ELIZADE UNIVERSITY @10

Navigating a Complex Path in the
Making of a World-Class University

Edited by
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Governance Structure and Sustainability of University Culture in Nigeria

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Introduction

THIS chapter on 'Governance Struc-
ture and Sustainability of University Culture' is a contribution to the publication:
*Elizade University at 10: Navigating a Complex Path in the Making of a World-
Class University*. One would like to congratulate the Founder/Proprietor, Council/
Board of Trustees, Senate, Management, Staff, Students, Alumni and Friends of
Elizade University, Ilara Mokin, Ondo State of Nigeria for weathering the storms
this past decade while looking for greater achievements in the years ahead. Your
effort in building a world-class university is highly commendable. It can be said
upfront that to build a world-class University requires three basic ingredients,
namely a high concentration of talent (teaching staff, researchers, administrative
and support staff, students); abundant resources (from public budget, tuition fees,
endowments and research grants offering facilities to conduct advanced research);
and favourable governance in terms of a supportive regulatory framework,
autonomy, academic freedom, leadership, strategic vision (Salmi, 2009). We shall
be largely concerned in this chapter with the role of governance structure and
sustainability of university culture in building a world-class university. In the
following section, we have given the historical development of university education
in Nigeria from the past when only the government was providing university
education to more recent years where the private sector now has the opportunity to
complement government efforts. We have also considered the typical governance
structure in the Nigerian University System, with special emphasis on the role of
Council and Senate. This is followed with an outline of university culture and the
Vision, Mission and Core Values of selected universities. There is a discussion on
entrepreneurial and developmental university and university ranking. The final
section comprises the concluding remarks.

Historical Development of University Education in Nigeria

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

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

In April 1959, the Ashby Commission was established by the Nigerian government as an inquiry to advise it on the higher education needs of the new nation for its first two decades of independence. The recommendations of the Ashby report include:

(i)   the Federal Government should give support to the development of new universities in Nigeria;

(ii)   a university should be established in the North using the old site of the Nigerian College in Zaria as its base;

(iii)   a university should be established in Lagos to handle courses in business, commerce and economics;

(iv)   University College Ibadan should widen its curriculum and develop into a full university;

(v)   a National Universities Commission should be set up to have undisputed control over the affairs of the universities, particularly in terms of finance, staff and courses.

Before the submission of the report on 2nd September, 1960, the Eastern Region government had established its own university at Nsukka, the University of Nigeria Nsukka, 1960.

As a fallout of the Ashby Commission, regional universities were established

by the then Western Region (Obafemi Awolowo University, Ile-Ife in 1961) and the Northern Region (Ahmadu Bello University, Zaria in 1962). The Federal Government established the University of Lagos in 1962 by an act of the Federal parliament. The University of Benin was established by the Mid-Western Region government in 1970. The regional universities at Nsukka, Ile-Ife, Zaria and Benin were taken over by the Federal Government in 1975 while at the same time establishing new Universities at Calabar, Jos and Maiduguri and University Colleges at Ilorin, Port Harcourt and Kano. The three University Colleges became full-fledged universities in 1977. Figure 1 shows the establishment of federal universities in Nigeria although some of these institutions were originally founded by regional/state governments before they were taken over by the Federal Government.
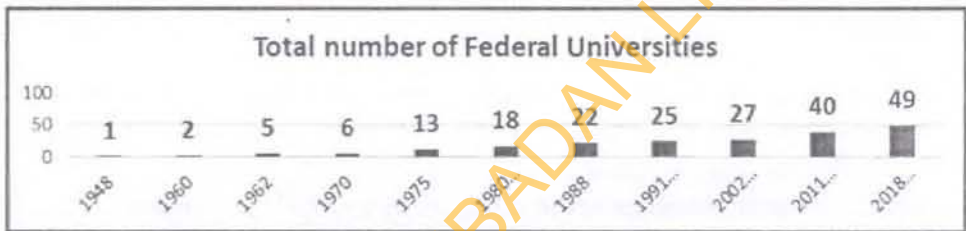
Figure 1: Establishment of Federal Universities in Nigeria
Source: https://www.nuc.edu.ng; accessed 31st December 2021).

The 1979 constitution of the Federal Republic of Nigeria transferred university education from the exclusive to the concurrent legislative list which implied that state governments were free to establish state-owned universities if they so desired. Consequently, various state governments have been establishing Universities since the beginning of the Second Republic in 1979. Figure 2 shows the establishment of State Universities in Nigeria as a function of time.
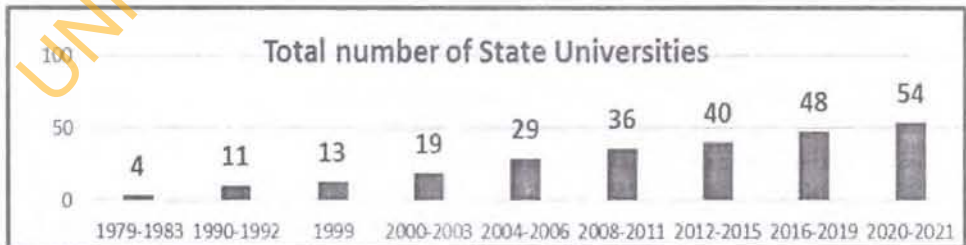
Figure 2: Establishment of State Universities in Nigeria
Source: https://www.nuc.edu.ng; accessed 31st December 2021

Since 1999 the private sector has also been involved in the provision of University education, with the players comprising religious institutions and entrepreneurs. The private universities are set up to provide education to the yearning youths and since they do not receive any subsidy from government, they have to charge fees that are much higher than those of public universities (Materu *et al*, 2011). The reality of higher costs of the private universities has had the effect of reducing student enrolment in such higher educational institutions such that while the public universities are over-subscribed with overcrowding of the facilities, the private universities are, in general, undersubscribed. Figure 3 shows the establishment of private universities in Nigeria from 1999 till date.
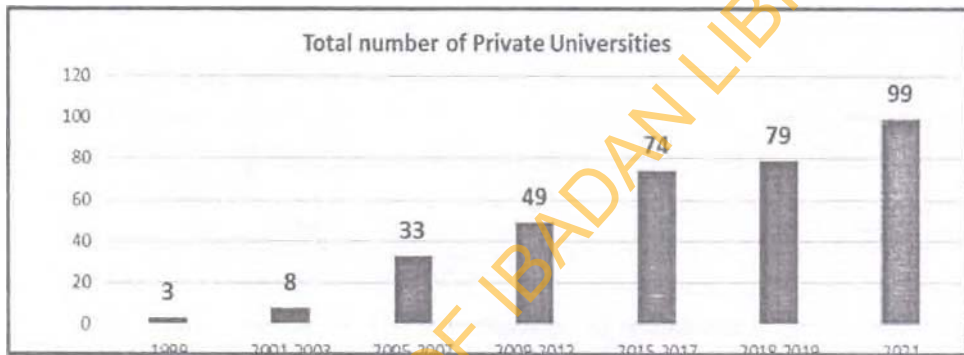
Figure 3: Establishment of Private Universities in Nigeria
Source: https://www.nuc.edu.ng; accessed 31st December 2021

From five universities with a total enrolment of 3, 646 students in 1962 the Nigerian University System has grown phenomenally to a total of 202 universities with a total enrolment of about 2,500,000 students as of December 2021. This comprises 49 Federal Universities, 54 State Universities and 99 Private universities (Figuress 1, 2 and 3). Nonetheless, there is still a problem with limited access to university education in Nigeria (Moti, 2010); hence the clamour for the establishment of more universities, both public and private.

The Universities are spread all over the 36 states of the Federation and the Federal Capital Territory, Abuja (Figure 4).

Governance Structure in the Nigerian University System

Copious references are made to the 1962 Act of the University of Ibadan as the Acts of most of the other Federal Universities in the country have been patterned after that of Ibadan. Section 1 (2) of the University of Ibadan Act 1962 states that
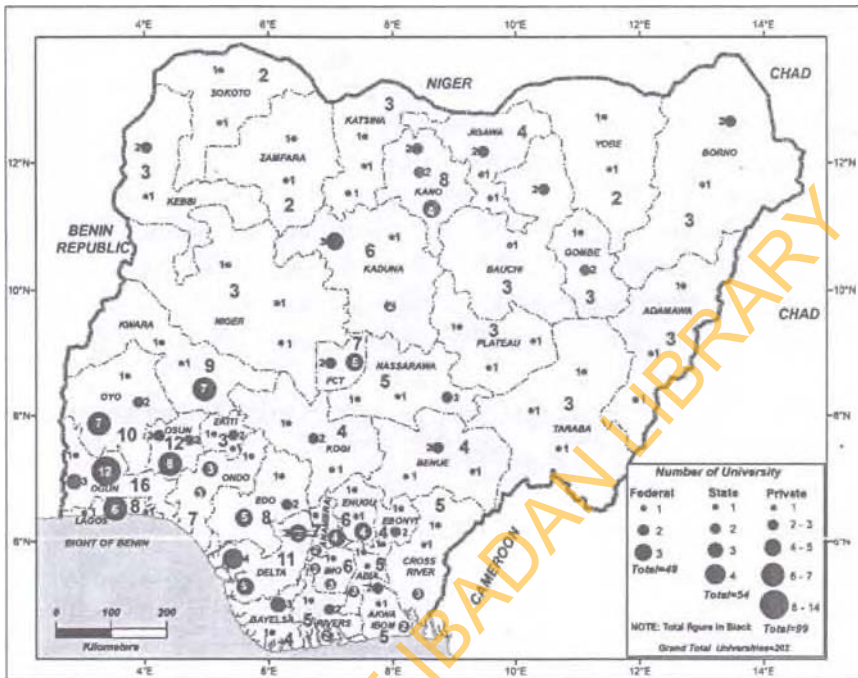
Figure 4: Geographical distribution of universities in Nigeria as at December 2021
Data source: https://www.nuc.edu.ng

it shall be the general function of the University to encourage the advancement of learning throughout Nigeria and to hold out to all persons, without distinction of race, creed or sex, the opportunity of acquiring a liberal education; and for the purpose of carrying out that function, it shall be the duty of the University, so far as its resources permit:

(a)   to provide such facilities for the pursuit of learning and the acquisition of a liberal education as are appropriate for a university of the highest standing;

(b)   to make those facilities available on proper terms to such persons as are equipped to benefit from the use of the facilities.

While Section 2 of the Act 1962 on the Constitution of the University states that the University shall consist of:

(a)   a Chancellor;

(b)   a Pro-chancellor and a Council;

(c)   a Vice-Chancellor and a Senate;

(d)   a body to be called Congregation;

(e)   a body to be called Convocation;

(f)   the persons holding offices constituted by the First Schedule to this Act and not mentioned in the foregoing provisions of this section;

(g)   all graduates and undergraduates; and

(h)   all other persons who are members of the university in accordance with provisions made by statute on that behalf.

The Universities (Miscellaneous Provisions) Principal Act of 1993 has been amended as the Universities (Miscellaneous Provisions) (Amendment) Act, 2003 and 2007 Act to provide for the autonomy of universities and other related matters.

Under the extant law there shall be a Visitor for each of the (Federal) Universities. The Visitor shall cause a visitation to each university, when necessary, at least every five years. The Visitor shall make the report of such visitations and white paper available to the Council, which shall implement same.

Visitation Panel

In early 2021, President Muhammadu Buhari, GCFR approved the constitution of Visitation Panels to 38 Federal Universities and Inter-University Centres including the University of Ibadan. The Visitation Panels were for the periods 2011-2015 and 2016-2020. The terms of reference include the following:

(a)   Examine the relationship between the institution and the various statutory bodies it interacts with, according to its law, for the purposes of supervision, planning, finance, discipline, guidance etc. Such bodies include the Governing Council, the supervising Agency namely the National Universities Commission (NUC) and the Federal Ministry of Education as well as the Visitor.

(b)   Examine the quality of the leadership of the institution in terms of the role of Governing Council, the Head of institution and other Principal Officers.

(c)   Examine the financial management of the institution over the recommended period and determine whether it was in compliance with appropriate regulations.

(d)   Investigate the application of funds particularly the special grants and loans meant for particular projects, in order to determine the status of such projects and their relevance for further funding.

(e)   Examine all academic programmes, policies and practices as well as the total academic and physical development, performance and direction of

the institution and advise as to whether the desired targets have been met and how modifications may be made to achieve maximum academic productivity, excellence and service to the nation.

(f)   Study the general atmosphere of the institution over the period in question. In particular the general conduct and comportment of all personnel of the institution especially staff, students and managers and advise as to whether the correct training is being given and how necessary corrections may be made. This should include the relationship between the institution and the host community over the period.

(g)   Study in detail the management structure and performance of the institution including fiscal, administrative, personnel and welfare policies and advise on ways to cut costs, reduce waste and continue to develop, if necessary, by adaptation, rather than expansion in the face of attenuated resources.

(h)   Examine the "Law" establishing the institution and consider in what ways the law has been observed in all ramifications by the competent authorities and suggest any necessary modifications to the law in order to enable the institution achieve its objectives better.

(i)   Advise on any and all other aspects of the institution that you may consider should be of interest to both the Visitor and the public; and to the attainment of the objectives for which the institution was set up.

The Visitation Panels have since conducted their assignment by the middle of the year and have submitted their reports to the Federal Government.

The Council

The Council is responsible for oversight and approval of the organization's Purpose, Vision, Mission, Goals, Objectives and Strategy.

The benefits of developing a strategy include the following: Provides direction, focus, motivation; Disseminates information through shared goals and clear objectives; Disseminates information throughout the University; Allocates resources on a rational basis; Encourages the Council to accept the needs for change and to better prepare for it; Helps the Council anticipate, monitor, react to, or preempt developments; Influences the pace and direction of changes in the environment to the university's advantage.

Strategic Planning is a cyclic process involving Envision; Analyze; Formulate Strategy; Implement and Monitor (Principal Officers) and evaluate.

There shall be a council for each of the Universities consisting of:

(a)   The Pro-Chancellor;

(b)   The Vice-Chancellor;

(c)   The Deputy Vice-Chancellor(s);

(d)   One Person from the Federal Ministry responsible for Education;

(e)   Four persons representing a variety of interest and broadly representative of the whole Federation to be appointed by the National Council of Ministers;

(f)   Four persons appointed by Senate from among its members;

(g)   Two persons appointed by the Congregation from among its members;

(h)   One person appointed by Convocation from among its members.

The persons to be appointed to the Council shall be of proven integrity, knowledgeable and familiar with the affairs and tradition of the University.

The Council shall be the governing body of the university and shall have the general management of the affairs of the University and in particular the control of the property and expenditure of the University. The Council shall have power to do anything which in its opinion is calculated to facilitate the carrying on of the activities of the university.

The Council so constituted shall have tenure of four years from the date of its inauguration provided that where a Council is found to be incompetent and corrupt, it shall be dissolved by the Visitor and a new Council shall be immediately constituted for the effective functioning of the University.

The powers of the Council shall be exercised, as in the Law and Statutes of each University and to that extent establishment circulars that are inconsistent with the Laws and Statutes of the University shall not apply to the Universities. The Governing Council of a University shall be free in the discharge of its functions and exercise of its responsibilities for the good management, growth and development of the University.

The Council of a University in the discharge of its functions shall ensure that disbursement of funds of the University complies with the approved budgetary ratio for personnel cost, overhead cost, research and development, library development, and the balance in expenditure between academic vis-à-vis non-academic activities.

There are provisions for the procedure for removal from office of a Vice-Chancellor on grounds of gross misconduct or inability to discharge the functions of his office as a result of infirmity of the body or mind.

It may be pointed out that in spite of these lofty ideals there are many lacuna in the functioning of Councils. There are many instances whereby Councils are not constituted by Government for over a year; similarly, there are circulars issued to universities which tend to override the power of Councils. None of the three Councils of the University of Ibadan since the enactment of this Amended Act in

2007 has had a smooth four-year uninterrupted tenure. The situation in other Federal Universities is not any better. The problem may be in terms of implementation of the extant rules.

The Act clearly states that "There shall be no sole administration in any Nigerian University". This is a welcome development given the developments at Ahmadu Bello University (ABU), Zaria and the University of Nigeria, Nsukka (UNN) whereby Sole Administrators were at a time appointed to perform the role of Vice-Chancellors. Major General Mamman Kontagora served as Sole Administrator at ABU for about three years while Prof. Umaru Gomwalk was Sole Administrator for four years at UNN.

There are provisions for the appointment of an Acting Vice-Chancellor in any case of a vacancy in the office of the Vice-Chancellor by the Council on the advice of Senate; the Acting Vice-Chancellor in "all circumstances shall not be in office for more than six months". There have been recent cases at the Obafemi Awolowo University Ile-Ife (2015/2016), University of Port Harcourt (2020/2021) and the University of Ibadan (2020/2021) where the tenure of an Acting Vice-Chancellor have had to be extended to nearly a year.

On its website (https://www.abu.edu.ng/history) Ahmadu Bello University Zaria states as follows:

> By the end of the vice chancellorship of Ishaya Audu (mid-1975), ABU was solidly established as Nigeria's largest university and among Africa's academically strongest university institutions. Strong growth has continued. But ABU has been increasingly buffeted by external events and challenges. No vice-chancellorship has been as long (or, arguably, as successful) as that of Ishaya Audu. Beginning in the early 1980s, ABU was hit with sharply reduced funding as the International Monetary Fund and the World Bank imposed the Structural Adjustment Programme: the value of the national currency plummeted in relation to international currencies. Staff salaries were reduced rapidly in cost-of-living terms, and funding for facilities, library acquisitions, and other necessary resources was abruptly curtailed. Further, ABU increasingly competed for students, staff and funding with all the other institutions within the rapidly expanding Nigerian university system. In May 1986 the security forces killed around 20 demonstrators and bystanders at ABU in order to prevent a peaceful demonstration against the implementation of the Structural Adjustment Programme. Over the years, **ABU has been affected by national political instability**. The very fact of ABU's strikingly "national character" (in drawing students and staff from an unusually broad range of Nigeria's regional, ethnic and religious communities) may incline the institution to internal instability. Certainly, ABU has been among Nigeria's universities that have suffered most from closures.

This has been the lot of many public universities in the country. It is obvious

that in a situation of upheaval and strife the development of any institution, not the least a university, would be adversely affected.

We define a term the Vice-Chancellorship Stability Index (VCSI) simply as

VCSI = (Total Period of Stability /Age of the University) x 100%

For the six first generation universities in Nigeria, the VCSI ranged from 91.8% at the University of Nigeria, Nsukka to 98.3% at the University of Benin (Table 1).

Table 1: Vice-Chancellorship Stability Index for First Generation Universities in Nigeria, 1948-2021

Institution	Period covered	Number of Acting VCs/Sole Admins.	Combined Tenure of Acting VCs/Sole Admins. (months)	Vice-Chancellorship Stability Index (%)
University of Ibadan	1948-2021	7	59	93.3
University of Nigeria Nsukka	1960-2021	2	60	91.8
Obafemi Awolowo University, Ile-Ife	1961-2021	4	41	94.3
University of Lagos	1962-2021	3	33	95.3
Ahmadu Bello University	1962-2021	2	42	94.1
University of Benin	1970-2021	1	10	98.3

Benchmarking with two world-class universities in the United Kingdom, the University of Oxford and the University of Cambridge have never had an Acting Vice-Chancellor since their establishment in 1230 and 1412, respectively, with a perfect VCSI of 100 percent. This obviously is best practice that Nigerian universities ought to strive to emulate.

The Council discusses corporate governance issues and should have a corporate governance committee. The University should have a corporate governance champion. Policies and procedures should be formalized and distributed to relevant staff. A corporate governance improvement plan should be created and a corporate governance code developed. In this way the University would be publicly recognized as a corporate governance leader.

The responsibilities of Council include developing the Universities purpose, vision, values; Own and guide strategy; Oversee management; Decide and set policy; Monitor and ensure implementation of corporate governance; Ensure that controls are in place; Oversee disclosure, communications.

The fiduciary duties of Council include the following: To act in the best interests

of the University; To exercise their powers for a proper purpose; No "fetter on discretion"; No conflict of interest; No secret profit/benefits; To act in accordance with the University Laws; To deal fairly, as between different shareholders

The Council of a University should enforce corporate governance with elements that include the following: Transparency; Accountability; Fairness; Responsibility; Reputation and Reputational Risk; Good Council practices; Appropriate Council practices; Good citizenship; Strong regime of disclosure and transparency; Relationship with stakeholders; Strong commitment to corporate governance reforms; Good Council Practices; Clearly defined roles and authorities; Duties and Responsibilities of members understood; Council is well-structured; Appropriate Composition and mix of skills; Council self-evaluation and training conducted; Transparent Disclosure; Financial information disclosed; Non-Financial Information disclosed; Financials prepared according to rules; High-Quality annual report published; Web-based disclosure.

An Independent Audit committee should be established; Risk management framework present (Approvals on behalf of Council, Senate, etc.); Robust and transparent internal control procedures; Internal audit function; Independent external auditor conducts audits; Management information systems established; Compliance function established. Identify stakeholders and their legitimate interests and expectations; Constructively engage key stakeholders; Balance the interests of the university with the legitimate interests of key stakeholders

A university should develop an ethical culture based on shared values; Develop a code of ethics; Reward ethical behaviour; Consider the economic, social and environmental factors when managing the university; Taking the long-term view.

Senate

It shall be the general function of the Senate to organise and control the teaching at the university and the admission and discipline of students and to promote research at the University.

It shall be the function of the Senate to make provision for:

(a)   the establishment, organisation and control of Faculties and other Departments of the University, and the allocation to different Departments of responsibility for different branches of learning;

(b)   the appointment and promotion of teachers at the university;

(c)   the organization and control of courses of study at the University and of the examinations held in conjunction with those courses;

(d)   the award of degrees, and such other qualifications as may be prescribed, in connection with examinations held as aforesaid;

(e)   the making of recommendations to the Council with respect to the award to any person of an honorary fellowship or honorary degree or the title of Professor Emeritus;

(f)   the selection of persons for admission as students at the University;

(g)   the establishment, organization and control of halls of residence and similar institutions at the university;

(h)   the supervision of the welfare of students at the university and the regulation of their conduct;

(i)   the grant of fellowships, scholarships, prize and similar awards, in so far as the awards are within the control of the university;

(j)   determining what descriptions of dress shall be academic dress for the purposes of the university, and regulating the use of academic dress.

Regulations shall provide that at least one of the persons appointed as the examiners at each examination held in conjunction with any course of study at the university is not a teacher at the university but is a teacher of the branch of learning to which the course relates at some other university of high repute. This is the basis for the external examination system which is prescribed by the National Universities Commission for the entire Nigerian University System.

Students' Participation and the Discipline of Students

As part of university governance and giving students a voice, the regulations provide that students shall

(a)   be represented in the University's Students' Welfare Board and other Committee that deal with the affairs of students;

(b)   participate in various aspects of curriculum development;

(c)   be encouraged to be more self-assured as part of the national development process;

(d)   participate in the process of assessing academic staff in respect of teaching.

The University of Ibadan Act in Section 10 makes ample provision for the discipline of students.

(1)   Where it appears to the Vice-Chancellor that any student at the University has been guilty of misconduct, the Vice-Chancellor may, without prejudice to any other disciplinary powers conferred on him by regulation direct that

(a)   the student shall not during such period as may be specified in the direction participate in such activities of the University, or make

use of such facilities of the university as may be so specified;

(b)   the activities of the student shall, during such period as may be specified in the direction, be restricted in such manner as may be so specified;

(c)   the student be rusticated for such period as may be specified in the direction;

(d)   the student be expelled from the university.

A student so sanctioned has the right of appeal to the Council.

The Universities (Miscellaneous Provisions) (Amendment) Act 2003, 2007 Act No. 1 is an Act to amend the Principal Act of 1993 and provide for the autonomy of Universities and Other Related Matters. It makes provisions for the Tenure of Council, Powers of the Council, and the Independence of the Council in exercises of its functions.

Under the Principal Act the provision was that "The Council shall select one candidate from among the three candidates recommended to it under subsection (3) of this section and forward his name to the President, Commander-in-Chief of the Armed Forces". This was replaced with "The Council shall select and appoint as the Vice-Chancellor one candidate from among the three candidates recommended to it under subsection (3) of this section and thereafter inform the Visitor". Consequently, all the Vice-Chancellors of Federal Universities in Nigeria from about 2009 till date have been appointed by the Councils of the respective universities. This has increased the responsibility of Council while restoring the autonomy of universities. It has also increased the jostling for the Office of Vice-Chancellor internally within each university.

University Culture

Culture is the cumulative deposits of knowledge, experience, beliefs, attitudes, values and religions of a people; a way of life. It could be abstract or learned. Academic culture comprises values shared throughout higher education without which higher education could not exist. Elements of this includes a commitment to the pursuit of truth; responsibility to share knowledge; freedom of thought and expression; analysing evidence rigorously and using reasoned argument to reach a conclusion; a willingness to listen to alternative views and judge them on their merits; taking account of how one's own arguments will be perceived by others and a commitment to consider the ethical implications of different findings or practices. University culture is a comprehensive reflection of people's ideology, behaviour rules, norms and spiritual pursuance. During their research, teaching, studying or work, teachers, students and people on campus commonly have their beliefs, norms and regulations which create a kind of special behaviours and culture.

Academic culture of universities mainly consists of academic outlooks, academic spirits, academic ethics and academic environments. Campus culture in a university is characterized by individuality, academic feature, opening, leading, variety and creativity. The academic culture enhances the construction of campus culture. The campus culture conditions and restricts the development of academic culture. The construction strategies of academic culture and campus culture are as follows: university should stick to its mission, enhance cultural confidence and cultural consciousness, integrate culture into the process of talent cultivation, promote cultural development and innovation (Bamber and Elezi, 2020; Shen and Tian, 2012).

University culture is essentially an integrated pattern of knowledge, beliefs, attitudes, values, behaviour and collective worldview that members of the university have in common. Culture can be transmitted from generation to generation. The campus culture can play an important role in supporting growth in students' understanding of unfamiliar cultural traditions and in promoting respectful engagement across differences, thus preparing graduates to function well in a diverse society and a globally interdependent world. What is unique about the culture of higher education? Schools, like ethnic groups, have their own cultures and ways of doing things. College has surface culture differences such as class size, dress, homework load, demographics, classes, holidays, and teaching. Universities are complex social organizations with distinctive cultures. On the one hand, academic freedom and autonomy are inviolable values and, on the other hand, changing environmental conditions exert strong influence on the primary functions of universities. Generally speaking, university cultures can be divided into two basic forms: positive cultures and negative cultures. Broadly defined, positive university cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfilment, and well-being. On the other hand, negative university cultures would include examination malpractice, plagiarism, cultism, rape, indecent dressing, and unruly behaviour.

For a university the key question is the presence or absence of a research culture in a unit or department. What are the components of a research culture? How to engender and maintain a research culture in a department/discipline? This is not just in Africa but in any university, in the UK, USA or elsewhere.

At the heart of the issue, are the following pertinent questions: How do you recognise it when you see it? How do you recognise its absence? What are the essential components? You can have all the bricks and mortar, salaries and staff, facilities and resources and yet nothing is happening.

A university needs people who talk to each other and share intellectual curiosity about the world around them; willing to formulate, debate and research a question; familiar with, and critical of, methods for addressing the question; able to gather

data, analyse and present the data and conclusions from it; debate with, support and collaborate with colleagues at the same level, the next generation of upcoming scholars, and be supported by seniors; get their results into publication and disseminated; work together on formulating project and thus grant proposals; be invited to conferences to present the results of research; organise conferences at which others seek to come; maintain a balance between academic research, consultancy, teaching and administrative responsibilities.

For some disciplines or departments, critical mass is an issue. Few people, isolated people; Few senior staff with research experience; Many junior staff needing doctorates; Local disciplinary networks to create critical mass; Joint seminars, joint training programmes; Joint research activity, sharing resources; Institutions need to facilitate rather than prevent such activity – thus a governance issue. As part of capacity strengthening and building the next generation early-career researchers (5-10 years after doctorate) face a lot of risks among which are maintaining research activity, getting published, building individual professional relationships of trust, and becoming known in the international networks and associations.

Vision, Mission and Value Statements of Selected Universities

Akinrinade (2012) wondered why it is now fashionable for Nigerian universities to have Strategic Plans with vision and mission statements when this was hitherto not the case when the first-generation universities were originally established. Interrogating this statement further, one would find out that the fortune of the Nigerian Public University System is invariably tied to the fortune of the country Nigeria itself. As shown in Figure 5, the standard of university education, using the University of Ibadan as an example, was very high at its establishment up till the period of the protracted military intervention in the mid-1960s. The following three decades were the turbulent years. With restoration of civilian rule in 1999, there were efforts to reposition the Nigerian University system and most universities have had to redefine their Vision, Mission, Strategic Objectives as well as produce Strategic Plans. These were also required by the international funding agencies such as the MacArthur Foundation and the Carnegie Corporation which intervened in a number of universities such as the University of Ibadan, Obafemi Awolowo University, University of Port Harcourt, University of Jos and Bayero University, Kano. Happily, there has been a new lease of life although there are still challenges with unstable academic calendar and gross underfunding. Such efforts are to be seen as part of the renaissance of the Nigerian University System.

We outline the Vision statements of some Nigerian Universities as gleaned from their websites as follows:

THE UCI ERA
Restricted Enrolment.
Maximum Intellectual exposure,
Institutional autonomy & academic freedom.
Physical, teaching & learning facilities were of high standard.
International Staff and Student mix.
A very solid foundation & culture of research.

THE NASCENT UNIVERSITY

Relatively high global reputation

THE TURBULENT YEARS

Highly unfavourable political and Socio-economic climate.
The middle class, to which academic belonged, was wiped out.

Braindrain (local &foreign).

Incessant strikes by Staff Unions.

Facilities depleted & obsolete.

Very large Student numbers.

Gross underfunding.

Loss of Institutional autonomy and academic freedom.

STEADY FALL IN NATIONAL AND INTERNATIONAL PRESTIGE

Vision & Mission for the 21st Century

REVITALISING THE UNIVERSITY

New Lease of academic life.

STRATEGIC PLAN

A
B
C

Unstable academic calendar

ACADEMIC REPUTATION

1940   1950   1960   1970   1980   1990   2000   2010   2021
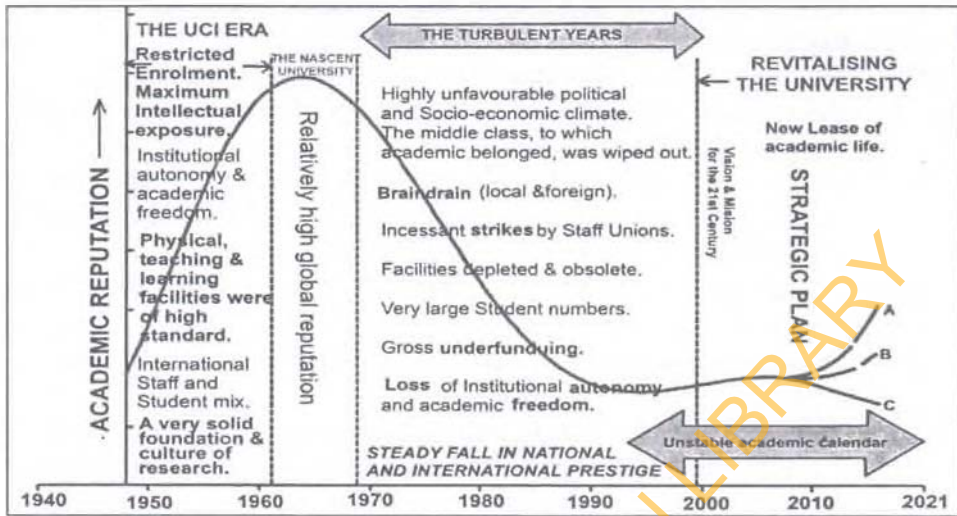
Figure 5: Schematic representation of the academic reputation of the University of Ibadan, 1948-2021.

The Vision statement of Elizade University states as follows: "Elizade University seeks to be a globally competitive institution that produces entrepreneurial, innovative and ethical graduates". The Mission is "To produce graduates with the appropriate skills and knowledge for the development of the nation and global competitiveness". The Core values are "Integrity, honesty, diligence, excellence, pragmatism".

For the University of Ibadan the Vision is "To be a world-class institution for academic excellence geared towards meeting societal needs" while the Mission is "To expand the frontiers of knowledge through provision of excellent conditions for learning and research; To produce graduates who are worthy in character and sound judgement; To contribute to the transformation of society through creativity and innovation; and To serve as a dynamic custodian of society's salutary values and thus sustain its integrity. The Values are: "A commitment to excellence encapsulated in a set of core values namely excellence in learning; upright in character; sound in judgment; incomparable in service".

The Vision of Obafemi Awolowo University, Ile-Ife is "a top-rated University in Africa; the Mission, "To nurture a teaching and learning community; advance frontiers of knowledge; engender a sense of selfless public service; and add value to African culture" while the Strategic Objectives include the following:

(1)   To produce graduate of international standard, with appropriate

knowledge and skills in their field of study, who will be highly employable and able to employ themselves.

(2)   To provide high quality research and development activities that will promote the development of the Nation and enhance the image of the University and the researchers.

(3)   To harness modern technology especially ICT and modern social, economic and financial strategies to run a cost of efficient and effective academic programme and institutional management.

(4)   To provide services that have relevance to and impact on the local community and the Nation.

(5)   To provide conditions of study, work and living in the University Community that is of appropriate standard.

(6)   To expand access to tertiary education in the face of unmet demand.

(7)   To operate as an equal opportunity educational institution, sensitive to the principle of gender equity and non-discriminatory on the basis of race, ethnicity, religion or physical disability.

The Vision for the University of Nigeria, Nsukka is "To create a functional, globally competitive and research focused university which is not just an Ivory Tower but responsive to the needs of the society while delivering world class education and knowledge" while the Mission is "To place the university of Nigeria, Nsukka in the forefront of research and the development, innovative, knowledge transfer and human resources development in the global academic terrain, while promoting the core values which will ensure the restoration of the dignity of man".

For the University of Lagos, the vision "To be a top-class institution for the pursuit of excellence in knowledge, character and service to humanity". The Mission "To provide a conducive environment for teaching, learning, research and development, where staff and students will interact and compete effectively with other counterparts globally".

The Vision of Ahmadu Bello University, Zaria, according to its founder Sir Ahmadu Bello then Premier of Northern Region: "Ahmadu Bello University shall be a world-class university comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi-disciplinary approaches, to men and women of all races, as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large."

The Vision of the University of Benin is "To establish a model institution of higher learning which ranks among the best in the world and responsive to the creative and innovative abilities of the Nigerian people" while the Mission is "To

establish a model institution of higher learning which ranks among the best in the world and responsive to the creative and innovative abilities of the Nigerian people".

The sense of belonging, community and purpose that comes from this style of learning is enormous. It also encourages students to make a difference within their own communities. Accessing the skills and stories of the wider community can be a simple way to include culture in the curriculum.

Culture is as important to an educational institution as it is in an organisation, and cultivating a positive culture makes for a harmonious working – and learning – environment. The leadership, foster this within a culture of support to promote academic excellence and whole person development.

As pointed out by Onyido (2018), university culture determines the prevailing mode of behaviour of the members of a university community. The culture is the DNA of the institution which determines much of the physical and psychological propensities as well as the longevity of any biological entity. He added:

> University culture would determine the principal institutional features and characteristics immediately visible to the outside world. It also defines the university's innate capacities and adjustment mechanisms that enable it to cope with the challenges of its existence. In other words, university future injects the needed strength and resilience which the institution needs to be on top of its challenges, while providing hope for the future.

Building an Entrepreneurial University

Entrepreneurial University is a research-intensive university committed to creativity, innovation, commercialization and entrepreneurship for sustainable development. An entrepreneurial university is defined by a number of characteristics. These include strong leadership that develops entrepreneurial capacities for students and staff across its campus; strong ties with its external stakeholders that deliver added value; and Alumni and delivery of entrepreneurial outcomes that make impact on people and organisations. There is emphasis on knowledge production that lead to innovation, inventions, discoveries and breakthroughs capitalized/commercialized into technologies, products and processes for the market place. There is Value Addition, Wealth and Employment created to transform Society. Research meets Business and Enterprise in a Technology Park and Arts Village (creativity and innovation). Innovative learning techniques inspire entrepreneurial action.

There are open boundaries that encourage effective flows of knowledge between organisations. There are Multidisciplinary/interdisciplinary approaches to education that mimic real-world experience and focus on solving complex world challenges. There is a deliberate drive to promote application of entrepreneurial thinking and leadership. This helps to deepen the research culture. All these would help in a

sustainable development of the University and, by extension, the larger society.

In the past the role of universities included education, generation of new knowledge through research and transfer of the knowledge generated to the public for the benefit of society. Today, apart from these three roles, there are additional roles of university including increased collaboration with industry, fund raising for research projects, evaluation of technology, protection of research results, commercialization of research results, licensing negotiation, technology marketing, entrepreneurship development, incubation of spin offs and start-ups, intellectual property training for researchers and monitoring deals.

For public universities: Think public but act private to secure the future! Innovative learning techniques that inspire entrepreneurial action; Open boundaries that encourage effective flows of knowledge between organisations; Multidisciplinary/interdisciplinary approaches to education that mimic real-world experience and focus on solving complex world challenges; Drive to promote application of entrepreneurial thinking and leadership.

Table 2 summarises the evolution of the mission of universities.

Table 2: Growth of University Mission: Academic Entrepreneurship, New Dimension to Higher Education

Mission	Nature	Deliverables/Outcomes/Products
First Mission	Education: Teaching Training and Learning (TTL)	Knowledge preservation and dissemination; Human capital development; Faculty development; Curriculum Development.
Second Mission	Research	Knowledge Creation; Technology Development; High Impact Research; Intellectual Property (IP) Policies; New Discoveries, Inventions and Innovations, Patents, Innovation, Products such new technologies, software applications, processes, policies, Programmes for Knowledge and Technology Transfer
Third Mission	Entrepreneurship	Knowledge Exploitation Job creation, wealth creation, sustainable development and community service; Investing in Business/Technology Enterprises; Technology Park Development; Licenses, Start-ups/Spin-offs, Products to market, Royalties; Secure the Future

Top Global Academic Ranking Schemes

Ranking of universities has become increasingly important in the last 30 years or so. Some of the most important ranking bodies are listed below.

(1)   1st Academic Ranking of World Universities (ARWU), Shanghai Ranking
(2)   2nd Times Higher Education (THE) World University Ranking
(3)   3rd Qaucquarelli Symonds (QS) Ranking.

Table 3 outlines the criteria used in the various ranking schemes.

Table 3: Criteria/Indicators and weighting used in global rankings

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

The research-related indicators account for about 90% of the weightings on the various ranking bodies, thus underscoring the importance of research to a university.

Deepening Research, Innovation and Strategic Partnerships

The establishment of the office of Deputy Vice-Chancellor (Research, Innovation and Strategic Partnerships) (DVC RISP) at the University of Ibadan in early 2017 was premised on the increasing need to enhance its international profile and visibility, establish strategic partnerships with world-class institutions across the diverse sectors of society and innovatively seek new ways of enhancing its revenue generation capacity.

The role of the DVC (RISP) in the attainment of these goals is to assist the Vice-Chancellor to execute, in the most efficient manner, all activities that will potentiate the expected results. It is a fact that Universities exists to generate, advance and disseminate knowledge for the growth of the society. This is captured

in the UI Vision *"To be a world-class institution for academic excellence geared towards meeting societal needs"*. There is no doubt that the University of Ibadan has a number of internationally excellent research strengths in diverse fields.

Aside the statutory functions of the office of DVC (Research, Innovation and Strategic Partnerships); the University looks forward to building on current successes, grasping new opportunities to publicize the research and innovation capacity and capability of the University of Ibadan, operationalizing existing partnerships and forging new ones.

Some of the strategies in achieving this include the following:

(1)   Using the Institutional Repository as a positive marketing tool to enhance University of Ibadan's global visibility for scholarly research: This also has domestic policy and investment influencing implication on account of increased accessibility to the evidence and analysis that UI scholars have produced.

(2)   Ensuring that the University is projected outwards by developing new research partnerships and building strong relationships with policy makers, industry and funders;

(3)   Promote multi-, inter- and trans-disciplinary research collaborations across the University. This is a follow up to 2016 UI Research, Development and Innovation Fair; based on identified potential for collaborations. A trans-disciplinary workshop is in the planning stage, which will involve matching potential collaborators across disciplines who will be trained and tasked with coming up with fundable proposals. It is expected that such projects will promote creativity, innovation and enterprise.

(4)   Refocusing research conceptualization – thereby achieving significant increase in research for quality, income and impact thereby enabling translating research into cutting-edge education for students and wider economic and social benefits.

(5)   Creating and enhancing strategic partnerships and collaborations in education, research and innovation – nationally, regionally, and internationally with opportunities for research, internships and shared learning for students and young academic. Fostering student mobility programmes; to undertake a period of study or work placement overseas during their time at UI.

(6)   Engaging with our alumni community: to support increased employment opportunities for our students and investment in research and the University of Ibadan. These can be achieved through home-coming

programmes and job fairs.

(7)   Disseminating research results strategically, pro-actively and effectively- Apart from publishing in scholarly journals, through Fairs, policy briefs, mass media, etc.

Discussion and Conclusion

The future of universities will depend to a large extent on Digital Technologies; Global Mobility; Integration with commerce and industry; Virtual and off-campuses, massive online courses (MOOC). The future requires well thought out strategy within the context of corporate governance. Council should strive to leave a legacy i.e., something to be remembered of in the University. It could be a bequest of properties, of good governance or simple prizes, grants, scholarships and awards. Increasingly, there is fierce competition among universities for funds, top rate scholars and students with the emergence of world class Universities. Universities as knowledge institutions with concerns for quality, access and funding and these are invariably influenced by market dynamics.

Some of the hard questions that we need to ask include what is the raison deter of universities? What are they and why were they set up in the first instance? Do we need to think "out of the box". Why for example we not have specialized police on the campus? For the public universities, if the governments as proprietors are no longer able to fund universities, how do we proceed? Why can we not for example charge reasonable and auditable fees for our services? How about our attitudes and relationships within the University? How do we keep away those unsavory and uncouth behaviors that now threaten the serene and secularity of the campuses? Our emerging staff - where are they coming from and what type of training do we provide to them?

Some of the challenges we need to interrogate include: How did we get to this point? Can we rediscover the past? We need to think out of the box to resolve the challenges of poor funding, deteriorating infrastructure, poor research output, outdated curriculum, lack of synergy between town and gown, university autonomy, brain drain, students' unrest, staff industrial action, attitude and mindset as well as government's overreaching influence

Elizade University has been in existence for 10 years now and the university should strive to be a flagship institution among all the public and private universities in Nigeria and beyond. The time is probably ripe to set the agenda for the next decade and beyond. What are our Strategic Imperatives? What must we do to succeed? What must be in place if we are to achieve our vision, mission and core values? What are the major Strategic Options and Choices we are faced with? How will Elizade University be different and better than other Nigerian private

universities? How will we be unique? How will Elizade University build a robust, highly-qualified, reputable and nationally and globally respected faculty? How would Elizade University build its research and teaching capabilities to be a leader in teaching and research nationally and globally? Will we be a "general" university or do we wish to build specialist expertise and reputation in some specialized focus areas? How will Elizade University deploy technology as a source of competitive advantage? What will be Elizade University's Value Proposition to our Stakeholders-Students and Sponsors? Faculty? Regulators and Government? Donors? Local and Global Partners? Proprietor? The Nigerian and Global Community? How would we ensure Elizade University is profitable and the sources of funding sustainable? And be independently and adequately funded? What transformative strategic initiatives will we embark on during the plan period? Business School, Centre for Enterprise and Entrepreneurship, New Faculties and Departments, New Centres and Institutes, New Research Capabilities, New Graduate Programmes? How will Elizade University build its brand and reputation? What will Elizade University be known for? What will Elizade University be known as an undisputable leader in? How will we implement, monitor and evaluate all strategies, strategic initiatives and actions required under the Strategy Document?

Universities are unique institutions; places where lives are changed, where knowledge is made and remade, and where the future is forged. University places very high premium on intellectual honesty and reputation. Faculty, Staff and students are to be committed and guided by a deep conviction of the worth and dignity of the advancement of knowledge. Faculty, Staff and students are to devote their energies in developing and improving their scholarly competence as well as fostering conditions of free inquiry in the pursuit of truth. In addition, a university should condemn strongly any act of academic dishonesty, and it is in this light that there should be a policy that deals with issues such as Plagiarism, Collusion, Embellishment and Fabrication of data. The goal of the ethical guideline is to promote ethical best practice, mindfulness, self-reflection and informed decision-making in service delivery (teaching, research, innovation, community service and administration) by all cadres of staff and students of the University. It provides the foundation for self-regulation and self-accountability.

There should be guidelines for the appropriate attribution of credit and disposition of research products. These guidelines are intended to apply to research products in the broadest sense and to encompass research activities and materials spanning a continuum, from quantitative analysis of experimental data to qualitative interpretation of anthropological narratives. The guidelines should also apply to other forms of intellectual product such as monographs, technical reports and briefings.

The University should be committed to the attainment of gender equality in

society. To this end, the University shall stimulate and nurture a gender friendly space to ensure the integrity and dignity of staff, students, service providers and other members of the university community. Hence, there should be a Gender Policy which shall apply to all staff and all students of the University, all contractors of and service providers, all visitors to the University and other groups of persons in the University, including but not limited to children, wards, and other dependants of staff. Such a policy would address issues related to teaching, learning, research, and service.

A University should cultivate and maintain a working and learning environment that reflects respect for the dignity of all members of its community, thereby stimulating and supporting an environment free of sexual harassment. A University should be committed to ensuring a safe space for members of the community – students, staff, service providers and all persons. Any act of sexual harassment should be treated as gross violation of the fundamental human rights of the victim and academic freedom in the case of students.

The point needs to be stressed that the way and manner culture is taught and reproduced is an important component of culture. Students who are taught in an environment of good academic culture are expected to be inquisitive, demonstrate academic excellence, modesty and creative, and shun anti-social vices and activities such as drug addiction and cultism.

As pointed out by Briggs (2019), the quality of work and commitment to excellence by university senates largely determine the visibility, respect, acceptance and relevance universities receive including ranking among their peers. This partly explains why the composition and structure of the senate of a university is a critical success factor in ensuring the overall health of the university.

With the emergence of private universities in Nigeria since 1999, there is no doubt that they are making great efforts to contribute to national development (Erinosho, 2008, Imonagbe *et al,* 2015). Although the private universities still have generally low students' enrolment, accounting for less than 10 percent of the total (Nigerian University System Statistical Digest, 2019), they have advantages over the public universities on account of stable and predictable academic calendar, and ability to be more innovative in curriculum development.

The central role played by a strong governance structure in deepening university culture as part of efforts to building a world-class university cannot be over-emphasized. This applies to all universities whether publicly or privately owned.

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