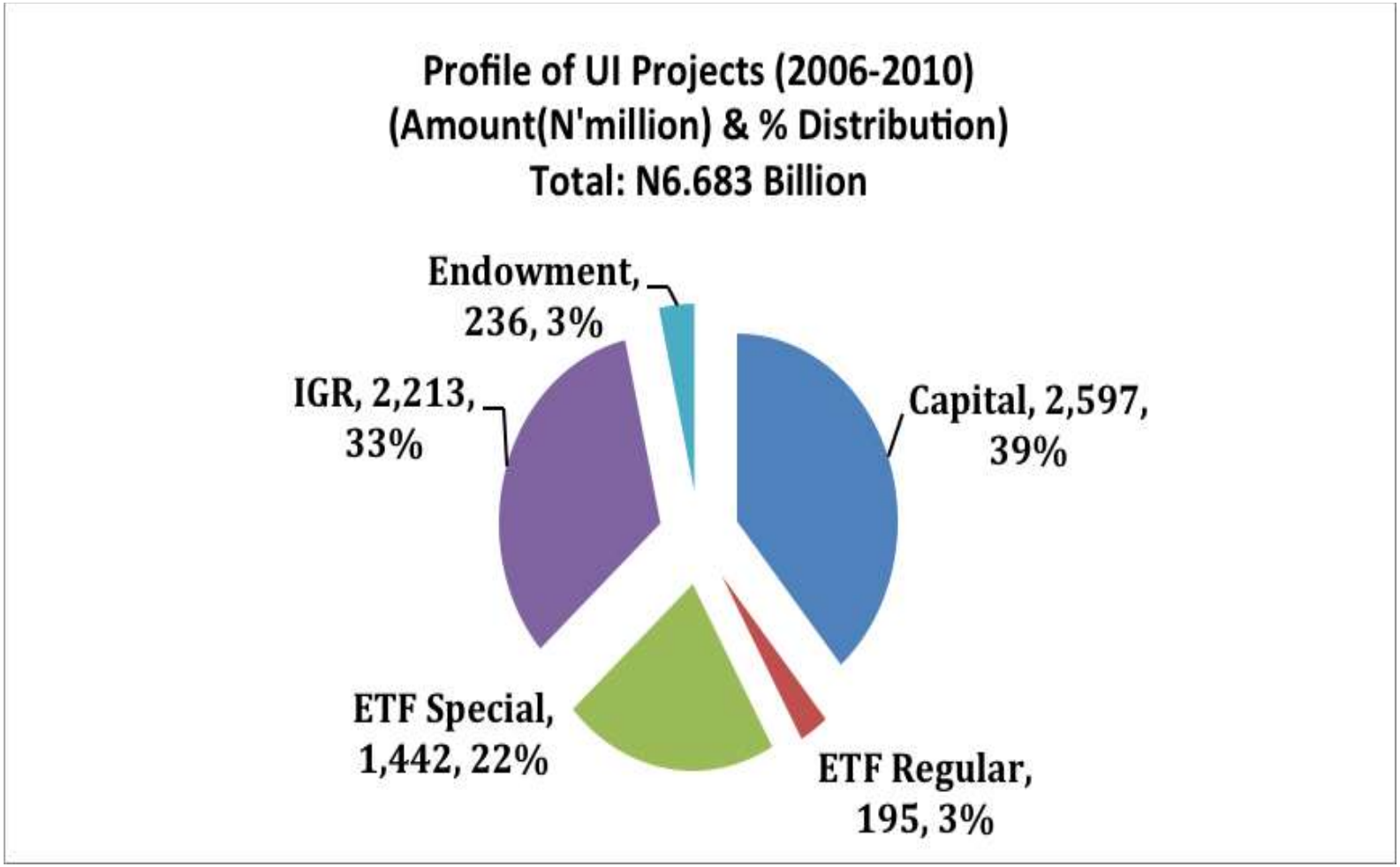
PROFILE OF INCOME (NAIRA)

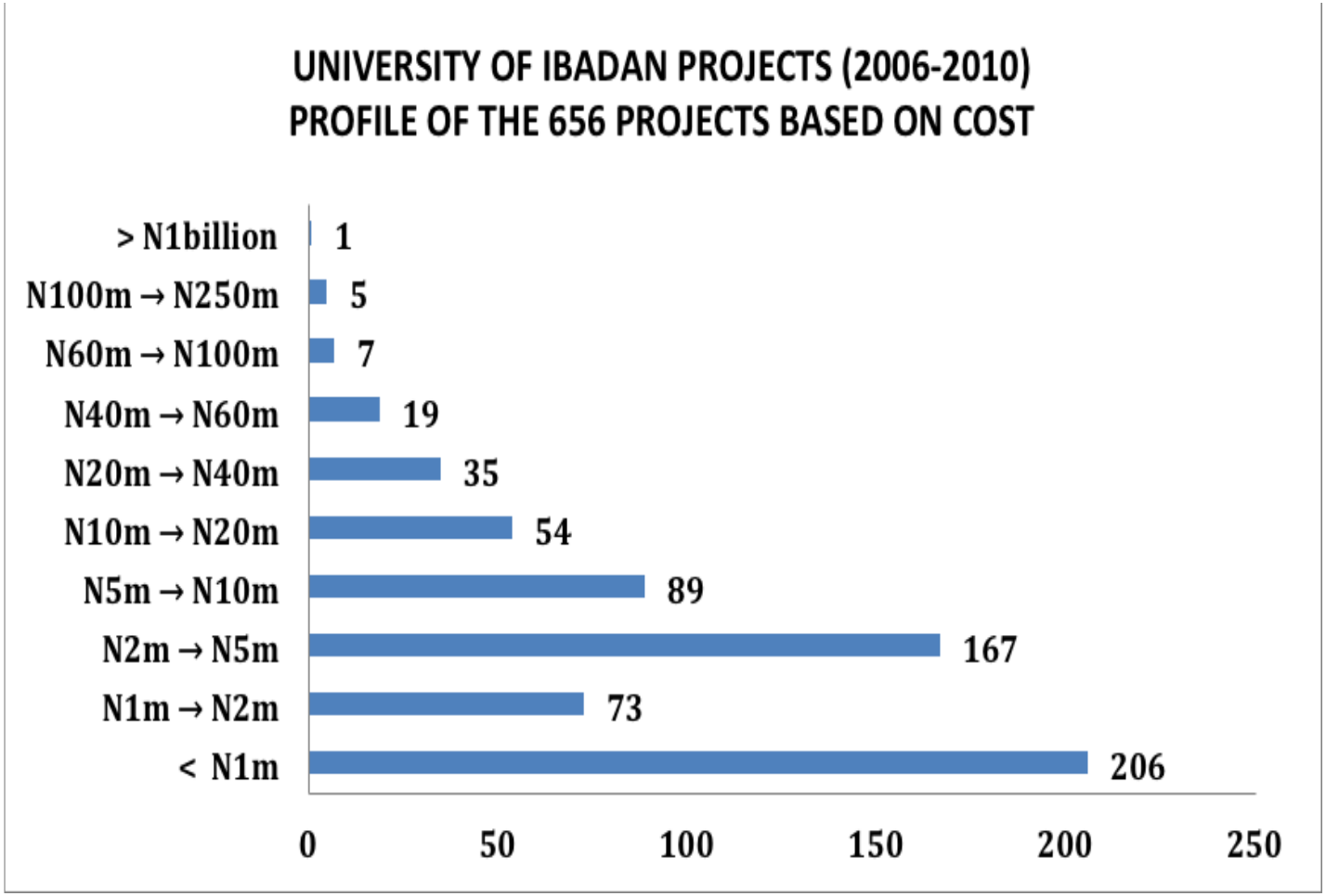
S/N	NAME OF HALL	TOTAL (Mn Naira)	Avg. Per Student
1	TAFAWA BALEWA	4.55	21,957
2	INDEPENDENCE	3.43	3,590
3	QUEEN IDIA	3.43	3,590
4	NNAMDI AZIKWE	3.37	3,590
5	MELLANBY	2.03	3,590
6	NEW PG	9.68	13,829
7	QUEN ELIZABETH	2.08	3,590
8	TEDDER	1.97	3,590
9	KUTI	2.00	3,590
10	AWOLOWO	7.55	4,668
11	SULTAN BELLO	1.51	3,590
12	ALEX. BROWN	2.49	3,590
	TOTAL	**44.10**	**5,044**

Sample Outputs of the Projects Manager Module

Elements Captured by the Projects Manager

- Project Title
- Contractor
- Contract Sum
- Date of Award
- Completion Period
- Project Status
- Variation
- Amount paid
- Remark
- Category of projects
- Year of Award.

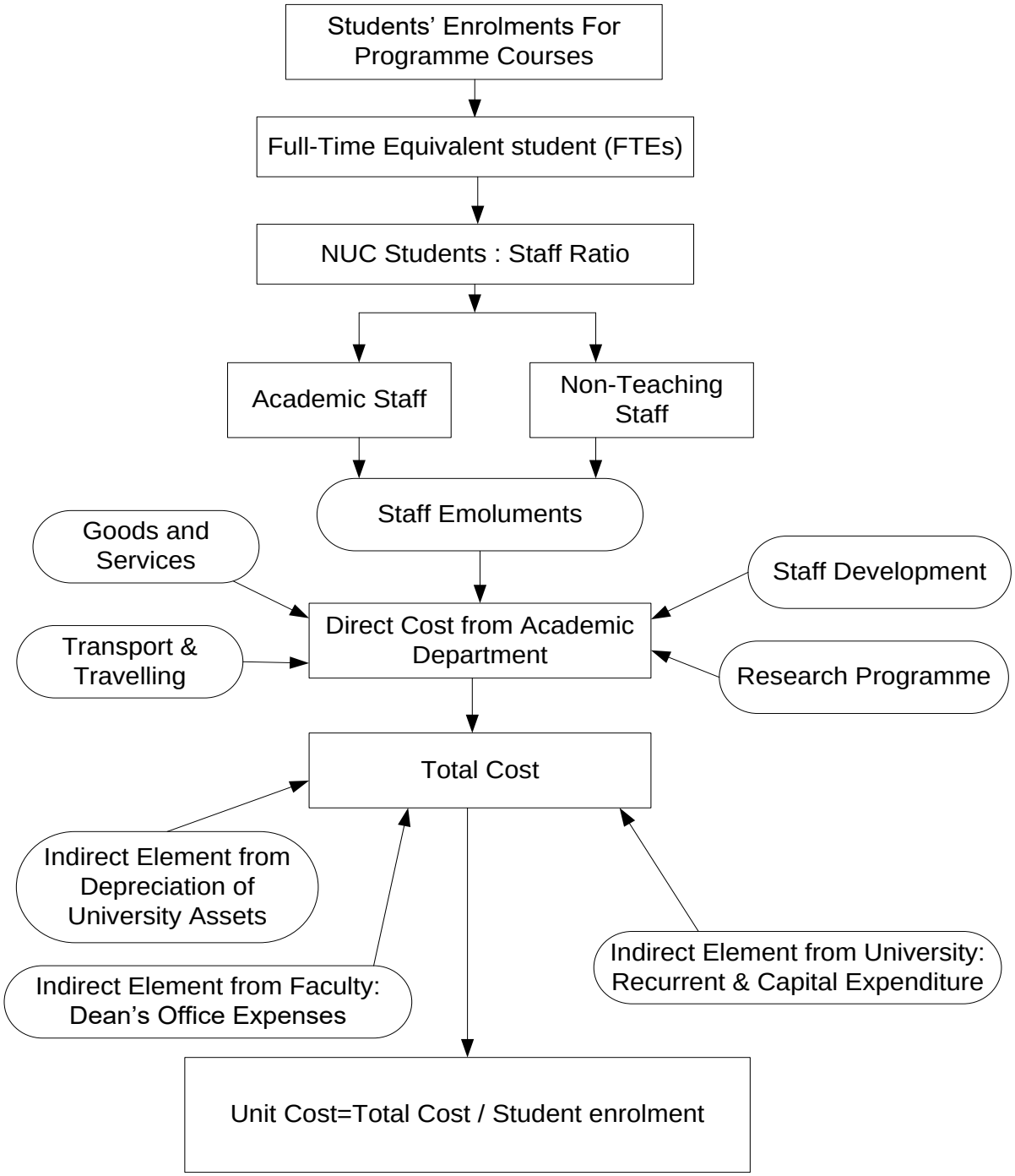

Profile of UI Projects (2006-2010)
(Amount(N'million) & % Distribution)
Total: N6.683 Billion
Endowment, 236, 3%
Capital, 2,597, 39%
IGR, 2,213, 33%
ETF Special, 1,442, 22%
ETF Regular, 195, 3%


UNIVERSITY OF IBADAN PROJECTS (2006-2010)
PROFILE OF THE 656 PROJECTS BASED ON COST
> N1billion
N100m → N250m
N60m → N100m
N40m → N60m
N20m → N40m
N10m → N20m
N5m → N10m
N2m → N5m
N1m → N2m
< N1m
1
5
7
19
35
54
89
167
73
206
0
50
100
150
200
250

Pressing Issue #1

How can a university determine for each programme, the cost of quality delivery ?

This is sine-qua-non to the recovery of cost of operation on equitable basis, without which a university can not guarantee quality of programme offering.


Students' Enrolments For Programme Courses
Full-Time Equivalent student (FTEs)
NUC Students : Staff Ratio
Academic Staff
Non-Teaching Staff
Staff Emoluments
Goods and Services
Staff Development
Transport & Travelling
Direct Cost from Academic Department
Research Programme
Total Cost
Indirect Element from Depreciation of University Assets
Indirect Element from University: Recurrent & Capital Expenditure
Indirect Element from Faculty: Dean's Office Expenses
Unit Cost=Total Cost / Student enrolment

Result of unit cost (FTE-Based) computation at UI & TASUED

Faculty of Clinical Sciences (UI)	**Unit Cost (Naira)**
Medicine etc.	662,370
Anaesthesia	748,111
Physiotherapy	640,462
Nursing	634,692
Faculty of Education (TASUED)	
Adult Education	483,958
Educational Management	475,467
Guidance & Counselling	470,594
Human Kinetics	447,520
LARIS	459,559
Social Work	554,693
Special Education	480,927
Teacher Education	456,207

PROFILE OF TUITION FEES AT ELIZADE UNIVERSITY

PROGRAMME	TUITION (Naira)
English & Performing Arts	₦366,000
International Relations	₦426,000
Social & Management Sciences	₦510,000
Basic & Applied Sciences	₦642,000
Environmental Sciences	₦570,000
Engineering	₦630,000
Law	₦1,311,000
Nursing Sciences	₦1,361,000
Medical Laboratory Sciences	₦1,170,000

NEED FOR A STRATEGIC PLAN

Universities everywhere require leadership and expertise capable of participating in an increasingly complex and globalised world. Universities can demonstrate "world-class" thinking and policy development in the sense that they employ state-of-the-art solutions to pressing challenges of the twenty first century.

Altbach

One of these solutions is the development and implementation of a strategic plan. Institutions must "think" globally without losing sight of their national and local environments.

Process for the Development of Strategic Plan to achieve the Institutional Vision and Mission Goals

i. What are the Vision and Mission goals of the Institution?

ii. Do a SCOT Analysis to identify the institutional:

   Strengths

   Challenges (*instead of Weaknesses*)

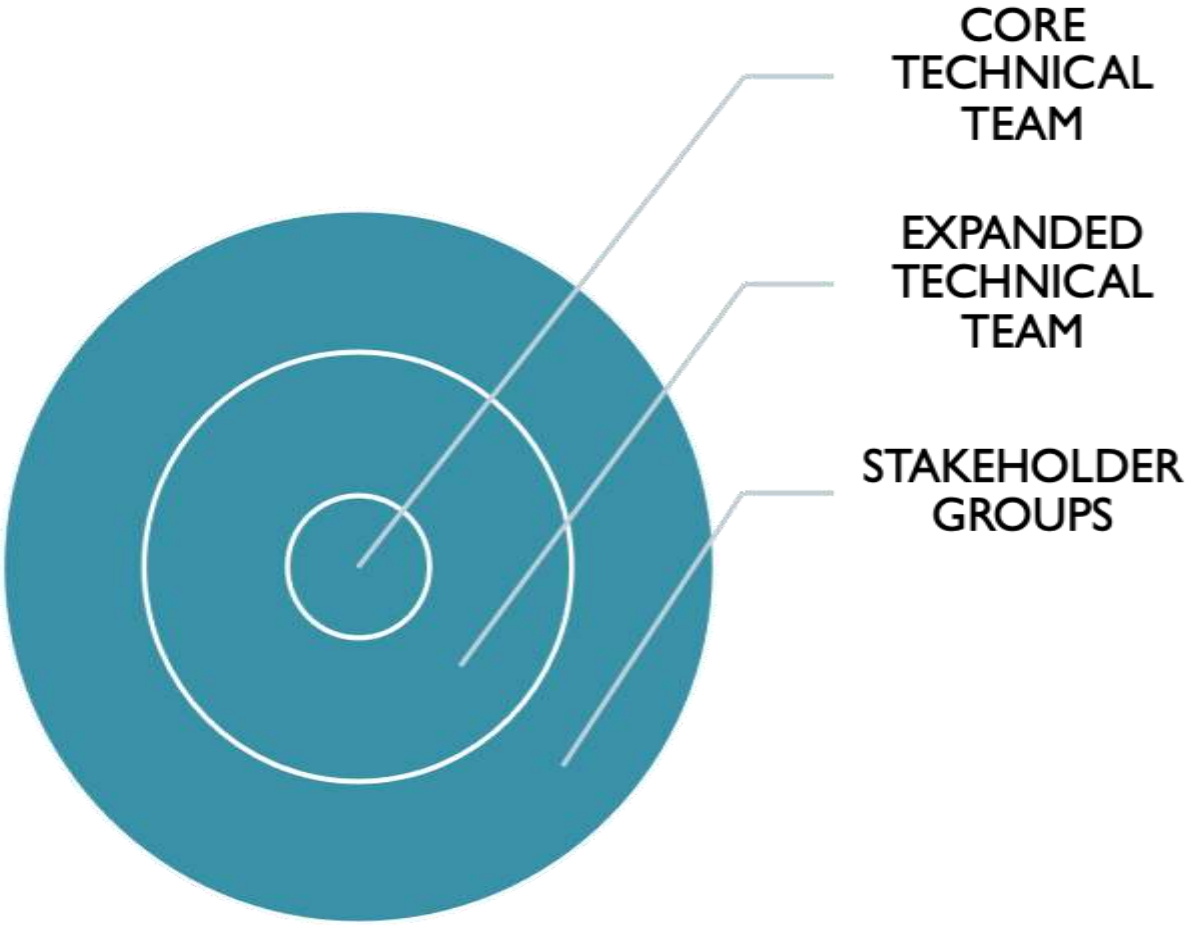
   Opportunities

   Threats

iii Identify Key Strategic Thrusts to be pursued.

iv. Draw up the Action Plan and the Responsibility Matrix.

NEVER A ONE-PERSON OR A ONE-TEAM SHOW



THREE INTER-RELATED WORKING GROUPS

- The Core Technical Team is a relatively small multi-interest body to coordinate all planning related activities, the kernel of the entire process.
- The Expanded Technical Team, into which the core technical team is embedded offers specialised services to the planning process through a combination of a number of sub-working teams.
- The (larger) Stakeholder Group is the entire corps of interest groups made up of internal and external stakeholders.

KEY STRATEGIC THRUSTS

1. **Management and Governance**

- To have an effective and efficient governance structure and process characterized by transparency, accountability and inclusiveness.

2. **Teaching and Learning**

- To create and sustain an environment conducive to teaching and learning and that promotes the development of excellence and innovation.

3. **Research, Development and Innovation**

- To promote the spirit of enquiry, research and discovery and contribute to local and global development through creativity and innovation.

4. **Human Resources Development**

- To be a University of choice for work, scholarship and services.

KEY STRATEGIC THRUSTS (CONTD.)

5. Community Service & Partnership

To be an agent of positive change and a resource to government (Local, State and Federal), Private Sector, Civil Society alumni and other stakeholders.

6. The Environment

To develop the university to a conducive and aesthetically attractive environment for teaching, learning, research and human resource development. And to also ensure the safety of all stakeholders who work or interface with the University.

7. Staff and Student Welfare

To deliver high quality welfare package that meets with national and international standards to staff and students.

8. Finances

To ensure an efficient, secure, prompt, transparent, accountable and sustainable financial management system

KEY STRATEGIC THRUSTS (CONTD.)

9. Gender Mainstreaming (GM)

- To continue to promote a more equitable, inclusive, effective, efficient and sustainable development of the University of Ibadan, with women and men having equal access to resources, power and influence and participating in decision-making.
- To effectively integrate gender perspective with University's academic curricula, research and outreach programmes.

10. Programme Development

- To have globally competitive and locally relevant programmes geared towards producing knowledgeable, creative graduates with requisite skills sets.

11. Internationalization

- To ensure the University becomes an effective player in the global academic arena

12. Quality Assurance (QA)

- To be an institution where teaching, learning, research, work, service, and co-curricular activities are distinguished by their quality, relevance, innovativeness and International character.

FRAME WORK of ACTION FOR STRATEGIC PLAN

1. Strategic objectives
2. Expected outcomes
3. Implementation strategies
4. Activities
5. Measurable verifiable indicators
6. Means of verification
7. Responsible officers
8. Assumptions
9. Costs of Implementation
10. Period of Implementation

IMPLEMENTATION

- Involves mobilizing and utilizing resources and motivating staff to achieve the goals of the strategic plan
- Before actual implementation begins, it is important to summarize the plan, showing how it flows from the Institutional vision, mission, values and objectives and how it is expected to lead to the achievement of the desired position for the institution, giving due reference to the SCOT analysis.

IMPLEMENTATION: cont.

- The action plans must indicate what, who, where, how and when implementation would take place and its cost.
- This means specifying the resources, objectives, time-scales, deadlines, budgets and performance targets for each action plan.
- Identify the focal person or unit to implement each strategic objective.

Conditions for effective Implementation

- Activities of the plan must be budgeted for within the responsible department or unit.
- Build the capacity of those who will implement the plan to make them more effective and efficient.
- High level support should be given to the implementation by top management.
- Strategic and accountable leadership needed.

MONITORING and EVALUATION

- Monitoring helps to routinely check to ensure that the implementation is moving the institution in the right direction.

- Evaluation is the process of collecting and analyzing information to determine whether implementation is moving according to the planned activities and to know the extent to which the desired goals are being achieved

FEEDBACK

- It is important that all participants in the strategic planning process be regularly informed of progress made at various stages of the project. This can serve as a motivating factor to get them to give their best.

- Feedback also has the potential to improve the morale of the employees and create sense of ownership of the strategic decisions made.

- Both negative and positive results should be communicated as fully as possible, as any attempt to selectively give information often produces costly consequences.

BEST PRACTICE

Feedbacks Towards Systemic Management:

Suggested Items on the Agenda of Statutory Council Meetings

Institutionalisation of appropriate feedbacks from the operations of any system cannot be overemphasised as it serves as a veritable instrument to gauge performance and evolve strategy to achieve optimal performance. Worthy of mention are the following Reports, which are recommended for inclusion in the Agenda of Council during its statutory meetings:

- Vice-Chancellor's Situation Report
- Financial Report and Budget performance
- Report of progress on the implementation of the University Strategic Plan

Feedbacks Towards Systemic Management:
Vice-Chancellor's Situation Report

The report is expected to provide highlights of the situation between the last meeting of Council and the present meeting in respect of the following, among others:

- Academic matters
- Staff matters
- Students' matters
- Progress on on-going projects
- Key events in the university

Issues requiring the attention of Council in respect of each of the above are discussed and decisions taken.

Feedbacks Towards Systemic Management:
Financial Report and Budget performance

The Bursar is expected to provide highlights of the financial status of the University. Identified problems for the attention of Council are presented together with suggestions on the way forward from the Management and the Financial and General Purposes Committee, which must have deliberated on the issues before the Council meeting. The report is also expected to provide highlights of the performance so far in implementing the approved University Budget for the financial year. Such open system of financial management can go a long way in preventing the usual crisis of confidence with unions and staff.

Feedbacks Towards Systemic Management:
Report of progress on the University Strategic Plan

Universities are expected to put in place the mechanism for the monitoring and evaluation of the implementation of their strategic plans. Well-developed strategic plans are expected to contain timeline of activities and also, most importantly, key performance indicators (KPIs) to measure progress. The Vice-Chancellor is expected to appraise Council on the progress being made while highlighting areas requiring the attention of Council towards achieving targets.

Concluding Remarks

The paper has provided insight into the different notions of what our institutions are for. This is because the issues of functions and purpose are crucial and need to be stripped of any ambiguity. Our institutions are expected to transform into socio-economic development agents through the development and deployment of their teaching, training, research and innovation capacities to moving the country from resource-based economy to a knowledge-based economy. With the advent of globalisation, the graduates of the system must not only possess skills sets to drive the economy, they must be equipped to deal with global challenges.

The paper highlights the need to revisit the issue of access which has moved from addressing the demand-supply gap through the rapid establishment of HEIs to the current supply-demand gap in which our universities had about 52% unutilised admission quota in 2023 academic session. The paper has advocated the need for research into the critical issues accounting for the present situation as input to the on-going efforts at establishing more institutions or transforming our polytechnics to degree-awarding.

Our institutions need abundant resources to achieve their mission. The situation calls for the preparation of needs-based budget for the consideration of funding establishment and also the introduction of data-driven resource management system to achieve optimal management of the institution and the facilitation of evidence-based decision making.

Concluding Remarks

As you contemplate the journey towards transforming to a world-class/service-intesive institution, let me leave you to ponder these words by Elder Felix Ohiwerei, former Pro-Chancellor of the University of Ibadan:

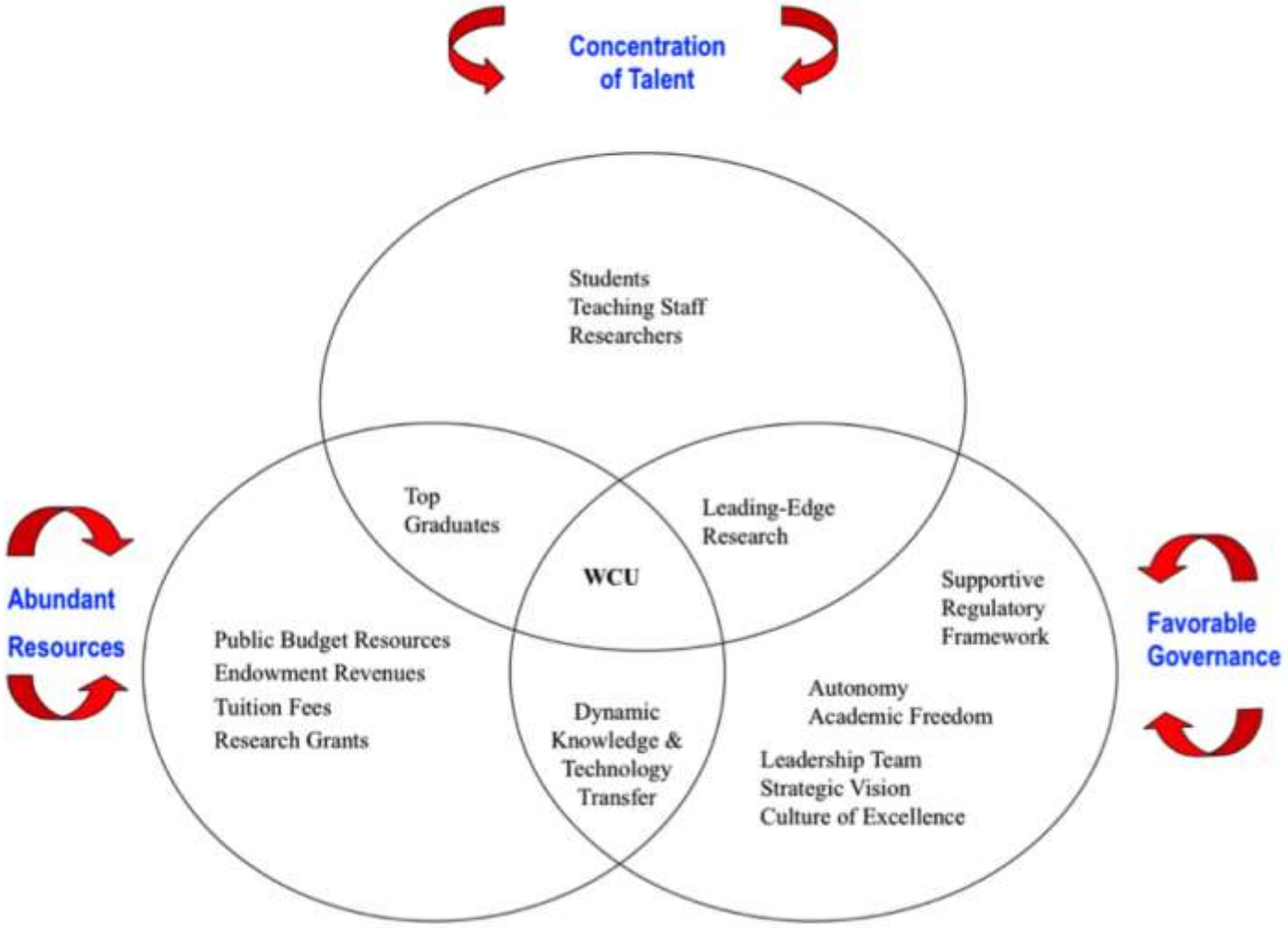
"The implementation of the Vision is however far more important than its preparation. It calls for fundamental changes in habits and attitude, the way we work, the quality and content of our work; the way we relate with one another as workers and the way we relate with the students - the leaders of tomorrow….what Ibadan is aiming at in the Vision amounts to a cultural change. Certain existing values and existing practices will have to be discarded, while new ones will have to be imbibed: values and practices which are consistent with a creative and innovative institution of higher learning."

It is all about Alignment of Factors that makes a Developmental University

Concluding Remarks (Contd.)

Suffice it to say that it is all about alignment of factors that drive the five vectors of the Nigavekar Pentagon – access, quality, cost, relevance and governance – that makes a service-intensive or developmental university. The transformative process will engender fundamental changes and the hard decisions which must be made while, hopefully, all hands will be on deck in implementing them!

Characteristics of a World-Class University
Alignment of Key Factors



Source: Elaborated by Jamil Salmi

Checklist of Activities

i. How can the institution build the best leadership team?
ii. What are the vision and mission statements, and what are the specific goals that the university is seeking to achieve?
iii. In what niche(s) will it pursue excellence in teaching and research?
iv. What is the target student population?
v. What are the internationalization goals that the university needs to achieve (with regard to faculty, students, programmes, and so forth)?
vi. What is the likely cost of the proposed qualitative leap, and how is it going to be funded?
vii. How will success be measured? What monitoring systems, outcome indicators, and accountability mechanisms will be used?

UCI ELEIYELE HOSTEL (1948)

UCI ELEIYELE PRICINPAL’S OFFICE

UCI ELEIYELE STUDENTS HOSTEL

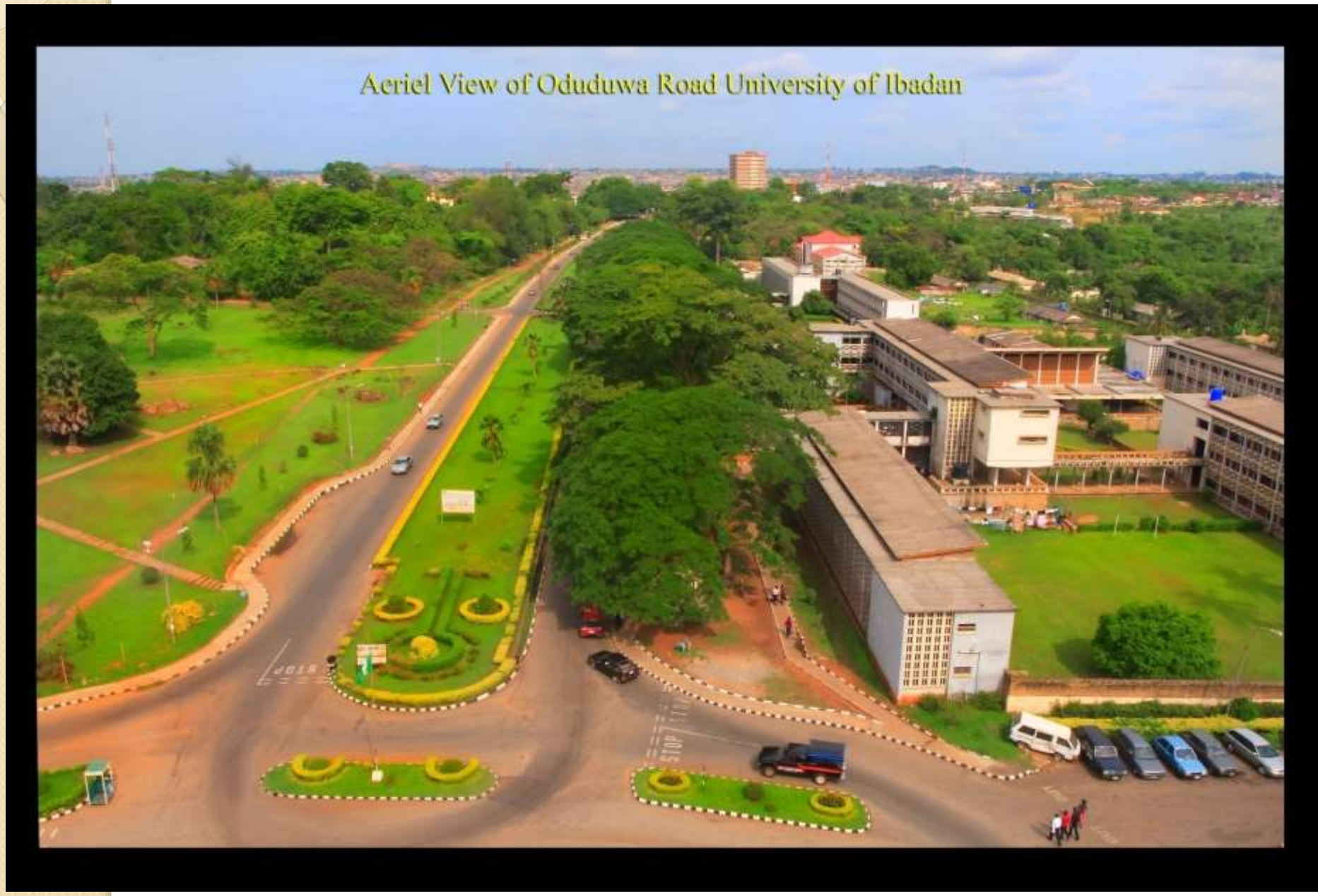
UCI ELEIYELE STUDENTS HOSTEL

Mellanby Hall

The Rehabilitated Mellanby Hall

New PG Hall
(Gen Abdusalam Abubakar)

UI International Conference Centre


Aeriel View of Oduduwa Road University of Ibadan

Concluding Remarks

As noted earlier, implementing a culture change in a university is, according to a commentator, like trying to relocate a graveyard – surely the inmates cannot help you.

Some have described universities as "organised anarchies" with multiple, ambiguous, and conflicting goals.

This institutional complexity of universities must therefore be recognised by those who will be leading the development and implementation of the Management strategies.

I daresay that it is a matter of collective choice as I wish the University well.

THANK YOU