

**UNIVERSITY OF ILORIN AT 40:
THE SOARING EAGLE**

Editor-in-Chief
N.Y.S. Ijaiya

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University of Ilorin

University of Ilorin at 40: The Soaring Eagle

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Edited by

N.Y.S. Ijaiya

A.B. Olayemi

Y.A. Quadri

A.S. Olorundare

V.A. Alabi

F.A.O. Olasehinde-Williams

A.Y. Abdulkareem

O.A. Mokuolu

I.A. Jawondo

M.A. Adedimeji

K.I. Akogun

C.O. Olumorin

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FOREWORD

It is just like yesterday that the University of Ilorin was established along with six other Nigerian universities in 1975. The University began to fledge immediately after it was established such that a few years later, it was already soaring above its peers and competing with the stars of the Nigerian university system.

To the glory of God and in tandem with the vision of its founding fathers, the University of Ilorin today has transcended the level of being “one of the fastest growing second-generation universities”, as it was described 15 years ago by its former Vice-Chancellor, Prof. Shuaibu Oba Abdulraheem, during the 25th anniversary and 20th convocation ceremonies. Today, the generation the University belongs to has morphed into insignificance as it has become undoubtedly a foremost university not only in the country but also in the continent with verifiable evidence.

It is axiomatic that the progress of the University of Ilorin over the past 40 years is worth documenting. In other words, the success story of this great University is worth being told for the benefit of the current and unborn generations. After all, without the knowledge of the past, we cannot redeem the present and guarantee the future.

As T.S. Elliot once wrote, “Time present and time past/Are both perhaps present in the time future/and time future contained in time past”. It goes without saying that the success of the University today was based on its past and the future of the University is contained in its past and present. The past, the present and the future of the University are thus interwoven such that each tends to reinforce the other.

Based on the foregoing, this commemorative book is historical, current and futuristic all in one but everything still coalesces into the making a rapidly developing African university. I have no doubt that this will be a book that all stakeholders in the

University of Ilorin in particular and the University system in general will find eye-opening, edifying and stimulating.

If honour must be given to whom it is due, the credit for what the University is today belong to its founding fathers and the capacious captains who have piloted its affairs over the past four decades. By dint of hard work and single-minded commitment to excellence, they succeeded in building a formidable edifice that will continue to stand the test of time.

Through this book, in its tripartite parts, the University lays itself bare for self-appraisal and self-direction. It is my fervent hope that the book will inspire staff, students and other stakeholders to greater commitment in fulfilling the mandate of the University viz teaching, research and community service.

The effort of the team that produced this work, under the leadership of the Deputy Vice-Chancellor (Academic), Professor (Mrs.) N.Y.S. Ijaiya, is commendable. I congratulate them as well as the students, staff and stakeholders in the University, all of whom are acknowledged through contributions or through mention in the book.

At the time the University will be commemorating its golden jubilee even the centenary, I believe reference will still be made to this important book as one *magnum opus* of the essential University of Ilorin through the eyes of its own- students, staff, alumni, administrators and friends.

I urge the university to keep soaring like the eagle and continue to set its eyes on the light for the guidance of mankind with “the book”, symbolizing wisdom, as depicted in the University logo. And like the blue colour signifying peace, tranquility and purity, the University should remain what it is while it embraces gold always, which is superior quality and excellence, in all its activities.

Prof. AbdulGaniyu Ambali OON

DVM (ABU); M. V.Sc.; Ph.D. (Liverpool)

Vice-Chancellor, University of Ilorin

September, 2015.

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Visitor
His Excellency
Muhammadu Buhari, GCFR
President and Commander-in-Chief of the Armed Forces
Federal Republic of Nigeria



Chancellor
His Highness Alhaji Abdulmumini Kabir Usman
The Emir of Katsina



Pro-Chancellor
Prof. Chukwuka Okonjo
(Obi of Ogwashi-Uku)



Vice-Chancellor
Prof. AbdulGaniyu Ambali



**Deputy Vice-Chancellor (Academic)
Prof. (Mrs.) N. Y. S. Ijaiya**



**Deputy Vice-Chancellor (M.S.)
Prof. Y. M. Fakunle**



**Deputy Vice-Chancellor (RTI)
Prof. G. A. Olatunji**



**Registrar
E.D. Obafemi**



Librarian
Dr. J.O. Omoniyi



Bursar
Mr. Yusuf S. Abiodun

LIST OF CHANCELLORS

1. H.R.H. Umar Sulaiman (Emir of Bedde (19978-1981)
2. H.R.H. K. S. A. Masa Ibi II (Aku Uka of Wukari)
(1981-2000)
3. H.R.H. Justice Ambrose Allagoa (Amayanabo of Nembe
(2000-2006)
4. H. R. H. Benjamin Ikenchuku (Keagborekuzi I, The Dein of
Agbor Kingdom (2006-2015)
5. H.R.H. Alhaji Abdulmumin Kabir Usman (The Emir of
Katsina) (2015-)

LIST OF PRO-CHANCELLORS

1. H.R.H. Justice Ambrose Allagoa (1978-1982)
2. Mr. F. O. Ihenacho (April 1983-December 1983)
3. Alhaji A. R. Zayyad (1984-1986)
4. Prof T. M. Yesufu (1986-1990)
5. Prof. C. O. Taiwo (1990-1993)
- 6 Alhaji Abdu Gusau (1993- 1994)
7. Dr. N. E. Nwauwa (1994-1997)(Acting)
8. Alhaji M. B. Karfi (Wazirin Bauchi) (1997-1999)
9. Lt. Gen. Salihu Ibrahim (2000-2004)
10. Prof. Emeritus Ayo Banjo (2005-2007)
11. Alhaji Tukur Mani (Tafarkin Katsina (2007-2012)
12. Alhaji Saka Sa'adu (Acting, 2012-2013)
13. Prof. Chukwuka Okonjo (Obi of Okgwaski-Ukwu) (April 2013 to-date)

LIST OF VICE-CHANCELLORS

PRINCIPALS

- | | | | |
|----|-----------------------|---|-------------------------------------|
| 1. | Prof. T. N. Tamuno | - | September, 1975 –
November, 1975 |
| 2. | Prof. O. O. Akinkugbe | - | December, 1975 –
September, 1977 |

VICE -CHANCELLORS

- | | | | |
|-----|--------------------------|---|----------------------------------|
| 3. | Prof. O. O. Akinkugbe | - | October, 1977 –
October, 1978 |
| 4. | Prof. A. O. Adesola | - | 1978 – 1981 |
| 5. | Prof. S. A. Toyé | - | 1981 – 1985 |
| 6. | Prof. A. Adeniyi | - | 1985 – 1992 |
| 7. | Prof. J. O. Oyinloye | - | 1992 – 1997 |
| 8. | Prof. S. O. AbdulRaheem | - | 1997 – 2002 |
| 9. | Prof. S. O.O. Amali | - | 2002 – 2007 |
| 10. | Prof. Is-Haq O. Oloyede | - | 2007 - 2012 |
| 11. | Prof. AbdulGaniyu Ambali | - | October 2012 - |

LIST OF DEPUTY VICE-CHANCELLORS TO DATE

1. Prof. A. F. Ogunsola	-	1980 - 1981
2. Prof. O. O. Ogunremi	-	1985 - 1988
3. Prof. I. E. Owolabi	-	1988 - 1992
4. Prof. M. O. Fawole	-	1992 - 1997
5. Prof. I. I. Ihimodu	-	1998 - 2000 (Admin.)
6. Prof. O. O. Balogun	-	1998 - 2000 (Acad.)
7. Prof. O. O. Balogun	-	2000 – 2002 (Admin.)
8. Prof. F. L. Bello Ochende	-	2000 - 2002 (Acad.)
9. Prof. L. D. Edungbola	-	2003 – 2005 (Admin.)
10. Prof. L. D. Edungbola	-	2005 – 2007 (Acad.)
11. Prof. I. O. Oloyede	-	2003 – 2005 (Acad.)
12. Prof. I. O. Oloyede	-	2005 – 2007 (Acad.)
13. Prof. K. L. Ayorinde	-	2008 – 2012 (Acad.)
14. Prof. A. B. Olayemi	-	2008 – 2012 (M.S.)
15. Prof. Y. M. Fakunle	-	2011 – 2012 (R.T.I.)
16. Prof. Y. M. Fakunle	-	June, 2012 - (M.S)
17. Prof. R. A. Lawal	-	2012 – 2014 (Acad.)
18. Prof. F. A. Oladele	-	2012 – 2014 (R.T.I.)
19. Prof. (Mrs.) N. Y. S. Ijaiya-	-	July, 2014 - (Acad.)
20. Prof. G. A. Olatunji	-	July, 2014 - (R.T.I.)

LIST OF REGISTRARS

- | | |
|-------------------------|--------------------------|
| 1. Olu Daramola - | August 1976-October 1985 |
| 2. A.O.A. Alao - | Nov. 1985-1997 |
| 3. M.T. Balogun - | 1997-2003 |
| 4. Olufolake O. Oyeyemi | 2003-2013 |
| 5. E.D. Obafemi | 2013 to date |

LIST OF BURSARS TO DATE

- | | |
|-------------------------|-------------------------|
| 1. Mr. Isaac A. Oyawoye | 1976-1980 |
| 2. Mr. I.A. Adeniran | 26/10/1983-28/02/1985 |
| 3. Mr. O.O. Fajimolu | 17/02/1985-August, 1995 |
| 4. Mr. J.O. Adewuyi | July, 1985-29/4/2002 |
| 5. Mr. Ayo Sijuwola | 2002-August, 2013 |
| 6. Mr. Yusuf S. Abiodun | 2013 to date |

UNIVERSITY LIBRARIANS TO DATE

A. SUBSTANTIVE UNIVERSITY LIBRARIANS

1. Mr. B.A. Oni-Orisan 1976-1990
2. Mr. S.O. Fowowe 1994-2001
3. Professor M.I. Ajibero 2002-2007
4. Dr. J.O. Omoniyi 2012-Date

B. ACTING UNIVERSITY LIBRARIANS

1. Mr. D.O. Fadiran 1990-1991
2. Mr. R.A. Ukoh 1991-1994
3. Mrs. A.A. Adewoye 2007-2009

C. OFFICERS-IN-CHARGE, UNIVERSITY LIBRARY

1. Mr. A.O. Afolayan 2001-2002
2. Mrs. J.A. Fadayomi 2009-2012

UNDERGRADUATE ACADEMIC PROGRAMMES

S/NO	FACULTY	DEPARTMENTS	PROGRAMMES
1	AGRICULTURE	1. Animal Production 2. Crop Protection 3. Agronomy 4. Agric. Economic & Farm Managements 5. Agric. Extension & Rural Development 6. Home Economics and Food Science 7. Forestry and Resource Management 8. Aquaculture and Fisheries	Agriculture 1. Home Economics 2. Food Science Forestry and Resource Management Aquaculture and Fisheries
2	ARTS	Arabic Religions English French Linguistics and Nigerian Languages History and International Studies Performing Arts	Arabic Christian Studies Comparative Religious Studies Islamic Studies English French Linguistics Hausa Igbo Yoruba History and International Studies Performing Arts

S/NO	FACULTY	DEPARTMENTS	PROGRAMMES
3	BASIC MEDICAL SCIENCES	Anatomy	Anatomy
		Physiology	Physiology
		Heamatology Medical Laboratory Sciences Pathology Pharmacology and Therapeutics Physiotherapy Medical Microbiology and Parasitology Chem. Path & Immunology	
4	CLINICAL SCIENCES	Anesthesia	MB;BS
		Epidemiology & Comm. Health Medicine Obstetrics & Gyneacology Ophthalmology Otorhinolarycology Behavioural Sciences Radiology Pediatrics & Child Health Nursing	Nursing
5	COMMUNICATION AND INFORMATION SCIENCES	Computer Science	Computer Science
		Information and Communication Sciences	Information and Communication Sciences

		Library and Information Sciences	Library and Information Sciences
		Mass Communication	Mass Communication
		Telecommunication Sciences	Telecommunicati on Sciences
S/NO 6	FACULTY OF EDUCATION	DEPARTMENTS	PROGRAMMES
		Arts Education	Arabic Education Christian Studies Education English Education French Education Islamic Studies Yoruba Education
		Social Science Education	Economics Geography Social Studies
		Science Education	Biology Chemistry Mathematics Physics
		Counselor Education	Counselor Education
		Educational Management	a. Educational Management b. Business Education
		Educational Technology	a. Educational Technology b. Technical Education c. Computer Education d. Technology

		Human Kinetics Education Health Promotion & Environmental Health Education Adult & Primary Education	Education Human Kinetics Education Health Promotion & Environmental Health Education a. Primary Education b. Adult Education
7	ENGINEERING & TECHNOLOGY	Agriculture Biosystem Engineering Biomedical Engineering Civil Engineering Chemical Engineering Computer Engineering Electrical & Electronics Engineering Mechanical Engineering Metallurgical & Materials Engineering Water Resources Engineering	Agriculture and Biosystem Engineering Biomedical Engineering Civil Engineering Chemical Engineering Computer Engineering Electrical & Electronics Engineering Mechanical Engineering Metallurgical & Materials Engineering Water Resources Engineering

8	FACULTY ENVIROMENTAL SCIENCES	DEPARTMENTS	PROGRAMMES
		Architecture	Architecture
		Quantity Surveying	Quantity Surveying
		Estate Management	Estate Management
9	LAW	Urban and Regional Planning	Urban and Regional Planning
		Surveying & Geo Informatics	Surveying & Geo Informatics
		Public Law	Common Law
		Private and Property Law	
		Jurisprudence and International Law	Islamic and Common Law
10	FACULTY LIFE SCIENCES	Business Law	
		Islamic Law	
		DEPARTMENTS	PROGRAMMES
		Biochemistry	Biochemistry
		Microbiology	Microbiology
		Plant Biology	Plant Biology
11	MANAGEMENT SCIENCES	Zoology	Zoology
		Optometry & Vision Sciences	Optometry & Vision Science
		Accounting	Accounting
		Finance	Finance
		Business	Business
		Administration	Administration
		Marketing	Marketing
		Industrial Relations and Personnel Management	Industrial Relations and Personnel Management
		Public Administration	Public Administration

12	PHYSICAL SCIENCES	Chemistry	Chemistry
		Industrial Chemistry	Industrial Chemistry
		Physics	Physics
		Applied geophysics	Applied Geophysics
		Mathematics	Mathematics
		Statistics	Statistics
		Geology and Mineral Sciences	Geology and Mineral Sciences

S/NO	FACULTY	DEPARTMENTS	PROGRAMMES
13	PHARMACEUTICAL SCIENCES	Clinical Pharmacy and Pharmacy Practice Pharmacognosy & Drug Development Pharmaceutical & Medicinal Chemistry Pharmacology Pharmaceutical Microbiology & Biotechnology Pharmaceutical and Industrial Pharmacy	Pharmacy

14	SOCIAL SCIENCES	Economics	Economics
		Geography & Environmental Sciences	Geography & Environmental Science
		Political Sciences	Political Science
		Sociology	Sociology
		Social Work	Social Work
		Criminology and Security Studies	Criminology and Security Studies
		Psychology	Psychology

15	VETERINARY MEDICINE	Veterinary Anatomy	
		Veterinary Medicine	
		Veterinary	
		Microbiology &	Veterinary Medicine
		Parasitology	
		Veterinary Pathology	
		Veterinary Physiology	
		& Pharmacology	
		Veterinary Public	
		Health & Preventive	
		Medicine	
		Veterinary Surgery &	
		Theriogenology	

POSTGRADUATE DEGREE PROGRAMMES

S/NO	FACULTY	DEPARTMENTS	PROGRAMMES
1	AGRICULTURE	1. Animal Production	1. Animal Production a. M. Sc. in Animal Production b. Professional M. Sc. Animal Production c. Ph.D.in Animal Production
		2. Crop Protection	2. Crop Protection a. M. Sc. in Crop Protection b. Ph.D.in Crop Protection
		3.Agronomy	3.Agronomy a. M. Sc. in Agronomy b. M. Sc. In Soil Science c. Ph. D.in Agronomy d. Ph. D. in Agronomy/soil Sciences
		4. Agric. Economic & Farm Managements	4. Agric. Economic & Farm Managements a. M.Sc. Agricultural Economics b. M.Phil / Ph.D in Agricultural Economics c. Ph.D. in Agricultural Economics
		5. Agric. Extension & Rural Development	5. Agric. Extension & Rural Development a. M.Sc. Agricultural Extension and Rural Development

			6. Home- Economics and Food Science	Home- Economics and Food Science	b. Ph. D.in Agricultural Extension and Rural Development a. M. Sc. in Food Science
					15
2	ARTS	Arabic	Arabic	Arabic	a. M. A. Arabic Language b. M. A. Literature in Arabic c. Ph.D. Arabic Language d. Ph. D. Literature in Arabic
		Religions	Christian Studies	Christian Studies	a. M. A. Christian Studies b. M.Phil./Ph. D. Christian Studies c. Ph.D. Christian Studies
			Comparative Religious Studies	Comparative Religious Studies	a. M. A. Comparative Religious Studies b. M.Phil./Ph.D . Comparative Religious Studies c. Ph.D. Comparative Religious Studies

	Islamic Studies	a. M. A. Islamic Studies b. M.Phil./Ph. D. Islamic Studies c. Ph. D. Islamic Studies
English	English	a. M. A. English Language b. M. A. Literature in English c. M.Phil./Ph. D Literature in English d. M.Phil./Ph. D English Language e. Ph.D. English Language f. Ph. D. Literature in English
French	French	a. M. A. French Language b. M. A. Literature in French c. Ph.D in French Language d. Ph.D Literature in French
Linguistics and Nigerian Languages	1. Linguistics 2. Hausa 3. Igbo 4. Yoruba	a. M. A. Linguistics b. M.A. Applied Linguistics c. M. Phil/Ph.D. Linguistics d. M. Phil/Ph.D. Applied Linguistics a. M. A. Yoruba Language b. M. A. Yoruba

		Literature c. Ph.D. Yoruba Language d. Ph.D. Yoruba Literature
History and International Studies	History and International Studies	a. M. A. History/Inter national Studies b. M.Phil./Ph.D . History/Inter national studies c. Ph.D. History/Inter national Studies
Performing Arts	Performing Arts	a. M. A. Performing Arts b. M. Phil/Ph.D. Performing Arts c. Ph.D. Performing Arts
Centre For Peace and Strategic Studies	Peace and Development Studies	a. M. A. Peace and Development Studies b. M.Phil. /Ph. D. Peace and Development Studies c. Ph. D. Peace and Development Studies

3	BASIC MEDICAL SCIENCES	Anatomy	Anatomy	a. M. Sc. Anatomy
				b. Ph. D. Anatomy
		Physiology	Physiology	a. M. Sc. Physiology
				b. M. Phil /Ph.D. Physiology
				c. Ph.D. Physiology
		Medical Biochemistry Heamatology Medical Laboratory Sciences Pathology Pharmacology and Therapeutics	Medical Biochemistry	
				a. M. Sc. Pharmacolog y
				b. Ph. D. Pharmacolog y
		Physiotherapy Medical Microbiology and Parasitology		a. M.Sc. Medical Microbiology and Parasitology
				b. M. Phil /Ph.D. Medical Microbiology and Parasitology
				c. Ph.D. Medical Microbiology and Parasitology
		Chem. Path & Immunology Public Health		a. MPH
				b. Ph. D. Public Health

S/NO	FACULTY	DEPARTMENTS	PROGRAMMES	
4	CLINICAL SCIENCES	Anesthesia Epidemiology & Comm. Health Medicine Obstetrics & Gynecology Ophthalmology Otorhinolaryngology Behavioural Sciences Radiology Pediatrics & Child Health Nursing	MEDICINE	Nursing
5	COMMUNICATION AND INFORMATION SCIENCES	Computer Science	Computer Science	a. PGD in Computer b. M. Sc. Computer Science c. M. Phil in Computer Science d. Ph. D. Computer Science
	Only P.HD M. Sc. Yet to commence	Library and Information Sciences	Library and Information Sciences	a. *M. Sc. Library and Information Sciences b. Ph. D. Library and Information Sciences
	Only M.Sc.	Mass Communication	Mass Communication	a. M. Sc. Mass Communication

6	EDUCATION	Arts Education	1. Arabic Education 2. Christian Studies Education 3. English Education 4. French Education 5. Islamic Studies 6. Yoruba Education	a. M.A. (Ed.) Arabic Language Education b. Ph. D. Arabic Language Education a. M.A. (Ed.) Religious Studies b. Ph. D. Religious Education a. M.A. (Ed.) English Language b. Ph. D. in English language Education a. Ph. D. (Ed.) in Nigerian Language Education M.Ed Nigeria Language. Education. a. M.A. (Ed.) in History and policy of Education b. Ph. D. in History and policy of Education c. M.A. (Ed.) in Philosophy of Education d. Ph. D. in Philosophy of Education e. Ph. D. Comparative Education
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Social Science Education Pg. 445- 685	1.	Economics	a. M. Ed.. Research, Measurement and Evaluation
	2.	Geography	b. Ph. D Research, Measurement and Evaluation
			c. M. Ed. In Curriculum Development
			d. Ph. D. in Curriculum Development
			e. M. Ed. Sociology
			f. Ph. D. Sociology
			g. M. Ed. Social Studies
			h. Ph. D. Social Studies
			i. M. Ed. Educational Psychology
			j. Ph. D. Educational Psychology
Science Education	3.	Biology	M. Phil. Science
	4.	Chemistry	Education and
	5.	Mathematics	Mathematics
	6.	Physics	Education
	7.	Computer Education	M. Ed. In Science Education Ph. D. in Science Education
Counselor Education	Counselor Education	a.	M.Phil/Ph. D. Educational Guidance Counselling

		b. M. Ed. Counsellor Education. c. Ph.D. Counsellor Education
Educational Management	Educational Management	a. PGDEM in Educational Managements b. M. Ed. Educational Managements c. M.Phil/Ph.D. Educational Managements d. Ph.D. Educational Managements
Educational Technology	Educational Technology	a. M. Ed. Educational Technology b. Ph. D. Educational Technology
Human Kinetics Education	Human Kinetics Education	a. M.Phil/ Ph. D. Human Kinetics Education b. M. Sc. (Ed.) Human Kinetics Education c. Ph. D. Human Kinetics Education d. Ph. D. Recreation Tourism Education e. M.Phil/ Ph. D. Recreation Tourism Education

Health
Promotion &
Environmental
Health
Education

Health
Promotion &
Environmental
Health
Education

- f. M. Sc. (Ed.)
Recreation
Tourism
Education
- g. M. Sc. (Ed.)
Adapted
Physical
Education
- h. Ph.D. Adapted
Physical
Education
- i. M. Sc. (Ed.)
Administration
and
Management
of Physical
Education and
Sports
Education
- j. M.Phil/Ph.D in
Administration
& Management
Human
Kinetics
- k. Ph.D human
kinetic & sports
Administration
& management
- l. M. Ed.
Curriculum
and Teacher
Education
- m. Ph.D in
Curriculum &
Teacher
development in
Human Kinetic
- a. Master of
Public Health
Education
- b. M. Ed.
Health
Education
- c. M.Phil. in
Health

				Education d. Ph. D. Health Education PGDE Programmes 53
		Institute of Education		
S/NO	FACULTY	DEPARTMEN TS	PROGRAM MES	
7	ENGINEERING & TECHNOLOGY			
		Agriculture Biosystem Engineering	Agriculture and Biosystems Engineering	a.M. Engr. In Agricultural and Biosystems Engineering b. M.Phil/ Ph.D Agriculture and Biosystem Engineering c.Ph. D. Agricultural and Biosystem Engineering
		Civil Engineering	i.Civil Engineering ii. Hydro Power Technology and Management iii. Integrated Water Resources Management	a. M. Eng. Civil Engineering b. M. Sc. IWRM c. M. Phil/Ph. D. Civil Engineering d. Ph. D. Civil Engineering
		Chemical Engineering Electrical & Electronics Engineering	Chemical Engineering Electrical & Electronics Engineering	a. M. Eng. Electrical Engineering b. M. Phil/Ph. D Electrical Engineering c. Ph. D

				Electrical Engineering
		Mechanical Engineering	Mechanical Engineering	a. M.Eng. Mechanical Engineering b. Ph.D. Mechanical Engineering 12
8	FACULTY LAW	Public Law	Common Law	LL.M Common Law M.Phil/ Ph.D Common Law Ph.D Common law LL.M Islamic Law M.Phil/Ph.D. Islamic law Ph.D. Islamic law
		Private and Property Law Jurisprudence and International Law Business Law Islamic Law	Islamic and Common Law	
9	LIFE SCIENCES	Biochemistry	Biochemistry	6 a. PGD in Biochemistry b. M.Sc. Biochemistry c. M. Phil/Ph. D. Biochemistry d. Ph. D. Biochemistry
		Microbiology	Microbiology	a. M. Sc. in Microbiology b. M. Phil/Ph. D. Microbiology c. Ph. D. Microbiology
		Plant Biology	Plant Biology	a. PGDPB. Plant Biology b. M.Sc. Plant Biology

		Zoology	Zoology	c. M. Phil/Ph.D. Plant Biology d. Ph.D. Plant Biology a. M.Sc. Zoology b. Ph.D. in Zoology
				13
10	MANAGEMENT SCIENCES	Accounting	Accounting	a. M.Sc. in Accounting b. Ph.D. in Accounting
		Finance	Finance	a. M.Sc. Finance b. Ph.D. Finance
		Business Administration	Business Administration	a. M.Sc. Business Administration b. M.Phil./Ph.D. Business Administration c. Ph.D. Business Administration d. MBA in Business Administration e. PGDSM in Business Administration
		Marketing Public Administration	Marketing Public Administration	

11	PHYSICAL SCIENCES	Chemistry	Chemistry	a. PGD in Chemistry b. M. Sc. in Chemistry c. M.Phil /Ph.D. in Chemistry d. Ph.D. in Chemistry
		Industrial Chemistry	Industrial Chemistry	a. MSc. In Industrial Chemistry b. M.Phil./Ph.D . in Industrial Chemistry c. Ph.D. Industrial Chemistry
		Physics	Physics	a. M.Sc. in Physics b. M.Phil/Ph.D. in Physics c. Ph.D. in Physics
		Mathematics	Mathematics	a. MSc. in Mathematics b. M.Phil/Ph.D. in Mathematic c. Ph.D. in Mathematics
		Statistics	Statistics	a. PGD in Statistics b. MSc. Statistics c. M.Phil/Ph.D. Statistics d. Ph.D in Statistics
		Geology and Mineral Sciences	Geology and Mineral Sciences	a. PGD. in Geology b. MSc. In Geology c. M.Phil. in Geology

12	SOCIAL SCIENCES	Economics	Economics	d. Ph.D. in Geology
				21
				a. M.Sc. Economics
				b. Ph.D. in Economics
		Geography & Environmental Sciences	Geography & Environmenta l Sciences	a. Masters in Geographic Information System(MGI S)
				b. PDGIS
				c. M.Sc. in Geography & Environment al Sciences
				d. M.Phil/Ph.D. Geography & Environment al Sciences
				e. Ph.D. in Geography & Environment al Sciences
		Political Sciences	Political Sciences	a. M.Sc. Political Sciences
				b. M.Phil. /Ph.D. Political Sciences
				c. Ph. D. in Political Sciences
		Sociology	Sociology	a. M. Sc. Sociology
				b. M.Phil./Ph.D . Sociology
				c. Ph. D. in Sociology
		Criminology and Security Studies	Criminology and Security Studies	

**PROFESSIONAL
MASTERS**

- a. Master’s in Public Administrati on (MPA)
- b. Master’s in International Studies (MIS)
- c. Master Degree in Industrial and Labour Relations (MILR)
- d. MHPM in Health Planning &Manageme nt

4

**PROFESSIONAL
PGD**

- a. Post graduate Diploma in International Affairs and Diplomacy (PGDIAD)

1

*Grand Total
For All PG
Programme is
205*

**Grand total
(205)**

Introduction

The essence of this book is to commemorate the four decades of achievements of a ***Soaring Eagle, the University of Ilorin, Ilorin, Nigeria.*** Today, University education is no longer the preserve of the privileged few. It has become globally recognised and supported as a strong tool of not only individual development but also as a catalyst of national and global development. In fact, the mandate of Universities as agents of change and transformation continues to mount. Universities all over the world have continued to rise up to the challenge of service to the community through research and human capital development even in the face of inadequate funds. Their primary assignment as producers of human capital for socio-economic and political development continues to impact positively on humanity.

The University of Ilorin, established in 1975 by the Federal Government of Nigeria, has grown from an acorn to an Oak in the process of fulfilling its primary mandate. The foundation faculties have now increased from three to 15 with several new programmes including Pharmacy, Architecture, Quantity Surveying, Veterinary Medicine, Nursing Science, Adult Education, Optometry and Vision Science, etc. The University is now a key player not only in human capital training but also in research and community development. Its infrastructural development within the last decade is phenomenal. With an eye on academic excellence, the university, in recent years, has collaborated and continues to partner with other universities at home and abroad. Judging by her enviable record of achievements, the University has grown from a second generation university status to the number one in international ranking on several occasions in the recent past

among over 140 of its peers in Nigeria. Its ranking has also improved among universities in Africa and others in the world.

With 200 students in 1976, the student enrolment has risen to 46,346 undergraduate including 272 international students from 18 countries and 2,262 postgraduate students in 2014/2015 session. Her alumni are spread around the world, from USA to Europe and other parts of Africa apart from Nigeria in big industries, governments, research institutes, universities etc., as State governor, captains of industry, academics, seasoned administrators/technocrats, etc., contributing their knowledge and skills to global development.

These phenomenal achievements of the university can only be possible if backed by good and committed leadership with proven managerial skills, probity and commitment to academic excellence, rapid infrastructural development and diligent selection of prospective students. These are the blessings that the University has enjoyed over the years and continue to enjoy till date. Its achievements in teaching, research, community service and infrastructural development continue to justify her status as the ‘**Better by Far**’ University. Her track record has earned her the most peaceful and the most sought-after in terms of admission for two consecutive years (2014 and 2015)

It is from this perspective that the celebration of the 40th year of the existence of the University on the 23rd October, 2015 is a welcome and worthy decision by the University Administration. **This book is part of the celebration.** Though, not the first in showcasing her achievements (there were the 10th and 25th anniversary books), this book is special in that it covers forty years, looking at the past, the present and with hopeful eyes on the future. It is, in short, a history of the evolution of this great University.

The book, entitled **“University of Ilorin at 40: The Soaring Eagle”**, boasts of an array of contributors: erudite academics including Professors from various specialties and senior non-teaching staff, distinguished alumni including past Student Union executives. It also includes ‘Goodwill’ messages from distinguished personalities who have contributed significantly to the achievements that the University is celebrating, including past and present Chancellors, Pro-Chancellors/Chairmen of Council, Vice-Chancellors, Registrars, Foundation Deans, notable philanthropists, etc. It is purposefully packaged to be informative and reader-friendly.

The book is divided into three Sections namely: PAST GLORIES (1975 – 2000), PRESENT STRIDES (2000 – 2015) and FUTURE TRENDS (2015 AND BEYOND).

SECTION A: ‘PAST GLORIES (1975 – 2000)’. This section comprising five chapters, covers the early life of the University from inception in 1975 to year 2000. It x-rays the establishment of the University including the principal actors and managers that gave it a sound footing, which others built upon. The section also highlights the contributions of the University’s alumni to the development of their alma mater, traces the physical and aesthetic development of the emerging University especially its movement from the Mini-Campus to her Main (Permanent) Campus, and examines the peaceful relationship between the University and her host community and other parts of the country with mutual benefits. This section ends with an x-ray of the early challenges that the fledgling University had to surmount as part of her teething problems and how they were tackled which gave rise to the achievements of the later years.

SECTION B: ‘PRESENT STRIDES (2000 – 2015)’. This contains 11 chapters covering various issues about the

present strides of the University from year 2000 to 2015. Such issues include its internationalisation drive, the industrial harmony that made it the most popular choice for prospective University candidates for two consecutive years and the activities of the Unilorin Student Unionism in the 21st century from the horse's mouth. Another interesting chapter x-rays the evolution of ASUU activities in the University and the recent crisis. Other chapters cover the giant strides of the University in postgraduate studies, the landmarks that catapulted the university in its giant strides to modernity including her infrastructural development, academic, economic and sports development.

SECTION C: 'FUTURE TRENDS (2015 & BEYOND)'. The section is futuristic though not too distant. Some of the issues covered are contained in the current University Strategic Plan and already slated for implementation. The three chapters cover University-Industry partnership, strategies that could promote humanisation of university education, glocalising university curriculum and its research initiatives, digital teaching and learning and how to sustain excellence in the university among other equally important issues.

In tandem with its anthem, vision and mission, the University of Ilorin continues to live in love, peace and harmony, blessed with committed staff who are devoted to building the "tower" and in "unity" it continues to grow. Without being vain, Unilorin stands firm, holds on to her core values of "wisdom", "knowledge and truth," and "learning, winning, praying as well as making a future" for her students.

Meanwhile, this introductory section will be incomplete without due recognition of all those who in one way or the other contributed to the success of the production of this book. First on the list of our appreciation and gratitude is Professor

O. O. Akinkugbe, the first substantive Vice-Chancellor of the University who graciously sent us a complimentary copy of his book, *“Footprints & Footnotes. An Autobiography”* with two Chapters (XII and XIII) featuring the University of Ilorin. The book was a major resource material on the early history of the University with, otherwise, rare pictures. Others on the list of our appreciation include all past and present Ministers of Education, Chancellors, Pro-Chancellors, Vice-Chancellors, Deans, Alumni and distinguished friends/philanthropists of the University who sent in their goodwill messages to identify with the University’s anniversary celebration.

All members of the 40th Anniversary Commemorative Book Committee/Editorial Team and the contributors are equally appreciated for their inputs towards the production of this book.

Finally, the Committee is grateful to the Vice-Chancellor, Prof. AbdulGaniyu Ambali, and the University community for the opportunity given to us to be part of the celebration and the success story of the 40th anniversary of this ‘Better by Far’ citadel of learning.

Prof. (Mrs.) Nike Yetunde Sidiqat Ijaiya,
Deputy Vice-Chancellor (Academic).

List of Contributors

Abdulbaqi, S.S. is a Lecturer in the Department of Mass Communication, University of Ilorin.

Abdulkareem, A. Y. is a Professor of Educational Management and Director, Institute of Education, University of Ilorin.

Abimbola, Isaac Olasunkanmi is a Professor in the Department of Science Education and former Dean, Postgraduate School, University of Ilorin.

Adams, B. O. is an Architect and Deputy Director, Physical Planning Unit, University of Ilorin.

Adedimeji, M.A. is a Senior Lecturer in the Department of English and Ag. Director, Centre for Peace and Strategic Studies, University of Ilorin.

Adeoye, Rasheed A. is a Reader and former Ag. Head, Department of the Performing Arts and Chairman Academic Staff Union of Universities (ASUU), University of Ilorin.

Adesina, O. F. is the Chairman of Non-Academic Staff Union of Educational and Associated Institutions (NASU), University of Ilorin Branch.

Adesiyun, A.A. is the Director of Physical Planning Unit, University of Ilorin.

Adesoye, A.A. is a Professor of Human Kinetic Education and the former Director of Sport Unit, University of Ilorin.

Agbede, O.O. is a Senior Lecturer in the Department of Medical Microbiology, College of Medicine, University of Ilorin.

Ahmed, M.I. is a Professor of Veterinary Medicine and the Director, COMSIT University of Ilorin.

Ajibade, L.T. is the Ag. Head and Reader, Department of Geography University of Ilorin.

Akogun, Kunle is the Deputy Director, Corporate Affairs Unit, Vice-Chancellor's Office, University of Ilorin.

Alfanla, M.A. is a Principal Assistant Registrar, University of Ilorin and Chairman of SSANU, Unilorin Branch.

Atteh, Job O. is a Professor of Animal Production, Faculty of Agriculture, University of Ilorin.

Ayo Jimoh, is a Professor of Economics and Dean, Faculty of Social Sciences, University of Ilorin.

Belewu, Moshood A. is a Professor and Head, Department of Animal Production, Faculty of Agriculture, University of Ilorin.

Bello, Fatai is an Alumni and a former member of the Governing Council of the University of Ilorin

Bewaji C.O., is a Professor of Biochemistry and Dean, Postgraduate School, University of Ilorin.

Bode-Kayode, is a Reader in the Department of Epidemiology and Community Health, and the Sub-Dean, Postgraduate School, University of Ilorin.

Egbewole, Wahab is a Professor and former Ag. Dean, Faculty of Law, University of Ilorin.

Ibrahim, M.O. is a Professor of Mathematics and Director, Centre for International Education, University of Ilorin.

Ijaiya, G.T. is a Reader and former Ag. Head, Department of Economics, University of Ilorin.

Ijaiya, Nike Yetunde Sidikat is a Professor of Educational Management, former Director, Institute of Education and Deputy Vice-Chancellor (Academic), University of Ilorin.

Jawondo I.A. is a Senior Lecturer in the Department of History and International Studies, University of Ilorin.

Joseph, Kolade is a Professor in the Department of Food Science, Faculty of Agriculture, University of Ilorin.

Kolawole, M.O. is a Senior Lecturer and former Ag. Head, Department of Microbiology, University of Ilorin.

Kuranga, S.A. is a Professor of Surgery, former Chief Medical Director, UITH, and Director, Academic Planning Unit, University of Ilorin.

Mokuolu, A.O. is a Professor of Pediatrics and Child Health, former Director of Centre for International Education and Director, Consultancy Services Unit, University of Ilorin.

Morakinyo, J. A. is a Professor in the Department of Plant Biology and former Dean, Postgraduate School, University of Ilorin.

Oddiah, P. is the Chairman National Association of Academic Technologists (NAAT), University of Ilorin Branch.

Ogunniyi, D.S. is a Professor of Chemical Engineering and former Director, Unilorin School of Preliminary Studies and Director, Consultancy Services, University of Ilorin.

Ojuade, Jeleel is a Senior Lecturer in the Department of the Performing Arts, and Ag. Director, Advancement Centre, University of Ilorin.

Okojie, Rachael O. is the Deputy Registrar, Academic Support Services, University of Ilorin.

Oladiji, Adedayo T. is a Professor of Biochemistry and the Director, CREDIT Unit University of Ilorin.

Oladosu, A.G.A.S. is a Professor of Education, former Director, Centre for Ilorin Studies and former Director, Academic Planning Unit, University of Ilorin.

Olaoye, R. A. is a Professor in the Department of History and International Studies, University of Ilorin.

Olaseinde-Williams, F.A.O. is a Professor of Educational Psychology and former Director, Centre for Peace and Strategic Studies, University of Ilorin.

Olayemi, A.B. is a Professor in the Department of Microbiology and the former Deputy Vice-Chancellor (Management Services), University of Ilorin.

Olorundare, A.S. is a Professor of Science Education and former Dean, Faculty of Education University of Ilorin.

Olorunsuwa, E.O. is the President, Postgraduate Student Association, University of Ilorin.

Omotesho, O.A. is a Professor of Agricultural Economics and Dean, Student Affairs Unit, University of Ilorin.

Omosho A. is a Professor of Islamic Law, Faculty of Law, former Ag. Director Centre for International Education and Director Centre for Affiliated Institutions, University of Ilorin.

Omoso, A.B.O. is a Professor of Medicine and former Provost, College of Health Sciences, University of Ilorin.

Quadri, Y.A. is a Professor in the Department of Religions and a former Dean, Faculty of Arts, University of Ilorin.

Saludeen, A.G. is a Lecturer in the Department of Epidemiology and Community Health, University of Ilorin.

Sanni, Mobolaji is an Engineer and Director of Works, University of Ilorin.

Sijuwola, Ayo is the former Bursar, University of Ilorin.

Talabi, A.E. is a Professor of Human Kinetic Education, Faculty of Education and the Director, Sport Unit, University of Ilorin.

Yahaya, L.A. is the Ag. Head, Department of Counsellor Education, University of Ilorin.

Yakub, Ishowo Ahmed was the former President, Student Union, University of Ilorin.

Yusuf, A. is a Senior Lecturer, Department of Social Studies Education and Sub-Dean, Student Affairs Unit, University of Ilorin.

Yusuf, M.O. is a Professor and Head, Department of Educational Technology, University of Ilorin.

SECTION A
PAST GLORIES

FROM AN ACORN TO AN OAK

Y.A. Quadri and I. A. Jawondo

Introduction

In 1948, the first University in Nigeria was to be sited in Ilorin given its longstanding tradition in Islamic learning but lack of infrastructure stalled it. No wonder, when the University was established it was mentored by Ibadan. That the University is ranked first in Nigeria now shows that it was truly the first ever contemplated (Belgore, 2014, p.1).

The development of any society has been dependent on the level of education adopted or acquired. Thus, nations the world over, have continued to concentrate on creating educational opportunities within their societies and for their citizens. Today, the gaps that exist between the poor and the rich in the society, and the division of nations into underdeveloped, developing, and developed are being attributed to the level of education acquired by individuals and the educational opportunities extant in nations respectively.

The scramble for Africa by the Europeans and the eventual colonisation of Africa were blamed on the low level of civilisation of Africa compared to that of Europe.

Consequently, decolonisation and the eventual independence of African states were hitched to the acquired education and exposure of African nationalists. Thus, since independence, African states have continued to struggle to improve on the educational opportunities of their citizens both at home and abroad.

In Nigeria, successive governments realising the importance of creating educational opportunities for their citizens, pursued this to enhance the all-round development of the citizenry. The opportunities provided spanned the strata of education. The focus of this chapter is to document the origin, growth and development of the University of Ilorin as it grew from an acorn to an oak.

Planting and Nurturing the Acorn

In meeting the dictates of the Third National Development Plan, which aimed at providing expanded educational opportunities to Nigerians, the Federal Military Government by a decree established seven universities in Nigeria in August, 1975, to be located in Calabar, Jos, Maiduguri, Sokoto, Kano, Port-Harcourt, and Ilorin. The University of Ilorin is hosted by the ancient city of Ilorin, Kwara State in the North Central geo-political zone of Nigeria. The historic town is about 451 kilometres by road via Bida from Abuja, the Federal Capital. Ilorin is a transitional zone and a geographical and cultural confluence of the Northern and Southern Nigeria. The University has a large land mass. Akinkugbe (2010) observed that “the land size was 15,000 hectares. The huge terrain was going to be the largest university permanent site in all of Africa... this scenic expanse of territory with the River Oyun traversing it in its northerly course towards the River Niger” (p.126).

The University took off in 1975 as a University College affiliated to the University of Ibadan. Professor T. N. Tamuno, the Head of Department of History at the University of Ibadan, was appointed the pioneer Principal, a position he occupied from September to December 1975 when he became the Vice Chancellor of the University of Ibadan. He was succeeded by Professor O. O. Akinkugbe, who was until then, the Dean, Faculty of Medicine at the University of Ibadan. A three-bedroom chalet located at No.5 Forest Road, G.R.A. Ilorin served as the first “Campus” of the University where administrative work of the nascent institution commenced in March 1976. The then Military Governor of Kwara State, Colonel Ibrahim Taiwo, facilitated the accommodation.

By July 1976, the University Administration had moved to a block of offices at Sabo-Oke as the initial building could no longer accommodate the growing number of staff. The support enjoyed by the young University continued under a new Military Governor of the State, Brigadier General George Innih, who gave a section of the Kwara State College of Technology at Agbo-Oba Area to the University to serve as its temporary site. In addition, the governor gave the 10 hectares of land on which the University GRA quarters are currently located. The Principal started with four members of staff comprising two Administrative Officers, one driver and one Clerk /Typist. Subsequently, other principal officers were appointed for the University. They were the Registrar, Mr. Olu Daramola, the Bursar, Mr. I. A. Oyawoye, and the Librarian, Mr. B. A. Oni-Orisan. The Director of Works was Engr. R. A. Imohiosen. By 1977 the total staff strength of the University was 615. This has risen to 3,476 by the 2013/2014 academic year. In 1977, the College was upgraded to a full-fledged University and the Principal became the pioneer Vice-Chancellor.

Growth in Student Enrolment

On Saturday, October 23, 1976, 200 of the candidates who passed an entrance examination conducted by the University College became the foundation students. They were admitted into residence that day. On Monday, October 25, academic activities began after the Principal's maiden address at about 10.00a.m. in the Africa Hall. This was followed by registration of the students into the three foundation faculties, namely: Faculty of Arts, Faculty of Education and Faculty of Science, headed by Prof. O. Awobuluyi, Prof. J.O.O. Abiri, and Prof. M.O. Olofinboba respectively as Deans. The distribution of the 200 foundation students is as shown in Table 1.

Table 1: Foundation Students' Enrolment, 1976

Faculty	Enrolment		
	Male	Female	Total
Arts	57	4	61
Education	92	16	108
Science	26	5	31
Total	175	25	200

Source: Academic Support Services' Records

The initial student population of 200 in 1976 has increased to 18,488 by the 2000/2001 session. The many factors responsible for this feat include the good name the University has made for itself, the high quality of the graduates produced, the tradition of maintaining a stable academic calendar, high moral standard coupled with academic excellence and the University's beautiful and serene environment. It has become the most preferred university by candidates seeking university admission in Nigeria for some years now. It is remarkable to note that the University has been able to attract students from all the States in the country

including the Federal Capital Territory except Zamfara State. In addition, in line with the University's internationalisation policy, it has also been able to attract students from foreign countries. Indeed, right from its inception, 2 of the 200 foundation students were foreigners.

In order to increase access to higher education, the University introduced Remedial programmes in its Arts and Science disciplines through which candidates who have the potentials for university education are assisted to remedy the deficiencies in their entry qualifications. Apart from further increasing students' intake, this has also assisted in addressing the issue of gaps in access to higher education for youths from the educationally disadvantaged areas of the country.

Postgraduate studies commenced in the University in 1978, precisely in the Faculty of Science which enrolled 2 students for the M.Sc degree programme in the Department of Biological Sciences. Since then, other departments in the University have been running Postgraduate Diploma, Master and Ph.D degrees in academic and professional disciplines. The University established the Postgraduate School on 8th November, 1983 to coordinate all postgraduate activities and ensure the effective training of postgraduate students that would lead to the expansion of the frontiers of knowledge and enhance national development.

Growth of the Faculties

From three faculties at inception in 1976, the University in 2000 metamorphosed into an eight-faculty citadel of learning. They evolved as shown in Table 2:

Table 2: Growth of Faculties, 1976-2000

S/No	Faculty	Year of Establishment
1	Arts	1976
2	Education	1976
3	Science	1976
4	Health Sciences	1977
5	Engineering & Technology	1978
6	Business & Social Sciences	1981
7	Agriculture	1982
8	Law	1983

Infrastructural Development

The University soon realised that the section of the College of Technology ceded to it by the State Government was inadequate to meet its ever-increasing student and staff population and the requirement of space for administrative, teaching, and learning purposes. It therefore, embarked on the physical development on the Temporary Site. Consequently, a new administrative block, lecture halls, students' hostels, staff offices, clinic, works yard, recreational facilities (gymnasium, football pitch, basketball court, etc.), students' cafeteria, staff club, staff quarters were built along with the expansion of an existing library and the construction and upgrading of internal roads. Other structures developed were the Bakery, Guest House, the University Press, and a Petrol Station to boost the University's Internally Generated Revenue (IGR). Simultaneously, the University embarked on the provision of accommodation for staff on the piece of land donated to it by the Kwara State Government in the Government Reservation Area (GRA) of the town. Within the same period, the Muslim and Christian communities built a Mosque and a Church, respectively, on the Temporary Site.

The municipal services were inadequate to meet the needs of the University. Therefore, it had to develop and maintain additional facilities to augment the existing ones. These included the construction of the power station, and water tanks, as well as the acquisition of water tankers.

The University in the 1977/78 session engaged the services of a consortium of professionals, Messrs Concarplan-Enplan Group, to design a master plan for the physical development of its main campus. The turning of the first sod took place in 1977 by Brigadier George Innih, the Military Governor of Kwara State after which construction of physical structures commenced. These included blocks of lecture rooms, staff offices, teaching laboratories, lecture theatres, students' hostels and the access road to the University from the town, which served as the nucleus of the University's physical infrastructure. By December 1981, the construction of eight blocks of students' hostels and the buildings for the Faculties of Science, Engineering and Technology (Blocks 1-10) on the site had been completed. Consequently, these faculties moved to the site in 1982, and the University started operating a dual-campus system. The Faculties of Agriculture and Law were built on the site in 1985 and 1996 respectively.

The University library was opened in 1976 at the Temporary Site. Later in 1977, it was restructured and it housed the initial library holdings comprising 7,314 books, 594 journals made up of 1,500 volumes, and 63 Government Publications. The University Library was built on the Main Campus in 1990.

The library benefitted from the kind gesture of some corporate bodies and individuals who donated materials to boost its collections. Some foundation staff who donated books included Prof. J.O.O. Abiri, Prof. I.A.B. Balogun, Prof. M.O. Olofinboba, Prof. E.H.O. Parry, Prof. T.O. Aro, and Prof. M.O.

Fawole. Corporate donors in Nigeria included Lambo Foundation, the Central Bank of Nigeria, Nigeria Deposit Insurance Corporation (NDIC), and the National Universities Commission (NUC) while international donors included the British Council, World Health Organisation (WHO), the World Bank (10,618 volumes), and Books for Africa (5,211 volumes).

The dual-campus system had implication for the running of the University. First, staff and students had to commute between the mini and main campuses for the purposes of teaching, learning and administration. The University, therefore, had to acquire vehicles to ease movement. Occasionally, this posed a challenge to the University in the form of student unrest and agitation.

The second implication of the dual-campus system was inadequate students' accommodation, which became rather impossible for the University Administration to cope with. This was in spite of the Federal Government's policy that universities were required to accommodate 20% of their students' population. Although the University was able to accommodate all the students in its halls of residence, it was compelled to introduce an off-campus system in the 1980/81 session. To address this problem, the University embarked on an appeal mission to corporate organisations and individuals. Among those that responded to this call were the Kwara State Government, the Central Bank of Nigeria, Alhaji Sulaiman Akande (Onward Fisheries Nigeria Limited), Dr. Wale Babalakin (SAN), Mallam Yusuf Ali (SAN), and Alhaji Raimi Oladimeji all of whom donated hostel blocks to the University.

Staff Capacity Development

The University attracted both academic and non-academic staff from virtually every part of Nigeria probably because of its central geographical location and the deliberate

efforts of the Administration. In order to achieve the acclaimed universal concept the University engaged the services of the Inter-University Council (IUC) London Office to assist in recruiting foreign world-class academics.

At inception, the University embarked on rigorous capacity-building through its robust Staff Development Programme. Junior academic staff were encouraged to pursue higher degree programmes at any University in Nigeria and overseas. Several of them took advantage of this opportunity. This enhanced the quality of teaching and learning in the University. There was also a provision for the development for non-academic staff. In addition, staff in the two categories benefited from sponsorship to attend conferences and workshops locally and internationally, in order for them to be current in their respective disciplines.

Staff and Student Welfare

The University has been able to retain its quality staff and sustain excellence as espoused in its mission statement. It has consciously provided the necessary conducive environment and demonstrated commitment to staff welfare. The University ensured the promotion of staff when due and provided facilities for their total well-being. The needs of families of staff, in terms of the education of their children/wards and health issues, were prioritised. Security of life and property of staff was guaranteed while recreational facilities and municipal services were also extended to them at moderate charges.

Similarly, the welfare of the students was given priority by the University. For instance, the Student Affairs Unit was created in the Vice Chancellor's office while the Students' Welfare Committee was put in place to sustain and improve students' welfare. At the beginning of every session, the Student Affairs Unit would organise an orientation programme

for new students. This largely ensured peace and tranquility on the campus.

It was mandatory for all the students' clubs and associations to register with the Student Affairs Unit to ensure the proper monitoring of their activities. In an attempt to bridge the gap between the University Administration and students and to inculcate leadership ability in the students membership of some committees was extended to the students. Such committees included Students' Welfare, Sports, Students' Disciplinary and Ceremonials.

Leadership Succession, 1976-2000

The mustard seed of the University of Ilorin planted in 1976, no doubt, has blossomed into an oak. The following had in succession between 1976 and 2000, been at the helm of affairs of the University in various capacities and contributed immensely to the realisation of the dreams of its founding fathers:

Visitors to the University

1. General Muritala Mohammed (1975 - 1976)
2. General Olusegun Obasanjo (1976 - 1979)
3. President Alhaji Aliyu Shehu Shagari (1979 - 1983)
4. Major-General Muhammadu Buhari (January 1984 – August 1985)
5. Major-General Ibrahim Badamosi Babangida (August 1985- August 1993)
6. Chief Ernest Shonekan (August 1993 – November 1993)
7. General Sanni Abacha (November 1993 – June 1998)
8. General Abdulsalam Abubakar (June 1998 – 1999)
9. Chief Olusegun Obasanjo (May 1999 – May 2007)

Chancellors

1. HRH Umar Sulaiman (Emir of Bedde) (1978-1981)
2. HRH Shekarau Angyu Masa-Ibi II (Aku Uka of Wukari) (1981-2000)
3. HRH Justice Ambrose Allagoa (Amayanabo of Nembe) (2000-2006)

Pro-Chancellors

1. HRH Justice Ambrose Allagoa (1978-1982)
2. Mr F. O. Ihenacho (April 1983-December 1983)
3. Alhaji A. R. Zayyad (1984-1986)
4. Prof T. M. Yesufu (1986-1990)
5. Prof C. O. Taiwo (1990-1993)
- 6 Alhaji Abdu Gusau (1993- 1994)
7. Dr N. E. Nwauwa (1994-1997) (Acting)
8. Alhaji M. B. Karfi (Wazirin Bauchi) (1997-1999)
9. Lt. Gen. Salihu Ibrahim (2000-2004)

Principals

1. Prof T.N. Tamuno (September –December 1975)
2. Prof O. O. Akinkugbe (December 1975- October 1977)

Vice-Chancellors

1. Prof O. O. Akinkugbe (October 1977-October 1978)
2. Prof A. O. Adesola (1978-1981)
3. Prof S.A. Toye (1981-1985)
4. Prof A. Adeniyi (1985-1992)
5. Prof J. O. Oyinloye (1992-1997)
6. Prof S.O. Abdulraheem (1997-2002)

Deputy Vice-Chancellors

1. Prof A.F. Ogunsola (1980-1981)
2. Prof O.O. Ogunremi (1985-1988)

- | | |
|----------------------------|--|
| 3. Prof I.E. Owolabi | (1988-1992) |
| 4. Prof M.O. Fawole | (1992-1997) |
| 5. Prof I.I. Ihimodu | (Admin 1998-2000) |
| 6. Prof O.O. Balogun | (Acad. 1998-2000 & Admin
2000-2002) |
| 7. Prof F.L. Bello-Ochende | (Acad. 2000-2002) |

Registrars

- | | |
|---------------------|--------------|
| 1. Mr Olu Daramola | (1976-1985) |
| 2. Mr A. O. A. Alao | (1985-1997) |
| 3. Mr M. T. Balogun | (1997 -2002) |

Bursars

- | | |
|---------------------|-------------|
| 1. Mr I.A. Oyawoye | (1976-1980) |
| 2. Mr I.A. Adeniran | (1983-1985) |
| 3. Mr O.O. Fajimolu | (1985-1995) |
| 4. Mr J.O. Adewuyi | (1995-2001) |

Deans of Faculties /Postgraduate School/ Student Affairs

Faculty of Agriculture

- | | |
|-----------------------|-----------|
| 1. Prof L.B. Olugbemi | 1983-1985 |
| 2. Prof D.S. Adegboye | 1985-1989 |
| 3. Prof O.O. Balogun | 1989-1993 |
| 4. Prof J.O. Babatola | 1993-1997 |
| 5. Prof R.O. Fadayomi | 1997-2001 |

Faculty of Arts

- | | |
|-------------------------|-----------|
| 1. Prof O. Awobuluyi | 1976-1980 |
| 2. Prof I.A.B. Balogun | 1980-1984 |
| 3. Prof Ade Obayemi | 1984-1987 |
| 4. Prof Oludare Olajubu | 1987-1992 |
| 5. Prof P.A. Dopamu | 1992-1996 |

- | | |
|------------------------|------------------|
| 6. Prof Sam A. Adewoye | Oct. – Nov. 1996 |
| 7. Prof Y.A. Quadri | 1996-1998 |
| 8. Prof Akanji Nasiru | 1998-2000 |
| 9. Prof E. E. Adegbija | 2000-March, 2001 |

Faculty of Business and Social Sciences

- | | |
|-------------------------|-----------------------|
| 1. Prof S.O. Onakomaiya | 1981-1984 |
| 2. Prof J.O. Oyebanji | 1984-1989 |
| 3. Prof I.I. Ihimodu | 1989-1991 |
| 4. Prof A.A. Ogunsanya | 1991-1995 & 1998-2000 |
| 5. Prof I.O. Taiwo | 2000-2004 |

Faculty of Education

- | | |
|-------------------------|------------|
| 1. Prof J.O.O. Abiri | 1976-1980 |
| 2. Prof Segun Adesina | 1980-1984 |
| 3. Prof J.B. Ipaye | 1984-1986 |
| 4. Prof A.D. Olutola | 1986-1989 |
| 5. Prof A.A. Adeyinka | 1991-1994 |
| 6. Prof Aliyu Abdullahi | 1994-1996 |
| 7. Prof M. Lasun Emiola | 1996- 1998 |
| 8. Prof A.I. Idowu | 1998-2002 |

Faculty of Engineering & Technology

- | | |
|----------------------------|-----------|
| 1. Prof V.O.S. Olunloyo | 1978-1980 |
| 2. Prof I.E. Owolabi | 1980-1984 |
| 3. Prof B.J. Olufeagba | 1984-1988 |
| 4. Prof S.O. Adeyemi | 1988-1989 |
| 5. Prof J.S.O. Adeniyi | 1990-1994 |
| 6. Prof F.L. Bello Ochende | 1994-1998 |
| 7. Prof K.C. Oni | 1998-2001 |

Faculty of Health Sciences

1. Prof E.H.O. Parry	1977 – 1979
2. Prof Adeoye Adeniyi	1979 – 1984
3. Prof O. O. Ogunremi	1984 – 1985
4. Prof O. K. Alausa	1985 – 1985
5. Prof Ayoola Olatunde	1985 – 1986
6. Prof O. Ogunbode	1986 – 1990
7. Prof Funsho Komolafe	1990 – 1994
8. Prof B. A. Onile	1994 – 1996
9. Prof M. A. Araoye	1996 – 2000
10. Prof A. O. Soladoye	2000 – 2004

Faculty of Law

1. Prof J.O. Oyebanji	1994-1997 (Coordinator)
2. Prof M.T. AbdulRazaq	1998-2000
3. Prof A. Zubair	2000-2001

Faculty of Science

1. Prof M.O. Olafinboba	1976-1980
2. Prof J.O. Oyinloye	1980-1984
3. Prof V.L.A. Yoloye	1984-1988
4. Prof M.A. Mesubi	1988-1992
5. Prof S.O. Oduleye	1992-1996
6. Prof O.S. Adegboye	1996-2000
7. Prof S.O. Akande	2000-2002

The Postgraduate School

1. Prof M.O. Olofinboba	1983-1984
2. Prof T.O. Aro	1984-1986
3. Prof M.O. Fawole	1986-1991
4. Prof M.A. Ibiejugba	1991-1995
5. Prof A. A. Adesiyun	1995-1999
6. Prof I.A. Awogun	1999-2001

Student Affairs

- | | |
|-----------------------|-----------|
| 1. Prof M.O. Fagbule | 1987-1989 |
| 2. Prof S.O. Oyewole | 1989-1993 |
| 3. Prof Olu Obafemi | 1993-1997 |
| 4. Prof O.A. Ogunsaju | 1997-2001 |

Librarians (1976 - 2000)

- | | |
|-----------------------|--------------------|
| 1. Mr B.A. Oni-Orisan | 1976-1990 |
| 2. Mr Dokun Fadiran | 1990-1991 (Acting) |
| 3. Mr R.A. Ukoh | 1992-1994 (Acting) |
| 4. Mr S.O. Fowowe | 1994-2001 |

Directors of Works

- | | | |
|-----------------------------|---|---|
| 1. Engr Imuoshen, R.A. | - | Director of Works
1976-1978 |
| 2. Engr Sen. Gupta (Indian) | - | Ag. Director of works
1978 |
| 3. Engr Owoeye, S.A. | - | Officer-in-Charge
1978-1981
Ag. Director of Works
1981-1983
Director of Works 1983-
1985 (Feb) |
| 4. Engr Kumar S. (Indian) | - | Officer-in-charge
Feb 1985-1986 |
| 5. Engr A.A. Adesiyun | - | Officer-in-Charge
1986-July 1987 |
| 6. Engr P.K. Oyatoye | - | Director of works July,
1987-July 2004 |

Conclusion

The University of Ilorin began humbly as a university college and today has attained the status of a world-class citadel of learning. It is clear from the above presentation that for an acorn to become an oak, quite a number of things are required. In the case of the University of Ilorin such things included an enabling environment, right thinking and purposeful leadership, which the successive leadership of the University provided. It must be said that the different qualitative academic programmes and the stable and predictable academic calendar were no mean attractions to prospective students. The high sense of duty and dedication demonstrated by the staff and the maturity and determination of the students to succeed also contributed immensely towards making an oak of the University of Ilorin.

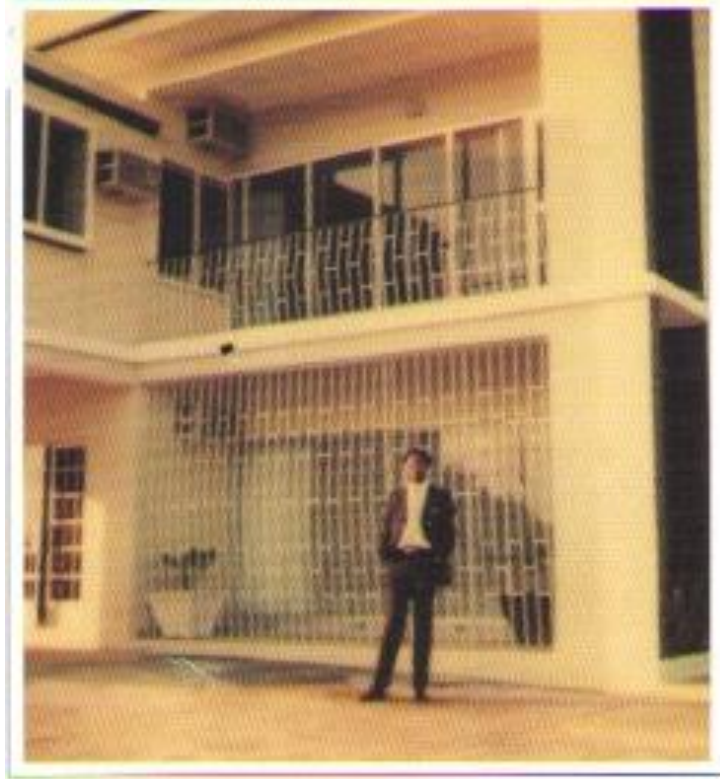


Plate 1: The First University “Campus”
No.5 Forest Road, G.R.A. Ilorin



Plate 2: Turning the Sod at the Permanent Site (1977)



**Plate 3: The First Principal Officers of
the University**

THE PAST PRINCIPALS AND VICE- CHANCELLORS

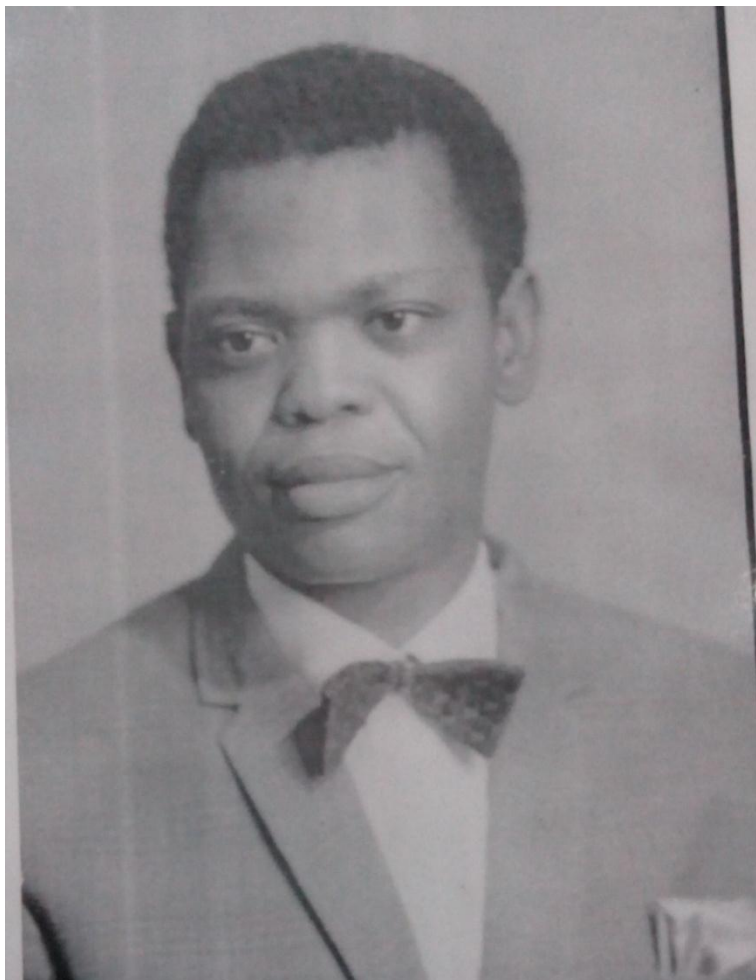


Plate 4: Prof. T.N. Tamuno
Principal
September, 1975-November, 1975



Plate 5: Prof. O.O. Akinkugbe
Principal - December, 1975-September, 1977
Vice-Chancellor - October, 1977-October, 1978



Plate 6: Prof. Akin O. Adesola
Vice-Chancellor
1978 – 1981



Plate 7: Prof. S.A. Toye
Vice-Chancellor
1981 – 1985



Plate 8: Prof. A. Adeniyi
Vice-Chancellor
1985-1992



Plate 9: Prof. J.O. Oyinloye
Vice-Chancellor
1992 – 1997



Plate 10: Prof. S.O. AbdulRaheem
Vice-Chancellor
1997-2002



Plate 11: Prof. S.O.O. Amali
Vice-Chancellor
2002 – 2007



Plate '2: Prof. I.O. Oloyede
Vice-Chancellor
2007 - 2012

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TOWN AND GOWN IN ACTION

R.A. Olaoye, A.G.A.S. Oladosu and L.A. Yahaya

Introduction

The University of Ilorin was established in August, 1975 to provide three basic services to humanity (University of Ilorin, 2009). These are teaching, research and community service. In order to provide efficient and effective services, the University put in place different programmes to promote development and facilitate a cordial relationship between the gown and the town (University of Ilorin, 2011).

A period of forty (40) years (1975-2015) is significant in the life of the University and its relationship with the outside communities. Right from inception, the University has been identifying with the aspirations of both its immediate and larger communities. The admission of the first set of students in 1976 cut across all the regions of Nigeria. Building on this foundation, the admission policy of the University up till now takes cognisance of ethnic diversity of the country by formulating criteria which capture the six geo-political zones of the country. Alongside its open admission policy are the job opportunities which the University has created for the outside communities. Staff are employed in one capacity or the other,

from various parts of the country and beyond thereby bringing together the town and the gown as partners in progress.

Of course, the growth and development of the University as manifested in its robust academic programmes have made positive impacts on the society. Through its academic programmes, it has been possible to build cordial relationship with the outside world.

At the postgraduate level, people from far and near have benefitted from the academic and professional programmes of the University. Those in this category included the teachers, civil servants, bankers, industrialists and private individuals who took the opportunity offered by the University to pursue different academic degrees and improve their knowledge. Indeed, based on its mission and vision, the University has always engaged with the outside communities as strategic partners in the development of the institution as reflected in different areas of academic and non-academic activities of the University highlighted in this paper.

The University formally began academic activities at the Mini-Campus in October, 1976. The University started with three facilities, namely Arts, Science and Education. The foundation students were about two hundred (200). Academic activities on the Mini-Campus were carried out for about three decades, precisely from 1976 to 2007 when the University finally relocated to the Main-Campus.

While on the Mini-Campus, the University influenced positive developments in the immediate communities surrounding it. For instance, communities like Agbo-Oba, Adewole, Adeta, Saw-Mill and Geri-Alimi attracted increase in population and development in terms of commercial activities, transportation, house rent, services, etc. Furthermore, there were University projects which were of benefit to the outside communities. The University Guest House on the Mini-

Campus served guests outside the University community. In the same vein, the secretariat of the Academic Staff Union of University (ASUU) and Africa Hall, were frequently hired for meetings, seminars, conferences and social engagements by people from near and far. It should also be added that while on the Mini-Campus, people from the hosting community were employed by the University.

The final movement of the University from Mini-Campus to Main-Campus was another watershed in the relationship between the Town and the Gown. The movement brought forth a new dimension in the University community rapport in the sense that there was a new direction in growth and development. The communities along the route to the Main-Campus developed in size and population. Rural communities such as Tanke Tipper Garage, Tanke Oke-Odo, Jalala, Bolorunduro, Ago, Olorule Meji, Oke Ose, Oke Oyi, etc. became heavily populated and developed as shops, petrol stations, restaurants, guest houses, hotels, health centres, medicine stores, etc. sprang up and stimulated growth and development.

It is noteworthy that between the Tanke Round-about and the University gate alone, there are about ten petrol stations. Certainly, the development is in response to the fuel needs of the commercial transport workers, the students and staff of the University. Indeed, the value chain of the transportation system which the University engenders is enormous. There emerged different modes of transportation such as bus shuttle service, taxi, tricycle operations, private commercial vehicles (kabukabu) and SUG campus transport all of which cater for the public transportation of the people, the staff and students of the University which are over thirty-five thousand (35,000) in population.

Closely associated with the transport system was the emergence of artisans and other forms of skilled and unskilled workers. Today, there is a large population of mechanics, vulcanisers, panel beaters, iron benders and auto-electricians who are spread along the route to the University, with some of them plying their trades on the University campus.

It is equally pertinent to mention that the establishment of the University Directorates, Units and Schools outside the Main-Campus has been an added value to the relationship between the Town and the Gown. For instance, the location of the Sugar Research Institute; National Centre for Hydro Power Research and Energy Development (NACHRED) and School of Preliminary Studies at Fufu, Ilorin South Local Government, all along the Ilorin – Ajase-Ipo road, have immensely contributed to the development of the towns and villages along the route. In Fufu, the School of Preliminary Studies has led to the expansion in population and size of the town and the rural economy has received a boom as trade and commercial activities are on the increase. House and shop rents have soared while land for development purposes has become highly priced. The road leading to the town has been reconstructed and tarred. In addition, the location of the school in the town has created employment opportunities for the people of the area.

Similarly, the communities around the Sugar Research Centre and NAHCRED have benefitted, and are still benefitting, from the centres. The centres have made positive impacts on such communities as Ganmo, Amoyo, Kabba-Owode and Jimba-Oja. Petty traders and farmers in those villages enjoy increased patronage for their products. Of course, some staff of the centres rent houses with some even buy land to build their own houses in those areas. The cumulative effects of all these are enormous in those areas.

a. The University and Immediate Community

The commencement of the University in 1975 marked the beginning of the relationship between the University of Ilorin and its immediate environment. The Government allocation of office accommodation at the Government Reservation Area (G.R.A.) to the first crop of staff of the University was a significant gesture that eventually blossomed into a robust union between the institution, the government and people of Kwara State (University of Ilorin, 1977). As a way of appreciating the warm reception, local contractors and artisans were patronised in the process of building the institution and business opportunities were created for the immediate communities.

It needs to be stressed also that some people both far and near have invested in various economic ventures as a result of the presence of the University. Public investments in transport business have eased movements of the people, goods and services to and from the campus of the University. Public investments in property and Estate Management have further sealed the bond between our University and the larger community. Close to the gate of the University, is a cluster of commercial hostels with tarred road all of which are strengthening the relationship between the Town and the Gown. Generally, public investments in various forms in response to the needs of the University and outside communities at large have led to the twin developments of the Town and Gown.

b. University and Larger Communities

The University of Ilorin has a universal outlook in its academic, administrative and general activities. Accordingly, it looks beyond its host communities by extending its services to the larger communities which spread across Nigeria. Apart

from Kwara state, other states that constitute catchment areas for the University admissions are Benue, Kogi, Nasarawa, Kebbi, Plateau, Sokoto, Zamfara and Niger states (National Universities Commission, 2010). These states are covered by the quota admission policy of the Federal Government. It should be noted that apart from the catchment areas, the University spreads its admission to the candidates from other parts of Nigeria and across the world. Furthermore, as is the case with the immediate environment, commercial and business opportunities are open to the larger communities across the country.

The University's programmes are generally community-friendly. The University believes in the concept of the universal nature of the university. Therefore, the employment policy of the University is all-inclusive and as such, the employment of both academic and non-academic staff cuts across the country and the world. Apart from this, it is the tradition of the University to invite experts from far and near to deliver one form of lecture or the other. Also, people from different parts of the country are invited to participate in its many events in various capacities as chairperson, guests of honour, moderators while others are invited to commission projects in the University.

No doubt the larger public is a strategic partner of the University. Wealthy and public-spirited individuals have contributed to the physical development of the University. They have been allies of the University in the Public-Private-Partnership (PPP) projects of the institution. For instance Dr Wale Babalakin (SAN) and Mallam Yusuf Olaolu Ali (SAN) have donated hostels while Chief Adekanola donated the Postgraduate Building named, Zahara Jaji Ishowo Building Complex.

A significant aspect of the public support for the University is the contribution of banks. The United Bank of Africa (UBA), First Bank, Union Bank, Skye Bank, Zenith Bank and Guarantee Trust Bank (GTB) have contributed immensely towards the development of the University. Such contributions include donation of vehicles and provision of financial assistance to the University's programmes. Moreover, their presence on the University campus has facilitated financial transactions and other forms of economic development.

c. Community-Friendly Researches

From inception, the University had mapped ways of identifying with the aspirations of its host community in particular and the country in general. This is contained in the vision and mission statements of the University which are based on the principles of teaching, research and community service. In its activities such as teaching and research, the culture, value, religion of the host communities have always been accorded due recognition (University of Ilorin, 2012). For instance, the academic programmes in the Department of History and International Studies accommodate studies in the history of Ilorin and its environments. In addition, several of the students' research projects in the Faculties (e.g. Arts, Education, Agriculture and Social Science), both at undergraduate and postgraduate levels address several aspects of the history, culture, economy, socio-political and development studies of the communities within and outside the location of the University. Issues such as the patterns of settlement, cultural heritage, craftworks, trade, spread of Islam and Christianity, introduction of oriental (Islamic) and Western Education, growth in primary, secondary and tertiary education and other issues affecting the immediate communities and

beyond are well-addressed in the research works of the University. Likewise, there are bibliographical research studies on important personalities such as Sheikh Adam Al-Ilori; Shehu Alimi Afonja, Usman Dan Fadio, Solagberu and Shehu Kamaldeen Al-Adaby, etc., all of which strengthened the bond between the University and the larger societies (Immam, 1997). It is equally important to note that researches on heritage sites such as the Esie Museum, Patigi Regatta, Owu falls, Sobi Hills, etc and on agricultural and mineral resources like shea butter, cashew, mango, oil palm, cotton, lime stone, granite, etc. are to bring into focus the potentials of the immediate communities in tourism and mineral and agro-allied industries.

d. Programmes and Innovations

The University is rich in programmes and innovations that are of immense value to the immediate communities. The Community-Based Experience Services (COBES) is a good example in this regard. COBES which started from the College of Health Sciences of the University is a programme designed to bring awareness, especially to the rural communities in Kwara state and its environs, in different aspects of development. COBES, to a very large extent, has indeed educated many communities on personal health, hygiene and good environment (University of Ilorin, 2010).

The Teaching Practice and Counselling services of the Faculty of Education are also of immense value to the communities in and outside Kwara state. Most of the secondary schools in Kwara State are not adequately staffed. Accordingly, most of them utilise the services of the students on teaching practice to fill the gap. Also on the teaching practice programme are counsellors and as such, they offer useful services to the schools of their posting. Moreover, most of the graduate teachers in the Kwara state schools and even

the schools in other states of Nigeria are products of the University of Ilorin and they add value to the educational development of the various organisations where they work.

In the Faculties of Agriculture, Engineering, Medicine and Computer Science, there are aspects of their programmes which are community based. There is for instance, the community health programme, highlighted under COBES, which brought health awareness to the door steps of many homes. It is equally pertinent to note how the programmes in the Faculty of Agriculture such as Farm Management, Animal Production, Agricultural Extension and Crop Protection have generally improved the agrarian economy not only of the host communities but also of others across the country. The Computer Based Tests (CBT) and training in the University have equally raised the level of computer literacy among several communities outside the University, just as some devices in Engineering have made positive changes in the engineering skills of many people (University of Ilorin, 2013).

e. University Honorary Awards

1. Professor Oladipo Olujimi Akinkugbe

C.O.N., M.D (Lond), D. Phil. (Oxon), F.R.C.P. (Edin), D.T.M. & H. (Liv.), F.M.C.P. (Nig), First Vice-Chancellor of the University of Ilorin, D. Sc., October, 1982

2. Dr Paul Tebefia Odeghe

M.F.R.L.RLCP, L.R.C.S., L.L.M. (Ireland), D.T.P.H. (Lond.), F.W.C.P. (W. Africa), a distinguished Leprologist, D. Sc. October, 1982

3. Late Alhaji Yahaya Oriole

O.B.E., M.F.R., Madawaki of Ilorin, a pioneer educationist and seasoned administrator, D. Litt., October, 1982

4. **His Royal Highness**
The late Alhaji Zulkananini Mohammed Gambari, C.F.R.,
Aiyelabowo V. The Emir of Ilorin, LL.D., November, 1988
5. **His Royal Highness,**
Late Justice Ambrose Allagoa,
LL.B., B.L., KSG, C.O.N., Mingi XI. The Amanyano of Nembe and First Chairman of Unilorin Governing Council. LL.C., November, 1988
6. **Prince Samuel Adedoyin**
(Industrialist and Philanthropist), D. Litt., November 1988
7. **Chief (Mrs) Dinah Violet Lambo**
Joint Founder and President of Lambo Foundation, Geneva.
D. Litt., November, 1988
8. **Dr (Chief) Augustine Ejikeme Ilodibe**
F. Inst. T.A. (Uk, Hon. DB, Admin. (Nigeria) Founder, Chairman and Chief Executive, Ekene Dili Chukwu Group of Companies D.Sc. November, 1989
9. **Chief Sunday Bolorunduro Awoniyi**

B.A. (Lond.) C.O.N., A Retired Federal Permanent Secretary, Fomer Pro-Chancellor, Ahmadu Bello University, Zaria and The Aro of Mopa. D.L.H. 1989

10. **The late Alhaji Chief Moshood Kashimawo Olawale Abiola**
F.T.C.I., F.C.T.S., C.A.F. Inst. M., F.C.I.S., F.C.A., F.N.I.M.
Founder, Publisher, Chairman and Chief Executive.
Concord Press of Nigeria Limited. D. Litt., November, 1989
11. **His Royal Highness**
Alhaji Ibrahim Dasuki,
LL.D., C.O.N. The Sultan of Sokoto, D. Litt.,
November, 1990
12. **His Royal Highness**
Kuvyo Shekara Argyu Masa Ib. II Aku Uka of Wukari,
Chancellor D. Litt, 1991
13. **Her Excellency,**
Dr. (Mrs.) Maryam Sani Abacha, First Lady of Nigeria.
D. Litt 1997
14. **Major-General Muhammed Buhari (Rtd)**
Former Head of State and Commander-in-Chief of the
Armed Forces Federal Republic of Nigeria, 1984 to
August, 1985: 1988.
15. **Mr. Han Bakker**
Managing Director, Jaczon Fish Production Company,
the Hague, Netherlands. D. Litt. 1998
16. **Major General George Agbazika Innih (Rtd)**

Former Military Governor of Kwara State (1976 – 1978)

Chairman and Managing Director, Tamsaks (Nigeria) Ltd., Benin City. LL.D. 1988

17. **Shaykh Muhammed Kamaludeen Al-Adabiy, M.F.R.,**

Founder of Ansaru-Islam Society of Nigeria and Proprietor of various Colleges, Schools and Arabic Institutes. D. Litt 1998

18. **Chief (Dr) Emeka Anyaoku (Rtd),**
Secretary General Commonwealth of Nations. LL.D. 2002

19. **Chief Bola Ige (SAN)**
Former Honourable Minister of Justice & Attorney-General of the Federation, LL.D. 2002.

20. **His Royal Majesty**
Benjamin Ikenchuku,
Keagborekuzi I, the Dein of Agbor,
Chancellor, University of Ilorin, 2007.

f. Extra-Mural Programme

As a way of strengthening the tie between the Gown and the Town, the University introduced an extra-mural programme in the early 1980s. The programme was to remedy deficiencies in the GCE/WASC results of candidates. It was also designed to assist those who did not have the opportunity of secondary school education to attain their GCE ordinary level certificate. Many people from immediate communities and beyond, enrolled their children and wards for the extra-mural studies which lasted one calendar year. Initially, it was

located at the United Secondary School, Ilorin. The programme was later moved to the present site of the MBA Programme in Sabo-Oke. The extra-mural programme benefitted many people who eventually had the opportunity of University education. Indeed, most of the products of the programme are in positions of authority in the different areas of Nigeria's public service (University of Ilorin, 2015).

Some other products of the programme are doing well in the private sector of the economy. Yet some others are self-employed and employers of labour as different professionals such as estate valuers, lawyers, quantity surveyors, estate and property managers, etc. Indeed, some of them used the experience they gained from the programme to establish private schools and coaching centres in Ilorin and other communities in and outside Kwara state. A good example is Mr. Ahmed Oba who has a coaching centre at the LGEA Primary School at Ipata Market in Ilorin.

G. Professional Programmes

The University offers professional programmes at Diploma and Postgraduate levels. For instance, the Institute of Education, University of Ilorin, offers Postgraduate Diploma in Education while Faculties of Management Science and Social Science offer Master Degree Programmes in Business Administration, Public Administration and Diplomas in Accounting, Criminology, Banking and Finance and Marketing. In order to provide access to university education to UTME candidates who are unable to gain admission to universities in Nigeria, the Institute of Education gave admission to thousands of such candidates at the undergraduate and post-graduate levels (University of Ilorin, 2002).

The establishment of the Ilorin Business School has enhanced the value and scope of the professional programmes

offered in the University. There is an increase in the number of courses available and the programmes are generally responsive to both the public and private sectors' needs. There is also the Language Immersion programme domiciled in the Faculty of Arts, with Dr (Mrs) De Campos as Director. The programme which is designed to introduce students from non-English speaking countries to basic knowledge in English Language, attracts international students from countries like Togo, Republic of Benin, Cameroon, Niger and Chad. The programme began over a decade ago and has fostered a friendly relationship with countries in the West African sub – region.

H. Affiliated Institutions

Some institutions have affiliation with the University of Ilorin. These include Arabic Training Centre, MARKAZ, Agege Lagos; ECWA Theological Seminary, Igbaja Kwara; Imam Malik College, Ibadan, Oyo State; Al-Ummah College of Arabic and Islamic Studies, Ikirun, Osun State; Federal College of Education, Osiele, Abeokuta, Ogun State and UMCA Theological, Ilorin, Kwara State. Also, in the quest to achieve rapid development of human and material resources, the University has signed several Memoranda of Understanding (MoU) with the University of Cape Coast, Ghana; University of Ghana, Legon; Kenyatta University, Kenya; Cape Peninsula University of Technology, South Africa and many recognised Institutions in United Kingdom as contained in the document of the Centre for International Education (C.I.E.) of the University. (Unilorin Bulletin, 2015a). A few are listed below (UIL/CIE/VCO/140, 2015).

1. Ain Shamsi University, Egypt (2010)
2. Al-Azhar University, Egypt.

3. Asmariyyah University, Libya.
4. Cape Peninsula University of Technology, South Africa (2009).
5. Sasakawa Africa Fund for Extension Education, Malawi (2010).
6. University of Douala, Cameroon (2010).
7. University of the Gambia, Gambia (2011).
8. Kenyatta University Nairobi, Kenya (2012).
9. Access Global Education, U.S.A (2011).
10. California University, Sacramento, U.S.A (2011).
11. University of Pittsburgh, U.S.A (2009).
12. Virginia State University, U.S.A (2009).
13. University of Wisconsin Stout, U.S.A (2012).
14. Alabama A & M University, U.S.A (2014).
15. University of Minnesota, U.S.A.
16. Open University of Sri Lanka, Sri Lanka (2011).
17. Universiti Utara Malaysia, Malaysia.
18. Medical Otto-Von-Guericke, University Magdeburg, Germany.
19. Nancy 2 University, France, France (2003)
20. Swansea Metropolitan University, United Kingdom (2011).
21. The School of Law, School of Oriental and African Studies, University of London, United Kingdom (2011).
22. The University of Oxford, United Kingdom.

I. Public Lectures

Public lectures by professionals and academics are regularly delivered by erudite scholars in the University. Public lectures are designed to promote awareness and equip members of the community with modern skills.

The earliest of the lecturers were the Ilorin lectures endowed by His Royal Highness, the Emir of Ilorin, Alhaji

Ibrahim Zulu Gambari, which takes place annually during the Foundation Day Ceremonies of the University. Each year, a distinguished personality is invited to deliver a lecture on a topic of his choice, relevant to Africa and University situation. The first of these Ilorin lectures which could be said to be the nucleus of subsequent public lectures in the University was delivered by The Rt. Hon. Lord Fulton in October, 1977. The lectures were in two parts. Part One was delivered on 20th October, 1977 was chaired by Chief S.O. Adebo (former Chairman, National Universities Commission) while Part Two came on 21st October, 1977 was chaired by Col. (Dr) A.A. Ali (former Federal Commissioner for Education). The lectures took place during the tenure of Professor O.O. Akinkugbe as Vice-Chancellor of the University of Ilorin (The Ilorin Lectures, I.U.P., 1977)

Thereafter, there were series of other public lectures such as the Alumni Lecture; Convocation Lecture; Inaugural Lecture and Faculty/ Unit/ Departmental Lecture. One of such is Mosobalaje Oyawoye Faculty of Science Endowed Lecture which focuses on science and human development. The lecture holds on a yearly basis (Unilorin Bulletin, 2015 b). On the 28 July, 2015, the special Faculty of Arts Lecture was also held with Professor Akinloye Ojo, Director, Institute of African Studies, University of Georgia Atlanta, U.S.A. (2015) as guest speaker.

j. Inaugural Lecture

As at April 2015, a total of 157 inaugural lectures had been delivered in the University. The lectures covered a wide range of knowledge such as science, medicine, arts, education, management, agriculture, engineering and other areas of human endeavour (Unilorin Bulletin, 2015c).

k. Peace and Advances

In order to promote peace and harmony in Kwara State in particular and Nigeria in general, erudite scholars are usually invited to deliver lectures on peace and development. The University also established the Centre for Peace and Strategic Studies to equip postgraduate students with knowledge and skills in peace building and peace promotion. Many students have graduated from the Centre and they now provide services in different parts of the world.

l. University Students' Excursion

The University provides opportunities to students to embark on educative excursions based on their areas of specialization. Each Faculty, Department or Unit of the University has its own programme of excursion. In January 2015, the students of the Faculty of Management Science University of Ilorin in collaboration with the Students' Association of the Faculty visited the Central Bank of Ghana and some Accounting institutes in Ghana. Students of History and International Studies usually visit key historical sites such as Badagry, Esie Museum, Ife Museum, and the National Museum and Monuments in Lagos, Nigeria. Students of French Department also embarked on excursions to French speaking countries such as the Republic of Benin and Cote de Voire.

The Faculty of Engineering and Technology often organises excursion for its students to visit places of academic interest, including Shiroro Dam in Niger state of Nigeria. In the same vein, the students of the Faculty of Law have gone on excursion to Ghana, among other places. Similarly, the Students Industrial Works Experience Scheme is excursion oriented and has indeed been facilitating excursion programmes for students regularly. Thus the excursion

programmes of the University are strengthening further the tie between the town and the gown.

m. Endowments

The University Council and the Advancement Centre of the University embark on drives to bring in endowments. As a result of their efforts, Alumni within and outside Nigeria have facilitated donations of equipment as well as the construction of laboratories in the University.

n. Scholarship

In line with its vision of being a centre of excellence, the University puts in place a reward system for brilliant students of the University. In this regard, brilliant students with Grade Point Average (GPA) of 4.0 and above are given the status of University Scholars. Thus, the University provides scholarship to scholars on different programmes. Being called a university scholar attracts financial and welfare support to student scholars as they are exempted from payment of school fees while they enjoy free accommodation. Philanthropists (individuals and corporate bodies) also provide scholarships on a yearly basis to brilliant students. For instance, the University of Ilorin Alumni Association, Lagos State Chapter provides scholarship to brilliant students in some areas of specialisation (University of Ilorin, 2014). Apart from promoting academic excellence, the reward system has further given value to the town and gown relationship.

o. Professorial Chair

Professorial chairs are available in some Faculties in the University. For instance, the Faculty of Law has a chair for Islamic Law and another chair exists in the Faculty of Management Sciences for Taxation.

Conclusion

It will not be an exaggeration to state that in the last four decades, the University of Ilorin has contributed immensely to the development of its host community, Nigeria and the world at large. The noble achievements recorded by the University can be attributed to the cordial relationship that exists between the University and its immediate community. Also, the University enjoys the goodwill of communities across the country because of its programmes and activities which accommodate the interests of majority of Nigerians. It is therefore important that the robust cordial relationship is sustained for an enduring synergy between the Town and the Gown.

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THE ALUMNI AND THEIR CONTRIBUTIONS TO THE UNIVERSITY

K. Joseph, F. Bello, L. A. Yahaya and J.O. Ojuade

Introduction

Alumni Associations are bodies of graduates (or former students) of institutions. In some countries they are referred to as Universities' or Schools' old boys' society (or old boys' network). Today, Alumni Associations may be organised among former employees of a business (Corporate Alumni), those who attended the same special trainings or students that studied in a certain country. These associations are often organised into chapters by graduating sets, city, region or country. In their activities and relationships, they usually have an integral and inseparable connection to the institution from which they received a degree.

A cursory look into the activities of the Alumni in support of their institutions clearly reveals that the greatness of their alma mater is a major concern. The support activities from the Alumni, especially their contributions, are essential to the institutions' drive for excellence and advancement of their multiple missions and programmes. Major gifts from Alumni

have become the cornerstone of successful fundraising campaigns. Alumni who help public universities leverage state support for higher education, have become increasingly important players in the state lobbying process (Koral, 1998).

The importance of the Universities Alumni globally was reiterated by the Chancellor of Harvard University in Cambridge, Massachusetts, United States of America (U.S.A.), when the Vice-Chancellor of the University of Ilorin and his team visited Harvard University in April, 2012 through Professor J.K. Olupona (Divinity School and African and African-American Studies, Faculty of Arts and Sciences). She revealed that the University of Harvard is largely taken care of through the Alumni foundation, whose support enhances teaching and research. It was the same revelation in other partnering Universities across Europe, Asia, Africa and America.

To accomplish their purposes, Alumni Associations often organise and execute the following activities:

- (i) social events (club activities);
- (ii) publish newsletters or magazines;
- (iii) re-union events (access to government officials, high-level alumni and achievers);
- (iv) continuing education programmes and educational alumni events around the world;
- (v) mentoring programmes between older and younger alumni;
- (vi) award and medal events;
- (vii) workshops on leadership and resumé writing;
- (viii) job fairs for members (invite human resources representatives from leading firms to meet with the Alumni;
- (ix) community service activities;

- (x) fund raising for the parent institutions (or organisations). (Anon, 2015)

It may be correct to say that the Alumni Associations in some countries are owners of their Universities because of the roles they play. Most of the Universities in America and Europe are heavily dependent on their Alumni for survival and sustainability. This is because apart from financial support to their institutions, Alumni can be engaged at multiple levels, which could be rewarding to both parties.

Alumni engagement could include the following: giving regular donations; sponsoring research, student projects or courses; consultancy; leaving legacies (financial or personal bequests); participating in fundraising; creating new partnerships with governments and other affiliated organisations; and providing expert advice and guidance to the University's leadership. Others include organising guest lectures; providing equipment or similar materials to enhance teaching and research; recruiting students both at home and overseas; providing career advice; mentoring; placements; internships to students; acting as role models to students; sharing talents to enhance the cultural life on campus through performances, exhibitions, etc. This way, they contribute to the positive international profile of their university and thus enhance the value of their own degrees.

Considering all the numerous advantages of Alumni associations, this chapter highlights the composition and achievements of the University of Ilorin Alumni Association from formation in 1979 to date.

The Foundation Members of the University of Ilorin Alumni Association

Academic activities commenced at the University of Ilorin on the 25th October, 1976. Subsequently, the Alumni Association of the University was established on the graduation of the first set of students in 1979. Two hundred (200) students were registered as foundation members. The early establishment of the Association goes to demonstrate the deep sense of responsibility displayed by the pioneer students of the University.

Those whose profiles are shown here were those present on the day of the inauguration. They were formally addressed by the pioneer Vice-Chancellor, Professor O.O. Akinkugbe, and the pioneer Registrar, Mr Olu Daramola. In their addresses, they emphasized the roles and importance of an Alumni Association with admonition to work closely with their alma mater. Prominent foundation executive members and other Alumni include the following:

1. **Mr D.O. Durosaro (now Professor):** He was the foundation Students' Union President between 1977 and 1978. Durosaro graduated from the Department of Educational Management, Faculty of Education in the year 1979 and he is now a Professor with the Faculty of Education. He was the foundation Alumni President between 1979 and 1981. He is a former Dean, Faculty of Education, University of Ilorin and Chairman, Committee of Deans of Faculties of Education in Nigeria.
2. **Mr R.A. Olaoye (now Professor):** He graduated in 1979 from the Department of History, Faculty of Arts, and he is currently a Professor of History. He is the present Director, Archives and Documentation Centre. He was the Secretary of the Association in 1985.

3. **Mr Depo Fakunle (now Dr):**He graduated from the Faculty of Education in 1979 and he is presently a Consultant in Educational Career Counselling. He was the Alumni President between 1982 and 1985
4. **Mr J.J. Olorunfemi:** He graduated from the Department of History in 1979. He retired from the Federal Character Commission in 2009 and is currently a permanent member of the Kogi State Christian Pilgrims Welfare Commission. He was the Alumni President between 1985 and 1990.
5. **Mr Y.Y. Ogirimah:** He graduated from the Department of Religions, Faculty of Arts. He was the Secretary of the Alumni Association between 1985 and 1988.
6. **Mr S.A. Fagbemi:** He graduated from the Department of History, Faculty of Arts and later studied Law at the University of Ilorin. He was a Permanent Secretary with the Kwara State Ministry of Information. He was the Secretary of the Alumni between 1980 and 1990.
7. **Mr Abdul Fatayi Bello:** He graduated from the Department of History, Faculty of Arts in 1979. He was the first Alumnus to be on the Governing Council of the University of Ilorin. He was a Senior Lecturer at the Institute of Basic and Applied Sciences at the Kwara State Polytechnic before he later transferred his services to the National Population Commission, where he rose to the post of Deputy Director (Public Affairs). Currently, he is the Coordinator-General of the Mustapha Akanbi Foundation (MAF). He was the President of the Alumni between 1990 and 1995.
8. **Mr Joseph Abereoran:** He graduated from the Faculty of Arts and he is currently with the Nigerian Health Insurance Scheme, Abuja, Nigeria. He was Secretary of the Alumni between 1990 and 1995.

9. **Mr Kunle Abbas:** He graduated from the Department of History, Faculty of Arts. He is currently the Permanent Secretary, Ministry of Local Government, Lagos State.
10. **Mr S. O. Folarin (now Dr):** He graduated from the Department of Educational Planning and Administration, Faculty of Education. Currently a Chief Lecturer at the Federal College of Education, Osiele, Abeokuta, he was Head of Department of Educational Administration at Osun State College of Education, Ila-Orangun between 1982 and 1989.
11. **Mr S. O. Ladanu:** He graduated from the Department of Educational Planning and Administration, Faculty of Education. He was Sole Administrator, Oyo South Local Government Authority between 1996 and 1998 and retired as a secondary school principal in Oyo State.
12. **Mr Osten A. Olorunsola:** He graduated from Geology Department, Faculty of Science. He was a Petroleum Engineer with Shell Petroleum Development Company Limited where he served as Regional Resource Volumes Manager for Africa and Regional Technology (Africa), Shell, Holland. The last position he held was Director, Department of Petroleum Resources (DPR), Abuja.
13. **Mr Abiodun Ojo: (Now Dr)** He graduated from the Department of Educational Planning and Administration, Faculty of Education. He is the Provost of the Tai Solarin College of Education, Ijebu Ode.
14. **Mr Olawuwo Ojo:** He graduated from the Department of Teacher Education, Faculty of Education. He is an Assistant Director with the Federal Ministry of Foreign Affairs, Abuja. He has served in many foreign missions, including France and Australia.
15. **Mr Okesipe Okesola (now Chief):** He graduated from the Department of History, Faculty of Arts. He is a career

civil servant in Oyo State who rose to the rank of Permanent Secretary in the Governor's Office. He was also a former Clerk, Oyo State House of Assembly. He is currently a legal practitioner based in Ibadan.

16. **Mr Ola James Orugun:** He graduated from the Department of Educational Planning and Administration, Faculty of Education. He is currently the Deputy Director (Planning and Statistics) at the National Board for Technical Education (NABTEB), Kaduna.
17. **Miss Anne Fiterebhe Prekebena (Mrs):** She graduated from the Department of Biology in the Faculty of Science. She is a Senior Official of the West African Examination Council, Yaba, Lagos.
18. **Mrs Olubunmi Owoeye (nee Aluko):** She graduated from Department of Teacher Education, Faculty of Education. She is a Chief Lecturer at Federal College of Education (Special), Oyo where she held a number of administrative positions, including Dean, School of Languages.
19. **Mr Jacob Adeleke Taiwo:** He graduated from the Department of Linguistics and Nigerian Languages, Faculty of Arts. Taiwo is a reputable publisher based in Lagos. He worked meritoriously with a number of high-class publishing firms before setting up his own company.
20. **Mrs Idowu Grace Yahaya (nee Akinlosotu):** She graduated from the Department of Biological Sciences, Faculty of Science. She is a career Civil Servant, currently Director of Ecology and Conservation at the Lagos State Environmental Protection Agency (LASEPA).
21. **Mr David Adejare Agboola (now Professor):** Professor of Plant Physiology at the University of Agriculture, Abeokuta. He graduated from the Department of Biological Sciences, Faculty of Science, from the

University of Ilorin in 1978 with a Master of Science degree. He also bagged his Ph.D. in Botany in 1993 from the University. Professor Agboola has served in many administrative capacities. He is one of the first Post-graduate students to graduate from the University ahead of the first set of pioneering graduates of the University.

Other Alumni that have served as Executive Members of Unilorin Alumni Association are:

22. **Dr I.O. Oloyede (Now Professor):** He graduated from the Department of Religions, Faculty of Arts. He was President of the Alumni between 1995 and 1999. He was Pioneer Alumnus Vice-Chancellor of the University of Ilorin. (2007 – 2012) He was a member of the University Governing Council and currently the Secretary General of the Nigerian Supreme Council for Islamic Affairs.
23. **Mr Muda Zubair:** He graduated from the Department of Science Education, Faculty of Education. He retired as Principal Assistant Registrar at the University of Ilorin. He was Secretary of the Alumni between 1995 and 1999.
24. **Dr A.Y. Abdulkareem (now Professor):** He graduated from the Department of Educational Management, Faculty of Education, (M. Ed & Ph.D.). He was the National President of the Unilorin Alumni between 1999 and 2007. He was Provost, Kwara State College of Education (2005 – 2010) and currently the Director, Institute of Education, University of Ilorin.
25. **Dr Billy Olajide:** He graduated from the Department of Arts Education, Faculty of Education. He was Head of the Department of Arts Education. He was the Secretary of the Alumni between 1999 and 2003.

26. **Dr Olatunde Ayodabo:**He graduated from Arts Education Department, Faculty of Education. He is an Associate Professor at the Ajayi Crowther University, Oyo. He was Secretary of the Alumni between 2003 and 2007.
27. **Mr T.A. Odedele:** He graduated from the Department of History, Faculty of Arts, University of Ilorin. He was a member of the University Governing Council, and the President of the Alumni Association from 2007 till his death in 2014.
28. **Dr L.A. Yahaya:** He graduated from the Department of Educational Guidance and Counselling, Faculty of Education. He was the Director, Unilorin. Counselling and Human Development Centre, and the current Head of Department of Counsellor Education. He was Secretary between 2007 and 2015.
29. **Dr (Mrs.) R.O. Oduwaye:** She graduated from the Department of Educational Management, Faculty of Education. She is a member of University of Ilorin Student Disciplinary Committee and the current National President of the Unilorin Alumni Association.

With the pace of development and distinguished academic activities at the University of Ilorin, there has been increament in the number of students' enrolment for different academic programmes.

Collaborative Efforts Between the Alumni and the University Administration

Within the confines of its mandates, the management of the University of Ilorin in the past and in the present under the leadership of the Vice-Chancellor, Professor Abdulganiyu Ambali (OON), have continuously collaborated with the

Alumni. Such collaborative efforts include programmes designed to improve the overall quality of student life, strategies designed to orientate and welcome new students to the campus, and initiatives designed to attract students to, and subsequently retain them within, the institution. The efforts also give the management the opportunity to assess the quality and relevance of the University's products.

Indeed, opportunities exist in the relationship for the Alumni to share the vision and mission of the institution and to subsequently give back to support in varying ways, their alma mater. The University has become more cognisant of the advantages associated with the Alumni and has been relating with them irrespective of their locations through the Advancement Centre. The University administration also embarked on visits to some corporate organisations and friends of the institution to solicit assistance in the area of developmental projects. This is necessary due to the increase in the number of applicants interested in studying at the University of Ilorin. This is because the calendar of the institution has been stable in the last fifteen years. It then becomes a problem to cope with the inadequate resources at the disposal of the university. Hence, the need to solicit support from all stakeholders. Fortunately, a number of those visited responded positively. Importantly, the Nigerian Liquified Natural Gas (NLNG) through the Managing Director/Chief Executive Officer, Mr Babs Jolayemi Omotowa (an Alumnus of the University of Ilorin), supported the University with a Two Million Dollar (\$2- Million) donation to build and equip an Engineering Laboratory.

In the same vein, a friend of the University, Mr Bunmi Ogunlade, who works with the United States Department of Transportation, Washington D.C. U.S.A., on a visit to the University in January 2012, informed the management of his

willingness to support the institution in varying ways. He fulfilled his promise by donating a 40-foot container of free medical equipment and supplies from Benevolent Healthcare foundation's PROJECT CURE. The foundation is a humanitarian non-governmental organization with its headquarters in Denver, Colorado, U.S.A. The donation by the foundation was estimated at Four Hundred and Sixty-Four Thousand and Twenty Dollars (\$464,020:00). The support was to enhance the operations of the University of Ilorin Health Centre.

In keeping the spirit high, the University of Ilorin Alumni Association in North America through Engineer Taofeeq Olatinwo and Dr Stephen Babalola (an Associate Professor and Researcher with the University of Alabama, Huntsville) facilitated and invited the Vice-Chancellor and his team to Alabama in January, 2015, for partnership/ collaborations between the two institutions. Both institutions signed a Memorandum of Understanding (MoU) that covers staff and students, particularly postgraduate exchanges.

The Advancement Centre of the University of Ilorin is mobilising support for the University of Ilorin, Nigeria, through fundraising activities, establishing cordial and symbiotic relationships with the Alumni, soliciting endowments, and creating long-term engagements with donors and friends of the University.

Highlight of the Achievements of Unilorin Alumni Association

The Association is formidable and this is reflected in its achievements which are highlighted as follows:

1. It made available to the University in 1984, an annual award known as the "Alumni Prize" for the best Students' Union Leader, who graduated with at least a Second Class Upper Division, thus demonstrating practically its commitment to

promoting responsible student unionism as well as good academic standing. The first winner emerged during the October 1985 Convocation.

2. The Association also operated a kiosk on the Main Campus and launched a bus service, known as “Inter-Campus Alumni Bus Service”. This was done to ease the transportation of students from the town to the main campus.
3. In July 1985, the Association launched its maiden Newsletter titled *University of Ilorin Alumni Association Newsletter*. Though it went out of circulation for some time, the current Executive body is making efforts to resuscitate it. The laudable programme no doubt will help to bridge the communication gap between the Association and its members.
4. The Alumni Association at home and in the diaspora also commissioned the writing of the Biography of the then University Chancellor, His Royal Highness Aku Uka of Wukari, Angyu Masa, Ibi Kuryo II. This was subsequently presented publicly and a revenue of One Million Naira (N1 Million) was realised.
5. It organises annual enlightenment programmes for newly admitted and final year students. The Lagos State chapter organises Annual lecture for the University of Ilorin undergraduates themed **Life After Graduation** in order to prepare them for the challenges after graduation while the Kwara State Chapter also organises another themed **Life in the University** to promote students’ adjustment within the campus.
6. In 2012, the Association organised Alumni Leading Light Award Dinner in honour of four distinguished Alumni. They are: Prof I. O. Oloyede (Vice-Chancellor, University of Ilorin); Prof Abdulrasheed Na’Allah (Vice-Chancellor,

Kwara State University, Malete); Dr Abdulfattah Ahmed (Executive Governor, Kwara State) and Mrs Folusho Olaniyan (MD/CEO, UTC Nig. Ltd.).

7. In 2014, the Association, in collaboration with the University authority, introduced *Unilorin Alumni Pledge* for graduating students.
8. The Association is represented in some of the Boards and Committees set up by the University Administration.
9. In order to promote responsible behaviours among students, the Association provides educative bill-boards on strategic locations in the University.
10. The Association produces souvenirs (e.g. Alumni tags and stickers) for the promotion of the image of University of Ilorin.
11. The Association played a major role during the 2012 West African University Games (WAUG) by mobilising the Alumni nationwide and ensuring a successful hosting of the sub-regional event.
12. The University in collaboration with the Alumni Association carried out a tracer study of the Alumni of the University in different parts of the world, and a report of the study was presented to the University.
13. In line with the constitution of the Association, the National Executive Committee holds regular meetings to deliberate on issues concerning the Alumni in particular and the University in general. The National Executive Council also holds meetings at least once every year. These meetings have yielded fruits as decisions were promptly and effectively implemented. This is one of the ways by which the Association positively impacts all the facets of the University.
14. The Alumni hostel project which started in 2007 was completed and commissioned in January 2015. It is located

within Female Hostel Hall IV (a.k.a Zamfara hostel complex). The building was constructed to reduce the challenges of accommodation being faced by students.

15. The Executive Committee took a bold step by reviewing the Alumni constitution which was long overdue. The constitution has been reviewed and copies are given yearly to the graduating students.
16. In order to reduce cases of deviant behaviours especially examination malpractices and indecent dressing, the Alumni Association regularly organises awareness programmes.
17. Through the efforts of the Ghanaian members, the Association signed a Memorandum of Understanding (MoU) with the University of Cape Coast, Ghana aimed at fostering effective interpersonal relationship between the Alumni of the two Universities.
18. The National Executive Committee has always encouraged the state Chapters to mobilise their members and ensure effective participation in the programmes and activities of the University of Ilorin. Also, the President had course to intervene in ensuring harmonious relationship among members of a few state chapters of the Association.
19. The National Secretariat of the Alumni Association was equipped with facilities required for effective functioning. The Association also has a page on the Unilorin website.
20. The Lagos State Chapter of the Association collaborates with the University Prizes and Scholarships Committee to provide Alumni Association Prizes to the second best graduating students in order to promote scholarship.
21. The Association provides Alumni lapel pins and stickers to the graduating students in order to promote the image of the University and enhance identification with the University.

22. The University of Ilorin Alumni Association played an active role in the formation of the Committee of Alumni Associations of Nigerian Universities (CAANU).
23. The Alumni Association hosted the 2nd CAANU Conference in 1988 thereby becoming its Chairman between 1988 and 1989.
24. The Alumni Association organised a town and gown *concourse* in Lagos in 1988 and 1989.
25. The Alumni Association organised the first Alumni Lecture presented by Professor Dapo Asaju of the Lagos State University.

Conclusion and Recommendations

The University of Ilorin Alumni Association, through its numerous achievements, has proved to be a major stakeholder in the sustenance of academic excellence and stability in this citadel of learning. At present, the University of Ilorin is the preferred first choice in Nigeria. The University has been ranked among the prominent ones in Africa and the best in Nigeria. However, the Alumni within and outside Nigeria still need to contribute more to the development of its Alma mater in order for it to attain an enviable position in the world of academics.

In order to accelerate the pace of development in the University, the following recommendations are considered relevant:

- (1) The National Secretariat should be more active and work towards the establishment of vibrant branches within and outside Nigeria.
- (2) The National Secretariat should organise *set cells* e.g. (1979 set, 1980 set) in order to mobilize resources to the University.

- (3) The Alumni Association should plan for a Jubilee Project which would be commissioned during the 50th Anniversary of the University.
- (4) “Town and Gown Concourse” should deepen interaction between the University and its immediate community. This will serve as an avenue to increase awareness on the needs of the University and raise funds to meet them.

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PHYSICAL TRANSFORMATION AND AESTHETIC DEVELOPMENT

L. T. Ajibade and A. A. Adesiyun

Introduction

The first structure which was provided in March, 1976 by the then Military Governor of Kwara State, the late Colonel Ibrahim Taiwo, was a rented three-bedroom Guest Chalet at 5, Forest Road, G.R.A. It served as the residence of the Principal, Professor O.O. Akinkugbe, and administrative office for four members of staff. With the recruitment of a sizeable number of staff for a takeoff, the administrative unit moved to a slightly more spacious location at Sabo-Oke (which was to later serve as the Masters in Business Administration (MBA) School and the Office of the Faculty of Business and Social Sciences Professional Programmes and still houses University of Ilorin Kindergarten School). With increasing number of students' intake and staff, the need arose for a bigger place, and a portion of the Kwara State College of Technology was given to the University by the third Military Governor of Kwara State, the late Brigadier George Innih.

Development at the Mini Campus

With increasing number of students' intake and staff, the need arose for a bigger place, and a portion of the Government Technical Training School (GTTS) was given to the University by the third Military Governor of Kwara State, Brigadier George Innih. The physical structures on ground at this time were the Africa Hall and six lecture rooms. As a result of the inadequacy of these structures, this site was transformed to accommodate the entire physical needs of the university. To this extent, the following projects amongst others were undertaken:

1. Administrative Block
2. University Library
3. Faculty of Arts, Education and Sciences
4. Faculty of Education
5. Faculty of Health Sciences
6. Students' Hostels (Male/Female - Undergraduate and Postgraduate)
7. University Bookshop
8. Students' Union Building
9. University Bakery
10. University Press
11. Telephone Exchange Block
12. Unilorin Shopping Complex (Popularly called 'JUNE 12')
13. University Guest House
14. Roads
15. Electrification
16. Gymnasium
17. Senior Staff Club
18. Unilorin Petrol Station

This portion of GTTS served as the Mini Campus for a number of years but presently houses the Institute of Education, and the University Secondary School.

Development at the Main Campus

The present site of the Main Campus was equally allocated to the University by the then Governor, Late General George A. Innih through the then Commissioner for Lands and Housing, Alhaji Saka Saadu. The ceremonial turning of the sod on the permanent site took place in October, 1977. This was followed by commencement of several physical developmental projects on the permanent site. The first set of projects included: the main access road from the Umaru Audi road junction, GRA (Tanke junction) including a bridge over Oyun river and 80 bungalow units of Senior Staff Quarters with boys quarters. Others include 10 blocks of academic buildings including walkways and 4 lecture theatres; 8 units of students' compounds; Booster Stations, water reticulations and electricity connections to the campus.

With the quick completion of this first set of projects, it was possible for the University to move to the permanent site for academic activities and students accommodation in October, 1981. The faculties of Engineering & Technology, and Science were the first to be moved.

Physical developments on the permanent site, now Main Campus, continued gradually but steadily over the years till the year 2000 when the University marked its Silver Jubilee. Additionally, the Faculties of Law and Education moved while the Faculty of Agriculture commenced operations on the main campus.

By the time the University was marking its 25th anniversary in 2000, the following major developmental projects had been successfully completed and put to use on the main campus:

1. Construction of 10 faculty blocks plus covered walkways, squares and amphitheatre.
2. 4 Lecture Theatres
3. Construction of 10 Compounds of students hostels.
4. 80 bungalow staff quarters with boys' quarters.
5. 18 four-bedroom bungalows staff quarters with boys quarters
6. 9 blocks of 4 flats with boys' quarters
7. 7 Maisonettes Staff Quarter with Boys quarters
8. Construction of Main road to the campus including a bridge across Oyun River
9. Construction of roads through Senior Staff Quarters
10. Office Complex for Central Administrative Building (Later used by Faculty of Arts
11. 650-Seater Lecture Theatre for Faculty of Science
12. 350-Seater Lecture Theatre for Faculty of Engineering
13. Workshops and laboratories for Department of Agricultural Engineering
14. Construction of Main Library
15. Construction of 2 Water booster stations
16. Construction of Main Water pipeline from Tanke to Campus
17. Construction of 500m³ elevated water tank
18. Construction of 200m² elevated water tank
19. Construction of 3 No. 1000m³ concrete ground water tanks
20. Water Distribution network on main campus
21. Construction of overhead electrical lines from Tanke to Campus

23. Construction of Central Power Station
24. Construction of University Primary School
25. Construction of University Secondary School now occupied by the Faculty of Veterinary Medicine
26. Rehabilitation of 35 No. Duplex Low Cost Houses
27. Construction of several structures for administration, Faculties of Science, Arts and Education on the mini campus.
28. Construction of 7 bungalows, 7 mansonnettes and 7 blocks of 6 flats each at University GRA Quarters.

The developmental projects within the first 25 years are very appreciable and commendable. However, the last 15 years have witnessed phenomenal growth in the area of physical facilities.

The University, in addition to maintaining the culture of prudent management of the limited resources available had been able to secure substantial additional funds. This is in addition to the improved Internally Generated Revenue (IGR). With the improved funding, particularly from the Tertiary Education Trust Funds (TETFund), the University was able to provide the physical facilities required for the movement of the remaining faculties on the mini campus to the main campus. These are the Faculty of Business and Social Sciences and the Faculty of Arts. The Faculty of Health Sciences also moved to the University of Ilorin Teaching Hospital (UIH), Oke Ose.

Physical developments on the main campus have been monumental in the last few years such that more regular visitors to the campus wonder if structures grow like trees on the campus. Between 2000 and now, many building have been constructed and a number of infrastructural facilities have been provided. These include the following:

A. Constructions

1. Blocks of Offices and Laboratories for the Sugar Research Institute.
2. 80-students capacity Language Laboratory
3. Block of four Classrooms for the University School.
4. A Block of Offices for the Department of Economics.
5. A Fitness Centre.
6. A Theatre for the Department of the Performing Arts.
7. 7 Blocks of 6-compartment toilet with water system facilities.
8. A Prometric Centre of 500-Position capacity.
9. 2 Blocks of Build, Operate and Transfer (BOT) hostels.
10. Alhaji Raimi Oladimeji Female Medical Students Hostel.
11. Four Storey Offices and Laboratories for Mass Communication and Computer Science Departments.
12. Communication Centre (Cyber UBA E-Library)
13. Phonetics Laboratory.
14. Central Research Laboratory Complex.
15. CBT Examination Hall for Faculty of Science
16. CBT Examination Hall for Faculty of Engineering and Technology
17. Gate and Gate House at Sentu boundary of the University
18. Block of Offices for Faculty of Business and Social Sciences
19. Professorial Suites for the Faculty of Agriculture
20. The Network Operating Centre (NOC)
21. The Gate and Gate House at Bolorunduro boundary of the University
22. Sand Crete Block fence at Ile-Apa boundary with the University
23. Sand Crete Block fence at Bolorunduro 1
24. Sand Crete Block fence at Bolorunduro 2
25. Walkway & Drainage at the new PTDF Complex

26. GRA Staff Quarters Gate and Gate House
27. Office complex for Directorate of Works and Services
28. Dental Clinic
29. Extension to Gate House at the Main Gate
30. 1,200m length of fence at Sentu end of the campus
31. Gate, Gate House and Fence at Sentu
32. Jetty, Restaurant and Walkway at Dam Site
33. A Block of 4 Lecture halls for College of Health Sciences at UITH permanent site
34. A Block of office for College of Health Sciences at UITH permanent site
35. 7 Administrative Blocks for College of Health Sciences at UITH permanent site
36. 8 Blocks of Student Hostel for College of Health Sciences at UITH Permanent Site
37. Laboratory Complex for College of Health Sciences at UITH Permanent Site
38. Tartan Track
39. New Sport Pavilion
40. New handball court
41. 1200m length of block wall fence at Amayo/ARMTI ends of University boundaries
42. 4-Storey block for Peace and Strategic Studies
43. Suspension Walk-way at University Zoo
44. Ring road (Bank road)
45. Building for Centre for Ilorin Studies
46. A borehole including ground and overhead tanks for College of Health Science Simulation Centre
47. Building for College of Health Sciences Simulation Centre
48. Complex for Laboratories, Classrooms and 300-Seater Lecture theatre for Faculty of Pharmaceutical Sciences

49. Offices and Laboratories for Faculty of Science Phase III (Microbiology block)
50. Construction of Faculty of Arts Lecture Theatre of 600 seat capacity
51. Security Gate House and Fence for the Geology Field Resort at Aran-Orin
52. 2000-Seater Multi-Purpose Hall Complex
53. 4-Storey Office Building Complex for Faculty of Education
54. Building for the Department of Materials and Metallurgical Engineering
55. 2-Storey Building Central Research Laboratory Complex
56. External Works at Central Research Laboratory Complex
57. Researchers' Accommodation for Central Research Laboratory Complex
58. 4-Storey Office Complex for the Faculty of Arts
59. 600-seat Capacity Lecture Theatre for the Faculty of Agriculture
60. 600-seat Capacity Lecture Theatre for the Faculty of Law
61. 600-seat Capacity Lecture Theatre for the Faculty of Arts
62. 600-seat Capacity Lecture Theatre for the Faculty of Health Sciences.
63. Staff Guest House for Geological Research Resort at Aran-Orin

B. Renovation, Rehabilitation and Upgrading

1. Rehabilitation of Roads (Lot 4) between the Motor Park and former Convocation Arena
2. Hostels and their upgrading to international standard through public, private partnership,
3. Postgraduate Hostel
4. Other Roads

5. 4Lawn Tennis Courts, 2 Basketball Courts and 2 Volleyball Courts
6. Laboratory Complex blocks 2, 4 and 6
7. Engineering Workshops
8. Lecture Theatres
9. Main Library
10. Upgrading of Power Supply
11. Block of four Flats to 20-room self-contained Block of Hostel at Aran-Orin
12. 10-room House to Academic and Administrative Hub Building at Aran-Orin
13. Science Lecture Theatre

C. Procurement/Supply and Installation of Equipment

1. 145 Units of Computers and peripherals to Faculties
2. 2 Elevators for the Senate Building
3. Teaching and Research equipment for various faculties
4. Unilorin FM Radio Station equipment
5. 80-students capacity Language Laboratory
6. Major equipment for the Central Research Laboratories
7. Major equipment for the Centre for Supportive Services for the Deaf
8. Tractors for the Faculty of Agriculture and the Department of Agricultural & Biosystems Engineering
9. Major equipment for the Faculty of Agriculture and the Department of Agricultural & Biosystems Engineering
10. Equipment for the Central Research Laboratory
11. Equipment for Teaching Laboratories
12. Teaching and research equipment for the Faculty of Science
13. Teaching and research equipment for the Biotechnology and Environmental Laboratory
14. Phonetics Laboratory

15. Furnishing of Post Graduate Hostel
16. Teaching and research equipment to various Faculties
17. Network Operating Centre (NOC)
18. A 1000KVA sound proof generator
19. Various major Laboratory equipment for Faculties

D. Some On-going Projects

S/N	Project Title	Sponsor/Developer
1.	Unilorin PPP Hostel Development – 100 rooms	Kolfuad Nig. Ltd.
2.	Construction of 132 rooms (Students Hostel)	Bricks & Bond Associate
3.	Ultra-Modern Shopping Mall and Multipurpose Sit-out	Y.K. Integrated Network
4.	Construction of New Senate Chamber (Phase I)	Normal FGN Capital Grant Projects
5.	Construction of Faculty of Science (Phase IV)	TETFUND Special Intervention 2013
6.	Construction of Faculty of Science (Phase V)	TETFUND Special Intervention 2013
7.	Construction of Department of Optometry & Vision Science	TETFUND Special Intervention 2013
8.	500 Seats Capacity	TETFUND

S/N	Project Title	Sponsor/Developer
	Lecture Theatre for CIS	
9..	Engineering Workshop	TETFUND Special Intervention Project
10.	Engineering Research Centre	Nigerian Liquified Natural Gas (NLNG)
11.	Construction of 300-Seater Lecture Hall (5 No.)	FGN Needs Assessment Project
12.	Construction of Link Road Between Unilorin Main Campus and College of Health Sciences (6.5KM)	FGN Needs Assessment Project
13.	Construction of Block of Offices for Faculty of Pharmaceutical Sciences	FGN Needs Assessment Project
14.	Electricity Supply to College of Health Sciences	FGN Needs Assessment Project
15.	Construction of 100 rooms (200 bed space) Hostel Accommodation	Rayfield Construction Engineering Co. Ltd.
16.	500 Capacity Lecture Theatre B for Faculty of	TETFUND

S/N	Project Title	Sponsor/Developer
	Science	
17.	250-Seater Laboratory for Faculty of Agriculture	FGN Needs Assessment Project
18.	Construction of Animal House	FGN Needs Assessment Project

E. Aesthetic Development

The University also embarked on aesthetic development of the campus in such areas as follows:

1. A plantation of 70,441 Teak Seedlings on 57 hectares of land
2. Intensive environmental landscaping and beautification
3. Beautification of Senate Building Open Arena
4. Water Fountain
5. Oil Palm Plantation
6. Jathropha Plantation
7. Standardisation of Signages on campus

Conclusion

The University of Ilorin has, over the years, been innovative, not only in academics, but also in its physical environment. Today, the University is huge construction site where several projects are being executed as part of achieving the vision and mission statements of the University. This chapter has provided an overview of the transformation of the University of Ilorin from just any university to a university of note, especially with regard to its physical structures and infrastructural facilities.

These are visually shown as follows:



Plate 1: Unilorin Guest House



Plate 2: Faculty of Arts, Education and Science (Later left for Faculty of Arts)



Plate 3: Administrative Block (Later served as Faculty of Business and Social Sciences)



Plate 4:Institute of Education



Plate 5: Former University Library (Mini campus)



Plate 6: Former University Clinic (Mini campus)



Plate 7: Former Gymnasium (Mini campus)



Plate 8: Africa Hall (One of the few inherited structures from the Kwara State College of Technology)

The following are the photographs of some of these physical structures:



Plate 9: Blocks 1-10



Plate 10: Unilorin 2000-Seater Multipurpose Hall Complex



Plate 11: Faculty of Education 4-Storey Complex



Plate 12: Material and Metallurgical Engineering



Plate 13: Simulation Centre, College of Health Sciences



Plate 14: Faculty of Pharmaceutical Sciences



Plate 15: Faculty of Science - Phase 3 (Microbiology block)



Plate 16: Sit-out of the Faculty of Communication and Information Sciences



Plate 17: Entrance to Senate Building



Plate 18: Senate Building

CHALLENGES OF A FLEDGLING UNIVERSITY

A. B. O. Omotoso and W. O. Egbewole

Introduction

The term University derives from the Latin *universitas magistrorum et scholarium* (community of teachers and scholars) in its literal sense (Lewis, 1966) and this has equally been translated to mean “a number of persons associated into one body, a society, company, community, guild, corporation” (Marcia, 1997, p.267). The present connotation is “an institution of higher education offering tuition in mainly non-vocational subjects and typically having power to confer degrees” (OED online, 2010). The medieval and contemporary connotations emphasised teaching and learning which portends an environment of symbiotic relationship between teaching and learning as against what was prevalent in the realm of what was regarded as “banking concept of education” where knowledge is bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. (Freire, 1968, p.58).

The real concept was however conveyed at the University of Bombay in 1862 when the Chancellor in the

Inaugural Convocation address to the graduands emphasised that “recollect you are no longer pupils of any single school, but graduates of a University. Your standard must henceforth be [that] of the whole educated world (Fausat, 2012).” The implication of this is that a university is a conglomerate of ideas, i.e. repository of knowledge for the baking of world class citizens. It is knowledge without boundaries, limits or restrictions, it must be truly universal. We must breed global competitors. This challenge is far much higher in today’s globalised village where the products no longer contend with their immediate environment but with the whole wide world.

Professional Academic Programme at the University of Ilorin (Law and Medicine)

The University of Ilorin has a number of professional academic programmes prominent among which are Law and Medicine. The trajectory of the two programmes can best be appreciated if it is put in historical perspectives.

Law Programme at the University of Ilorin

The study of law and indeed the law programme in the University of Ilorin commenced with the employment of Dr M. T. Abdulrazaq in 1983 as a Law Lecturer in the Department of Business Administration under the Headship of Professor Eyitayo Lambo. The first set of students was admitted on September 1, 1983 and lectures in the Nigerian Legal System, being the only new subject taught to 100 level students, commenced in October of the same year.

In 1984, the Law Unit of the Department of Business Administration was upgraded to a full Department of Law as a component unit of the Faculty of Business and Social Sciences. The first head of the then Department of Law was Professor R. W. James, a distinguished academic and acknowledged

authority on Land Law and Policy in Nigeria, Tanzania and Papua New Guinea who previously was a lecturer at the University of Ife (now Obafemi Awolowo University) and Professor of Law at the University of Dar-Es-Salaam in Tanzania. He is presently a Professor of Law at the University of Papua New Guinea. Under the headship of Professor James in 1987, the National Universities Commission (NUC) ordered the closure of the law programme, presumptuously premised on non-approval prior to commencement. This closure led to the departure of Professor James and he was succeeded by the then Mr Olusegun Yerokun who was previously a Senior Lecturer at the University of Maiduguri and was to become Professor of Law at the Lagos State University. Professor Yerokun left in 1988 and was succeeded by Dr D. J. Bakinbinga who was also a lecturer at the then University of Sokoto, now Usman Dan Fodio University and Imo State University. Dr Bakinbinga left in 1989. Dr M. T. Abdulrazaq replaced Dr Bakinbinga in 1989 as the Coordinator of the Department until 1990 when Dr George Ogunyomi took over.

During the period (1983 – 1987) the University of Ilorin did not graduate any Law student, rather in 1987 all the students were transferred in an arrangement, to Obafemi Awolowo University for the purposes of the award of the Bachelor of Law (Hons) Degree in Common Law although they continued to receive lectures at the University of Ilorin.

In 1994, after seven years of discontinuation, the National Universities Commission restored the Law Programme of the University of Ilorin. This followed an appeal with documented evidence of the initial NUC approval for the programme to start presented to the visitation panel under the Chairmanship of Hon. Justice Professor J. Achike in 1990. The Faculty of Law was then established to run programmes leading to the award of Bachelor of Law, Common Law and

Combined Honours (Common and Islamic Law) under the Coordinatorship of Professor J. O. Oyebanji. It is noteworthy that Professor J. O. Oyebanji was the Dean of the Faculty of Business and Social Sciences at the inception of the Department of Law in 1984. Dr M. T. Abdulrazaq took over as Acting Dean of the Faculty on 8th September, 1997. He resigned his appointment from the University in July, 2000 after he had attained the rank of a Professor.

On 1st August, 2000 Prof A. Zubair was appointed the Acting Dean by the University Authority and served till 6th September, 2001. After him, Dr Z. O. Aje was appointed the Acting Dean, between 6th September, 2001 and 18th July, 2005. Prof A. Zubair became the Acting Dean again between 2005 and 2007 after which Dr Ali Ahmad served as Acting Dean from 3rd September 2007 to 6th February 2008. Dr M. M. Akanbi was subsequently appointed Acting Dean between 2008 and 2010 while Dr W. O. Egbewole took over the mantle of leadership as Acting Dean from February 2010 to February 2012. In February, 2012, Dr I. A. Abdulqadir was appointed Acting Dean, a position he occupied till February, 2014 when Dr I. A. Yusuf became the Acting Dean till date.

Today, the Faculty has come of age with two (2) fully accredited programmes. The academic staff of the Faculty have acquired a lot of experience and in most cases, additional qualifications have tremendously improved their efficiency. About 20 academic staff have completed their Ph.D degree programmes at home while about 10 others received their doctoral training abroad. The Faculty produced a First Class graduate in the 2013/2014 academic session and the Council of Legal Education ranked the Faculty number one in Nigeria in 2015. Two of the graduates of the Faculty bagged First Class degree at the Nigerian Law School examinations testifying to the quality of products of the Faculty.

Medical Education Programme at the University of Ilorin

The Medical School first started as the Faculty of Health Sciences of the University of Ilorin in 1977 with the appointment of Professor E. H. O. Parry as the foundation Dean under the Vice-Chancellorship of Professor O. O. Akinkugbe, himself a distinguished scholar and eminent Physician.

Preparatory to the commencement of the Unilorin medical programme, certain fundamental issues were taken into consideration and a number of guidelines thought to be of great significance and relevance were adopted in preparing the Curriculum. They are enumerated as follows:

1. The health needs of Nigeria as outlined in the Third National Plan by the Federal Government of Nigeria.
2. Experience of medical education in the developed countries and their application to the African situation.
3. Development in current educational theory and practice.
4. The regulations and requirements of the Nigerian Medical Council.
5. The recommendation of the Academic Planning Group and the Working Party on Education of the National Universities Commission (1977) which stated that:
 - (i) New Medical Schools should be "Oriented to the environment" and "produce students with a great sense and strong inclination to broad community care and preventive medicine".
 - (ii) Clinical teachers shall take part in basic science teaching.

At inception, therefore, the foundation members of the Faculty took cognisance of these issues and the current trends in medical education at that time. They tapped into their diverse backgrounds and also visited and/or consulted the WHO and many other medical schools in Africa, Europe, North America and Australia. These consultations were to enable the young

medical school construct its own unique programme (and we continue to construct and reconstruct it till date). To achieve this, the medical school at Ilorin organised a series of workshops and this has since become an institutional culture.

The Faculty held its inaugural curriculum workshop between March 6 and 10, 1978, at New Bussa and in attendance were both foundation and prospective academic staff, a total of 21 participants out of which 12 actually joined the Faculty. The Vice-Chancellor (Professor O. O. Akinkugbe) performed the official Opening Ceremony which was attended by His Royal Highness, Kigera II, the Emir of Borgu, the Kwara State Commissioner for Education as well as representatives and functionaries of the Federal and State governments in health and education. There were visiting consultants and experts in medical education from WHO and McMaster University, Canada. This inaugural workshop benefitted immensely from the expertise of Dr J. J. Guilbert, Chief Medical Officer, Educational Planning, Health Manpower Division of the WHO in Geneva; Dr Vic Neufeld, Coordinator of the Programme for Educational Development in the Faculty of Health Sciences at McMaster University, Canada; Professor O. O. Akinkugbe (the then Vice-Chancellor); Professor E. H. O. Parry (Dean), Professor Adeoye Adeniyi (who later became the first indigenous Dean of the Faculty) and many other scholars.

At this workshop, the basic Faculty structure, institutional objectives, curriculum and evaluation process to be adopted by the new Medical school were developed. The workshop provided the opportunity to develop a unique and innovative medical education in which the students were expected to be exposed early to the community in the hope of identifying better with community health needs. The

curriculum was to be student-centred, problem-solving and integrated in learning.

To give practical expression to the community-oriented curriculum, the Community-Based Experience and Services (COBES) programme was established. This programme takes the Medical Students to Communities called COBES Sites at 200, 300, 500 and 600 levels. The students spend four weeks during each of the posting within the communities in order to achieve well-articulated minimum learning objectives.

The programme has put the College on the world map and has earned the College international recognition by WHO as its Collaborating Centre for Research and Manpower Development. It has also earned the College full membership, in the bronze category of the International Network of Community Oriented Institutions for the Health Sciences with its Headquarters in Maastricht, the Netherlands. The College has produced a past President of that international body in person of Professor O. Ogunbode. So popular is this programme that the University Administration in 2010 extended its underlying Philosophy and Principle to other courses across all Faculties of the University ---- the so called "COBESisation" programme.

Since the inaugural workshop in 1978, a total of nine workshops (5 major and 4 minor) have been organised. The last was in June, 2014. Through these efforts, the institutional medical programme objectives have been kept in focus.

Challenges and Growth

The University of Ilorin Medical School faced several challenges in its formative years. The integrated philosophy of the new curriculum that sought to abolish the traditional structure of departmentalisation was, according to Adeniyi (2014), unorthodox and did not fit into the university system

then. This challenge eventually led to the resignation of Prof Parry as Dean. With his resignation, all but one or two of the expatriate staff employed through him also resigned and left Ilorin. The University had to rapidly recruit Nigerians into the Faculty.

In addition, the Medical and Dental Council of Nigeria (MDCN) did not accredit the new medical school on the ground that the then Ilorin General Hospital was unsuitable for Clinical Clerkships to train doctors. This led to a two-year closure and compulsory farming out of the pioneer students to Ibadan and Benin University Teaching Hospitals.

However, the University aggressively embarked on the massive renovation of the General Hospital to ensure a successful revisit by MDCN. This was achieved early enough for the pioneer students to return to base in Ilorin to complete their training in 1983.

Before the conversion of the Faculty into a College, the administrative structure of the Faculty was reviewed in 1981 and 1983. However, on 1st April, 2004, the Faculty was upgraded to a College following the approval of the College Statute by the National Universities Commission (NUC). The ceremony for the conversion was performed on 2nd June, 2004. Currently, there are two Faculties in the College and a definite organogram. This is an evidence of growth and a major landmark in the University of Ilorin.

The College moved to the permanent site of the University of Ilorin Teaching Hospital in December 2011. With this development, an ultramodern Clinical Skills Laboratory was established to enhance clinical training.

From a humble but determined beginning, the innovative medical programme of the University of Ilorin has grown to an enviable status not only nationally but internationally through the excellence of its products who to

date number over 4,000 across different continents of the world. This is indeed a confirmation of the excellence of the University.

Other Challenges

A fledgling university is faced with a number of challenges and this is mainly driven by the conflict between interest and necessity. It has been argued that work driven by necessity is left in ruins when necessity changes course but paths created by interests are sustained because they lead to concrete, positive differences in peoples' lives (Faust, 2012). The only way that a fledgling university can surmount its challenges is to be interest-driven instead of being necessity-engaged. Some of the challenges faced by universities in Nigeria using the University of Ilorin as a case study include:

Accommodation: One of the hallmarks of a University is the ability to provide accommodation for its students in terms of housing and lecture theatres. It is expected that the learning environment must be conducive to get the best out of students and it is only then that they can be in a position to contribute their own quota to national development.

The learning environment cannot be underestimated in the education matrix because of the situation we have in most universities in Nigeria where infrastructural challenges are very high. For instance, the University of Ilorin has more than 40,000 student population but with less than 20% of that number having access to hostel accommodation on campus. The University Administration has however developed a strategy of Public Private Partnership (PPP) where it collaborates with private individuals to provide hostel facilities on campus. This strategy appears to be working as a number of student hostels are springing up. The concern is that the

Physical Planning Unit needs to do more on supervision to ensure full and strict compliance with the specifications to ensure quality of the buildings.

Another aspect of this challenge is lecture theatres which were grossly inadequate about fifteen years ago. However, the University administration has confronted the problem frontally. In the last few years, a significant number of lecture theatres have been constructed in many Faculties. With the introduction of the e-learning platforms, this challenge is reducing seriously.

Equally challenging is staff accommodation. No doubt this is also inadequate but there appears to be less pressure in this area. This challenge is also alleviated by Housing loans, mortgage loans and assistance from cooperative societies.

Transportation: This is one of the biggest challenges confronting university education in Nigeria. By design, most of the first and second generation universities in Nigeria are located reasonably far from the township possibly to ensure that the environment is very conducive for learning but today, it is becoming a major challenge as students cannot get hostel accommodation and have to commute from town to campus on daily bases. In view of the distance and the expansive growth in the population in most towns, there is a serious pressure on transportation facilities and this naturally tasks the students. The University of Ilorin had to devise methods of addressing the challenge of transportation facing its students by providing buses and licensing other commercial vehicles to operate on the campus. These efforts have remained largely inadequate.

Innovation and Change: Innovation can only be driven by impactful, insightful and ground-breaking researches which academics must be ready to get involved in at all levels. Research funding is dwindling but the global community is not giving up on sponsorship of impactful researches. It can

therefore not be an excuse that there is no funding because if you have a research that is useful to the world community, you have more than enough funding for it.

Sustainable Academic Programme: The Faculties must constantly be willing to review their academic curricula in order to meet the dynamics of the changing world. The curricula must be designed in a way to meet the needs of the dynamic 21st century society.

Recommendations

Based on the foregoing analysis, the following recommendations are strongly proffered:

- The Nigerian university system is set to continue on the path of growth but the stakeholders must be ready to sustain the ideals of higher education through concerted efforts in the areas of research, management and innovation.
- Accommodation is crucial for a fledgling university that plans to be of global or world class status. The learning environment must be conducive and this must be put in place at whatever cost. The way to go is to create and sustain a synergy between the private and public institutions to ensure the availability of the two components.
- Efficient transportation is imperative to a learning environment. All hands must be on deck to achieve this laudable objective.
- Proliferation of regulatory bodies is imposing a serious burden on the university system and creating conflict of decisions to Faculties. To this end, NUC should come out decisively to address this and the legal framework should be reworked in such a way that the present

overlaps in the existing enabling instruments are properly addressed.

Conclusion

In this chapter, the challenges facing two major professional academic programmes were highlighted. Attention was given to the historical background of the law and medical programmes. The solutions to the identified challenges were proffered. It was emphasised that for a university to become a world class institution accommodation, transportation and other infrastructural amenities should be provided by the authorities. The diversity in a university is the hallmark of its existence and to that extent the culture of innovative, empirical, impactful research must be sustained.



Plate 1: Faculty of Law



Plate 2: Simulation Centre, College of Health Sciences

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SECTION B
PRESENT STRIDES

ACADEMIC DEVELOPMENT AT THE UNIVERSITY OF ILORIN

**S. A. Kuranga, A.G.A.S. Oladosu, M. A. Adedimeji, and
R.O. Okojie**

Introduction

The Federal Military Government established the University of Ilorin in August, 1975, along with six others (in Calabar, Jos, Maiduguri, Kano, Port-Harcourt and Sokoto) with a view to providing more opportunities for the increasing university education needs of Nigerians and to contribute to the training of high level manpower required by the expanding Nigerian economy. Forty years after its establishment, the University has positioned itself as the most preferred University in Nigeria because of its high academic standard, culture of excellence, peace and stability. The University is also well-rated by international ranking agencies. For instance, the University was first ranked in January 2011 as the best in Nigeria and 20th best in Africa and again ranked in July 2014, as the best in Nigeria and 20th best in Africa and 1,842nd in the world by another ranking agency. According to Adedimeji and Azeez (2015, p. 201), “it was the first time that a Nigerian university would be ranked among the best 2,000 in the world.”

From a modest beginning of being a three-Faculty institution comprising Arts, Education and Science, the University of Ilorin has grown exponentially such that it is one of the largest universities in the continent with fifteen Faculties. These are Arts (1976); Education (1976); Engineering & Technology (1978); Agriculture (1982); Law (1993, after an initial start-up in 1983); Basic Medical Sciences (2004); Clinical Science (2004); Communication and Information Sciences (2008); Veterinary Medicine (2009); Pharmaceutical Science (2010); and Life Science, Physical Science, Environmental Science, Management Sciences, and Social Sciences all in (2013).

Apart from these Faculties, the academic infrastructure of the University is strengthened further by various Centres, Schools and Institutes. These include the Centre for Peace and Strategic Studies; Centre for International Education; Technical and Entrepreneurship Centre; Linguistic Immersion Centre; Centre for Research Development and In-House Training; National Centre for Hydropower Research and Development; Centre for Ilorin Studies; Unilorin Archives and Documentation Centre; Centre for Supportive Services to the Deaf; Centre for Affiliated Institutions; Centre for Translation Arts; Advancement Centre; and Unilorin Consultancy Centre. Others include the Postgraduate School; School of Preliminary Studies; Ilorin Business School; Institute of Education; Unilorin Sugar Research Institute and [National Water Resources Capacity Building Network North Central Regional Centre, \(NWRCBNet-NC\)](#); Central Research Laboratory; Unilorin Computer Centre; and Educational Technology Centre, among others. Almost all of these Centres, Institutes and Schools were established in recent years between 2000 and now.

Conceptualising Academic Development

Academic development concerns all initiatives taken both at the 'global' and 'local' levels to support students and faculty members to fulfill their different roles (learning, teaching, research, and community service) throughout their academic careers. The overarching objective of academic development focuses on developing a holistic approach in order to meet individual needs, career development and organisational goals (Brew & Boud, 1996). In this regard, academic development is a vital instrument for quality enhancement which every progressive institution keeps on-going, never ending.

Academic development is two-dimensional: it is both student-centered and teacher-oriented (Shuell, 1988; Kember, 1997). It aims to provide the general public with a possibility to use the university resources and expertise in educational, professional and personal development, along with the improvement of qualifications and acquisition of new professional skills. To this end, academic development mainly aims at facilitating the diversification of university departments, promoting of their teaching potential and reaching out to the general public.

In the quest for quality academic development, a University, such as the University of Ilorin, organises relevant qualification courses, trainings and seminars for the professional development of the academic and administrative staff as well as its students. This is to ensure increased efficiency in the attainment of the vision and mission of the university especially with respect to carrying everyone along to the pinnacle of development. Besides, academic development deepens corporate identity, unifies the internal university

society and promotes the spirit of collegiality through student-staff participation in mutually beneficial programmes.

Staff Development

For academic development to occur, there must be staff development. Staff development is the process whereby employees of an organisation enhance their knowledge and skills in the directions that are advantageous to their role in the organisation. Definitions of staff development may be approached from the perspectives of the developer, the employer and the person being developed. A significant component of staff development is to facilitate change on personal, professional and institutional levels (Collett & Davidson, 1997). As O'Leary (1997) rightly argued, staff development activity has to be outcome and process-orientated.

In this light, staff development is viewed as self-development guided by critical questions and practised within frameworks that can lead to meeting the needs of all persons involved in the process (Webb, 1996; Thornton and McEntee, 1998). In essence, the feelings, emotions, humanity and 'being' of the people involved play an important part in staff development. As an on-going process of education, training, learning and support activities, staff development is concerned with helping people to grow within the organisations in which they are employed. An emphasis on lifelong learning, personal growth and fulfilment underlines the importance of sustained development.

The skill-sets and concepts involved in personal, professional and academic development (PPAD) are not mutually exclusive. They, more or less, relate to the need to develop each student as a whole person, to enable individuals find and lead the lives they want to live in as much as their aspirations are legally and morally sound. For the staff, the

primary purpose of academic staff development is to expand the educators’ awareness of the various tasks they must undertake to contribute to the effective education of their students and the accomplishment of the university objectives. Staff development is a strategic component of academic development and to develop any academic system, its staff must well be developed as the situation is at the University of Ilorin.

Staff development at the University of Ilorin chiefly operates under the staff development award through which the University supports staff to obtain higher academic degrees in local and international universities. It also involves sponsorship of staff, both academic and non-teaching, to various conferences in Nigeria and overseas. Table 1 provides a summary of the numbers of the beneficiaries of Staff Development award and Learned Conference Scheme of the University since 2007:

Table 1: Number of Staff Development and Learned Conference Beneficiaries

Session	Staff Development		Learned Conference	
	Local	Overseas	Local	Overseas
2007/2008	34	5	164	38
2008/2009	77	10	250	21
2009/2010	104	42	141	233
2010/2011	74	28	241	229
2011/2012	64	21	166	212
2012/2013	67	23	207	126
2013/2014			147	63

Vision, Mission, Objectives and Strategies

For academic development to thrive, it has to be articulated in the vision and mission statements which are also broken further into specific objectives and implementation strategies. Broadly, these statements include those associated with teaching and learning, research and scholarship, professional training, administration and management. For most educators, learning and teaching activities are central and staff development will include an in-depth consideration of learning and teaching situations so that educators are able to adjust and develop their teaching competencies and activities.

The vision of the University is *“To be an international Centre of Excellence in learning, research, probity and service to humanity”* while its mission is *“To provide a world-class environment for learning, research and community service”*. The development of the University is guided and impelled by its motto, “Probitas Doctrina”, or “probity and scholarship” generally known as “Character and Learning”. The University is propelled by the desire to be “better by far”, its well-known slogan, with a view to constantly improving itself in a ceaseless continuum.

For the University of Ilorin, the objectives are:

- a) to encourage the advancement of learning and to hold out to all persons, without distinction of race, creed, distance, location, sex or political conviction, the possibility acquiring a higher liberal education;
- b) to provide courses of instruction and other facilities for the pursuit of learning in all its branches, and to make those facilities available on proper terms to such persons as are equipped to benefit from them;
- c) to encourage and promote scholarship and conduct research in all fields of learning and human endeavour;
- d) to relate its activities to the social, cultural and economic needs of the people of Nigeria; and

- e) to undertake any other activities appropriate for a University of the highest standard.

To achieve its objectives, the University adopts the following strategies, which are part of the statutory provisions for which it:

- a) establishes such campuses, colleges, faculties, institutes, schools, extra-mural departments and other teaching and research units within the University as may from time to time seem necessary or desirable;
- b) institutes, professorships, readerships, lectureships and other posts and offices and makes appointments thereto;
- c) institutes and awards fellowships, scholarships, exhibitions, bursaries, medals, prizes and other titles, distinctions, awards and other forms of assistance;
- d) provides for the discipline and welfare of members of the University;
- e) holds examinations and grants degrees, diplomas, certificates and other distinctions to persons who have pursued a course of study approved by the University and have satisfied such other requirements as the University may lay down;
- f) grants honorary degrees, fellowships or academic titles;
- g) demands and receives from any student or any other person attending the University for the purpose of instruction such fees as the University may from time to time determine subject to the overall directives of the Federal Government of Nigeria;
- h) acquires, holds, grants, charges or otherwise deals with or disposes of movable and immovable property wherever situated;
- i) accepts gifts, legacies and donations, but without obligation to accept the same for a particular purpose

unless it approves the terms and conditions attached thereto;

- j) enters into contracts, establishes trusts, acts as trustee, solely or jointly with any other person, and employs and acts through agents;
- k) erects, provides, equips and maintains libraries, laboratories, lecture halls, halls of residence, refectories, sports grounds, playing fields and other buildings or things necessary or suitable or convenient for any of the objects of the University;
- l) holds public lectures and undertakes printing, publishing and selling of books;
- m) designs and delivers the curriculum of each discipline/course with focus on imparting problem-solving skills;
- n) patents and commercialises service-oriented research findings and products;
- o) ensures full accreditation of every programme / course and its high rating by relevant professional bodies and employers of labour;
- p) mounts lectures, seminars, enlightenment, educational outreach programmes and distance education programmes to improve the society;
- q) establishes units, centers, foundations and institutes to conduct in depth multi-disciplinary studies into all areas of human endeavours;
- r) cultivates close linkages between the University and its immediate community;
- s) establishes service oriented multi-disciplinary centers such as Institute of Translation Arts, Petroleum and Solid Mineral Exploration Research Centre, etc;
- t) invests any moneys appertaining to the University by way of endowment, whether for general or special purposes, and

such other moneys as may not be immediately required for current expenditure, in any investments or securities or in the purchase or improvement of land, with power from time to time to vary any such investments and to deposit any moneys for the time being not invested with any bank on deposit or current account;

- u) borrows, whether on interest or not and if need be upon the security of any or all of the property movable or immovable of the University, such moneys as the council may from time to time in its discretion find necessary or expedient to borrow or to guarantee any loan, advances or credit facilities;
- v) makes gifts for any charitable purpose; and
- w) arranges for the general welfare of children of members of staff (University of Ilorin, 2011).

Makers of the University of Ilorin

The University of Ilorin is known as a foremost institution of higher learning. The success of the University, especially since the beginning of the 21st Century is driven by seven factors which are: adoption of global best practices, collaboration, research, quality of academic programmes, ICT development, funding development and steady academic calendar (Oloyede, 2010). These factors are propelled by the manpower resources the University musters or what Salmi (2010) referred to as “concentration of talents”, the first of the three factors that make universities world class (the others being abundant resources and favourable governance).

The concentration of talents in the University of Ilorin engenders its leaderships over the years which have made the University what it is. The Federal Government as the proprietor is the founder of the University. As such, the Visitor to the University is the Head of the Nigerian State. Between 2000 and

today, the University has had the following as key leaders and makers of its contemporary history:

- Chief Olusegun Obasanjo., GCFR, (May 1999 to May 2007)
- Alhaji Umaru Musa Yar'Adua, (Late) GCFR (May 2007 to May 2010)
- Dr. Goodluck Ebele Jonathan, GCFR (May 2010 to May 2015)
- President Muhammadu Buhari, GCFR (May 2015 to date)

The University has had three Chancellors between 2000 and now. They are:

- His Royal Highness, Kuvyo Shekarau Angyu Masa Ibi II, Aku-Uka of Wukari (1981-2006)
- His Royal Majesty, Benjamin Ikenchuku Keagborekuzi I, the Dein of Agbor Kingdom (2007- 2015)
- His Royal Highness, Alhaji Abdulmumini Kabir Usman, the Emir of Katsina (2015)

The following Pro-Chancellors and Chairmen of Governing Council have led the University since 2000:

- General Saliu Ibrahim (Rtd) (2000 - 2005)
- Emeritus Professor Ayo Banjo (2005 - 2007)
- Alhaji Tukur Mani, Tarkidan Katsina (2009 - 2013)
- His Royal Majesty, Prof. Chukwuka Aninshi Okonjo, the First, The Obi of Ogwashi-Ukwu Kingdom (2013 to date)

The following have served as Vice-Chancellors of the University since 2000:

- Professor S. O. AbdulRaheem, 1997 - 2002
- Professor S. O. O. Amali 2002 - 2007

- Professor Is-haq O. Oloyede, 2007 - 2012
- Professor AbdulGaniyu Ambali 2012 - date

The Registrars include the following since 2000:

- Mr. M. T. Balogun 1998 - 2002
- Mrs. Olufolake O. Oyeyemi 2003 - 2013
- Mr Emmanuel D. Obafemi 2013 - date

New Programmes in the University

The University of Ilorin has been responding to global developments in university education by improving its academic programmes and developing new ones over the years. In recent years, the University increased the number of academic programmes at both the undergraduate and postgraduate levels. This was to ensure that the programmes are consistent with current global needs and to further ensure that the products of the University are industry ready.

In the 2012/2013 academic session for example, the Senate approved the establishment of some programmes, the splitting of some Departments and the unbundling of the Faculty of Business and Social Sciences and Faculty of Science as stated below:

The Faculty of Business and Social Sciences was split into:

1. Faculty of Management Sciences with the following Departments:
 - i. Accounting and finance
 - ii. Business Administration
2. Faculty of Social Sciences with the following Departments:
 - i. Economics
 - ii. Geography and Environmental Management
 - iii. Political Science
 - iv. Sociology

The Faculty of Science was split into two, which are:
Faculty of Life Sciences with the following departments:

- i. Biochemistry
 - ii. Microbiology
 - iii. Plant Biology
 - iv. Zoology
2. Faculty of Physical Sciences with the following Departments:
- i. Chemistry
 - ii. Geology and Mineral Sciences
 - iii. Mathematics
 - iv. Physics
 - v. Statistics

The following Departments were also split during the academic session:

1. Department of Accounting and Finance was split into:
 - i. Accounting
 - ii. Finance
2. Department of Arts and Social Sciences Education was split into:
 - i. Department of Arts Education
 - ii. Department of Social Science Education
3. Department of Human Kinetic and Health Education was split into:
 - i. Human Kinetics Education and Health Education
 - ii. Health Promotion and Environmental Health Education
4. Department of Science Education was split into:
 - i. Department of Educational Technology
 - ii. Department of Science Education
5. Department of Pharmaceutics and Pharmaceutical Microbiology was split into:
 - i. Department of Pharmaceutics and Industrial Pharmacy

- ii. Department of Pharmaceutical Microbiology and Biotechnology
- 6. Department of Chemistry was split into:
 - i. Chemistry
 - ii. Industrial Chemistry

The Faculty of Environmental Sciences also took off recently with the Departments of Architecture, Estate Management, Quantity Surveying, Surveying and Geoinformatics as well as Urban and Regional Planning.

The Senate also approved the establishment of the following programmes during the 2012/2013 year under review:

- i. Business Education
- ii. Marketing
- iii. Psychology
- iv. Social Studies Education
- v. Social Work
- vi. Water Resources Engineering (University of Ilorin, 2013)

New programmes that began in the University in 2014/2015 academic session included B. Sc. Aquaculture and Fisheries (Faculty of Agriculture); B.Ed. Adult Education, B.Sc. (Ed.) Computer Science, B.Sc. (Ed.) Technology Education (Faculty of Education); B. Eng. Computer Engineering (Faculty of Engineering and Technology); O.D Optometry and Vision Science (Faculty of Life Sciences); B. Sc. Industrial Relations and Personnel Management, B.Sc. Public Administration (Faculty of Management Sciences); B.Sc. Applied Geophysics (Faculty of Physical Sciences) and B.Sc. Criminology and Security Studies (Faculty of Social Sciences). At the end of the 2013/2014 academic session, the University had a total of 92 undergraduate programmes in 15

Faculties (University of Ilorin, 2013; University of Ilorin, 2014).

Inaugural Lectures

Inaugural lectures constitute a central part of the University life and the University of Ilorin is not an exception. They provide opportunities to learn about the stimulating research and teaching contributions that Professors have made to human development. It is believed that an inaugural lecture is a debt a Professor owes the University community which he or she is obliged to pay before disengagement. According to Oloyede (2012), an inaugural lecture is one of the unique traditions of the University, which confers on a Professor the liberty to choose how and what theme(s) to address at a mixed congregation of scholars and others on a platform usually (though not necessarily always) provided by the University that appointed him or her a Professor (Oloyede, 2012)

The University of Ilorin has taken inaugural lectures seriously such that barely four years after its establishment, it organised its first series of Ilorin lectures. By the middle of the year 2015, a total of 159 inaugural lectures had been delivered at the University. Table 2 provides the list of the details of the inaugural lectures delivered so far:

Table 2: List of Inaugural Lectures

No	Faculty	Department	Name	Date	Inaugural Topic
1	Arts	Linguistics	Prof A. Awobuluyi	15th Feb, 1979	The New National Policy on Education. In Linguistic Perspective
2	Science	Biological Science	Prof M. O. Olofinboba	17th May, 1979	Forest: The Need For Improved Management
3	Education	Educ. Management	Prof. J. O. Abiri	14th Feb, 1980	The Effective Component of Human Resource Development In Nigeria
4	Health Science	Peadiatrics & Child Health	Prof Adeoye Adeniyi	19th May, 1980	Child Care in Nigeria: A Critical Appraisal of Some Modern and Traditional Concepts
5	Arts	Linguistics	Prof I. A. B. Balogun	22nd Jan, 1981	Utilizing Religions for Peace, Unity and Progress
6	Engr. & Tech.	Electrical Engr.	Prof I. E. Owolabi	4th June, 1981	Electrical Engineering in the Service of Man
7	Science	Physics	Prof T. O. Aro	18th Mar, 1982	The Atmosphere Of Physics And Physics Of The Atmosphere
8	Science	Biological Science	Prof M. O. Fawole	9th Dec, 1982	Microbes and Mankind
9	Education	Educ. Management	Prof Aderemi Dada Olutola	17th Jan, 1983	Cosmetic Politics and the Challenge of Education for National Development

10	Health Science	Behaviour Science	Prof Olakayode Olatunde Ogunremi	17th Feb, 1983	Sleep, Dreams And Drug Research: Contributions To Medical Sciences
11	Engr. & Tech.	Electrical	Prof B. J. Olufeagba	28th Apr, 1983	Regeneration Strategies for Technology and National Development
12	Science	Physics	Prof J. O. Oyinloye	15th Dec, 1983	Radio Science and the impact on Modern Civilization
13	Arts	History	Prof Ade Obayomi	19th Jan, 1984	The Great Traditions and its Impact On Modern Africa; Archaeological and Historiographical Reflections
14	Education	Educ. Management	Prof Segun Adesina	22nd Mar, 1984	Growth Without Development
15	Science	Biological Science	Prof V. I. A. Yoloye	24th May, 1984	Molluscs For Mankind
16	B.S.S.	Pol. Science	Prof A. A. Akinsanya	6th Dec, 1984	Transnational Corporations and Economic Nationalism in the Third World
17	Education	G & C	Prof Babatunde Ipaye	31st Jan, 1985	Socio-Cultural Premises, Guidance Systems and Counselling Services
18	Health Science	Physiology	Prof Ayoola Olatunde	27th Feb, 1985	Medication with and Without Prescription

19	Science	Geology	Prof Pooma C. Pal	30th May, 1985	In the Trail of Nemesis: Geodynamics and the Sun's Twin
20	Science	Biochemistry	Prof A. A. Odutuga	12th Dec, 1985	The Essential Lipids: Life's Spring Board
21	Arts	English	Prof D. Cook	30th Jan, 1986	The English Competition: Interloper or Intermediary in Nigeria
22	Health Science	Medicine	Prof M. A. Araoye	24th Apr, 1986	The Normal Electro-Cardiogram (ECG) in Adult Nigerians
23	B.S.S.	Geography	Prof J. Oluwole Oyebanji	29th May, 1986	Coat of Many Colours
24	Science	Physics	Prof D. K. Bamgboye	29th Jan, 1987	Space Science and National Development
25	Engr. & Tech.	Agric. Engineering	Prof Enem Ufort Nwa	26th, Mar 1987	Irrigation and Nigeria
26	Science	Statistics	Prof H. O. Adewoye	23rd Apr, 1987	Role of Chemical Pathology in Traditional Health Care
27	Agric	Animal Production	Prof D. S. Adegboye	11th June, 1987	Commercial Livestock Production: The Task, The Fear, The Reward
28	Arts	Linguistics	Prof Oludare Olajubu	10th Dec, 1987	The Voice of the Artist: The Voice of the People
29	B.S.S.	Sociology	Prof J. A. Sofola	28th Jan, 1988	Cultural Self-Knowledge and Cultural Self-

Appreciation for
True
Development In
Nigeria

30	B.S.S.	Geography	Prof S. O. Onakomaiya	24th Mar, 1988	Unsafe At Any Speed
31	Engr. & Tech.	Mechanical	Prof Suleyman Olatunji Adeyemi	27th Jul, 1988	Nation's Quest for Water
32	Science		Prof M. O. Fagbule	15th Dec, 1988	Colour for a Colourless World: A Chemist's Modest Contribution
33	Health Science	CPI	Prof B. A. Aiyedun	26th Jan, 1989	Games Parasites Play: Immune Survival among Parasites
34	Agric	Crops	Prof A. A. Adesiyun	20th Apr, 1989	Insects, Food, Fibre and Weeds: A Prospect of Control without Pesticides
35	Science	Microbiology	Prof R. O. Alabi	25th May, 1989	Mycology and National Development
36	B.S.S.	Bus. Admn	Prof E. O. Lambo	14th Dec, 1989	Health for all in Nigeria: Some Revolutionary Management Dimensions
37	Science	Biology	Prof S. O. Oduleye	22nd Mar, 1990	Adaption and Survival: The Fasme Animals Play
38	Science	Mathmatics	Prof M. A. Ibiejugba	24th May, 1990	Living in Best of all Possible Worlds
39	Health Science	Med. & Microbiology	Prof B. A. Onile	13th Dec, 1990	Morality and Microbes

40	Arts	Performing Arts	Prof (Mrs.) Zulu Sofola	28th Mar, 1991	The Artist and the Tragedy of a Nation
41	B.S.S.	Accounting	Prof Babatunde Omoniyi Ogundele	25th Apr, 1991	In our Opinion: Accounting and the Society
42	Health Science	Microbiology	Prof O. Funsho Komolafe	23rd May, 1991	Making Substance Out of Shadows: The Consultant's Consultant
43	Education	CSET	Prof A. Abdullahi	12th Dec, 1991	Inflating and Deflating Syndrome in Nigeria's Science Education
44	Arts		Prof H. B. Capo	23rd Jan, 1992	Let us Joke over it: Nigeria as a Tower of Babel
45	Education	Foundation	Prof Augus Adeleke Adeyinka	29th Apr, 1993	Examinations Examined: The Nigerian Secondary School System
46	Engr. & Tech.	Mechanical	Prof M. B. Adeyemi	25th May 1995	Industrial Growth through Research and Development
47	Health Science	MMP	Prof L. D. Edungbola	30th Nov, 1995	The Crawling Flier... The Flying Crawler... The Warring Worm... And the Wormy World
48	Education	Educ. Management	Prof Segun Ogunsaju	25th Jan, 1996	Supervision Without Effectiveness: Dilemma of a Developing Nation
49	Arts	English	Prof Olu Obafemi	30th Jul, 1997	Literature and Society on the

					Border of Discourse
50	Science	Statistics	Prof O. S. Adegboye	20th Nov, 1997	The Magicians, the Prophets and the Statisticians
51	B.S.S.	Geography	Prof J. F Olorunfemi	29th Nov, 2001	Better By Far
52	Arts	French	Prof Tunde Ajiboye	24th Jan, 2002	Nigeria and French: A Paradox of Closeness and Distance
53	Arts	Religions	Prof Z. I. Oseni	31st Jan, 2002	Prose and Drama in Nigerian Literature in Arabic: The Journey so Far
54	Arts	Religions	Prof R. A. Raji	28th Feb, 2002	Tangled Complexities: Muslim-Christian Relations and the Issues of Arabic Language in Nigeria
55	B.S.S.	Geography	Prof O. J. Olaniran	25th Apr, 2002	Rainfall Anomalies in Nigeria: The Contemporary Understanding
56	Arts	Linguistics	Prof Sam. A. Adewoye	16th May, 2002	The Uncritically Critical: The Case of African Literature
57	Engr. & Tech.	Electrical	Prof Tunji Samuel Ibiyemi	30th May, 2002	God, Man & Image Grammar
58	Arts	Arabic	Prof R. D. Abubakre	13th June, 2002	Survival of Arabic in Difficult Terrains

59	B.S.S.	Geography	Prof A. A. Ogunsanya	27th June, 2002	Maker and Breaker of Cities
60	Science	Biological Science	Prof S. O. Oyewole	26th Sept, 2002	Chromosomes: They Do Tell Stories
61	Science	Biochemistry	Prof M. A. Akanji	24th Oct, 2002	Eat and Die by Little
62	Science	Biological Science	Prof F. A. Oladele	7th Nov, 2002	The Only One We Have
63	Health Science	Radiology	Prof D. A. Nzeh	30th Jan, 2003	Unmasking of the Obscure Human Figure: Interplay of Mind, Machine and Matter
64	Science	Physiology	Prof C. O. Bewaji	27th Feb, 2003	The Sickle Cell Membrane: Tip of the Iceberg
65	Engr. & Tech.	Civil Engineering	Prof B. F. Sule	13th Mar, 2003	Water Security: Now and the Future
66	Law	Islamic Law	Prof Abdul-Quadir Zubair	27th Mar, 2003	Sharia in our Citadels Of Learning
67	Science	Geology	Prof S. O. Akande	22nd May, 2003	Minerals and Fossil Fuels Discovery: The Adventures of Exploration
68	Agric	Animal Production	Prof J. O. Atteh	26th June, 2003	Romancing the Chicken
69	Science	Biological Science	Prof J. A. Morakinyo	28th Aug, 2003	Genes in Hide-and-Seek
70	Arts	Religions	Prof. R. A. Akannmidu	28th Feb, 2004	Poverty Alleviation Programmes and the Politics of

					Ethical Despair in Nigeria
71	Agric	Animal Production	Prof K. L. Ayorinde	11th Mar, 2004	The Spice of Life
72	Health Science	Medicine	Prof B. J. Bojuwoye	13th May, 2004	Of Bacterial Pathogens and Diarrhoea: Making Visible the Invisible Link
73	Science	Biological Science	Prof E. O. Etejere	10th June, 2004	The Seed Sower and the Germination Dilemma
74	Education	Foundation	Prof R. A. Lawal	24th June, 2004	Meaning without Mean-ness
75	Science	Chemistry	Prof J. O. Obaleye	29th Jul, 2004	Marriageology of Chemical Nature: Drug-Metal Complexes Perspective
76	Agric	Agronomy	Prof J. A. Ogunwale	28th Oct, 2004	Land: The Beginning, The Sustainer and The End Of Man On Earth
77	Agric	Animal Production	Prof A. A. Adelaye	11th Nov, 2004	The Good, the Bad and the Goat
78	Science	Biochemistry	Prof O. B. Oloyede	26th May, 2005	All for the Love of Nutrients
79	Science	Statistics	Prof E. T. Jolayemi	29th Sept, 2005	The Choice is Yours
80	Science	Statistics	Prof B. A. Oyejola	31st Aug, 2006	Reasoning in the Realm of Uncertainty
81	Science	Microbiology	Prof A. B.	1st Mar,	Crisis of the

			Olayemi	2007	Commons: Global Water Challenge
82	Science	Chemistry	Prof S. A. Abdulkareem	10th May, 2007	Making Stuffs, Hot Stuffs: The Power of Mind over Matter
83	Bus. & Soc. Science	Economics	Prof (Mrs) Ebele Amali	20th June, 2007	Gendernomics: Of Women, Work and Economics
84	Science	Chemistry	Prof S. A. Ibiyemi	28th June, 2007	THE VETIA Plant Economic Potential: Chemistry's Key Position
85	Science	Physics	Prof J. O. Adeniyi	27th March, 2008	Subduing the Earth: The Ionosphere Inclusive
86	Education	Human Kinetics and Health Education	Prof M. L. Emiola	26th June, 2008	All Work and All Play: The Health Assurance in Exercise
87	Health Science	Medicine	Prof M. Anate	24th July, 2008	Women Reproductive Health in Africa: A Continuing Tragedy
88	Science	Chemistry	Prof Gabriel Ademola Olatunji	12th February, 2009	Journey to the Promised Land: The Travails of an Organic Chemist
89	Education	Arts and Social Science Education	Prof Sheu Ahmed Jimoh	26th February, 2009	If Gold Rusts...?
90	Arts	Linguistics and Nigerian Languages	Prof Yekeen Ajibade Ajayi	19th March, 2009	Yoruba Cosmology and Aesthetics: The Cultural Confluence of

					Divination, Incantation and Drum-Talking
91	Arts	The Performing Arts	Prof Ayo Akinwale	29th April, 2010	And the Journey Begins: The Travails of a Theatre Sociologist
92	College of Health Sciences	Surgery	Prof S.B. Agaja	15th July, 2010	Surgery: The Anchor of Life
93	College of Health Sciences	Obstetrics & Gynaecology	Prof O. O. Fakeye	24th February, 2011	That our Women Die not in Vain
94	Engr. & Tech.	Agricultural & Biosystem	Prof K.C. Oni	26th May, 2011	Man, Machine and Food Insecurity
95	Clinical Sciences	Paediatrics	Prof Ayodele Ojuawo	28th Jul, 2011	The Child's Gut and its Guts
96	Arts	History	Prof R. O. Lasisi	4th August, 2011	The Image of Africa: Rhetoric And Reality of Afro-European Relations
97	Science	Mathematics	Prof T.O. Opoola	10th November 2011	Mathematics: Faith that Works
98	Engr. & Tech.	Agricultural & Biosystems Eng.	Prof A.O. Ogunlela	17 th Nove mber, 2011	Towards God's Own Watershed
99	Education	Counsellor Education	Prof Alfred Akinbo Adegoke	9th February, 2012	Adolescents in Africa: The Role of Context and Process in Developmental Trajectories
100	Clinical Sciences	Paediatrics & Child Health	Prof Abdul- Wahab Babatunde Rotimi Johnson	23rd February, 2012	Microbes and the Bellows of Young Fellows: Towards Proscribing a

					Pernicious Parley.
101	Clinical Sciences	Ophthalmology	Prof Abdulraheem Olarongbe Mahmoud	15th March, 2012	The Sights and Rights of The Blind
102	Science	Biochemistry	Prof A.T. Oladiji	22nd March, 2012	The Little Giants in Food
103	Education	Educational Management	Prof David Olufemi Durosaro	26th March, 2012	Where the Shoe Pinches: The Cost of Education
104	Health Sciences	Physiology	Prof Ayodele Olufemi Soladoye	12th April, 2012	Physiology of the Human Heart and Blood Pressure: The Survival Game
105	Science	Physics	Prof. C.O. Akoshile	26th April, 2012	Energy and the Chameleon Delta (AE) in Energy Transformation in Sustenance of Life in the Universe
106	Engineering	Mechanical Engineering	Prof. J.A. Olorunmaiye	24th May, 2012	Energy Conversion And Man
107	Basic Medical Sciences	Chemical Pathology and Immunology	Prof. G.O. Oyeyinka	31st May, 2012	Longevity-How Long? Immunological Involvement In Ageing
108	Agriculture	Animal Production	Prof. Mashood Adewale Belewu	14th June, 2012	A Goldmine Colloidal Suspension: Icon Of Healthy Food
109	Clinical Sciences	Pediatrics and Child Health	Prof. O.T. Adedoyin	21st June, 2012	Chronic Kidney Diseases In Children
110	Basic	Chemical	Prof. Adekunle	12th July,	Chemical

	Medical Sciences	Pathology and Immunology	Bashiru Okesina	2012	Pathologist: The Final Judge In Health And In Diseases
111	Clinical Sciences	Obstertrics & Gynaecology	Prof. Jimoh Abdulgafar Abiodun Akanbi	26th July, 2012	Different Strokes For Different Folks But Some Couples Do Have Them
112	Education	Arts and Social science Education	Prof.(Mrs.) F. O. Olasehinde-Williams	23rd August, 2012	Without Wax: Re-Formatting The Education System
113	Education	Educational Management	Porf. (Mrs.) N.Y. S. Ijaiya	13th September, 2012	Management That Matters: Key To Sustainable Education
114	Clinical Sciences	Paediatrics and Child Health	Prof. Olugbenga Ayodeji Mokuolu	20th September, 2012	Saving The Innocent From Unsolicited Encounters: The Worm As A Sharp Threshing Instrument
115	Education	Arts and Social Sciences Education	Prof. A.G.A.S. Oladosu	27th September, 2012	Fluctuations in the Fortunes of Arabic Education in Nigeria
116	Arts	Religions	Prof. Is-haq Olanrewaju Oloyede	11th October, 2012	Islamics: The Conflux Of Disciplines
117	Clinical Sciences	Epidemiology and Community Health	Prof. Ademola Olugbenga Awoyemi	11th October, 2012	Occupation And Health: The Interplay, Interlock And Interaction
118	Education	Science Education	Prof. Esther O. Omosewo	8th November, 2012	Why Dread the Science of the State of the Universe
119	Business	Geography and	Prof. A.F.	29th	How the Other

	and Social Sciences	Environmental Management	Adedayo	November , 2012	Half Live
120	Agriculture	Agricultural Extension and Rural Development	Prof O.A. Adekunle	25th January, 2013	Key to Unlock
121	Science	Statistics	Prof I.O. Oshungade	31st January, 2013	The Arts of Everyday Sampling
122	Health Science	Clinical Sciences	Prof Ismaila Adigun Lawal	7th February, 2013	A Plastic and Reconstructive Surgeon in a Developing Country: Practice, Problems and Prospects
123	Education	Science Education	Prof Isaac Olakanmi Abimbola	21st February, 2013	The Misunderstood Word in Science: Towards a Technology of Perfect Understanding for All
124	Agriculture	Agronomy	Prof Yekeen Abiola Abayomi	7th March, 2013	That Food May Be More Abundant
125	Science	Industrial Chemistry	Prof David Sunday Ogunniyi	21st March, 2013	My Adventure With Polymers
126	Health Sciences	Medicine	Prof Katibi Ibraheem Adeola	28th March, 2013	The Choice Is Yours But The Burden Is Ours
127	Science	Biochemistry	Prof S.O. Malomo	4th April, 2013	The Invisible: Behind And Beyond The Visible
128	Science	Zoology	Prof G.G. Nzeh	11th April, 2013	Dwindling Fish Stocks: Aquaculture &

					Sustainable Food Security
129	Science	Physics	Prof I.A. Adimula	18th April, 2013	The Mandate: Radio As Instrument Of Dimension
130	Science	Chemistry	Prof F.A. Adekola	25th April, 2013	The Heart Of Science In The Service Of Man
131	Education	Counsellor Education	Prof S.H. Umoh	9th May, 2013	May Your Rough Road Be Smooth
132	CIS	Library & Information Science	Prof L.O. Aina	16th May, 2013	Information, Knowledge & The Gate Keeper
133	Arts	Religions	Prof Y.A. Quadri	23 May, 2013	All In The Name Of God
134	Science	Zoology	Prof Uade Samuel Ugboro	16 June, 2013	That We May Lay Siege
					The Future Has Long Arrived: New Vistas Of The Role Of Theatre In A Developing Nation
135	Arts	Performing Arts	Prof Akanji Nasiru	20 June, 2013	The Paradox Of Love Women & Religion In Society
136	Arts	Religions	Prof (Mrs.) Ronke Olademo	27th June, 2013	Pharmaco Kinetics: Essential Tool In Drug Therapy
137	Pharmaceutical	Pharmacy	Prof (Mrs.) Odunola	31st October, 2013	Catalysis And Chemical Industry Development: A Fruitful Wedlock
138	Physical Science	Chemistry	Prof E.O. Odebunmi	21st November, 2013	Judex: Hope For
139	Law	Jurisprudence	Prof Wahab	28th	

		and International Law	Olasupo Egbewole	November, 2013	The Hopeful And The Hopeless
140	Education	Educational Management	Prof Noah Bisi Oyedeji	5th December, 2013	Education Anomaly And The Educational Administrator
141	Education	Counsellor Education	Prof J.A. Omotosho	16 th January, 2014	In Choosing Our Careers Hit-Or-Miss, We Miss More Than Hit
142	Clinical Sciences	Epidemiology and Community Health	Prof Tanimola Makanjuola Akande	13th February, 2014	Population With Ill-Health Burden: Faced With A Sick Health System
143	Clinical Sciences	Medicine	Prof E.O. Okoro	27th February, 2014	Towards Better Prevention / Control Of Hypertension And Diabetes
144	Basic Medical Sciences	Chemical Pathology	Prof Adeyinka Abdulrasaq Akande	13th March, 2014	From Nothing To Something: Evidence Is The Best Teacher
145	Education	Counsellor Education	Prof Adeyemi Ibukunoluwa Idowu	27th March, 2014	Raising The Bar: The Counsellors' Mandate
146	Life Sciences	Biochemistry	Prof Elizabeth Abidemi Balogun	10th April, 2014	Dreadable Unpaired Species: Biochemical Approach As Panacea
147	Education	Science Education	Prof Adekunle Solomon Olorundare	22nd May, 2014	Theory Into Practice: Beyond Surface Curriculum In Science Education
148	Education	Social Sciences Education	Prof Alice Arinlade	5 th June, 2014	Essential Education Beyond

			Jekayinfa		Relegation
149	Clinical Sciences	Medicine	Prof Salami Alakija Kazeem	26th June, 2014	Realities Of Living With Hiv Infection
150	Obstetrics & Gynaecology	Medicine	Prof Abiodun Peter Aboyeji	14th, August, 2014	Pregnancy: The Burden Of Womanhood
151	Social Sciences	Sociology	Prof Noah Yusuf	20th october, 2014	Work, Industry And Society: The Synergy That Mirrors The Reality Of Our Everyday Existence
152	Law	Business Law	Prof Muhammed Mustapha Akanbi	13th November, 2014	Contending Without Being Contentious: Arbitration, Arbitrators And Arbitrability
153	Social Sciences	Political Science	Prof M.O.A. Alabi	13th November, 2014	Politics And Law: Anatomy Of The Siamese Twins
154	Basic Medical Sciences	Medical Microbiology and Parasitology	Prof Charles Nwabuisi	27th November, 2014	Antimicrobials And Superbugs: The Survival Game
155	Clinical Sciences	Department of Otorhinolaryngology	Prof Foluwasayo Emmanuel Ologe	11th December, 2014	Hearing Loss: The Hidden Handicap
156	Arts	Religions	Prof Badmas Olanrewaju Yusuf	22nd January, 2015	Utilising The Qur'an, Stabilising The Society
157	Social Sciences	Geography and Environmental Management	Prof Raphael Abiodun Olawepo	30th April, 2015	Learning From The People: A Geographer's Mandate For

158	Agriculture	Agricultural Economics	Prof Olubunmi Abayomi Omotesho	28th May, 2015	Sustainable Rural Development Let The Small-Scale Farmer Be In Good Standing Christianity As A Catalyst For Socio-Economic And Political Change In Yorubaland, Nigeria: An Account Of A Church Historian
159	Arts	Religions	Prof Rotimi Williams Omotoye	25th June, 2015	

The University Scholar Scheme

As part of its commitment to promoting academic excellence, the University (re-) introduced the University Scholar Scheme in 2008. The scheme is meant to award scholarships to outstanding students with a Minimum of Grade Point Average of 4.00 in each Department or Programme of the University. Since its commencement, hundreds of students have benefitted from the scheme as there is a healthy rivalry among students to become “University Scholars” with the full complements of financial gains and social prestige in the University.

When the scheme began in 2007/2008 session, 65 students across Faculties were awarded N6.2 million Naira. The following session (2008/2009), a total of 116 students were awarded the scholarship scheme which cost the University ten million, seven hundred and eighty-eight thousand naira (10,788.000.00) In 2009/2010 session, the University expended thirteen million, eight hundred and fifty-seven thousand Naira (13,857.00) on 149 University scholars while in 2010/2011, some 96 deserving University scholars were awarded a sum of eight million nine hundred and twenty-

eight thousand Naira (N8,928,000.00). In the 2011/2012 academic session, 90 students were awarded a sum of eight million three hundred and 70 thousand Naira (N8,370,000.00) and in 2012/2013, the University expended thirteen million, two hundred and seventy-seven thousand Naira (N13,277,000.00) on 142 deserving students. The beneficiaries of the University Scholar Scheme increased to 174 in the 2013/2014 session to which the University committed additional millions of Naira. (University of Ilorin, 2008; University of Ilorin, 2009; University of Ilorin, 2010; University of Ilorin, 2011; University of Ilorin, 2012).

Apart from special recognitions during University events like convocation lectures, inaugural lectures and ceremonies, University scholars, among other things, are provided free accommodation on campus in order to motivate and positively influence a good number of students. As a result of this development, there has been a remarkable increase in the number of First Class graduands over the years. For instance, in the 2007/2008 session, only five First Class graduands were produced. This number increased to 13, 19, 23, 37 and 41 in the succeeding 2008/2009, 2009/2010, 2010/2011, 2011/2012 and 2012/2013 academic sessions respectively. There is therefore a marked correlation between the introduction of the scheme and the academic performance of the students (University of Ilorin, 2008; University of Ilorin, 2009; University of Ilorin, 2010; University of Ilorin, 2011; University of Ilorin, 2012; University of Ilorin, 2013).

Assessment of Staff by Students

One of the hallmarks of the University of Ilorin is that students are free to demand the re-assessment of their scripts if they have genuine reasons to doubt the accuracy of their results. Apart from this, students also have the opportunity of

assessing their lecturers at the end of the session so that management would be in position to address issues raised in such evaluations.

In case a student feels concerned that his score was not graded fairly, he can seek redress. In its meeting of February 18, 2009, the University Senate released a 12-point redress mechanism through which aggrieved students can challenge or order for the re-assessment of his scripts. This redress mechanism is as follows:

- (a) Fill a “Result Verification Form” (in triplicate), obtainable from the office of the Deputy Registrar (Academic).
- (b) The Deputy Registrar (Academic) shall give an instant acknowledgement by signing, stamping and giving a copy to the student, indicating the time and date.
- (c) A copy of the “Result Verification Form” shall be sent to the HOD concerned by the Deputy Registrar (Academic).
- (d) The HOD, within one week, shall issue to the student, the verified result either confirming the old score or reflecting the new one. A copy shall also be forwarded to the Deputy Registrar (Academic)
- (e) Where a review occurs, the HOD is under obligation to give reasons and forward a copy of the Verification Report to the Dean, Director of Academic Planning and Deputy Registrar (Academic).
- (f) In case the student is still not satisfied with the result, he/she shall obtain a “Script Re-mark Request Form” from the Deputy Registrar (Academic). The Form shall be filled and submitted to the same office.
- (g) The Deputy Registrar (Academic) shall request for the Marking Scheme of the Course from the HOD concerned and forward it, together with all the scripts for that Course and the Student’s Script Re-mark Request Form”, to the Deputy Vice-Chancellor, (Academic)

- (h) The Deputy Vice-Chancellor (Academic) shall pick at random, scripts including that of the complainant and oversee the process for re-marking.
- (i) The Deputy Vice Chancellor (Academic) shall submit a report to the Vice-Chancellor not later than four weeks from the submission of the “Script Re-mark Request Form.” The Vice-Chancellor, Deputy Vice-Chancellor (Academic), Dean of the concerned Faculty, Director of Academic Planning, Chairman, Committee of Deans, Deans, Student Affairs and the Head of Department concerned shall meet to consider the final report on the re-mark and forward same to Senate.
- (j) Where an Examiner is found to have wilfully and deliberately victimized a student, the matter shall be referred to the Staff Disciplinary and Appeals Committee.
- (k) Where a student’s claim is found to be frivolous, a fine of ₦50, 000.00 shall be imposed as payment for the cost of the process.

Conclusion

The University of Ilorin has carved a niche for itself in the Nigerian and African university system such that it is the most-subscribed University in Nigeria today. The stakeholders in the university education sub-sector have always had reasons to commend the University on a number of occasions and it is often described as the pride of the Nigerian nation. Factors that account for the status of the University include high academic standard, culture of excellence, peaceful environment, academic stability and overall development that is engendered by the concentration of talents, abundant resources and favourable governance.

Due to the vision of its founding fathers and the commitment of the successive administrations, the academic development of the University of Ilorin has evolved such that it is associated with the highest academic standards. It is deemed

one of the most rapidly developing universities in Africa and it is believed the University will continue to maintain the tempo. In other words, the past of the University was glorious while the present is epochal. There is no doubt that its future is bright especially when it continues to champion and promote the high academic standard and excellence it is associated with.

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THE INTERNATIONALISATION OF THE UNIVERSITY

A. O. Omotosho, O. A. Mokuolu and M. O. Ibrahim

Introduction

A ‘University’ is so called because it is expected to be a universal centre for learning activities. By implication, its learning contents generally reflect local, national and international materials. There is hardly a university that is worth its name that does not take into consideration these facts. A credible university is expected to source for staff nationally and internationally. It is also expected of such a university that a reasonable number of its students’ intake is international. In addition to this, a University is expected to partner and collaborate with other allied institutions to jointly carry out research, examine students and assess staff for the purpose of elevation.

In pursuit of these objectives, universities usually invite scholars from other institutions to visit their campuses to teach or examine students or staff. This is the age-long tradition which is globally recognized and taken for granted. Based on

this international convention, when a university is established, adverts are usually placed in local and international media for recruitment of staff. In the past, this was done in many universities without any clearly defined policy guiding the activities of the institutions other than the normal immigration policy of the Government. In some countries, international staff enjoy the same status and welfare packages as local staff and in others the conditions may be different. Similarly, students in some countries pay the same tuition fees as their local counterparts, though in recent times, that has changed as almost every country has introduced discriminatory school fees for international students.

Within the last one and half decades, the way universities partner with each other has changed drastically as a result of the new challenge of globalization, which has re-emphasized the old saying that the world is a “global village”. Also, partnerships and collaborations are being vigorously encouraged. Their procedures are also being clearly defined in order to take advantage of modern facilities that have made networking very easy. Rules and regulations for inter-university interactions have also been clearly spelt out in order to identify areas of needs and how to pursue them. In the past, a letter from a Vice Chancellor or Dean or Professor to his counterpart was enough to establish partnership between two universities. However in this contemporary times, a legal document, Memorandum of Understanding (MoU), has to be signed. It is expected to spell out areas of collaboration, type of support and roles of each partner as well as duration of cooperation/operation. As part of the current arrangement, every area of collaboration has been properly coded. The following expressions are being popularly used to indicate areas of cooperation:

- a. Exchange of scholars or faculty: This covers invitation of academic staff for such activities as examination, delivery of a lecture, conduct of research, amongst others. Such a staff member is commonly referred to as visiting Professor or Visiting Scholar (for somebody who is not yet a Professor)
- b. Exchange of students: This involves students' visits to other institutions either on excursion, lectures or research
- c. Joint seminars, conferences and workshops: These could be between two or more institutions
- d. Collaborative research and joint publications

As a result of globalisation and internationalisation, everybody wants to know what is going on in other universities. The advent of information technology has made it possible for both individuals and institutions to know what is obtainable in other campuses. The positive effect of this is that it has forced institutions of higher learning to compete with others. In addition, many international agencies and organisations have taken advantage of modern facilities like the internet to promote best practices among higher institutions worldwide. They have introduced ranking in various aspects of university education, ranging from academic content and research activities to staff and students' performances. The objective is to ensure that each institution reflects the universality expected of it so that its products can compete favourably in the global human resource market.

Today, universities are classified into three with regard to internalisation as follows:

- a. **Local University:** This is a university in which the staff and students are made up of only citizens of the country with very few international staff.

- b. **International or Regional University:** This is a University that has reasonable presence of foreign staff and students from less than eighty (80) countries.
- c. **Global University:** This classification is recent (Wikipedia, 2015). It is used for some few top universities in the world that have presence of eighty (80) different countries in their university; staff and students combined. There are about a hundred of them. Harvard and Cambridge have been on top for many years. Columbia, Oxford and University of Tokyo are part of them (*The Guardian*, 2013). However, the presence of international staff and students is not the only criterion for ranking although it is a prominent factor.

Internationalisation versus Globalisation

Over the years, the concept of internationalisation has evoked different meanings, interpretations and implementation strategies (Abram, Slosar, & Walls, 2005; Matthews, 2002). Perspectives regarding international education include promotion of cultural heritage (Simandiraki, 2006), advancement of research (Dolby & Rahman, 2008), international business (Bunnell, 2007), student and staff mobility (Penn & Tanner, 2009), etc. The foregoing notwithstanding, internationalisation has come to be a central concern of universities and has been developed as an explicit, institution-wide strategic priority (Gao, 2015).

It is important to address the subtle differences between globalisation and internationalisation, two terms that appear to be similar but with important differences (Matthews, 2002; Warnet, 2001). Internationalisation is something higher education institutions **do**, while globalisation is something that is **happening to them** (Mitchell & Nielsen, 2012).

Globalisation emphasizes on worldwide conditions that influence perceptions of space,

mobility of actions, the nature of communication and orientations to social interaction, while internationalisation focuses on the intentional actions of individuals, groups and social institutions as they actively seek to cross national borders in pursuit of social, economic, political or cultural benefits (Mitchell & Nielsen, 2012).

Within this concept globalisation has to do with cutting down on the distances between people and nations, often through technological developments in transport and communication to the extent that the globe becomes a compacted space.

In the early 80s, the more common term was International Education. However, early in the 90s it became necessary to revise the phrase with a view to differentiating it from comparative education, global education or multi-cultural education (Wit, 2002). An updated definition of International Education is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004).

Rationale for Internationalisation

There are a number of emerging factors that are driving internationalisation globally. These can be broadly divided into national and institutional factors ("Globalisation and Internationalisation: Models and Patterns of Change for Australian Academic Librarians," 2006; Knight, 2004)

a. National

Human resources development: a major driver is the need for nations to develop their brain power in an increasingly competitive environment that emphasises knowledge economy,

demographic shifts, mobility of the labour force, and increased trade in services. To this end, it has become necessary to recruit the brightest of students and scholars from other countries to increase scientific, technological and economic competitiveness. Countries are therefore making relevant changes in their recruitment arrangements to facilitate the attraction of expatriates. For instance, in Nigeria, higher education institutions are “non-quota” in the engagement of highly skilled personnel as compared to private companies.

Strategic alliances: Staff/student mobility and collaborative researches are increasingly being recognised as means of fostering closer geopolitical and economic ties (Bunnell, 2007; Culpan, 2014; Knight, 2004). It is expected that these strategic alliances will engender knowledge sharing/transfer as emphasis is being shifted from cultural ties.

Commerce: The international business of Higher Education (HE), or academic capitalism, as labelled by Leslie and Slaughter (1997) is based on information, ideas and people moving across international borders. A number of countries now have institutions with significant dependence on fees from international students and this has become a major cross-border trade, constituting a significant part of the national income.

Nation building: International academic projects have been considered a critical aspect of nation building (Soria & Troisi, 2014). Attracting academic staff from abroad may help provide skilled manpower who will contribute to national development. This is similar to the practice in professional sports, where there are many foreign athletes adding value to local competitions and improving the earnings of clubs.

Social/cultural development: Cultural integration and social development have been major drivers for internationalisation. It was observed that “Study abroad” needs promoting as it is an effective alternative for many Japanese university students to

enhance their international experience and cross-cultural understanding, thus contributing to the internationalisation of Japanese universities (Asaoka & Jun Yano, 2009; Dolby & Rahman, 2008).

b. Institutional

International branding and profile: The concepts of world-class university and webometric ranking of higher education institutions have become two of the key drivers of internationalisation at the institutional level. Increasingly, the number of international students and staff on campuses are being presented as key indices of the global worth and competitiveness of a university.

Income generation: Many universities have limited funding from their home governments. The ability of foreign students to pay the differential fees has therefore become a very strong motive for attracting prospective foreign students. Special advertisement programmes are mounted to attract prospective students and their full time positions in many universities where officers are paid to travel across the globe to look for foreign students.

Student and staff development: Internationalisation serves as a means of bringing in faculty with special skills and students with special abilities. The interaction of all of these is to promote better development of both staff and students through knowledge production, cultural diversification and creation of a competitive environment.

Strategic alliances: Institutions also embark on internationalisation for reasons of strategic alliance. Relationships are fostered which enable the parties in the alliance to leverage on their respective strengths and promote research and technical exchange.

Diverse faculty and staff: This is often intended to reflect the universal nature of universities. Recognising the paradox of being called a university without diverse staff and students, many institutions actively promote internationalisation programmes.

University of Ilorin and Internationalisation

From inception, the University of Ilorin has reflected the universality expected of it. This is evident in some basic areas that have now been identified as internationalisation activities with the foundation staff of the University consisting of many scholars from Africa, Asia and Europe. For example, the foundation staff of the Department of Physics included Mr Singh, Dr S. E. Cashyap, Dr (Mrs) Mehrotra (who were all Indians) and Mr J. J. Fletcha, a Zimbabwean. (J. Adeniyi, personal communication, April 3rd, 2015) The first Head of Chemistry was Prof Diaper, a Briton. (J.A. Obaleye, personal communication, April 6th, 2015) The first Head of Department of Geology and Mineral Science was Dr Abel Ncube from Southern Africa. Other foundation international staff in the Department included Dr Peter Zaborsk and Dr Sam Freeth (S.O. Akande, personal communication, April 3rd, 2015) In the College of Health Sciences, there were Professor H. E. Parry and Dr John Hamilton (now Emeritus Professor). The Faculty of Arts also started with a number of international staff among whom were Dr A. Obeng from Ghana (now Professor) and Professor Charles Chumbow from Cameroon. They all contributed to giving the products of the University a rich knowledge base that has enhanced their global competitiveness. Records available also show that the University has been engaging in collaborative researches with other universities in

Africa, Europe and America. The participation of the University of Ilorin staff in international conferences has also been an age-long practice.

A review of profiles of some old staff who have been promoting the University through their international activities and collaborative researches will help us to appreciate their contributions.

1. Prof. A. Adesiyun of the Faculty of Agriculture won a grant in 1991 to collaborate with International Crops Research Institute for Semi-Arid Tropics (ICRISAT) in India. (A. A. Adesiyun, personal communication, April 1st, 2015)
2. Prof. S. O. Akande of the Department of Geology & Mineral Science shortly after his Ph.D. in 1985 won a post-doctoral research grant at Dalhousie, Germany. Over the period of 1989 to 1991, he won Alexander von Humboldt Foundation grant tenable at Technical University (TU), Berlin; between 1993 and 1997, he won a Volkswagen Foundation grant also tenable at Technical University (T. U.) Berlin, among others. (University Annual Report, 2011/2012 pp.102-103 and 2013/2014, pp.173-191)
3. Prof. J. A. Obaleye of Department of Chemistry has established links through collaborative researches with more than 20 universities in Africa, Europe and Asia. He has served as external examiner and joint supervisor for many universities in Africa. He facilitated the signing of Memoranda of Understanding with some institutions he has collaborated with particularly within the last eight years when the University of Ilorin deliberately encouraged and promoted internationalisation.
4. Prof. J. Adeniyi of the Department of Physics won a grant under Federation agreement between the University of Ilorin and International Centre for Theoretical Physics (ICTP) Italy in 1984. The grant afforded him the

opportunity to carry out collaborative research at the Centre. At the end of the programme, he became a regular associate of the Centre from 1993 to 1999. He became a Senior Associate of the Centre from 2004 to 2009. In 2001, he won another grant from the National Science Foundation of America to participate in a collaborative research with the National Space Agency of America (NASA). The University of Ilorin and the ICTP till date have a strong relationship on ICT deployment on campus.

5. Professor Luke Edungbola in the 1980s and 90s attracted grants and international attention to the University over his outstanding contributions to the eradication of Guinea worm, a debilitating disease that is associated with poor sanitary conditions and consumption of unhygienic water. He was a recipient of many awards that placed the University on the global map.
6. Professor O. A. Mokuolu of the College of Health Sciences won a major international grant from Oxford University in 2007, in collaboration with the Mahidol-Oxford University Malaria Research Unit in Thailand and other researchers from nine African countries. Findings from this study informed current global recommendations on the treatment of severe malaria while its research publication in 2010 was adjudged by the British Medical Journal (BMJ) as the 1st runner-up in the best scientific publication category.

The Centre for International Education and Staff Recruitment

The Centre for International Education was among the Centres established by the University during the tenure of Professor Is-haq O. Oloyede in 2008. In 2010, the Centre was mandated to recruit qualified staff (academic and non-academic) from all parts of the world. Adverts were placed on

the websites of the University of Ilorin and other international organisations like the Association of African Universities (AAU), International Association of Universities (IAU), and others for three categories of staff, namely:

1. Tenure appointment for academic and non-academic positions,
2. Visiting positions for professors and senior academics, and
3. Fellowship positions for younger academics.

Twenty applications were received in the first instance out of which ten staff were employed. More staff were also recruited in 2011.^(University of Ilorin, 2012)

Again, during the tenure of Prof Is-haq Olanrewaju Oloyede, the University took a keen interest in the activities of international organisations that had bearing on its internationalisation efforts. For example, the University has been participating actively in the programmes of the Association of African Universities (AAU); International Association of Universities (IAU); Global University Network Initiative (GUNI), Association of Commonwealth Universities (ACU) and others. As a result of this keen interest, in 2010, the University of Ilorin in collaboration with the University of Abuja hosted the 12th Annual Conference of the AAU where Prof Oloyede was elected President. He was subsequently elected a Board Member of ACU and IAU. Equally, in 2011, the University midwived the birth of the Association of West Africa Universities (AWAU).

Within the last ten years, the University has signed many Memoranda of Understanding (MoUs). The MoUs cut across every part of the globe: Africa, Asia, America, Europe and Middle East. Many of the MoUs are very active and have benefited the University. They have afforded the University the opportunity to network in various ways such as joint

conferences, joint workshops, joint publications, joint access to each other's libraries, just to mention a few. Other steps taken by the University Administration within the last eight (8) years that have aided internationalisation effort include making available a huge sum of money to support staff to attend international conferences and insisting that staff seeking promotion must have a reasonable number of international publications. These steps have gone a long way to give many academic staff better exposure. Some of them came back with new ideas and facilitated new linkages. It must be pointed out that the recent policy of the University to open up and encourage internationalisation in almost all facets of our academic and research activities has motivated staff to be more global in outlook and research.

Approaches to Internationalisation at Unilorin

The strategies for internationalisation over the last 6-years of the establishment of the Centre for International Education can be summarized into the broad categories of what was termed the 4-Ps of Internationalisation, namely Programmes, People, Practices and Projects. Each of these and their contribution to the internationalisation objective is discussed below

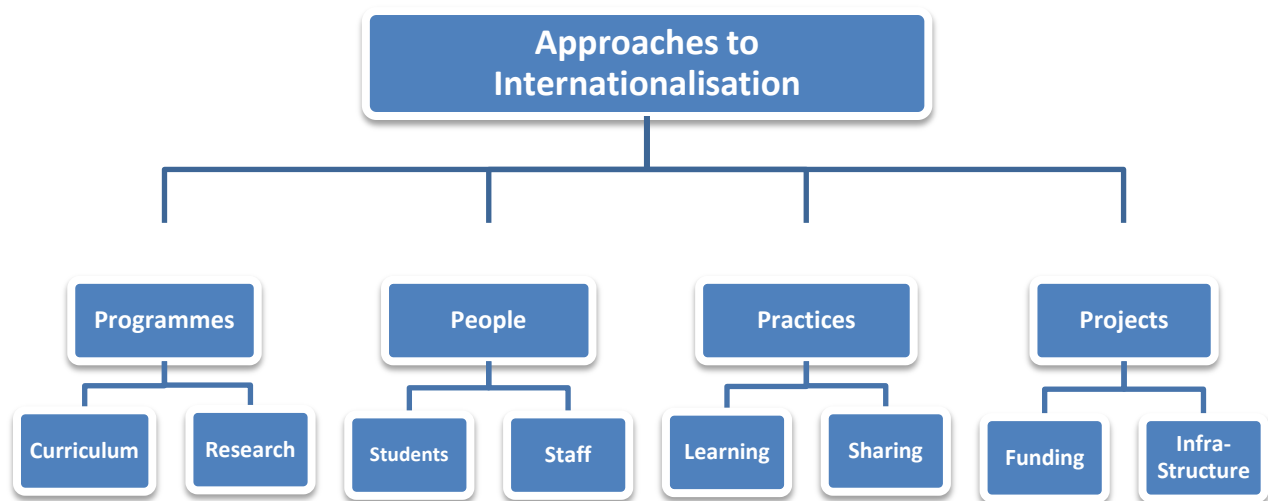


Figure 1: Approaches to internationalisation at the University of Ilorin

1. Programmes

Programme enhancement is considered one of the cardinal goals of the internationalisation programme. This is addressed through two major planks; curriculum enhancement and research collaboration. Some of the steps taken are outlined below:

a. Curriculum Enhancement

- i. ***Bringing attention to modern trends:*** This has been achieved over the years through examination of several other leading Universities and an adoption of the current trends in education and research.
- ii. ***New programmes and capacity development:*** Foreign faculties have been engaged with ours to strengthen research capabilities, grantsmanship and introduction of new programmes. Some of the programmes that have benefited from these efforts include Social Work, Nursing Science, and Chemical Engineering. There were engagements for facilitation of new programmes such as Anthropology and Cultural Studies and Gender Studies. Several foreign faculties were also engaged across major disciplines for different degrees of curriculum updates.
- iii. ***Tapping into regional opportunities for curriculum enhancement:*** The University also explored other regional opportunities to engage foreign staff from Universities in Africa or participated in curriculum enhancing programmes. Some of these include;
 - ***Association of African University Staff Exchange Programme:*** Under this scheme Unilorin was able to attract the services of some African Scholars to serve as external examiners or assist in strengthening the curriculum in areas of need.

- *Tuning Africa Project:* Tuning is a collaborative, consultative process involving academics working in subject groups with employers and other stakeholders in curriculum development to enhance student competences. Unilorin was selected for the curriculum enhancement programme in Agriculture, with Professor O.A. Omotesho as the contact person.
- *Sasakawa Africa Fund for Extension Education:* The Faculty of Agriculture is participating in the Sasakawa Africa Fund for Extension Education (SAFE) initiative. It is a mid-career Extension and Community Development programme for professionals that are to be exposed to the issues involved in value addition to agricultural products. In connection with this, the University received the sum of \$50,000.00 USD from SAFE initiative as part of co-funding with the University for the take-off of the programme.

b. Research Engagements

- Research Visits:* The University undertook strategic visits to various universities to understudy their research, educational and administrative set-ups. Some of the Universities visited include Virginia State University, University of Massachusetts Lowell, University of Madison in Wisconsin and Stout and University of Minnesota all in the USA. There were visits to Swansea University, Swansea Metropolitan University, Salford University Manchester and University of Nottingham, all in the UK. There were also visits to China and India and a number of universities in Africa; these include Kenyatta

University, University of Ghana, and University of Cape Coast, Ghana.

- ii. **Joint Conferences:** A number of joint conferences were held with sister Universities. Initially, individual joint conferences were held with University of Cape Coast, Ghana, and the Cape Peninsula University of Technology, Cape Town, South Africa. These later metamorphosed into the first consortium of Universities in Africa called the U6 Consortium after the six founding universities. The six founding Universities of the U6 Consortium are: Cape Peninsula University of Technology, South Africa, Jaramogi Oginga Odinga University of Science and Technology (formerly Bondo University College), Kenya, Kwara State University, Nigeria, The University of The Gambia, The Gambia, University of Cape Coast, Ghana and University of Ilorin, Nigeria. The Kwara State University hosted the first U6 Conference, while the 2nd U6 Consortium International Conference was hosted by the CPUT. University of Ilorin will be hosting the 3rd Conference. Prof A.T. Oladiji of CREDIT is the University's Desk Officer for the U6.
- iii. **Post-Doctoral Research Fellowships:** Post-doctoral fellows have been accepted from different parts of the world. Examples include Jeerapatanathorn Patharawat, a Post-Doctoral Fellow, from Thailand, to the Faculty of Education and Dr. Hilal Wanni, an Indian Post-Doctoral Fellow to the Faculty of Arts.
- iv. **Collaborations:** As at 2015 the Centre had over 60 Memoranda of Understanding (MoU) with different institutions and organisations spread across the various continents. These comprise thirty nine (39) universities and institutions in the African continent, seventeen (17)

in the American continent, nine (09) in the Asian continent and thirteen (13) in the European continent. Desk officers are appointed to facilitate the servicing of the institution's MoUs.

2. People

The infusion of non-Nigerian staff and students is another major plank of the internationalisation programme. It was the reasoning that this step will enhance the development of the University because all efforts were going to be geared towards internationally acceptable standards of practices, hospitality and etiquette. The following are highlights of the specific activities:

a. Staff

- i. ***International Staff***: Priority here was given to academic staff with proven track records of excellence. Non-teaching staff, in exceptional cases or as spouses of international faculties, are also sometimes engaged. In all appointments of international staff, the underlying principle has been to ensure that they do not in any way affect the quota of Nigerian staff that can be employed. The total number of persons who joined the international staff during the last six years were fifty nine (59) from twenty two (22) countries.
- ii. ***Engagement of foreign faculties/Staff Exchange***: Staff exchanges do occur periodically to address specific needs, provide technical partnership, enhance curriculum development or strengthen research capabilities. Most of the Staff exchange programmes have involved University of Cape Coast, Ghana; CPUT, South Africa; University of London, UK; International Islamic and University of Malaysia amongst others.

Foreign faculties are also engaged on short term bases either as part of their Fellowship time or as sabbatical leave. Furthermore, a number of Alumni and Nigerians in the diaspora from North America and Europe continue to play crucial roles in capacity strengthening and in the widening of the University's scope of linkages. People involved who have participated on short term bases include Dr Frederick Ocansey, Prof Domwin D. Kuupole and Prof J.A. Kwarteng from University of Cape Coast Ghana in 2010; Prof O. S. Fatoki from CPUT, South Africa in 2010; Prof Moshood Baderin from SOAS, University of London, UK in 2010 & 2012; Prof J.A. Opare and Prof Kafui Etsey from University of Cape Coast Ghana in 2012 and 2015 respectively. The late Professor Melanie Jasper, Dr Paul Rees and Dr Pauline Griffit from Swansea University, UK, supported Nursing and Social Work during their visits. Others include Prof Muibi Sulaiman and Dr Abdulkadir Hussain Solihu who came as visiting professors; Dr AbdulJaleel K. Shittu from Utaru University, Malaysia in 2014; and Profs Kola Okuyemi and Olugbenga Ogedegbe from the University of Minnesota and New York University respectively, facilitated training programmes on grantsmanship. Professor Antonia Kalu, was hosted to assist in the development of curriculum for Anthropology and Cultural Studies in 2013. She returned later as a Fellow of Carnegie African Diaspora Fellowship program in 2014 to facilitate the development of a joint projects between the Departments of English and Performing Arts of the Faculty of Arts respectively. Another Carnegie Fellow, Prof I.S.Y. Ajiferuke from Ontario University, Canada visited the Faculty of

Communication and Information Sciences to strengthen research and teaching capabilities of staff while Dr Omotayo Titiloye from Swansea University provided crucial support for the Chemical Engineering program. Over the years, a number of academic staff from UNILORIN have observed their sabbatical leaves in many of the collaborating Universities.

b. Students

- i. **Enrolment of International Students:** Currently, there are two hundred and sixty-one (261) foreign students from seventeen (17) countries in the undergraduate and post graduate programmes of the University. All foreign students are members of the University of Ilorin International Students Association. A student in Accounting (Jallo, Mahmoud Abdul) from Sierra Leone, bagged a First Class in the 2014/15 academic session and also emerged as the overall best student of his faculty.
- ii. **Language Immersion Programme:** To address the needs of students who are not native speakers of the English language, a Language Immersion Programme (LIP) was established at the Language Immersion Centre. Students from Francophone countries or any others that cannot speak English are taken through the LIP for a period of 6-12 months before the formal commencement of their appropriate programmes of study.
- iii. **Student Exchange:** There has been an exchange of students with other universities. Since 2012, Unilorin and Kenyatta University Kenya have been having annual exchange of students. This is normally at the 300 level of the programmes.

3. Practices

This is perhaps the most visible aspects of the University's internationalisation efforts. It involves a number of activities that are geared towards the promotion of global best practices either by *learning* from others or by *sharing* important lessons learnt with the global community. Some of the core activities that have been undertaken in this regard are;

a. Learning

- i. **Conduct of Public Lectures:** By bringing in an array of international scholars of repute, including Nigerians in the diaspora, the CIE has contributed immensely to perceptions and orientations towards a number of topical issues. Many of the lectures also provided platforms for agenda setting on several aspects of the University's life and functions. These have now strengthened multi/transdisciplinary research, increased tempo at commercialising research products, curriculum review and improved networking. See appendix.
- ii. **Processing of Overseas Conference sponsorship and release for Unilorin Staff:** Conference sponsorship is aimed at enhancing exposure and networking of academic and non-academic staff members. On the average TETFund releases about N40-50million to the University for sponsorship of staff to international conferences. Through a transparent process, members of staff are availed the opportunity to apply for sponsorship for international conferences. The University, in addition to the funds from TETFund, also supports international travels of some staff.

b. Sharing

- i. **Welfare of International Students and Staff.** High premium is paid on the welfare of international students and staff. Officials of the CIE are specifically designated to handle different aspects of their welfare. There is a Special Adviser on Immigration that facilitates the documentation of the international students and staff with the appropriate authorities. Comfortable accommodation is reserved for the staff while the students are pre-allocated their bed spaces. In addition, a number of orientation seminars are conducted to explain the Nigerian culture, the University system and other tips that would be useful for their stay. Assistance at any of the entry airports is provided for international staff both on arrival and exit through the University liaison offices in Lagos and Abuja.
- ii. **Acculturation:** Another aspect of the sharing of practices is the acculturation programmes for Commonwealth Scholars in the Country. This has become a regular practice that is now hosted by different institutions. The staff and students are also taken on guided tours of interesting sites in the country such as the Owu water falls, in Kwara, Erin-Ijesha water falls in Osun, tour of tourist sites in Ilorin metropolis and excursion to manufacturing companies. A major high-point of such activities was the visit to various Embassies and the National Assembly in Abuja where they were acknowledge by the Senate President David Mark. Also, whenever possible, international staff and/or students may be hosted to a special dinner or luncheon by Principal Officers especially in festive seasons.

- iii. **Positively projecting Nigeria:** As a way of enhancing the profile of the University/the country and making a lasting impression on the University contacts, several documents including pamphlets, brochures and handbooks among others were produced to serve as guides for visitors, new international staff and students. They are also handed out to partners during visits to their campuses.

4. Projects

This may be perhaps the least visible dimension of the internationalisation efforts; it is nonetheless a very important aspect. Contributions in this regard are largely through facilitating infrastructural development and contributing to fundraising efforts

- a. **Fund raising:** The CIE contributes immensely to fund raising activities of the University. It does this by working in synergy with the Advancement Office, CREDIT, in contacting alumni or identifying funding opportunities
- b. **Infrastructural development:** The Director CIE or his representative may often be in the VC's entourage during his visits to some places outside the country. Effort is being made to document emerging ideas and develop the appropriate memo that will facilitate the translation of those ideas.

Pains and Gains of Internationalisation

Pains

Funding: Every aspect of internationalisation is capital intensive. Organisation and attendance of international conferences as well as the exchange of staff and students are very expensive. In fact, many Memoranda of Understanding (MoUs) signed by the University, which can expose young

academics and students to better research facilities, are dormant because of paucity of funds. Every academic is entitled to attend an international conference every year but insufficient funds has made that infeasible. The student exchange aspect of internationalisation is the worst affected by insufficient funds. That aspect is underperforming at the moment because of limited resources needed to service those arrangements. Equally, joint supervision of graduate students is affected in a way.

Partner's Default: Despite the signed MoU, there are situations in which some partners default in their obligations. Such events often occur when concerned nations are going through critical periods, while in some cases there are ready explanations for partners not fulfilling their obligations.

Security: The University prioritises the security and welfare of its international staff and students.

Gains

The modest efforts of the University on internationalisation have yielded many gains, which are highlighted as follows:

- a. Placing the University on the global map of higher institutions of repute;
- b. Affording the University the opportunity to partner many reputable universities all over the world;
- c. Affording the University access to facilities that are not available within the country;
- d. Promoting internationalisation within the campus thereby exposing staff and students to international opportunities such as American Council for Learned Society, (ACLS) Fulbright Fellowship, etc.;
- e. Participating in the programmes of international organisations to which the University is a member (e.g.

AAU and others). This benefits the university in a number of ways. For example, AAU pays for visiting scholars from Africa, like external examiners and other scholars on short term visits. It also funds limited graduates' researches; and

- f. Helping the University to set new standards in terms of international staff and students;

Conclusion

The University of Ilorin, through the programme on internationalisation, has contributed immensely to the educational aspirations of students from neighbouring countries while promoting diversification of staff and students with the goal of enhancing the global competitiveness of its graduates. The University hopes to build on the current gains to expand its internationalisation efforts to facilitate the representation of more countries on its campus. For the University of Ilorin, internationalisation has been a benchmark for quality assurance and such endeavour is recommended to sister universities.

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INDUSTRIAL HARMONY AND STAFF UNIONS AT THE UNIVERSITY OF ILORIN

**A. A. Adeoye, M. A. Alfamla, P. A. Oddiah and
O. F. Adesina**

Introduction

This chapter examines the enduring, critical and genuine factors that have made the University of Ilorin to be a bastion of industrial harmony between 2000 and 2015. To achieve the main objective above, an overview of the four staff Unions in the University namely Academic Staff Union of Universities (ASUU), Senior Staff Association of Nigerian Universities (SSANU), Non-Academic Staff Union of Educational and Associated Institutions (NASU), National Association of Academic Technologists (NAAT), is undertaken. Their activities and roles are also reviewed while attention is given to the Joint Action Committee and Administration-Staff Relationship. The paper submits that there is industrial harmony at the University of Ilorin.

The Concept of Industrial Harmony

Disharmony in the society is an anathema to sustainable development. Harmony remains an important strategy of

attaining organisational growth and social progress. Interestingly, industrial harmony is a universal concept that gives order, understanding, democracy, genuine collective bargaining, etc. to the employer and the employee in the workplace.

Scholars such as Fox (1993), Ackers (2002) and Budd & Bhawe (2008) have identified new perspectives to industrial harmony and its place in the 21st century. Importantly, Puttapalli & Vuram (2012, p.146) opined that “industrial harmony in a country is an important pre-requisite for its industrial development; it implies the existence of harmonious industrial relations between the management and workers”. Therefore, industrial harmony is conceived as:

an industrial environment where workers along their union and management understand and accept each other as partners in progress; that a cooperative attitude is mutually beneficial in terms of output, performance and rewards. It does not assume that conflicts do not exist but that effective and proactive collective agreements and grievance procedure exist that can prevent the conflicts from transforming into a crisis (Osad & Osas, 2013, p.237).

The rationalisation of the polemics of industrial harmony above has been further theorised by Yusuf (2014, p.8) when he concluded that the process of industrial relations “is concerned with the dynamics of interactions among participants in the industry. These are principally, the management, the workers and the government”.

Industrial harmony has been extended to, and is often used interchangeably with, industrial relations. Flanders (1975, p. 86) referred to this as “a study of the institutions of job regulation”. Two groups are, however, responsible for this. The first is the employers whose main duty is to ensure the success

of the objectives, mission and vision of the organisation. The second is the union leaders whose main mantra is to ensure that their members are not exploited as they fight for their welfare. When job regulation is not well-handled, industrial disharmony often sets in. In this atmosphere of terror, suspicion and exploitation from management, industrial harmony often suffers. This scenario will lead to resistance by unionists. This reconstruction of power relations finds theoretical solace in the submission of Clarke, Fatchett and Roberts (1972, p. 45) who reflected that:

There runs through the history of industrial development the continuous thread of opposition to the exercise by management of an unrestricted power to treat a worker as either a commodity or a servant whose duty is to do neither more nor less than carry out his master's bidding.

To correct the situation above, labour leaders must be functional and in essence, participation of workers in management will be inevitable for the sustenance of industrial harmony.

There are also several theories that have been propounded for the understanding of industrial harmony or industrial relations. Farnham and Pimlott (1979, pp. 51-68) identified five of such theories which are products of other theories. They are: the unitary perspective, the industrial conflict perspective, the systems model, the class conflict analysis and the integrated approach. In the unitary perspective theory, Alan Fox, (in Farnham and Pimlott, 1979, p.53) drew from the British experience by implying that apparent conflict is

either (a) merely functional, e.g. due to incompatible personalities or “things going wrong”, or (b) caused by faulty “communications”, e.g. “misunder-

standing” about aims or methods, or (c) the result of stupidity in the form of failure to grasp the communality of interest, or (d) the work of agitators inciting the supine majority who would otherwise be content.

Price Theory in Economics is also useful in the analysis of issues that border on human relations. In fact, it has two sides in the workplace. Its predictions can lead to industrial harmony or industrial disharmony depending on the situation.

Amali (2007, pp. 9-10) reviewed the importance of Price Theory on workers, inflation, wages increase and social disequilibrium. She stated that “price theory predicts that when wages increase, the demand for labour reduces, and it does not recognise unpaid labour”. This has moral foundation in the “universal law of harvest of reaping what one sows which has not made Nigeria an exception” (Tamuno, 2013, p. 8). In essence, collective bargaining is a cardinal principle that has been universally recognised as the main antidote to industrial harmony.

An Overview of ASUU in the University of Ilorin

From a College of the University of Ibadan in 1975, the University of Ilorin became a full-fledged University in 1977. Since that time, academic unionism in the University has changed name three times in compliance with the decision of the National body of ASUU which founded it in 1978. Its precursor, the Nigerian Association of University Teachers, was formed in 1965. The first Union is Nigerian University Teachers (NUT), the second is ASUU and the third is Association of University Teachers (AUT). This change of names was occasioned by the banning and unbanning of the Union at different times by successive military rulers.

Importantly, academics lecturing in Nigerian universities remain the driving force behind the wheel of progress in the Nigerian social, economic, political and cultural developments. They are trainers, teachers, builders, engineers, educationists, scientists, economists, medical doctors, historians, artists, communicators, administrators and so on whose services cannot be dispensed with in the making of a total man, and in the creation of a virile society.

For the records, Table 1 captures the names, Union names and the past and present period chairmen of ASUU, University of Ilorin Chapter:

Table 1: Past and Present Chairmen of ASUU

NAMES	NAMES OF UNION/ ASSOCIATION	PERIOD
Dr Saka Balogun	NUT	1976-1978
Mr Oludare Olajubu	ASUU	1978-1981
Prof S.O. Oduleye	ASUU	1981-1983
Prof Olu Obafemi	ASUU	1983-1986
Dr O.O.Adewumi	ASUU	1986-1989
Dr J.O. Akinyanju	AUT	1989-1993
Dr Roy Ndom	ASUU	1993-1995
Dr Bayo Lawal	ASUU	1995-1997
Dr T. Oloruntoba-Oju	ASUU	1997-2001
Dr A.O.Omotesho	ASUU	2001-2003
Dr Kola Joseph	ASUU	2003-2008
Dr S.Y.Omoiya	ASUU	2008-2012
Prof W.O. Egbewole	ASUU	2012-2014
Dr AbdulRasheed A. Adeoye	ASUU	2014- to date

The “Principal Objects” of ASUU

The following are the “Principal Objects” of ASUU contained in *The Constitution and Code of Practice of ASUU* (2012, pp. 1-2):

- i. Organisation of Academic Staff engaged by universities and who are qualified for membership;
- ii. Regulation of relations between Academic Staff and employers and between members;
- iii. Establishment and maintenance of a high standard of academic performance and professional practice;
- iv. Establishment and maintenance of just and proper conditions of service for its members;
- v. Advancement of the education and training of its members;
- vi. Provision of benefits and other assistance to the members as provided in the Constitution;
- vii. Encouragement of participation of its members in the affairs of the University system and of the nation;
- viii. Protection and advancement of the socio-economic and cultural interests of the nation; and
- ix. Such other objects as are lawful and are not inconsistent with the spirit and practice of trade unionism.

A Review of ASUU Activities

The emergence of the successive leadership of ASUU at the University of Ilorin since 2001 created hope for members who, under the weight of dictatorship, had never ceased to complain about the derailment and bastardisation of the union by a cabal. Aware of the tremendous goodwill it had, various Executive leaderships of ASUU avoided confrontation in dealing with issues among members and the Administration.

Within the period (2001-2015), the following constituted the highlights of ASUU's Activities:

1. Stabilisation of the Union's activities which has led to a stable University calendar. This has made the University of Ilorin the first that did not embark on any strike for fourteen years in Nigeria.
2. Promotion of unity and freedom among members.
3. Securing a Secretariat for the Union at the Main Campus of the University, and later the
4. Construction of ASUU Complex which comprises a moderate ASUU Secretariat and a Relaxation Centre/Cafeteria.
5. Promotion of industrial harmony through regular consultations with stakeholders and experienced veterans in union matters and the use of the collective bargaining principle with Administration.
6. Promotion of members' welfare, the primary reason why unions exist all over the world.
7. Construction of the first phase of ASUU Hostel, the first of its kind in Nigeria.
8. Disbursement of soft loans to members during emergency.
9. Purchase of Toyota Sienna Bus for operational efficiency.
10. Breaking the logjam occasioned by infrequent advertisement into professorial cadre for the conventional annual promotion into the same cadre.
11. Defending for members who felt shortchanged as a result of promotion, advertisement or other critical issues.
12. Periodic organisation of workshops and seminars
13. Ensuring constant payment of allowances and monthly salaries.

14. Construction of a 14-room ASUU moderate shopping mall.
15. Cultural harmony between the Union and the host community.
16. Synergy between ASUU and other Staff Unions (NAAT, SSANU and NASU).
17. Regular meetings with the Expanded ExcOs and ASUU Elders Forum which often make Congress a robust place for serious debate.
18. Social renewal of the Union with members on occasions of naming, marriage and chieftaincy ceremonies. The Union also empathises with challenged and deceased families.

An Overview of NAAT in the University of Ilorin

The Association of University Technologists of Nigeria (ASUTON) was formed at the University of Ilorin in November, 1992. The Association began operations in September, 1993, and attained great heights of public awareness and acclamation within a short period. The pioneering branches, namely Ilorin, Ibadan, Ogbomoso, Kano and Ife empowered the National Officers and indeed, University of Ilorin Branch to organise the Union. In view of this, Ilorin Branch has been bearing the banner of the Union aloft.

Table 2 shows the names, association's name and periods of service of the past and present Chairmen of NAAT, University of Ilorin Branch.

Table 2: Past and Present NAAT Chairmen, University of Ilorin Branch

NAMES	NAMES OF ASSOCIATION	PERIOD
Mr O.O. Shittu	ASUTON	1992-1999
Engr Femi Eric	ASUTON	1999-2003
Engr G.A. Faoni	ASUTON	2003-2006
Mr J.O. Oyetunji	NAAT	2006-2009
Engr P.A. Oddiah	NAAT	2009-to date

Technologists employed in academic Departments and Units of tertiary institutions are to complement academic activities. The training and education of the technologist are deliberately designed to support theoretical (academic) programmes. The two components, therefore, remain integral parts of an academic Unit.

The mission and vision of NAAT are as follows:

- i. Establishing an identity worthy of scientific practitioners in an academic community;
- ii. Recognising as such within the system particularly, and the larger world around in general;
- iii. Arranging complete and unbiased integration into the academic system, to which we functionally and professionally belong; and
- iv. Availing ourselves, within the descriptions above, of opportunities for participation at all levels of performance within the system.

The Association of University Technologists of Nigeria (ASUTON) as it was called then, was a trade group within the Senior Staff Association of Universities, Teaching Hospitals, Research Institutes and Associated Institutions (SSAUTHRIAI). In view of the rather heterogeneous and

amorphous nature of SSAUTHRIAL, the establishment of ASUTON was inevitable.

The Cookey Commission (1981), in its report at Chapter V paragraph 126, said of the SSAUTHRIAL *inter alia* “...(It) is certainly a motley group whose interests are diverse and cannot be reconciled in any circumstances. The point was that the position of SSAUTHRIAL was untenable and impracticable...”. The problem of the Union in being able to really make an honest, logical and convincing argument of functional comparisons between the system’s jobs was greatly compounded and hampered by the unwieldy composition of the body.

ASUTON therefore presented its case to the Federal Ministry of Education and Youth Development with a view to granting the Association autonomy. Government, on 5th September, 1995, accorded the Association the required recognition as a corporate body (C.A.C. Registration No. 8782).

NAAT, formerly known as ASUTON, was duly registered under the provisions of the Trade Unions Act CAP 437 of 1990 as amended by the Trade Unions (Amendment) ACT 1996 on the 14th of November, 2007. It is a homogeneous and highly professional scientific body, geared towards seeking basic solutions to technological problems with the goal of accelerating industrial development of the country via indigenous technology. The functions of Technologists in the Universities are compulsory components of Science and Applied Science course such as Medicine, Engineering, Agriculture and Pharmacy. It, therefore, follows that there is an undisputable inter-disciplinary cooperation between Technologists and Academics.

A Review of NAAT Functions and Activities

The following are some of the functions and activities of NAAT:

- 1) NAAT affords its members a feeling of job security, pursuing cases of unfair dismissal.
- 2) It provides a forum for members to satisfy psychological needs of belonging, leadership, esteem, etc.
- 3) The NAAT role in collective negotiation with Administration enables workers to participate in the management of their organisation. For an organisation to succeed, it must have a healthy working environment.
- 4) NAAT has helped to maintain industrial peace, which is needed for achieving institutional goals and providing a strong workforce.
- 5) NAAT is one of the partners that ensure that the University of Ilorin achieves its purpose.
- 6) NAAT believes that life begins only where there is justice, and to have justice, the Union must speak, uphold, defend, and advance the truth. Either Administration or the Union must ensure that all work together as partners.
- 7) NAAT has played an important role in the educational development of University of Ilorin and the achievement of University of Ilorin in the committee of Universities in Nigeria would not be complete without a discussion of the activities of NAAT.
- 8) NAAT plays a significant role in the educational development of the University.

An Overview of SSANU at the University of Ilorin

The Senior Staff Association of Nigerian Universities (SSANU) became a registered University-based Trade Union following its Registration on 29th June, 2005 with the Registration Certificate Number 0105 by the Registrar, Trade Unions, Mr I.A. Fagbemi (SSANU, 2015). Before 2005, SSANU had been functioning as a Trade Union following its secession in 1993 from the Senior Staff Association of Universities, Teaching Hospitals, Research Institutes and Associated Institutions (SSAUTHRIAI)...(SSANU, 2015).

The Mission of SSANU is “To create a viable Union that will not only achieve improvements in the welfare of its members but that will be a major player in the development of the education sector and the nation at large” (SSANU, 2011).

Its vision is “To deepen labour relations and enrich the procedure and process of enhancing the wellbeing/welfare of its members in particular, and the generality of Nigerians and mankind as a whole” (SSANU, 2011). Given the above therefore, the University of Ilorin Branch of SSANU, like other branches, has been existing since 1993.

Names of Past and Present Chairmen of SSANU

The Branch has had the following Chairmen, who had successfully and competently steered the affairs of the Union:

1. Comrade ... Fayemi
2. Comrade S.O. Sebanjo
3. Comrade E.D. Obafemi
4. Comrade J.A. Fashiku
5. Comrade M.A. Alfani (Current Chairman)

A Review of SSANU Activities

The following are the activities of SSANU:

- 1) Procurement of Computer Systems and accessories as well as laptops for interested members and other Unions at interest-free rates, payable over a period of 18 months in 2010/2011.
- 2) Annual end of the year Get-Together for all SSANU members. Lectures are delivered to all SSANU members while souvenirs are also distributed.
- 3) Send-off Party with parting gifts for retired members and gifts for families of deceased members.
- 4) Distribution of annual Calendars to members and Principal Officers of the University.
- 5) Attendance at Members' Ceremonies, this is strictly by invitation. On many occasions, the Union's kind gestures are presented to those members.
- 6) Hosting of meetings of both the National Executive Council (NEC) as well as Zonal Executive Council (ZEC).
- 7) Awards to some eminent members of the Society, some Principal Officers of the University, Immediate Past National President of SSANU, some former members of the Branch and other serving members of the Branch in April 2012.
- 8) Holding of regular meetings of Congress where members were intimated with activities of the Union at all levels i.e. National, Zonal and Branch.
- 9) Attendance at Labour-related Workshops and Seminars.
- 10) Establishment of SSANU Retirement Welfare Scheme with a Board of Trustees, for interested members only. As at today, the financial strength of the Scheme stands at about ₦30 million while about six (6) members have contributed over one million naira (₦1m) each. Money

was also distributed to contributing members as dividends at its maiden Annual General Meeting held in June, 2015.

An Overview of NASU in the University of Ilorin

NASU is a Union constituted with principal objects of regulating the relationship between workers and employers and among workers. This is to eliminate all forms of exploitation in the place of work as well as to ensure the provision of benefits to members and also to promote the welfare of Union members.

In 1979, Comrade Alhaji Adeyemi of the Works Department became Chairman and he completed his tenure in 1981. The same year, Chief Aderinto Olutayo Adeweso, the biological father of the incumbent Chairperson, took up the mantle of leadership and completed his tenure in 1983. Between 1983 and 1987, Pa E. A. Adesina was the Chairman and he was succeeded by Mr. Balogun of the Works Department in 1987.

In 1989, the tenure of NASU Branch Executive Committee was reviewed upward to a four-year term and that was when Pa E. A. Adesina came back as the Chairman for another tenure of four years. In 1992, he got elected to the position of the Deputy National President of the Union (NASU) representing the Universities Trade Group. Within the executive, Alhaji I. S. Agboola was nominated as the Chairman and this was approved by the National Headquarters for him to complete the term between 1992 and 1994.

Interestingly, Alhaji I. S. Agboola, with series of achievements, was voted into power with Comrade L. I. Fatoyinbo as the Secretary and other prominent members of the Executive Council between 1994 and 1997; 1997 to 2003 as well as 2003 to 2007. The second tenure was elongated as a result of the proscription suffered by all Unions during the

General Sani Abacha's regime. Mr Ayodele Yinka Akanbi took up the leadership mantle between 2007 and 2011 while Mr. J. J. Bello of the Central Administration Department came on board as the Chairman from 2011 to 2015. Comrade Mrs Olabisi Fadeke Adesina was elected Chairman on 23rd April 2015 becoming the first woman to occupy the position.

A Review of NASU Activities

The following are some of the activities of NASU:

- 1) Constitution of a staff welfare scheme to assist members to overcome their various financial challenges, and a fixed sum as a parting gift for retired members.
- 2) Purchase of Station Wagon 504 in 2005 for administrative use; that was the first of its kind by the Union.
- 3) Procurement of a bus for easy transportation of staff within the University community.
- 4) Resolution of stagnation in career progression of members.
- 5) Purchase of a piece of land at the Main Campus of the University for its Secretariat, on which preliminary work is ongoing.
- 6) Constant agitations for the rights of members in all ramifications.
- 7) Fostering of peace and harmony on campus through collaboration and enlightenment of members.
- 8) Holding of regular meetings and Congresses to foster development of members.
- 9) Organising of annual end-of-the-year party/dinner where members wine and dine together.

Joint Action Committee and the Sustenance of Industrial Harmony in the University

The Joint Action Committee (JAC) is made up of four Unions (ASUU, NAAT, SSANU and NASU) at the University of Ilorin. This body meets regularly to decide on issues of common interests. JAC operates through the Union leaders and most often, presents common positions to Administration and issues press releases on those concerns. The philosophy of JAC is rooted in the fact that unity is strength and that togetherness fortifies. However, the operation of JAC has not in any way affected the different challenges facing each Union. Rather, JAC strengthens all the four Unions on campus.

The University Administration some time ago promoted the consciousness of all staff on the importance of being one's brother's keeper i.e. assisting fellow human beings in dire need as in the case of victims of the earthquake in Haiti.

All known religions accept the fact that God will reward those who spend their wealth, whether male or female, on the needy, the poor and the meek. He indicated that they will multiply the good deeds from tenfold, up to seven hundred and more than that. Considering this, Administration and JAC appealed to all the distinguished members of the University Community to make a special donation of 1% of their salaries to be deducted from the source in February, 2011 towards the Haiti Appeal Fund. Seeing the humanitarian dimension of the exercise, all the Unions passionately appealed to their members to rise to the occasion. The appeal fund was launched by the then Vice-Chancellor, Prof Is-haq Olanrewaju Oloyede and the money was channeled immediately to Port-au-Prince.

When Earned Academic Allowances were released to the University of Ilorin by the Federal Government, JAC also met to decide on the sharing formula. This led to some

misunderstanding but at the end, reason prevailed and JAC was consolidated.

JAC also embarked on a tour to the University of Abuja, Federal University of Technology, Minna and Ahmadu Bello University to gather materials and information on the tax rates those universities were paying. This was used as a weapon and defense mechanism against frequent threats of tax increase from the Kwara State Government. In fact, a tax consultant and the representative of Kwara State Government were on the tour, and the result showed that the staff of the University of Ilorin were not shortchanging Kwara State Government on tax payment as shown in the data collated.

The reality is that JAC is relevant and functional, made up of elected officials whose duties include the struggle for the welfare of their members, development of the University and promotion of genuine scholarship and peace.

Administration/Staff Relationship

A good relationship between staff and Administration is one in which each party respects and trusts the other. Each party must make a fair contribution towards satisfying the interests of the other party. Demands placed on each must be reasonable. Compromise and cooperation both play important roles in safeguarding the interests of the business while also satisfying the conflicting interests of the stakeholders.

It is imperative to build and maintain healthy Staff/Administration relationship because it helps to prevent disputes and if conflict does arise, it can be better resolved between Staff and Administration who have already developed a good working relationship; this helps to ensure harmony.

It is necessary that Administration and staff have effective methods of communicating with each other. Staff must have means of expressing themselves and providing

feedback which can be done through meetings, surveys or even informal discussions. With effective communication, problems can be identified early and resolved quickly. Using the above practices, a better working relationship can be established between Administration and Staff which can ensure the success of any institution.

At the University of Ilorin, Administration/Staff relations can be better enhanced through frequent meetings between Administration and Union leaders. It is hereby suggested that there should be a monthly meeting between Administration and Union leaders and between Administration and Congregation at least twice in a year. Administration should further note that Union leaders are performing their statutory duties and as such, they are not enemies of Administration but partners in progress. As gatekeepers, Union leaders are indeed the arrow heads of enduring policies that have made the Nigerian university system vibrant and the University of Ilorin excellent and stable.

We can therefore submit that the relationship between Administration and Staff is cordial at the University of Ilorin. This is as a result of free-flow of communication from the top to the bottom and quality of leadership which should be sustained and enhanced.

Conclusion

This chapter has brought to the fore, the dynamics of how the collective struggle of the majority of staff have made the University of Ilorin a bastion of industrial harmony. We hereby recommend that Administration and Union leaders should continue to uphold the spirit of collective bargaining in which mutual respect and truth will be exalted while the culture of impunity or oppression of any kind is rejected. We, therefore, conclude that all the positive factors that make the

University of Ilorin harmonious should be sustained and enhanced.

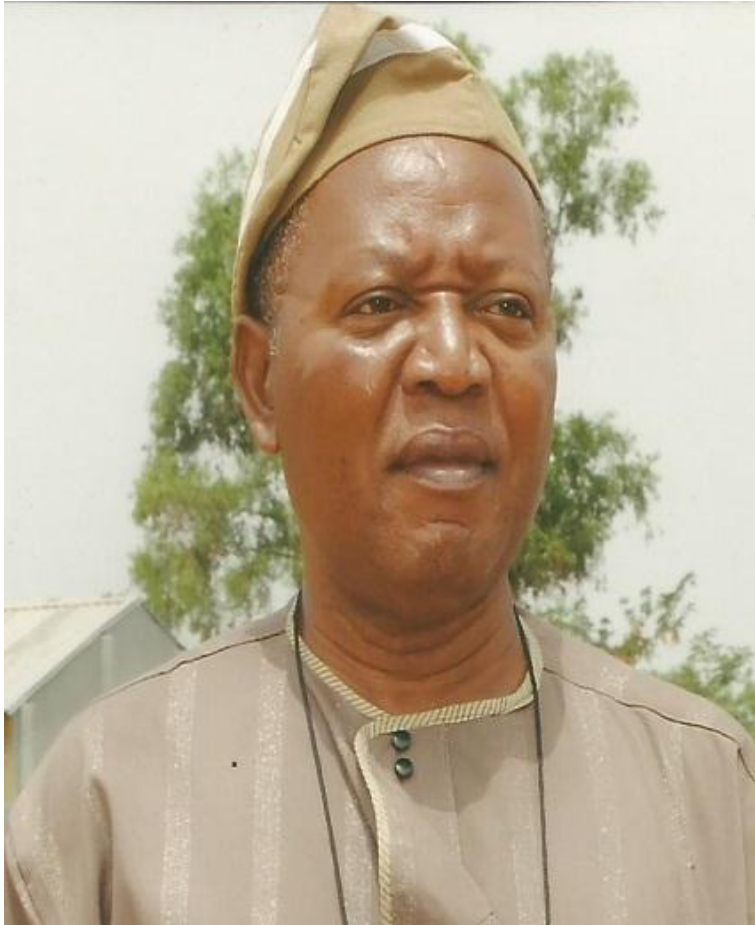


Dr. A. A. Adeoye
Chairman Academic Staff Union of Universities (ASUU),
University of Ilorin Branch



Comrade M. A. Alfania

Chairman Senior Staff Association of Nigerian Universities
(SSANU), University of Ilorin Branch



Engr. P. A. Oddiah
Chairman National Association of Academic Technologists
(NAAT), University of Ilorin Branch



Comrade Mrs. O. F. Adesina
Chairman Non-Academic Staff Union of Educational and
Associated Institutions (NASU)

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ASUU AND THE STRUGGLE FOR THE SOUL OF UNILORIN

A.B. Olayemi, K. Joseph and W.O. Egbewole

Introduction

The attempt by man to dominate the environment or to avert anarchy, lawlessness and acrimony came through the evolution of complex socio-political management structures. Put more succinctly, the goal of any management or administration is to maintain order through insistence on set codes, regulations, rules or laws of management. In Nigeria, the spectrum for human struggle for group and self-identification within an administration, came through the effort of Henry Libert, a colonial administrator from which grew unionism (Enough is Enough, 2001). The Civil Service Union was formed in 1912. The Academic Staff Union of Universities (ASUU) grew out of the Nigerian Association of University Teachers (NAUT), formed in 1965. The Association was been adjudged to be a non-ideological middle class fraternity with viewpoints not too divergent from those of the post-colonial state. ASUU, with a more radical posture, was registered as a trade union by Decree 19 of 1976 (Anon, 2009).

In any enterprise, there is a tricky and dynamic relationship between labour and capital, represented by the workers and management respectively. This labour relations within the framework of a University community is a peculiar one, given the universal idea that it is a community/conglomerate, an island of scholars, intellectuals and well-informed individuals who converge to pursue goals that they cannot single-handedly achieve. In the relationship, the University management, representing the Proprietor, is usually perceived to be stronger, in terms of its position in the citadel, its economic strength and political connection. This invariably often leads to a display of exploitative tendencies and managerial control over staff unions (authoritarianism), high handedness, arbitrariness and corruption. The workers' reaction to this is through unionism. Hence, unionism emerged in universities to promote and protect the interests of its members. The popular and seemingly appealing method is through agitation resulting in incessant ravaging bluffs and acrimonies in the system, a scenario that has gradually, but sadly, shifted stakeholders' attention from the primary purpose for which universities were established.

ASUU's struggle pattern fits perfectly into that description as it has been engaged in fierce confrontations with the Federal Government, especially the military, through prolonged strikes, notably in 1988 (which led to its ban), 1992 (which earned another ban), 1994, 1998 (that lasted six months) and 2001 among others. The Union's resolve at all times could not be broken, just as its unity had also strategically changed its name to University Lecturers' Association (ULA) in 1988, and to Academic Staff of Nigerian Universities (ASNU) in 1992, in order to survive and keep the struggle alive. At various times, the authorities resorted to vicious reactions including the arrest and detention of Union

leaders and even outright dismissal as exemplified by the famous case of the late Festus Iyayi in the University of Benin.

From the beginning, its major demands include adequate funding of the university system, university autonomy and academic freedom, as well as enhanced salary and conditions of service, through collective efforts (Arikewuyo, 2007). For emphasis, Iyayi (2002) stated that ASSU is a trade union whose purpose of which is to regulate the terms and conditions of the employment of workers. He went on to outline principles guiding the ASUU as a Union, as follows:

- Integrity, transparency and accountability;
- Professionalism, objectivity and hard work;
- Courage, sacrifice and total commitment;
- Internal democracy, teamwork and group solidarity; and
- Patriotism, anti-imperialism and working class solidarity

Whatever the dynamics, Rotem and Glosman (1977) however observed that since a university is an institution which advances and diffuses consciousness for the entire society, ASUU is expected to be a model and a standard guide to others within the civil society in general. More importantly, the dialectics of unionism and university management should be well handled and channelled through crafting between a balance that is capable of ensuring adequate and effective educational service delivery (Akinsanya & Oladeji, 2013).

Evolution of ASUU at the University of Ilorin

At its foundation, the University of Ilorin hit the ground running in its pursuance of academic enterprise as it paraded top-flight scholars and intellectuals of international repute within a short space of time. Unionism by the academic staff commenced in 1976, first as Nigerian Association of University Teachers (NAUT). The Union soon after became outstanding for its vibrancy and gained respectability at the

national level as it provided valuable resource persons for national assignments for its National Executive Council.

Dr Saka Balogun (1976–1978) and Prof Oludare Olajubu (1978–1981) served as first and second Presidents of the erstwhile Union – Nigerian Union of University Teachers. They were followed in chronological order as Chairmen of ASUU by:

Dr S.O. Oduleye (1981–1983)

Dr Olu Obafemi (1983–1989)

Dr A. Adewumi (1989–1991)

Dr J. Akinyanju (1991–1993)

Dr Roy Ndom (1993–1995)

Dr Bayo Lawal (1995–1997)

Dr Oloruntoba-Oju (1998–2001)

Dr O.A. Omotesho (2001–2003)

Dr Kolade Joseph (2003–2007)

Dr S.Y. Omoiya (2008–2012)

Dr W. Egbewole (2012–2014)

Dr R. Adeoye (2014–Date)

The Genesis of the Crisis

The period between 1981 and 1989 witnessed the building, growth and consolidation of a virile academic staff unionism in the University. The early leaders were perpendicular as they kept faith with the cardinal principles of the Union as articulated by the late Festus Iyayi, particularly in the noble paths of integrity, hard work and constitutionality. Under them, the Union earned respectability on campus, and together with successive university administrations, was able to sustain peace and an enabling environment for the University to accomplish its objectives as an academic institution of repute. As expected, although members at various times could hold different viewpoints on issues, they were always focused

in one direction: the overriding need to build and defend a strong and united union.

Prominent among the early leaders are (now) Professors Oduleye and Obafemi, who at different times were Chairmen of the branch. The two, along with few others, were highly celebrated firebrand radical socialists/leftists who were fondly or disparagingly, depending on who was talking, referred to as 'ASUU boys'. Unknown to many on campus, Professors Oduleye and Obafemi, along with a few others here in Ilorin, belonged to some leftist/socialist organisations with national networks that provided organisational strategies and leaderships for various labour movements, trade unions or professional bodies in Nigeria, including ASUU, Committee for the Defence of Human Rights (CDHR), Campaign for Democracy (CD), Nigeria Medical Association (NMA), Nigeria Bar Association (NBA), etc., as front organisations. The higher goal or objective of these leftist organisations was to kick out the military junta, which they considered an objectionable aberration in governance. In effect, they had a higher and noble mission, which was the institutionalisation of a democratic culture in Nigeria. The leaderships of the front organisations were not only radicalised but intellectually equipped to meet the challenges of the time. The members of these leftist organisations, in comradeship and total commitment, were found on many campuses. Some of these members were Mahmud Tukur in Ahmadu Bello University (ABU), Zaria; Festus Iyayi in the University of Benin, Benin; Attahiru Jega in Bayero University Kano (BUK); Asisi Asobie in the University of Nigeria, Nsukka; Lai Olorode and Idowu Awopetu in the University of Ife (now Obafemi Awolowo University), Ile-Ife; and Iyorchia Ayu in the University of Jos, etc. They were noted for their disciplined lives and good grounding in Marxist/socialist literature and practice. Indeed,

they were the leading lights and intelligentsia for the society in the struggle to liberate Nigeria from the claws of the military junta.

This group formed the 'core' of ASUU in Ilorin and for many years, it remotely and effectively controlled the Union through, among other things, provision of its leadership in succession through democratic ideals and support of the majority of academic staff members. Members with potentials for leadership positions were normally identified by their performances in Union activities, particularly contributions at Congresses and their levels of conviction, commitment and courage for the cause of the Union. Parochialism or ethnic tendencies and affiliations were strange and unpopular. One other strategy that continually strengthened the Union was the manner of mobilisation more so as lethargy and cynicism pervaded the campuses. The promotion of a sense of belonging and relevance through participation in Union assignments, welfarism, and interventions at the level of personal interests were also useful tools of mobilisation.

Outside this inner core was a ring of passionate and committed members who belonged to the 'in-group'. This group was driven by the concept of 'group think', a sort of instinctive conformity. Together, with self-appointed 'mind guards' or 'conformity police' defending the values of the leadership, the cohesiveness of the Union was ensured. Thus, it had a total grip on the Union, which in turn, became well-structured, formidable and powerful. The group, through the Union, could decide who became what on campus, especially the elective positions in the Senate and Congregation, including Deanship of Faculties. However, the Union was kept focused, responsive and responsible to its cardinal principles, especially those of selflessness, hard work, democracy, courage and collectivism. It is to the credit of the 'core' that a solid

foundation was laid for the Union in this University and many others.

The contest for chairmanship of the Union by Dr Remi Medupin and, Dr (now Prof) Akinyanju in 1991 was the smoke, which indicated there was fire underneath, suggesting a crack within the 'core'. Both of them were not only members of the 'core' but were seen as trench-mates and die-hard loyalists of the Union who had always worked together. This sad development came unexpectedly. At the Union level, it was the first event that eventually led to a division within the rank and file. In spite of this and other new dimensions suggested by accusations and counter-accusations, the Union managed to move, nay wobble on, till 1993, though things were certainly not the same anymore including relationships. Dr (now Prof.) Akinyanju chose to 'abandon' his mandate in 1993 to go to Council, when the Federal Government increased representation in Council from Congregation to two. Consequently, Dr Roy Ndom was elected to finish the remaining part of his term till 1995.

The crack in the Union got widened in 1998. Contrary to situations on other campuses, the Federal Government/ASUU impasse of 1998 gave birth to an 'executive' of the local branch on September 2 1998, after the Abacha regime lifted the ban on the Union. It came through a 'nomination and unopposed' chorus exercise mediated by the Internal Mediation and Reconciliation Team and the ASUU NEC Team led by Dr Kola Babarinde. This development was strange to the administration of the Union on campus and was seriously contested by the erstwhile Bayo Lawal-led Executive Council that was on ground during the impasse. This single act further decimated the cohesion within the Union, which at that time was very fragile. However, through that controversial circumstance, Dr Oloruntoba-Oju became the Chairman of the

Union. The erstwhile Executive Council of Dr (now Prof) Bayo Lawal accused the new team of usurpation. This was insinuated in a letter to Dr Oloruntoba-Oju where he, Lawal (1999) stated thus:

You and your co-travellers in the present Executive committee ‘seized’ power in the manner of coup plotters. We know quite well that coup making is unconstitutional, and indeed a crime, but not if it is successful and people have to queue up behind usurpers for the sake of convenience. Thanks also to your patrons in ASUU and in Administration who facilitated the usurpation. But dogs can still eat dogs, it is only a matter of time.

How prophetic, as later events proved him absolutely right. In effect, there were two factions of the Union on ground – one led by Dr Bayo Lawal and the other by Dr Oloruntoba-Oju.

While this was going on, a new Vice-Chancellor was appointed for the University. The new Vice-Chancellor, Prof Shuaibu Oba AbdulRaheem, was faced with the dilemma of which Executive Committee between the two (Lawal and Oloruntoba-Oju) to recognise. We gathered that it was out of fear, especially of the potentials of one group to make the University ungovernable for him that decided the matter. The eventual course and nature of events would decide whether his decision was right or wrong. It was alleged that the Oloruntoba-Oju Executive Council, which the Vice-Chancellor recognised in his first year in office, was engaged in intensive romance with Administration, in return for selfish concessions. It only assumed a confrontational posture when such concessions in the form of promotion and membership of vital organs of Administration were no longer forthcoming. While the romance was going on, the other group adopted the Bola Ige ‘siddon look’ strategy. It is noteworthy, though sad, to

record that the commendable efforts of the Bayo Lawal-led Executive (1995–1997) to restore cohesion, unity and strength to the Union were viciously shattered by this leadership crisis. Of course, the Union was thrown back again into serious internal crisis. Politics replaced unionism while anarchy crept in!

One way of assessing the mood and motive of the Union's leadership is the frequency and tempo of Congress meetings. ASUU meetings, particularly congresses are usually poorly attended at peace periods. However, decisions in form of resolutions are normally binding. It is of interest to note that, whereas the constitutional requirement is for three congresses per year, the Oloruntoba-Oju Executive Council reported that in the year 2000, it held over 20 Congresses in a supposedly peaceful period! (This is our Record, 2000).

No wonder, therefore, that in the Executive Council's attempt for a second term, a group led by Dr (now Prof.) Hassan Saliu and Dr (now Prof.) Kolade Joseph within the rank in a release titled "We Need a New Lease of Life", opined that "an executive that has created so much division within the Union does not deserve a second chance". The group also observed that "delusionment is the price the Union has paid for entrusting its affairs in the hands of such highly subjective and biased leadership that bulldozed their way into the Union leadership in 1998." (Saliu and Joseph, 2000).

There were other serious accusations against the leadership which included notoriety for distortion of facts, alienation of members, intellectual arrogance, rudeness to elders of the Union, impunity and issue of accountability.

The success of that Executive Council in the 2000 election apparently made it more daring in pursuing the alleged ignoble paths of hidden, personal and restricted group interest at the peril of the Union's survival. The election appeared hotly

contested on polarised lines. Dr Albert Olayemi (now Prof) contested the election against Dr. Oloruntoba-Oju. Olayemi (2000) fiercely queried the *bonafide* status of the Electoral Committee on its constitutionality and concluded that:

The whole process is fraught with falsehood, deception and outright bad faith by the outgone Executive. For instance, as at 13th of September, 2000 the outgone chairman was still referring to himself as the chairman even though he is a contestant for chairmanship.

The result of the election further escalated the fractionalisation of the Union. The internal split became more pronounced at the time the 2001 strike was called, which culminated in the real division among the membership of the Union. It was indeed the “last straw that broke the camel’s back”. Equally, as a result of the problem was the alleged painting of the University of Ilorin in bad light by the Executive Council of Oloruntoba-Oju, which at a time described the University as the “forefront crisis-ridden University in the country”, a description that was condemned by Olayemi and Adaramaja (2001). The attitude of the National Executive Committee also contributed to the escalation of the crisis because it decided to support one of the factions in its effort and did not take any appreciable step to resolve the existing conflict. This was condemned in no unmistakable terms in a letter by Saliu and Joseph (2001) thus:

There is need to re-visit by NEC to adequately identify the raging issues and meet with all the stakeholders in the intra-union crisis before it gets out of control. We are confident that the NEC of our noble Union will tread the path of fairness, honour and justice, as it grapples with self-inflicted ASUU crisis at Unilorin.

This admonition was not heeded and the problem lingered and festered on without a permanent solution. The division in the Union was therefore further deepened as opinions and positions became hardened and entrenched. The silent fear that the Union was being hijacked by a cabal became more real than ever!

A prominent ASUU loyalist and elder, Prof J. Olorunfemi, in a memo entitled “Ominous Signs in the Trend”, echoed another negative trend that an Ex-Chairman, Dr. Roy Ndom, had alerted the Union of in 1995. He observed and condemned the shift from objectivity and credentials to ethnic, religious and sectarian sentiments in the scheme of things in the Union (Ominous Signs, 2000).

Though the signs that the Union was heading for a wreck were clear to all, the leadership drove on with reckless abandon. It disregarded the common knowledge that in unionism, though the leadership leads, it is the body that makes or directs the head. It concentrated more on guarding and wielding its ‘power’ on the majority in a classical case of the tyranny of the minority. It was with this fractured and fractionalised ‘union’ that the leadership hoped to realise its objectives, even after all its cardinal principles had been bastardised and its rank and file alienated.

It was no wonder then that the struggle through the January 2001 strike was lost on the very day it was started. The Oloruntoba-Oju Executive Council made history by failing to mobilise the full support of the once cohesive, strong and united Union. In actual fact, a significant fraction not only opposed the call for a strike at a mobilising congress but also defied it by continuing to give lectures and attending to official matters when the strike commenced.

The fractionalisation of the Union was made public through a press statement entitled “Enough is Enough” issued

by a faction on the 26th January 2001, to dissociate itself from the strike. Subsequently, an advert stating the same position appeared in the *Nigerian Tribune* and *The Punch* newspapers of the 13th and 15th of March 2001 respectively signed by 73 academic staff made up of Professors and Senior Lecturers (*Nigerian Tribune*, 2001; *The Punch*, 2001). However, these sign-posts of failure meant nothing to the Executive Council that was hell-bent on prosecuting its well-mapped agenda for war. Not even when the number of those participating in the strike was reduced to a miserable number (44 out of over 600 staff strength). Five others had earlier been sacked for committing a ‘sacrilege’ in academia – physically disrupting an on-going examination under the guise of picketing an obviously unpopular strike. The ‘generals’ did not realise that the soldiers being led had abandoned the war front that they were deceived into in the first instance. “Who was it who gave the wise counsel that ‘to withdraw is not a sign of weakness...?’” It is a sign that a man knows the limits of his capabilities and the most probable outcome of the future. One who retreats to fight another day is not running away but looking for another road towards the same destination. The most reasonable thing to do is to retreat to win. But that was not the path chosen. Rather than rallying efforts at reconciliation, it opted for the unimaginable effrontery of issuing queries to all members that signed the press release (Ajayi, 2001).

The Issues

At the expiration of the two-year term of Dr. Taiwo Oloruntoba-Oju’s Executive Council, the leadership was re-elected through a highly manipulated election process in September, 2000. This was clearly stated in Prof. J.F. Olorunfemi’s letter to the Community thus:

In the end of term address delivered by Dr. Roy J.E. Ndom on 28th March, 1995 ethnicity was singled out as a monster that has been with us for a long time. In the year 2000 can we ask ourselves if it has left us? Election patterned along ethnic and religious divides portends a grievous consequence. Let us think and act as intellectuals (Olorunfemi, 2000).

The re-election was the beginning of the end. The Executive Council started issuing strike threats based on flimsy excuses such as if salary was not paid before the 3rd of the following month (even when it was obvious that monthly subventions to the universities were not getting to them regularly), the Union would go on strike.

By 2001, it was clear that the Executive Council and its supporters had a hidden and destructive agenda. The ASUU leadership at the University of Ilorin then was clearly pursuing personal and restricted group interests which were surreptitiously presented as “collective ones.”(No Strike Coordinating Committee, 2001)

Other negative tendencies that featured in the Executive Council’s activities included:

- i. presenting itself as if members had been conquered;
- ii. projecting an outright negative image for our University;
- iii. initiating court cases and issuing press releases without the consent of Congress;
- iv. using rude language in communications to Administration and Council;
- v. writing letters to Administration without input from, and subsequent approval of Congress; and
- vi. trading blatant lies freely and crediting same to Congress (resolution) when such matters were never mentioned at Congress.

Other negative tendencies were:

- i. abuse of the use of Coordinating Committee (i.e. making Strike Coordinating Committee a permanent feature as if Unilorin ASUU was permanently at war with Administration and permanently on strike);
- ii. appropriation of decisions taken at Committee level as Congress positions; and
- iii. use of strike as a bargaining weapon in defending gross acts of indiscipline
(Strike Coordinating Committee, 2001)

In January 2001, the Oloruntoba-Oju Executive Council hastily compiled all sorts of flimsy excuses as outrageous demands and declared a local ASUU strike on campus. In their first terse Strike Bulletin (*Strike Bulletin 1* – February, 2001) the reasons given for embarking on the strike were stated as follows:

- (a) The sack of the following academic staff, for various infringement of the University regulations:
Prof M.A. Ibiejugba
Dr (Mrs) I.O. Obayan
Dr T. Fagbemi
Dr W. Raji
Mrs F. Saliu, and
- (b) All other problems of abuse of due process, victimization, etc. (Strike Coordinating Committee, 2001)

A few unsuspecting members joined the strike, but as a matter of fact, the membership of the Union was already polarised into ‘Strike mongers’ and ‘Pro-stability group’. While the Oloruntoba-Oju-led group released its serial *Strike Bulletin* to

give the false impression of a successful strike, the *No Strike Bulletin* released by a counter-group of academics revealed otherwise. The truth was that lectures were going on in all the Faculties in spite of all the measures (plea, threat and intimidation) employed by Oloruntoba-Oju's messengers (No Strike Coordinating Committee, 2001).

Five weeks into the so-called strike, very few ASUU members were on strike. By this time, the Executive Council was already drowning, and their co-travellers in the sinking ship were alleged to be feeding fat on members' check-off dues while debts and commitments to cooperatives were already mounting for innocent members.

By April 2001, it was obvious that the strike had completely failed as all attempts by the Executive Council to enforce it yielded no results. Even the traditional picketing failed because the overwhelming majority ignored the strike. The University remained stable and all activities were ongoing. The Executive Council then resorted to seeking assistance from the external public – the press and the National Executive Council of ASUU. The press war raged while other universities were mobilised against the University, especially in the peer-review sector of inter-university cooperation. Some universities refused to moderate our examinations, our members were denied sabbatical positions, and were even harassed and molested on some campuses with the tacit connivance of some Vice-Chancellors – notably in the Southwest region. Other sanctions were imposed but the University remained undaunted. However, all these, instead, assisted to internationalise the University the more, with corresponding increased visibility, as more international scholars were invited into our academic processes. The most ridiculous of their negative campaigns against the University

was the assertion that without them, the University certificates would lack credibility.

A way out for the Executive Council and the few followers came through a national strike declared by ASUU. As a face-saving strategy, the Executive Council decided and informed Administration that it was calling off the local strike in order to join the national strike. The University Administration objected to this proposal and appealed to the Executive Council to resume work to conduct the semester examinations and then join their colleagues for the national strike. However, the Executive Council remained adamant. The suggestion of the non-striking academic staff that the local Executive Council take advantage of the provision to secure a waiver from the national body was turned down. Rather, the Executive Council and its co-travellers opted to 'hide' behind the national strike to continue with the local strike, which to all intents and purposes was a self-seeking publicity stunt and a grand deceit.

Intervention

When it was obvious that the Executive Council was hell-bent on going back to the strike scheduled for January, 2001, a letter was written by some concerned members to the National President of ASUU on the unpopular decision of the controversial local ASUU leadership. The Chairman, however, ignored the concerned members of the Union (Saliu and Joseph, 2001). A week to the commencement of the so-called strike, a large number of lecturers addressed a press conference warning of the looming danger (Enough is Enough, 2001)

The University Administration issued a notice to all academic staff advising them to complete forms to indicate that they were at work. The Administration/Council further warned that failure to resume work by the stated date would be

interpreted to mean that defaulters had deliberately “walked out of their job”. At the expiration of the deadline, 44 members were so classified.

By February, 2001, the ASUU NEC team came to intervene in the crisis. The President of the Union met with the Vice-Chancellor on Monday, 5th February, 2001. The Students’ Union also invited the local ASUU Executive Council to defend its position on the strike at a public forum on Tuesday 6th February, 2001, in view of the impending University’s Harmattan Semester Examinations. Many other interest groups appealed to the Executive Council for understanding, including community, religious and traditional leaders, among other stakeholders. All these interventionist efforts failed as the Executive Council refused to yield. Eventually, the 44 academic staff were officially disengaged from the services of the University. Another five had previously lost their jobs for reasons earlier stated.

In order to fill the leadership vacuum created by “the voluntary exit” of the unpopular leadership, a meeting was convened on Friday 5th October, 2001 by Professors J.A. Morakinyo, R.O. Lasisi and E.A. Ogunsakin. At this meeting, a new Executive Council was elected to provide an effective and credible leadership for the Union. The new Executive Council under the leadership of Dr (now Prof.) O.A. Omotesho brought a new beginning to ASUU on campus. It took control of the Union activities for two years and then handed over the leadership to Dr (now Prof.) Kola Joseph’s Executive Council. The latter was succeeded as follows:

- (i) Dr S.Y. Omoiya (2008 – 2012)
- (ii) Prof W.O. Egbewole (2012 – 2014)
- (iii) Dr Abdulrasheed Adeoye (2014 to date)

Internal Efforts at Resolution

Between January and October, 2001, the crisis in the Union remained intractable. As earlier stated, the University Administration in adherence to the regulation disengaged some academic staff on the ground that they refused to work in accordance with the directive of the University. Dissatisfied by this stance, the affected academics filed an action before the Federal High Court, Ilorin, which declined jurisdiction as reported by Ajayi (2001). Concerned by the lingering crisis, some senior academics took the bull by the horns and called for a meeting “to discuss the update on activities of our union” (Morakinyo, Lasisi and Ogunsakin, 2001). This was the first attempt at resolving the crisis and at the meeting, a new Executive Council was inaugurated by the Congress under the leadership of Dr (now Prof.) Abayomi Omotesho which solicited the cooperation of the National ASUU (Omotesho and Egbewole, 2001). The letter of solicitation was not acknowledged and not responded to by the national leadership of ASUU. In fact, in spite of overtures made to it by the Omotesho administration, nothing concrete was achieved as the disposition of the NEC of the Union was to continue to relate with the Oloruntoba-Oju’s group. The rationale for this line of action was articulated by Egbewole (2001) that the University Administration was already taking the Union “for granted in taking decisions on academic staff matters.” The vision of the new regime was listed in a 10-point agenda released by the Chairman, whose mission was given thus:

Our Mission, therefore, is to re-position ASUU Unilorin Chapter to become an active weapon for fighting for benefits for our members, to pursue struggle through the option of dialogue and negotiation and only contemplate the option of a strike as the only last and inevitable means. We are persuaded that genuine struggle is not warfare and

hooliganism or radicalism. In other words, struggle should not be directed at destroying a system because the system has to hold. For us, struggle is to improve a system rather than to pull it down...It is also a way of appealing to our members to toe the line of discipline, maintain intellectual honesty and academic integrity (Omotesho, 2001).

This new approach to resolving the crisis by electing a new leadership was not allowed to endure and germinate in order to yield desired dividend of a virile Union as the sacked academic staff condemned the move instead of embracing it. The condemnation led to the release by Egbewole (2001) to set the records straight on the need to allow the effort to be effective in the collective interest of the Union. The rationale behind the effort was to explore the possibility of reinstating the sacked staff through dialogue with the University Administration instead of the combative disposition of the ousted academic staff supported by the national leadership of ASUU.

In line with the vision and mission of the Omotesho-led regime, a referendum slip was issued whether to join or not to join a strike called by NEC as released by Oloruntoba-Oju (2001). Based on the result of the referendum, 98 percent of members opposed the strike (Egbewole, 2001). The National body and a few members did not agree to this position as submitted by Akintoye (2001):

Admittedly, our Union in the past 18 months has been infested with divide and rule tactics, bitterness and distrust amongst members, survival at all cost instincts, animosities, misgivings and misconceptions etc., yet the solution does not lie with the entrance of your group. Your entrance has only tried to compound the problem. The priorities and emphasis in your publications and write-ups

betray the cloak of good intentions you will want the public to believe.

This was a clear case of throwing the baby out with the bath water. The internal effort was not given a chance by a few and insignificant vocal minority who influenced the press and consequently shaped and determined the public opinion on this matter. The release of Akintoye was countered by that of Kasum (2001) who classified Akintoye's position as "cheap heroism" tinged with "emotional attachment." The efforts of the Omotesho-led regime were not allowed to materialise. At the time the national leadership of ASUU met with the Omotesho Administration, the then National President complained of blackmail on the part of the sacked staff which stifled their resolve to negotiate with the University Administration.

The reaction of the National ASUU was to expel the leadership of the University of Ilorin ASUU branch from the Union at the National Executive Committee meeting held at Ahmadu Bello University, Zaria in January, 2002. This expulsion was rejected as a potent weapon that could lead to the disintegration or even death of the Union in general. Egbewole (2002) enthused:

We recollect with disappointment the efforts made by some groups and individuals within ASUU fold at Unilorin on the need for national leadership to be the protector of rights of all members. But in its unfortunate tradition of aligning with the minority (e.g. ABU, LASU etc.), the leadership succumbed to pressure from the local ASUU leadership of yester-years, at the risk of losing civil, honest, committed, reasonable and valuable members at Unilorin. The truism that most empires and kingdoms collapsed as a result of poor handling of crisis associated with vassal states is currently lost on Fashina Presidency

that is heading a vitally divided union.... We totally reject the Zaria decisions on our trail-blazing University.

As at the time of the purported expulsion by National ASUU, the Omotesho-led Administration had initiated dialogue with the University Administration on the sacked staff and the Administration was receptive to dialogue on the matter (Egbewole, 2001). The divisive tendencies of the national ASUU and recalcitrant disposition of the sacked academic staff frustrated the internal efforts at resolving the crisis. Another Executive Council was inaugurated by the Union on 7th October, 2003 under the Chairmanship of then Dr (now Prof.) Kolade Joseph (Joseph and Omoiya, 2003). The new Executive Council picked the baton where the Omotesho Administration stopped and emphasised that “our resolve to pursue the course of dialogue has remained the only option to sustain our acknowledged peaceful campus” (Omoiya, 2004).

The path of dialogue and peaceful resolution of disputes remained the most viable option and this was pursued by subsequent leaderships of the Union led by Omoiya (2008–2012), Egbewole (2012–2014) and Adeoye (2014 to date). The efforts remained fruitless because of disagreement between the ASUU leadership and the sacked academic staff who mounted serious negative campaigns against the university in print and electronic media including the internet. Recourse was made to the court of law, which ultimately decided the issues.

Litigation Galore: Court Judgments and Resolution of the Crisis

The sacked staff rebuffed all entreaties at resolving the crisis amicably as earlier submitted. The University Administration equally felt slighted and ego tripping set in, thus shifting the battle ground to the court rooms. The cases

can be divided into two segments: cases between the sacked staff and the University Administration and intra-union cases.

Cases between the Sacked Staff and the University Administration: There are many cases in this category but the one that encapsulated the whole scenario was that of Dr. Taiwo Oloruntoba-Oju and 4 others V. Professor Shuaibu O. AbdulRaheem (2009). This case traversed all the layers of courts in Nigeria from the Federal High Court, Ilorin, the Court of Appeal and finally to the Supreme Court, Abuja. The final judgment was delivered on 12th June, 2009. The case started in 2001 and the decision of the Federal High Court was delivered on 26th July, 2005, where the claims of the sacked staff were granted. On appeal, the Court of Appeal upturned the victory of the sacked staff on 12th June, 2006 and their appeal to the Supreme Court, the apex court in Nigeria, was allowed.

The claims of Dr T. Oloruntoba-Oju, Dr A.S. Ajayi, Dr Adeyinka Banwo, Dr Sola Ademiluka and Mr O.O. Olugbara essentially were reduced to 11 main claims based on the refusal of the University Management to follow the provisions of the University of Ilorin Act, the termination being contrary to the directive of the Federal Government as conveyed by the letter of the Executive Secretary of 29th June, 2001 in respect of the national strike of ASUU, breach of the Fundamental Human Rights of the Plaintiffs and order compelling the salaries and emoluments of the Plaintiffs to be paid in full. The issues in contention included whether the Federal High Court had jurisdiction to entertain the matter when the Industrial Arbitration Panel was already adjudicating on it. The Federal High Court held it had jurisdiction but the Court of Appeal said the Federal High Court lacked jurisdiction but the Supreme Court agreed with the Federal High Court.

One of the reasons for the Supreme Court's decision on this point was that the parties before the two (Federal High

Court and Industrial Arbitration Panel) were different, the subject matters were also different. The Industrial Arbitration Panel is an inferior Tribunal while the Federal High Court is a superior court of record. One other fundamental point that seriously weighed on the minds of the Justices of the Supreme Court was that of procedure employed by the University in terminating the appointments of the affected staff members. The Supreme Court held that the argument of the University that the termination was in accordance with the provision of Section 15(3) of the University Act was belated having not pleaded it (Adekeye, 2009).

The issue of fair hearing was given a serious consideration. The apex court held that being an appointment with statutory flavour, the University Administration was bound to follow the provisions of the University of Ilorin Act as provided in Section 15 thereof. The court held that “there is no iota of evidence that the procedure for termination of employment of the appellants as to fair hearing was observed in this case.” The argument of the University that the affected staff did not utilise the opportunity of the fair hearing afforded them based on Exhibit 20, the Minutes of Meeting of the Governing Council was rejected on the basis that it did not meet the specifications of the provisions of the University of Ilorin Act.

The other case in this category is that of Dr Taiwo Oloruntoba-Oju & 5 others v. Prof P. Dopamu & 6 others where the sacked staff claimed that the University did not comply with the provisions of the University Act in the disciplinary process. After the determination of all these cases, the previously sacked staff were reinstated and all their entitlements were paid by the University.

Still, they remained unsatisfied with the payment and issues arising therefrom were taken back to the Supreme Court

especially the issue of Sabbatical leave and sundry matters. The apex court did not spare the reinstated staff by drawing their attention to the clear order of the court in the earlier decision. Even now, a fallout of the case between Dr Oloruntoba-Oju and the University Administration is still pending before the Court. It is however important to stress that after the reinstatement, the Dr Oloruntoba-Oju group was still persistent in its divisive tendencies as one Dr K.N. Afolayan is now acting as the megaphone of the group. It is equally important that for about ten years the case lingered, the University made tremendous development and was ranked the number one University in Nigeria and one of the best in Africa.

Intra-union Cases: In this category a number of cases were also filed before various courts. There was the one between Dr Oloruntoba-Oju's group and Prof Bayo Lawal's group, which was essentially on libel but was eventually settled out of court.

The National ASUU also sued the leadership of the Union in Ilorin before the National Industrial Court in *Academic Staff Union of Universities v. Dr S.Y. Omoiya* in Suit No. NICN/LA/63/2011 where ASUU was claiming the election conducted without authorisation of NEC was unconstitutional; that Dr Oloruntoba-Oju's Executive Council is the substantive and only recognisable leadership of ASUU at the University of Ilorin (10 years after!); payment of Union check-off dues to the National Executive Council of ASUU and injunction against the ASUU Executive Council of the University of Ilorin. This case clearly confirms our initial position that the National body of ASUU is biased and complicit in the crisis in the University of Ilorin. Ten years after the crisis broke out, the national body still went to court to insist that Dr Oloruntoba-Oju was the person they recognise as the Chairman even after three other leaderships had been

elected by the body of academics in the University. The case is still pending before the National Industrial Court in Lagos with the attendant cost implications for the Union in the past four years.

There is also the case of Prof Wahab Egbewole v. Dr Ayan Adeleke Suit No. KWS/322/2013 before the High Court of Justice, Ilorin, where the claim was for libel against the Zonal Executives of ASUU and Vintage Press Ltd and damages in the total sum of Five Hundred Million Naira (N500,000,000.00) and an order of perpetual injunction against the defendants. The case is still pending before the court. Equally, there is also pending before the High Court, Ilorin, the case between Dr Oloruntoba-Oju v. Prof Wahab Egbewole and others claiming libel and damages.

The cumulative effects of all these cases are that the integration process is made difficult, the division will continue to widen and the Union will never be the same again. The recent effort made in the first instance by University of Ilorin Branch of ASUU through Prof. Olayemi during the Chairmanship of Prof. Egbewole was ‘rebuffed’ by the national leadership and when another election was to be held, a notice was sent to the National President by courier, which was not acknowledged till date. Another initiative made by the National President and the University of Ilorin branch requested that all the cases in court be withdrawn if there is a genuine intention to really resolve the crisis. That is yet to be done.

Conclusion

Though conflict is unavoidable in any organisation, it is expedient that University administrators guard against it because, among other things, it is a hindrance to productivity. Conflict management is essentially about the ability to balance the primary interests of the employers with those of the

employees. In this crisis, the University, through many processes and strategies, tried to do just that in order to achieve its stated mission, vision and objectives.

But what were the interests of the other party to the crisis? As stated earlier, the crisis was not between the University Administration and the Union *per se*, but its leadership and a few followers versus the majority of members. The reasons advanced for the strike were not convincing enough to persuade the majority of members of the Union to embark on it and even those who initially joined soon abandoned the leadership. The Executive Council was able to win public sympathy at a point, through its influence with the National Executive Council and the press, who were observed to be crying more than the bereaved.

While some called the belligerency of the strike mongers a principled struggle, others regard the eventual technical victory at the apex court as a pyrrhic one. Despite the dirty fight and tactics, the strike mongers failed in their determined effort to destroy the University, as they vowed. It is note-worthy that in the process, the cherished principles of ASUU, particularly that of accountability, truth and intellectualism were assaulted! Overall, the crisis is a sad story of abuse of office (power), internal strife and conflict, controversy and death of democratic process.

To the credit of the successive Administrations, the University soared high during the absence of the strike mongers, achieving milestone successes in infrastructural development and academic ranking among its peers both nationally and internationally. The University has been able to re-integrate them comfortably. That to us, is the VICTORY, as we are BETTER BY FAR.



Plate 1: ASUU Unilorin Chapter Secretariat

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THE 21ST CENTURY UNILORIN STUDENT UNIONISM

**A. Yusuf, A. M. Akanmu, A. D. Hussain, M. A. Usman,
E. Olorunsuwa, Surajudeen, A. A. Lawal, A. Y. Ishowo and
I. I. Alao**

Introduction

A student union refers to the umbrella association of students in a higher institution of learning. It creates a forum for effective interaction among students. It is the government of the students with basically three arms of government namely; the executive, the legislature and the judiciary. Student Unionism enhances the work of school authorities and facilitates effective communication between them and the students. Indeed, student unionism provides ample opportunities for leadership training for the youths.

The evolution of student unionism could be divided into two phases. The first phase was the pre-Independence period, the era of colonialism in Nigeria. The second phase was the post-Independence period covering the period between 1960 and now. The first phase was characterised by struggle, militancy, diplomacy and violent actions. Without mincing words, the first generation of the Students' Union leaders was highly militant, resourceful and seriously committed to the struggle. Many of the front-liners in the pre-Independence

students' struggle later emerged as nationalists. They fought alongside others to gain Independence for Nigeria. The majority of them were radical in nature and were also ideological in thought, action and perception.

Historically, student unionism began in 1925 with the emergence of West African Students' Union (WASU), pioneered by some Nigerian students in London. The first president was a Nigerian, Ladipo Solanke. With the establishment of the University College, Ibadan, in 1948, there were efforts to commence student unionism and extend its tentacles to other higher institutions. Efforts were made to form a joint platform for the Nigerian students. The idea later translated into action through the formation of the National Union of Nigerian Students (NUNS) in 1956, with the late Ambassador Emmanuel Obe as its first National President. Essentially, student unionism during this period, was characterised by robust debates, diplomatic manoeuvres, active or passive resistance to the oppressive tendencies of the College or University Authorities. Indeed, those who were the vanguards of unionism then were highly articulate, intellectually inclined and very dogged. Even at the secondary school level, the features of student unionism were palpable. It would be recalled that students of King's College, Lagos, staged a violent demonstration in 1944 in response to the directive of the then British Government that the students should vacate their dormitories for the government to re-assign them to military formations and establishment.

The second phase was the post-Independence era starting from 1961 when students protested against the decision of the Nigerian government to enter into Anglo-Nigeria Defence Pact with the British Government. The pact consisted of several articles among which were:

- that the Governments of the Federation and the United Kingdom would assist each other as may be necessary for mutual defence; and
- that they would consult each other on the measures to be taken jointly or separately to ensure fullest co-operation between them for this purpose.

In another section, the pact stated that the Government of the Federation and the United Kingdom undertook to assist each other militarily and offer unrestricted overflying and air staging facilities in their two territories. The Nigerian students considered the pact as an attempt to mortgage the sovereignty of the Federal Republic of Nigeria. Several students that were involved in the protest against the pact were victimised by the government. They remained undaunted due to their commitment to the course of unionism. (Aluede, Jimoh, Agwine and Omoregie (2005).

Also, the police brutality against students, who participated in the University of Ibadan riot of 1st February 1971 which led to the killing of Kunle Adepeju by the Police showed the repressive attitude of the Police and Government to active Student Unionism. The use of fire arms by the Police to quell student demonstration reduced the culture of student militancy substantially even though the Police actions may not be justifiable in a society with entrenched democratic values. Following the death of Adepeju, the Justice B.O. Kazeem Commission of Enquiry found that it was the failure of the police to heed the advice that the use of fire arms was prohibited on campus that led to the sudden death of the Student's Union leader.

The punishment meted unto the students who participated in "Operation Gowon Must Go of 1974", the University of Benin demonstration of 1976 and "Ali Must Go

Crisis of 1978”, etc. were the handiwork of the military junta. The consequence was the ban on Student Union activities in various campuses. Several activists were rusticated and expelled. At times, student unionists were arrested and detained. This is equally a reminder of the events leading to the ban of the National Union of Nigerian Students (NUNS). The ban was however lifted by the regime of President Shehu Shagari in 1980 and this served as the precursor to the formation of the present National Association of Nigerian Students (NANS) in Yaba College of Technology in 1983. NANS, which inherited the same NUNS ideology, propagated and spread the ideology of Marxism on Nigerian campuses. In the course of the struggle, the student activists enjoyed the support of radical intellectuals in the labour movement and in the academia. The student leaders of the period were idealists and firebrand activists.

This history would be incomplete without acknowledging that it was after the ban on NUNS was lifted that students re-strategised and mobilised themselves. The strategies used by the previous administrations were to politicise the student movement, blackmail the leaders, infiltrate their ranks and cause division among student activists.

The Nigerian judiciary has been living up to expectation in promoting the rule of law, equity and justice in student-related actions. Evidence abounds that courts do entertain actions instituted by the students. In the case of the expelled University of Benin students, the Court was approached in 1976 to enforce their rights. Eventually, the Court ruled in their favour and they were reinstated. Of equal relevance was the protest organised by the students on the 2nd February 1983 against Prof. Jubril Aminu, the then Vice-Chancellor of the University of Maiduguri. Those that led the protest were expelled consequent upon the recommendations of

the panel set up to investigate the remote and immediate causes of the crisis. These students went to court too despite victimisations. They pursued the case up to the Supreme Court. In a majority decision, the Supreme Court on 14th February, 1986 ruled in favour of the expelled students and ordered their reinstatement.

Experience has shown that lack of understanding of rights by students hinders the attainment of the objectives of student unionism on campus. The failure of Government to implement the white papers of Commissions of Enquiries headed by Gen. E. Abisoye and Justice Mustapha Akanbi constitutes an obstacle to the growth of active unionism in Nigerian campuses. The panels were set up to investigate the 1981 University of Ife Riot and 1986 Ahmadu Bello University crisis. The remarkable thing is that these panels recognised youthful exuberance as a factor aggravating crisis on Nigerian campuses. Nonetheless, they frowned at the use of firearms on campuses and advocated reduced role and less involvement of authorities in the activities of the Student Unions (Adeyemi, 2009).

Again, the invocation of obnoxious and draconian laws by the authorities in instilling discipline in the students can result in some form of militancy, albeit low, within the student body. In other words, the leadership of educational institutions is empowered by the military to rusticate or expel any erring Student Union leader without fair trial. *Egunje* or “settlement syndrome” is an instrument usually employed to silence those that are too militant among student activists. The poor communication skills of some student union leaders contribute to low vibrancy. The problem of communication is becoming a threat to active unionism on campuses. Unconducive environment, lack of organisation and mediocrity on the part of student leaders make it difficult for them to meet up with the

challenges of evolving a virile and dynamic student unionism. Political intrigues and intricacies need to be properly understood, in the quest for vibrant, efficient and effective unionism that fits the 21st century realities.

The prevalence of cultism is yet another threat to active unionism as cultists have brought untold hardship on the student populace. In a bid to reduce or possibly eradicate cultism, some universities, notably the University of Ilorin, adopted the measure of compulsory registration for all student societies, clubs, unions and associations and stiff penalties for belonging to any unregistered association.

It has been argued that the authorities are not expected to meddle in the affairs of the students. However, a marked distinction exists between interference and intervention. The authorities would intervene when student activities lead to disruption of peace and breakdown of law and order. They are not expected to interfere in the planning, programmes and policies of the student body provided these are within the laid down rules and regulations.

Unilorin Students Union: 1976 to Date

From inception, the University has enjoyed the leadership of 29 democratically-elected Union Executives and six Students Consultative Council-led Executives due to reasons of proscription and suspension of union activities at different times. The Students Union activities began fully, precisely in the 1976/1977 Academic Session with the first President of the Union being Mr J. O. Fakunle. From 1977/78 set till date, the roll call of Presidents and SCC Chairmen (as the case may be) is as follows (University of Ilorin, 2000).:

1977/78- Mr. Olufemi Durosaro (Now a Professor in the University and former Dean, Faculty of Education)

1978/79- Mr Ayodele Akinkuotu

1979/80- Mr Tunji Tewogboye
 1980/81- Mr Akin Makanjuola
 1981/82- Mr Akin Olowu
 1982/83- Mr Ayo Fagbemi
 1983/84- Mr Shola Olorunyomi (Union was dissolved by
 University Senate for act of gross misconduct)
 1984/85- Mr Amos Dada (SCC)
 1985/86- Union was again proscribed
 1986- Mr Sola Adedoyin
 1987/88- Mr Ekagha Denis
 1989- Mr Okoro Uche
 1990/91- Mr Aiyegbusi Rufus
 1991/92- Mr Akanbi Shehu
 1993/94- Students Union was proscribed due to June 12
 students' demonstration.
 1994 -1996 – Mr Omonanyi Michael (this was the longest-
 serving Union Executive Council in history)
 1996/97- Mr Agboola Kehinde
 1997- Students' Union was suspended due to electoral
 intolerance (A Student Caretaker Committee (SCC)
 led by Mr. Shola Sunday Olaoye was put in place)
 1998- Mr Adetola Femi A.
 1999/2000- Mr Osagie Johnson
 2000/2001- Mr Olabisi Lukman
 2001/2002- Mr Alex Akanmu
 2002/2003- Mr Bamigbola Akin
 2003/2004- Mr Madamori Segun (Union was dissolved by the
 University Senate for acts of gross misconduct)
 2004/2005- Mr Elegbede Shina (SCC)
 2005/2006- Mr Hussain Abdulateef (SCC)
 2006/2007- Mr Ayinde Muhammed (SCC)
 2007/2008- Mr Lukman Fagbemi (SCC)
 2008/2009- Mr Animasahun Jubril

2009/2010- Mr Olamilekan Kabiru
2010/2011- Mr Olaitan Obayomi
2011/2012- Mr Musa Surajudeen
2012/2013- Mr Olufemi Malik
2013/2014- Mr Ahmed Lawal
2014/2015 – Mr Ishowo Yakubu
2015/2016 - Mr Alao Idris Ibrahim

Unilorin and its Developmental Stages of Student Unionism

The University of Ilorin student unionism has gone through different stages since inception and has adopted the 3Cs of *Aluta* at different times: Confrontation, Consultation and Consolidation. For instance, in 1993, the Union was rated the most *Aluta*-conscious with attendant effects; in 1994/95 session, the Union had its share of national experience due to the popular June 12 protests; in 1997, electoral intolerance led to the proscription of the Union and in 2004, the last in the series, the Union had a major protest similar to that of 1997 arising from the demand for potable water supply and electricity. This led to wanton destruction of properties and payment of restitution charges by the students. At this stage, the Union's name was Students' Union Government (SUG), a precursor to the now adopted Student Union (SU), upon the restoration of student union activities in 2008. All these culminated in opening a new chapter for the Union and re-orientation of its leadership with a view to consolidating on the lessons learnt from the confrontational approach of the past.

With the turn of 21st century, confrontational unionism gave way to developmental unionism, a situation where the union leaders see themselves as stakeholders in the university community thereby engaging in activities that would stabilise the University and galvanise it towards development.

Today, the Students' Union of the University of Ilorin is seen as a partner in progress in sustaining the founding fathers' vision. For instance, it is an annual event for the Postgraduate Students' Association to organise orientation programmes for its new members and make provision for the seamless academic pursuits of its members.

The Students' Union has an affirmative policy of 30% reserved seat for female students in its Students Representative and Judiciary Councils, which allows for wider participation and gender sensitivity. Some of the enviable innovations of the Union include the establishment of Health Trust Fund to cater for students who may have health challenges beyond their immediate families' financial strengths and the organisation of Annual Leadership Summit, which led to the birth of *THE ERUDITE* (Journal of Leadership and Development), which mentors students on how to publish scholarly articles. Very recently, the President of the Students' Union (Ishowo Yakubu) emerged second best Union President in Nigeria in a keenly contested Leadership Talent Hunt Tournament (*Unilorin Bulletin*, 2015)

The changing nature of student unionism at the University of Ilorin from the confrontational *Aluta* to the developmental *Aloha* no doubt explains the peace and stability that have permeated the system.

The Crisis of 2004

The condition of Nigerian universities has recently attracted much attention not only from scholars but also from policy makers. A devastating crisis has swept over the country, profoundly affecting the universities and their academic communities. The cause of this continuous crisis in Nigerian Universities was as a result of poor funding of the education sector by the government which consequently led to incessant

strike by staff unions due to poor remuneration and lack of basic amenities (Adeyemi, 2009).

It is against this background that the World Bank, which in the mid-1980s claimed that Africa did not need universities, has acknowledged that Nigerian universities are in crises. The universities are grossly under-funded, understaffed, over-crowded and lacking in infrastructure and facilities. Also, they have experienced violations of due process, suppression of academic freedom and restriction of university autonomy.

Between March 15 and 17 2004, violent student protests rocked the University of Ilorin due to alleged non-availability of water on campus. What started as a child's play snowballed into a big conflagration that consumed several vehicles and other properties belonging to the University, staff and the general public.

One may ask what actually caused the protest after five consecutive, peaceful academic sessions. The University Authority claimed that the main public water pipe had burst in the first week of March 2004, which hindered the free flow of water to the Main Campus, a distance of about 15 kilometres to Ilorin metropolis. However, some other reasons precipitated this crisis. In early 2004, the Obasanjo-led Federal Government announced that Government would cease to maintain student hostels in all federal universities. This led to the increament of hostel fee on campus from ninety naira (N90.00) to ten thousand naira (N10,000.00). The University of Ilorin was affected like every other Federal University in the country. Incidentally, the University was about to resume for the 2003/2004 academic session and would be the first to implement the new hostel fee (Adeyemi, 2009). The National Association of Nigerian Students (NANS) waded in to prevent the implementation of this policy at the University of Ilorin.

The NANS leadership visited the University of Ilorin purposefully to hold meetings with the Student Union Government (SUG) to fashion out ways of preventing government from implementing the policy. Unfortunately, the efforts were abortive due to some alleged security concerns in the University.

Meanwhile, students resumed from their holiday and paid the sum of ten thousand naira (N10,000.00) accommodation fee but there was no significant renovation of the existing facilities. The students were miffed that the SUG executives could not stop the University Administration from implementing the new hostel fee. News started flying around campus that the Segun Madamori-led SUG had been bribed by the University which generated much tension on campus.

Few weeks into the First Semester, there was no water supply to the campus as a result of the burst water pipe. The students felt that the University was not doing enough to salvage the situation. The SUG executives, however, wanted to prove a point to the students that they were not “**sell outs**”. It was also reported that the SUG was aware of the steps being taken by the University to fix the burst water pipe. This report was substantiated when the Segun Madamori-led SUG went round students’ hostels on the evening of Sunday 14 March, 2004 informing the students on steps taken to restore water to the campus by the University. They also announced that if water was not supplied by Monday 15th March, the students would take a decisive action.

Series of students’ stakeholders meetings were held between the night of Sunday 14th March and the dawn of Monday 15th March 2004. By 6:30a.m., students had begun to mobilise themselves for the protest. Though the University made frantic efforts to supply water to the campus through water tankers, the situation was already out of hand. The main

pipe replacement could not be readily found in Ilorin and had to be sought outside the state. Meanwhile, water was being supplied to the campus, through the Task Force on Water, which included the Students Union President, Mr Segun Madamori.

The University claimed that despite the return of free flow of water to the campus on Monday 15th March, 2004 at 5.30 a.m., Madamori allegedly insisted on the need for the planned demonstration to proceed, citing "undue pressure" and the need for him to prove that he was tough to the students, who had earlier accused him of being a stooge of the then University Administration.

Subsequently students began to protest violently on the streets of Ilorin. Some 87 students arrested by the police, were released the following day. The efforts of the Vice-Chancellor, Professor Shamsudeen Amali, to dialogue with the students were scuttled by their leaders. Due to their recalcitrance, the University had no option but to dissolve the Students' Union Government and order all students to proceed on a compulsory inter-semester break. Besides, the University Senate set up a committee to investigate the remote and immediate causes of the protest.

The Investigative Committee of the University recommended the expulsion of the ring leaders of the protest. The university was closed for about five weeks. Students were asked to swear to an oath of good conduct and pay a restitution fee of ten thousand naira (N10,000.00k) each as conditions for resumption. The University has since remained committed to admitting, training and producing high quality graduates when due, which is its sacred mandate.

Unilorin Students' Union from 2008 till Date

Following the 2004 students' crisis and the ban on Students' Union activities, the University initiated the Students' Consultative Council (SCC), a new student body put in place to interface with the administration. The SCC is a body of Faculty Presidents in the university. After being elected presidents of their respective faculties, the elected presidents would thereafter elect a president and vice-president among themselves. The body was at best an executive body and this was the situation until the 2007/2008 academic session.

In 2008, the University Administration under Prof. Is-haq Oloyede lifted the ban on student unionism after the student politicians' assurance that they would conduct themselves with civility and decorum. The Students' Union, as opposed to the previous "Students' Union Government" came into being. The removal of "Government" from the name was to reduce the autonomous mind set of the students regarding the Union. Comrade Jibril Animashaun of the Faculty of Agriculture was subsequently elected president with full-fledged union activities commencing in the 2008/2009 academic session.

Since then, several Students' Union administrations came with their programmes and policies that have shaped the face of the union into what it is today. The Students' Union administrations have performed creditably well in recent years. For instance, the Kabanayo-led administration is known for its attraction of the mini buses (*Korope*) operators to the campus. The completion of the Students' Union Shopping Mall was achieved during the administration of Comrade Sirajudeen Musa (Smart) and the Tricycle (*Keke Napep*) initiative was the hallmark of the administration of Comrade Malik Aremu (Attention). Comrade Ahmed Lawal (Ambassador) introduced the *Starter Pack* for newly admitted students (*freshers*) and

Simpli Move transport service. Comrade Yakub Ishowo-led regime initiated the customized *flash drive* student-related information as permanent content. These are commendable projects that have impacted positively on the lives of students on campus. Undoubtedly, the current Students' Union Executive Council under the leadership of Comrade Idris Alao (Observation) will not only sustain the legacy but also make positive impacts.

As of today, the University of Ilorin Students' Union stands out as first among equals as it blazes the trail for others to follow. The Union is very keen about entrepreneurship and innovation, the realities of the 21st century. For instance, the Union is the first in Nigeria to use online voting system (a variant of e-voting system) to elect its officials.

Activities of Students' Union

The Students' Union activities are aimed at providing the constitutional responsibilities of the union. This is in line with **ARTICLE 2** of the Students' Union Constitution of the University of Ilorin, which states that:

The aims and objectives of the Union shall be

- To preserve, protect and defend the constitution of the Union.
- To defend and uphold the interest and welfare of members of the Union
- To promote and sustain academic excellence among members
- To enhance staff-members and inter-faculty relationship
- To provide a forum for the freedom of thought, expression, action and association.
- To play an efficient and worthy role in National and International Association of Students' Unions.

- To serve as a forum for training members for positive leadership role in the society
- To create and promote social, political and cultural awareness amongst members.

In order to achieve its aims and objectives, so many activities are carried out every session. Some of the Students' Union activities are highlighted below:

Academic and Career Talk

The Students' Union seeks to promote academic excellence amongst its members, and in furtherance of this objective, the Union organises events to provide academic support and career guidance. Events such as inter-faculty quiz, oratory contests and debate competitions among others are being organised every session among the students. The Students' Union in recent years also organises career talks, inspirational and motivational lectures among the students.

Accommodation

The Students' Union supervises the use of facilities and renovations in the hostels on campus during the holiday in order to ensure that the facilities are in good condition. Through the BOT (Build, Operate and Transfer) policy, individuals and organisations are enjoined to come and build hostels on campus. This will enhance the availability of more bed spaces for members of the Union.

Transportation

The Students' Union, through its Transport Scheme and the support of the University, provides shuttle buses transportation between the University campus and Tanke terminus at a subsidised rate. The Students' Union also ensures

that the transport fares are regulated from time to time to ensure that commercial drivers do not extort the students. There are tricycles provided for the intra-campus transportation to cover routes within the campus.

Welfarism

The Students' Union handles all matters relating to the general welfare of members of the Union and all the Union guests. In doing so, proper monitoring is put in place to control the prices of goods being sold on campus. There is a sanction for any shop owner that sells above the regulated price.

Students' Media and Volunteer Groups

Information dissemination by the Students' Union is within the purview of the office of the Public Relations Officer, which also cuts across the various Faculties and Departments. The class/course reps, hall/hostel representatives are also engaged as information outlets to the entire student community.

This information channel has been enhanced due to the consistent publication of the Student Union Bulletins and placement of billboards in strategic places in the University. The Students' Union also makes use of the University radio station (Unilorin 89.3 FM) to pass information across to its members and the larger society.

Some student clubs and societies serve as primary volunteers for information dissemination within and outside the University Community. They assist in creating awareness on students activities as most of these activities are published in various newspapers and online media in the country.

Social Programmes

The Students' Union in conjunction with private bodies organises Annual Inter-faculty Dance Competitions, Talent Shows, Art work Displays, Carnivals, etc. All these activities promote social awareness and interaction.

Most of these events are scheduled to be organised in a single week called the **“Students’ Union Week”**. The week comprises various activities of the Union ranging from the academic, social, cultural to sporting activities.

Sport Events

The Students' Union organises the female five-aside soccer championship that helps in the selection for the female soccer team for the University. The inter-faculty championship is also organised among male students. Furthermore, the Union has facilities and equipment that aid sporting activities on campus.

Campaign and Elections

Every matriculated student has the right to vote and be voted for based on the eligibility criteria laid down in the Students' Union constitution and the Electoral Act. As part of its notable achievements, the union pioneered electronic voting system in 2013/2014 for the election of its executive.

Orientation Programmes and Conferences

Orientation programmes are organised across various Faculties and Departments for the new students of the University. The Student Affairs Unit in conjunction with the Union also organises a general orientation and sensitisation programme for the newly admitted students. An orientation programme is an annual event aimed at sensitising the new students about the University rules and regulations and acquainting them with the vital organs of the University.

Academic, business and trade conferences or trade fairs are organised for students virtually every session. There is also the women sensitisation programme. The two previous editions were tagged **“Women of the 21st century”** and **“Nurturing Women of Excellence”**.

Rewards, Recognitions and Awards

Rewards and recognitions are duly given to societies, organisations and personalities who have distinguished themselves. Personalities, organisations and staff of the University receive awards to appreciate their contributions to student life. Students are also celebrated annually by the Union as it organises the Students’ Union Dinner towards the end of every session. Award nights are also organised at the faculty and departmental levels.

In conclusion, the Students’ Union ensures that it provides academic support for the students. It also keeps the campus connected to the off-campus community through the off-campus outreach. The Union promotes and celebrates innovation, creativity and the Nigerian Culture.



Plate 1: Student Union Building



Plate 2: Student Union's Electronic Score Board for e-voting

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MILESTONES THAT MAKE UNILORIN WORLD CLASS

S. A. Kuranga and M. A. Adedimeji

Introduction

The University of Ilorin, a leading citadel of higher learning in Africa, is many things to many people. To some people, it is the unique Nigerian public university that is insulated from the perennial strikes that have characterised Nigerian universities. To others, it is a centre of excellence in teaching, research and community service as evident in the various positions of responsibility its alumni have held in various places in Nigeria and beyond. Then, to many more, what is spectacular about the University is the totality of the dots that are harmoniously connected which all make it a University that sets the pace for others to follow in teaching, learning, research, community development, probity, character and the high ideals that define the University culture.

To say that the University of Ilorin is a modern University is to say the obvious. This beauty of the modernity is discernible from a distance to the University gate right within the expanse of land to the ubiquitous buildings and structures that dot the vast landscape of the campus. The

former Executive Secretary of the National Universities Commission (NUC), Prof. Peter Okebukola, in his remarks while delivering the 24th convocation lecture of the University, said, “when I came within the ambience of the University of Ilorin, from a few meters to the University gate, and I saw the beauty of the campus, I said to myself: *na America I dey today o!*” (*Unilorin Bulletin*, 2008 p. 3). Speaking in the same light, President Goodluck Jonathan said at the 26th convocation ceremonies on October 23, 2010:

Prior to my arrival here, I had received reports on the positive and glowing achievements of the institution which thus far has not been contradicted. This is impressive. The University of Ilorin with its impressive lush, green and inviting environment is emerging as one of the ideal environments conducive for rigorous academic pursuit to members of staff and students. I want to thank the University management for keeping it so serene and for encouraging achievements in many areas (Jonathan, 2011 p.36).

The context of likening the University of Ilorin to an American campus was that associating the pattern of modernity visible at the University with what is obtainable in the developed world, symbolised by the United States of America. However, between the time the remarks above were made and now, substantial progress aimed at modernisation and development has further been made through significant milestones that define the character and form of the University. This chapter is intended to highlight some milestones that define the University of Ilorin, which have set it apart as a world class university or make it stand out as a progressive and fast-developing University.

World Class Universities and Milestones

The goal of attaining a world class status has been driving the University of Ilorin since the beginning of the 21st century. This is essentially about promoting the universal knowledge economy, training productive human resources and also promoting national development. According to Altbach (2009), world class universities, are commonly referred to as the most prestigious research universities and they are essential in developing a nation's competitiveness in the global knowledge economy. These universities are characterised by competing favourably with other leading universities, quality improvement, developing research, massive expansion and impressive funding (Shen, n.d).

To Salmi (2010), there are three ways through which universities become world class. These are through self-declaration, reputation and ranking. A world class university is an ecosystem which comprises an interlocking network of complementary and inter-connected variables and features. These variables are political and economic stability, rule of law, basic freedoms, resources and incentives, quality assurance and enhancement, telecommunications and digital infrastructure, governance and regulatory framework, diversification, articulation and information mechanisms, vision leadership and reform capacity as well as location. Basically, three key factors are crucial to the attainment of world class status. These are concentration of talents (including students, teaching staff and researchers), abundant resources (including public budget resources, endowment revenues, tuition fees and research grants) and favourable governance (consisting of supportive regulatory framework, autonomy, academic freedom, leadership team, strategic vision and culture of excellence) (Salmi, 2009). How these apply to the Nigerian university system in general is examined by Adedimeji (2014).

A milestone is basically one of a series of numbered markers (usually a stone) placed along a road or boundary at intervals of one mile or occasionally, parts of a mile. Connotatively, it implies a significant or important event or timeline in the history of an organisation, society or somebody's life. For our purpose in this chapter, milestone are conceived as the distinctive features, physical and non-physical, tangible or abstract, that define or characterise a phenomenon. The University of Ilorin for instance has its distinctive features in recent years that make it outstanding such that it attracts the commendation of stakeholders and serves as a centripetal force magnetising most university education seekers in Nigeria. These factors engender the status of the University as world class institution of higher learning.

The first milestone that underpins the world class status of the University is quality. This quality manifests in (a) the exceptional or excellence, which bears an element of elitism; (b) perfection or consistency, which is linked to the notion of reliability and to conformity through compliance with a set standard; (c) fitness for purpose, often linked to the need to address fitness of purpose as the required reference point; (d) value for money, which is sometimes linked to the notion of value for time invested and (e) transformation, which concerns the individual gain accrued in the course of a learning experience (Kohler, 2009).

Aspects of milestones achieved by the university in recent years include high admission quota, high graduate and postgraduate output, increased staffing and training, enhanced funding access (intervention funds, STEP-B research funds, Tertiary Education Trust Fund, Association of African Universities Fund, etc.), Webometric ranking, programme expansion all which made the University to attract A+

institutional accreditation from the regulatory National Universities Commission (NUC).

Others include improved learning facilities (white boards, smart boards, waist band amplifiers, etc.), contributions to the informed society through *Unilorin Bulletin* (weekly, non-stop), *Senate Digest* and *Unilorin 89.3 FM*, the first broadcast station to operate 24 hours in the North Central Nigeria. Other developments that signpost the quality of the University are high staff publications turn-out, Annual Reports, re-tooling of the institutional research infrastructure (appointment of research managers, creation of research groups and research niches and creation of the Office of a Deputy Vice-Chancellor for Research, Innovation and Technology) and high staff development ratio making the University one of the seven universities in Nigeria with 60% of academic staff having a doctoral degree.

Additionally, hallmarks of the University of Ilorin of today include hosting of hundreds of conferences, public lectures, seminars and workshops, diversity and internationalisation, collaborations and networking (with such organs and bodies as Committee of Vice-Chancellors (CVC)/ Association of Vice-Chancellors of Nigerian Universities (AVCNU), Association of West Africa Universities (AWAU), Consortium of Six Universities (U6), Association of African Universities (AAU), Association of Commonwealth Universities (ACU), Global Universities Network for Innovation (GUNI) and International Association of Universities (IAU), among others).

Moreover, the University is powered by a robust Information and Communication Technology (ICT) infrastructure which reflects in the increase in bandwidth, the introduction of Computer-Based Test (CBT), the provision of e-library facilities, the development of courseware, the

digitisation of University activities (i.e. the cultivation of e-culture through paperless Senate, e-discussion fora, e-conferencing, tele-conferencing), interactive website, university mobile apps, staff and student official e-mail addresses, portals (for staff and students), multipurpose ID cards and patenting of research and inventions.

The University has also upgraded its existing hostel facilities while new student hostels are being constructed on a regular basis. The hosting of the West Africa University Games in 2012 and other sporting events has made the University to have one of the best stadia in African universities and a major destination for sporting events. The University also promotes physical fitness through a standard Fitness Centre, a monthly fitness walk and other facilities aimed at health and physical wellness. There is also a modern, well-equipped Zoo, which a tourist attraction in Kwara State with the complement of an extended canopy walk way, the first in an African campus. The University zoo has such animals as carnivores (male and female lions), ungulates (duiker, camel, donkey, etc.) aves (ostriches, geese, ducks, parrots, pigeons, etc.) and reptiles such as pythons and crocodiles (Adedimeji, 2010).

Furthermore, the University of Ilorin is characterised by milestones as campus banks, modern buildings (Senate Building, Auditorium, new Multi-purpose Hall, new Faculty buildings and Centres (CPSS, CIE, CREDIT, CPSS, TEC, CILS, CODL, UHDC, etc. including the newest Centre for Renewable Energy, etc.) Institutes, Schools and special research support establishments such as the National Geological Research Resort in Ara-Orin and International Geological Camp at Share. Other milestones are the plantations (such as Teak, Citrus, Jatropha, Moringa, Date palms, etc.), ultra-modern Dental Clinic as well as a breath-taking Lakeside Resort and University fountain.

Also, there are the beautification and landscaping of environment, regular power supply with the exploration of alternative energy sources, intra-campus link roads, enterprise and entrepreneurship (Unilorin Table Water, Unilorin Honey, Unilorin Press, Unilorin Moringa products, etc.) rewarding excellence (researcher of the year and merit awards), maintenance of a cult-free campus and promoting a conducive atmosphere for teaching, learning and research (Ambali, 2012; 2014; Oloyede, 2012; *Unilorin Star*, 2013).

As discussing all these would be impossible within the scope of this chapter, attention will only be focused on three.

Consistent High Ranking

According to Shen (n.d.), “building world-class universities is, first and foremost, a way to compete with other leading universities”. In this regard, the University of Ilorin is certainly (among) the best university in Nigeria, one of the top institutions in Africa, and indeed one of the best in the world. In a world that is highly competitive, the University of Ilorin is not lagging behind based on commitment and hard work. For instance, for some time since the ranking of universities began, the name of the University did not feature in any international ranking table. In the July 2008 webometric ranking of universities, two Nigerian universities were in the best 100 category in Africa (Obafemi Awolowo University, No. 1 in Nigeria, No. 68 in Africa and No. 7,703 in the world and the University of Ibadan, No. 2 in Nigeria, No. 85 in Africa and No. 8,619 in the world). But afterwards, the following tables reflect the pattern of the University growth (Oloyede, 2011):

Table1: July 2009 Webometric Ranking of Universities

S/N	Universities	Nigeria	Africa	World
1.	University of Benin	1 st	61 st	6,602 nd
2.	University of Ilorin	2 nd	77 th	7,902 nd
3.	Obafemi Awolowo University	3 rd	78 th	7,942 nd
4.	University of Ibadan	4 th	81 st	8,034 th
5.	University of Lagos	5 th	95 th	8,871 st

By July 2010, the University clinched the first position in Nigeria dislodging the older universities. Webmetrics ranking on the top 100 universities in Africa revealed that the University had taken the first position.

Table 2: July 2010 Webometrics Ranking of Universities

S/N	Universities	Nigeria	Africa	World
1	University of Ilorin	1 st	55 th	5,484 th
2.	Obafemi Awolowo University	2 nd	61 st	5,756 th
3.	University of Jos	3 rd	66 th	5,882 th
4.	University of Lagos	4 th	68 th	5,936 th
5.	University of Benin	5 th	77 th	6,324 th
6.	University of Ibadan	6 th	79 th	6,425 th
7.	University of Nigeria	7 th	99 th	7,170 th

By January 2011, the University became one of the best 20 universities in Africa, the first university to achieve such a milestone in Nigeria as shown in Table 3:

Table 3: July 2010 webometrics ranking of universities

S/N	Universities	Nigeria	Africa	World
1	University of Ilorin	1 st	20 th	2,668 th
2.	University of Jos	2 nd	42 nd	4,087 th
3.	University of Nigeria	3 rd	54 th	5,176 th
4.	University of Lagos	4 th	58 th	5,253 rd
5.	Obafemi Awolowo University	5 th	63 rd	5,883 rd
6.	Ahmadu Bello University	6 th	69 th	6,270 th
7.	National Open University	7 th	86 th	7,246 th
8.	University of Agriculture	8 th	95 th	7,619 th

In 2012, due to some restructuring the University slightly moved downward but this is explicable and necessary in order to provide a sustainable platform for maintenance of its pre-eminent position among global universities. By 2014, the University reclaimed its position and achieved another first. According to Ambali (2014),

For the first time since ranking began, a Nigerian university was ranked among the best 2,000 universities in the world. The latest ranking of For International Colleges and Universities (www.4icu.org) places the University 1st in Nigeria, 20th in Africa and the 1,842nd in the world.

In the ranking of the most subscribed university in Nigeria, the University has almost maintained the topmost position for two consecutive years now.

Peace and Stability

The bane of University education in Nigeria is instability and unrest in terms of disruptive industrial actions. Indeed, the mantra among students of tertiary institutions in the country is that “we are going to spend so, so and so years plus X” where. “X” indicates the very possibility of their programmes being extended by a year or more due to student unrest or incessant strikes by staff unions.

Since the dawn of the current democratic experience in Nigeria, and the beginning of the Fourth Republic, university education has been disrupted on an intermittent basis: in 1999 (5 months), 2001 (3 months) 2002 (2 weeks) 2003(6 months, ending in 2004) 2005 (3 days) 2006 9 1 week), 2007 (3months). 2008 (1 week), 2009 (4 months) 2010 (5months and 1 week) 2011 (3 months, ending in 2012) 2013 (5 months and 1 week) 2011(3 months, ending in 2012) 2013 (5 months and 2 weeks and then in 2014). Apart from strikes that are of national dimension, local strikes also characterise many Nigerian universities as stakeholders within campus unions find reasons, both real and contrived, to disrupt the academic calendar.

However, at the University of Ilorin, this is not the case, especially since the dawn of the new Century. Ever since 2001, the University has maintained a steady rise among the most preferred institutions by admission seekers in the country due to peace it enjoys and its uninterrupted academic calendar. In 2011, it ranked 8th; it ranked 5th in 2012; 2nd in 2013; 1st in 2014 and 1st again in 2015. The academic stability the University enjoys has impacted positively on the university, making it synonymous with excellence in all spheres of development. This is as a result of an avowed commitment of all stakeholders: the academic and non-teaching staff as well as the students, to the sustenance of academic excellence that engenders stability. The University has been commended

former President Umaru Yar'Adua while he urged other tertiary institutions in the country to emulate what he referred to as the “giant strides of the University”. According to Yar'Adua (2008):

I laud and commend this University for its pragmatic and systematic approach to issues affecting the stability of Tertiary Institutions Calendar System in Nigeria. This Administration notes with admiration the consistency with which the University of Ilorin has remained open and shunned incessant strikes which remain the bane of tertiary institutions, with their attendant negative consequences, which tend to erode the credibility of our certificates.

Technology and Innovation

The advent of Information and Communication Technology (ICT) has changed the world. ICT is crucial for sustainable development and its deployment has catapulted the image of the University of Ilorin, nationally and globally. ICT has become one of the basic building blocks in the University as it embraces all the features of a world class university. ICT adds value to the process of learning and to the organisation and administration of learning in institutions. Thus, the introduction of ICT focuses specifically on the application of these new technologies to serve as tools for supporting the various components of educational context and environment regarding learning, resources management and admission and examination process also known as learning assessment.

The current administration of Prof. A. G. Ambali has ensured that this goal is pursued vigorously through building on what was on ground and committing itself to the rapid development of technological infrastructure in the University.

One clear evidence of this single-minded commitment is the timely completion of the STEP-B funded fibre optics

project coupled with the upgrading of the bandwidth from 15 megabits per second to 155 megabits per second. Also, a new website that is secure, user friendly and richer in content was launched in February 2014 to replace the existing website. A new website was developed by the University at a cost-effective cost in addition to the introduction of a new multi-functional staff and student identification card. The multi-functional ID card is a one-smart card with sophisticated features which in addition to serving the traditional function of identification of its holders is also used for financial transactions as well as to gain access to key facilities on campus. The University also pioneered the policy of one student, one IPAD policy in Nigeria.

The still unfolding digital revolution in the University has resulted in the progressive digitisation of the University library through which thousands of volumes are being converted to electronic books, accessible at the e-library of the University on campus and very soon to be accessible from the various staff offices. In simple terms, there would be no need shortly of necessarily going to the University library as staff and students can access all its books from the personal computers along with millions of books from other world universities with which the University has established collaboration on networked library systems.

Infrastructure and Development

On pages 18, 19 and 63 of its Sunday April 16, 2012 edition, *The Punch* newspaper published the result of its longitudinal investigation of the state of infrastructure in Nigerian universities under the caption, “Nigerian varsities: saddled with ageing infrastructure”. While the report, with graphic photographs of decrepit toilets and dilapidated infrastructural facilities in many Nigerian universities

surveyed, was largely negative, the verdict on the University of Ilorin, as well as Kwara State University, whose Vice-Chancellor is an alumnus of the University of Ilorin. According to the newspaper, the University of Ilorin and Kwara State University exemplify higher institutions with good facilities. While KWASU is still relatively new and its infrastructure is still being developed, UNILORIN seems to have appreciable level of infrastructure. The newspaper also highlighted how electricity and water supply infrastructures have been significantly improved upon through alternative power sources and potable water generating Unilorin dam.

Imagining the University of Ilorin as it was before the deliberate efforts to make it a world class institution would engender imagining a university without its infrastructural milestones that have defined the campus in the past few years. What would be imagined is the University of Ilorin without the Performing Arts Theatre; without the current Department of Geology and Mineral Sciences with its Auditorium; without the Computer-Based Test infrastructure and buildings; without the block of offices housing the Department of Statistics; without the current Department of Chemical Engineering building; without the Faculty of Law Phase II building; without the Sentu Police Station; without the various banks on campus; without the blocks of offices for the Works and Physical Planning Departments (including the University MTO Central Workshop and University Central Store); without the Cooperative Building; without the ASUU Secretariat; without the Faculty of Agriculture Professorial Suites; without the Faculty of Business and Social Sciences Dean's Office and Department of Geography and Environmental Management; without tarred roads from the University round-about; without the fanciful fountain; without the Multipurpose hall; without

the entire School for Preliminary Studies and without the Central Research Laboratory among others.

It would be a University of Ilorin with no Department of Economics blocks of offices, with no Network Operating Centre, no Centre for Peace and Strategic Studies, no FALKAL, Sasakawa and several other hostels, no 500KVA and 350KVA sound proof generators, no plantations (teak, jatropha, citrus, date palm and the rest) no Phonetics Laboratory, no 18 blocks of the College of Health Sciences buildings at the current site, no Dental Clinic, no show-piece Tartan tracked stadium with sporting equipment and infrastructure, no Fitness Centre, no Lake Resort, no new Gate House, no block of four flats in Abuja, no 7-bedroom House in Lagos, no current Sugar Research Institute Building, no solar-powered street light at the University staff quarters, no suspended canopy walk way Unilorin 89.3 FM and without several other completed projects that are landmarks of the University today!

Conclusion

Though Salmi (2010) contended that a University can be world class if it appropriates the term to itself (self-declaration), all the variables that undergird a world class university are applicable to the University of Ilorin and it can be safely considered one by reputation and ranking. Using the three key factors of concentration of talents, abundant resources and favourable governance that Salmi (2009, 2010) discussed, there is no doubt that the University of Ilorin has a superabundance talents with thousands of students carefully selected from over 100 thousand that apply to the University annually. The quality and diversity of staff are striking, with Nigerians and other staff drawn from about 20 world countries

who continue to define and advance the University mandate of teaching, research and community service.

On the abundant resources, the University has a vast expanse of land, about 15,000 hectares, the widest in Nigeria, which the University is converting to advantage for the present and future generations. The University staff attract competitive funding for innovative research from projects from the World Bank, Association of African Universities, Council for the Development of Social Science Research in Africa (CODESRIA), the Tertiary Education Trust Fund (TETFund) and other funding agencies. As an institution, the University attracted in recent years a special intervention fund of N5.5 billion from its proprietor, the Federal Government in Nigeria. This explains the resources available to the country.

The University is equally endowed with favourable governance which manifests in the stability of the system and the development witnessed by the university in all spheres especially the key areas of human capital, academics and infrastructure. The favourable governance of the University therefore ensures that the University is able to achieve milestones that make it a true world class University at forty.

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CURRENT STRIDES IN POSTGRADUATE TRAINING AT THE UNIVERSITY

J. A. Morakinyo, I. O. Abimbola and C. O. Bewaji

Introduction

Postgraduate studies at the University of Ilorin commenced in the Faculty of Science in October 1977 with the enrolment of two candidates for the Master of Science degree in the Department of Biological Sciences. Thereafter, higher degree programmes commenced in other Faculties at the Master and Doctoral levels. The Faculty of Education also introduced the Postgraduate Diploma in Education (PGDE).

The Postgraduate School of the University of Ilorin was established on November 8, 1983 when Professor M. O. Olofinboba of the Department of Biological Sciences became the first Dean. Prior to this time, matters relating to Postgraduate programmes were handled by the Board of Postgraduate Studies which was inaugurated in March, 1979.

The School was established to coordinate all postgraduate activities in the University within the existing regulations approved by the University Senate. The objective

of the School is to respond positively to the training of postgraduate students for the much-needed high level manpower in the country. This includes the training of students to increase the number of University teaching staff. The School started its operation in a temporary office. It took over the block of offices in a building which was originally a contractor's operational site. It took some time and a lot of effort to carry out a modest renovation to meet the needs of the School. Chairs and tables were borrowed from other Departments until the School was able to acquire its own furniture in June, 1984. The School moved to its present site known as Zahra Ishowo-Jaji House in 2005. The building was donated to the University of Ilorin by an illustrious son of Ilorin, a nationalist and great philanthropist in person of Alhaji Umaru Saro.

The Board of Postgraduate School

The Board is presently made up of fifteen (15) members. The Postgraduate School Secretary serves as the Secretary to the Board. The Dean of Postgraduate School chairs the Board meetings. Some of the matters that must normally be considered are Postgraduate Students' admission, Postgraduate results, registration of titles of Ph.D. theses and M.Phil. dissertations, list of registered Postgraduate Students, and proposals for new Postgraduate Programmes. Meetings of the Board are normally scheduled on the University Calendar. The Board meetings are held monthly, usually on the third Wednesday of the month. Emergency meetings may also be necessary. The Board of Postgraduate School is part of the organogram for dealing with Postgraduate matters (Fig. 1).

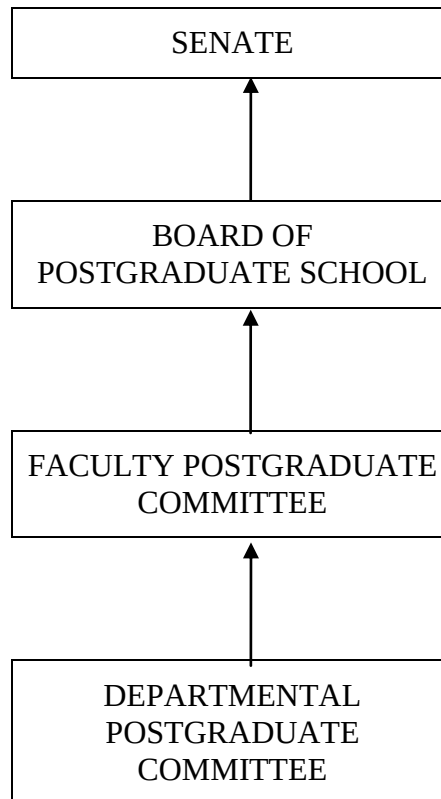


Fig.1: The Senate-approved organogram for postgraduate matters

Functions of the Postgraduate School

According to the guidelines laid down by the Senate, the Postgraduate School is mandated to:

- (i) consider and decide on the recommendations from Faculty Boards relating to (a) admission and registration of students for higher degrees and postgraduate diplomas; (b) approval of general fields of study and nomination of Supervisors; (c) approval of titles of theses and dissertations; (d) approval of the appointment of Internal and External Examiners;
- (ii) recommend to Senate, on the advice of Faculty Boards, candidates for the award of higher degrees and postgraduate diplomas;
- (iii) advise on the interpretation of the regulation governing higher degrees and postgraduate diplomas;
- (iv) collate the teaching programmes, available courses and examinations for postgraduate students, including publication of time-tables;
- (v) undertake the publication of (a) Postgraduate Prospectus, and (b) Annual Reports of Postgraduate work including titles and abstracts of theses and dissertations accepted for higher degrees;
- (vi) review, from time to time, the wider objectives of postgraduate studies and training in the University in the light of development here and elsewhere and make recommendations to Senate;
- (vii) promote postgraduate research and training in the University; and
- (viii) review annually and report to Senate on the development of postgraduate studies in the University.

The following have served as Deans of the Postgraduate School (Table 1):

Deans of the Postgraduate School

Prof M.O. Olofinboba	-	November 8, 1983 – February 15, 1984
Prof T.O. Aro	-	February 16, 1984 – August 31, 1986
Prof M.O. Fawole	-	September 1, 1986 – July 31, 1991
Prof M.A. Ibiejugba	-	August 1, 1991 – July 31, 1995
Prof A.A. Adesiyun	-	August 1, 1995 – July 31, 1999
Prof I.A. Awogun	-	August 1, 1999 – July 31, 2001
Prof J.A. Morakinyo	-	August 1, 2001 – July 31, 2005
Prof J. A. Gbadeyan	-	August 1, 2005 – July 31, 2009
Prof I. O. Abimbola	-	August 1, 2009 – July 31, 2011
Prof C. O. Bewaji	-	August 1, 2011 – July 31,
Prof B. O. Yusuf	-	2015
		Current Dean (August 1, 2015 to date)

The Admission Process and Postgraduate Calendar

The Postgraduate Calendar year runs for 12 calendar months, from October 2 to September 30 of the following year. Prior to 2008, postgraduate admission forms were obtained in hard copies from the Postgraduate School and completed by applicants. Completed forms were packed together for each programme and forwarded to the respective Departments along with referees' reports. This was followed by qualifying examinations and/or interviews for the applicants, depending on their class of degree and category of programme. Applicants for the Master degree programme with First Class or Second Class (Upper Division) in their first degrees were exempted from writing the qualifying examinations. Applicants for the Ph.D. degree programmes were also exempted from writing a qualifying examination, but were subjected to oral interviews in their respective academic Departments.

Guided by the minimum requirements stipulated by the Postgraduate School in respect of applicant's previous degrees and/or performance in the qualifying examination or interview, admission recommendations were made by the academic Departments directly to the Postgraduate School. At this stage, Departments also assigned supervisors to the recommended candidates for admission. The Postgraduate School, thereafter, made a comprehensive compilation of all applicants that had been recommended for admission by the Departments across the University. This compilation, tagged "List of Candidates Recommended for Admission", was then presented to the Board of Postgraduate School where it was scrutinised for compliance with all regulations guiding postgraduate admissions. After the list had been perused by the Board, it was then forwarded to the Vice-Chancellor for his executive approval or presentation to Senate for final approval. The approved list formed the basis of issuance of provisional letters

of admission to successful candidates. These letters were issued by the Postgraduate School Secretary to all candidates on the Senate approved list.

At the beginning of the new session, admitted candidates registered at the Postgraduate School with their letters of admission and evidence of payment of prescribed fees and Departmental/Faculty charges. At the close of registration, a list of all registered students was compiled and processed to Senate through the Board of Postgraduate School and Business Committee of Senate.

Starting from the 2008/2009 academic session, the admission process became fully automated through the portal system. The admission requirements for various postgraduate programmes are usually advertised on the University of Ilorin Postgraduate Portal www.unilorin.edu.ng/pgschool and in some national dailies during the month of April every year, with a closing date before the end of June of the same year. This is followed by qualifying examinations and/or interviews for candidates seeking admission into certain categories of programmes. Recommendations of candidates for admission emanate from Departments and are considered by the Faculty Postgraduate Committee before being passed to the Board of Postgraduate School for scrutiny and further recommendations to the Senate for approval.

Following Senate approval, the Postgraduate School grants admission to candidates on the approved list into their respective programmes. Admission letters are automatically generated through the portal system and sent to the e-mail addresses provided by the candidates on their application forms. Registration for courses, including payment of fees, is also through the portal and takes place immediately within an approved and advertised deadline. Admitted candidates are required to present themselves physically for registration at

their respective Departments, Faculties, and at the Postgraduate School, where necessary documentation takes place.

Enrolment and Graduation Data

Postgraduate studies which commenced with an enrolment of two M.Sc. students in 1977 now has a total enrolment of 5,029 (2,262 Freshers and 2,767 Returning Students). The most recent graduation data (2013/2014) are as follows: 142 Postgraduate Diplomas, 561 Academic Masters, 81 Professional Masters, 106 Ph. Ds with a grand total of 890. Table 2 shows graduate output over a period of fifteen years while Table 3 shows the most current admission data (2014/2015) for various faculties.

Table 2: Graduate Output 1999 to 2014

Academic Session	Ph.D.	Academic Master	Professional Master	Diploma	Total
1999/2000	23	66	50	4	143
2000/2001	23	67	206	37	353
2001/2002	35	141	79	53	308
2002/2003	21	143	83	51	298
2003/2004	27	116	209	21	373
2004/2005	31	403	149	116	699
2005/2006	57	251	187	75	570
2006/2007	44	289	212	77	622
2007/2008	38	19	24	3	84
2008/2009	80	400	437	76	995
2009/2010	83	518	583	130	1315
2010/2011	72	399	69	80	620
2011/2012	83	562	246	155	1046
2012/2013	96	607	181	85	969
2013/2014	106	561	81	142	890

Table 3: Admission into Various Faculties for 2014/2015 Session

Faculties & Departments		Diploma	Academic Masters	Professional Master	M.Phil.	Ph.D.	TOTAL
1	FACULTY OF AGRICULTURE						
	Agricultural Economics. & Farm Management		25			8	33
	Agricultural Extension & Rural Development		30			11	41
	Agronomy		20		1	1	22
	Animal Production		38			4	42
	Crop Protection		12			3	15
	Sub-Total		125		1	27	153
2	FACULTY OF ARTS						
	Arabic		21		1	7	29
	English		21		4	6	31
	French		12			1	13
	History		27		5	1	33
	Linguistics/Yoruba		18		1	2	21
	Performing Arts		24			2	26
	Religions		50		8	3	61

	Centre for Peace	83		3	86
	Sub-Total	256	19	25	300
3	FACULTY OF BASIC MEDICAL SCIENCES				
	Anatomy	22			22
	Medical Microbiology & Parasitology	17	1		18
	Pharmacology & Therapeutics	8		2	10
	Physiology	22	4	2	28
	Sub-Total	69	5	4	78
4	FACULTY CLINICAL SCIENCES				
	Epidemiology & Community Health	33			33
	Sub-Total	33			33

		Diploma	Academic Master	Professional Master	M.Phil.	Ph.D.	TOTAL
5	FACULTY OF CIS						
	Computer Science	64	63			3	130
	Library & Information Science					7	7
	Mass Communication		17				17
	Sub-Total	64	80			10	154
6	FACULTY OF EDUCATION*						
	Arts Education (& Social Sci. Educ.)		81		5	24	110
	Counsellor Education		51		1	5	57
	Educational Management		32			8	40
	Educational Technology		14			1	15
	Health Promotion & Environmental Health Education		20		1	4	25
	Human Kinetics		18		2	3	23
	Science Education		57		1	9	67
	Sub-Total		273		10	54	337

	*Excluding Institute of Education			
	FACULTY OF ENGINEERING & TECH.			
7	Agricultural & Biosystems Engineering	17		17
	Civil Engineering	42	3	49
	Electrical Engineering			0
	Mechanical Engineering		6	6
	Sub-Total	59	3	72
8	FACULTY OF LAW			
	Common Law	68	4	79
	Islamic Law	14		15
	Sub-Total	82	4	94
9	FACULTY OF LIFE SCIENCES			
	Biochemistry	49		63
	Microbiology	29	2	36

	Plant Biology		31			3	34
	Zoology		28			1	29
	Sub-Total		137		2	23	162
10	FACULTY OF MANAGEMENT SCIENCES	Diploma	Academic Masters	Professional Masters	M.Phil.	Ph.D.	TOTAL
	Accounting		31				31
	Finance		16			2	18
	Business Administration	72	25	91		5	193
	Sub-Total	72	72	91		7	242
11	FACULTY OF SOCIAL SCIENCES						
	Economics		41			3	44
	Geography	8	46	25	3	2	84
	Political Science	5	19	103	3	1	131
	Sociology		27	51	4	3	85

	Sub-Total	13	133	179	10	9	344
12	FACULTY OF PHYSICAL SCIENCES						
	Chemistry	12	32			8	52
	Geology & Mineral Sciences		17				17
	Industrial Chemistry		23				23
	Mathematics		57		3	17	77
	Physics		39		1	5	45
	Statistics		69		5	5	79
	Sub-Total	12	237		9	35	293
	GRAND TOTAL	161	1,556	270	63	212	2,262

International Association of Universities (IAU) and the Review of Doctoral Programmes

Based on the conviction that strong knowledge systems and knowledge derived from research findings are central to national development, the Administrative Board of the International Association of Universities (IAU) decided to examine the changes taking place in higher education institutions in sub-Saharan Africa as part of its efforts to improve on their doctoral programmes and enhance their research capacities and quality.

In 2008, the IAU started work on the development of a pilot project on the changing nature of doctoral programmes in sub-Saharan Africa. It formed a Task Force consisting of international experts and invited six of its member institutions from across the continent to take part. The following institutions were selected and invited to take part in the pilot project:

1. University of Ilorin, Ilorin, Nigeria (Unilorin).
2. University of Douala, Douala, Cameroon (UDDC).
3. Kenyatta University, Nairobi, Kenya (KU).
4. Universite des Sciences et Technologies du Benin, Benin (USTB).
5. Universite Gaston Berger de Saint-Louis, Saint-Louis, Senegal (UGB).
6. National University of Rwanda, Butare, Rwanda (NUR).

Data for the project were collected in 2010 from each institution by Dr Hilligjevan't Land, the IAU Director of Membership and Programme Development and Dr Ddembe Williams, a Consultant. A comprehensive questionnaire had earlier been sent to the institutions for completion by the institutional teams created for the project. The questionnaire was supplemented by site visits to the institutions. The data

were validated during the study and research seminar which took place at the University of Ilorin, Ilorin, Nigeria from November 7 to 10, 2010.

The members of the University of Ilorin institutional team, who were selected based on the IAU criteria of comprehensive coverage and full involvement of members of institutions, were:

- Professor K. L. Ayorinde, Deputy Vice-Chancellor, Academic (Senior University Officer);
- Professor I. O. Abimbola, Dean, Postgraduate School (Dean of Graduate School/Studies);
- Dr. (Mrs.) F. A. O. Olasehinde-Williams (Faculty Member);
- Dr. A. L. Azeez, Head of Department, Mass Communication (Junior Academic);
- Mr. M. A. Adedimeji, Deputy Director, Information (Doctoral Student or Postdoctoral Fellow); and
- Mrs. S. A. Oroge, Deputy Registrar, Vice-Chancellor's Office (A designated contact person for IAU).

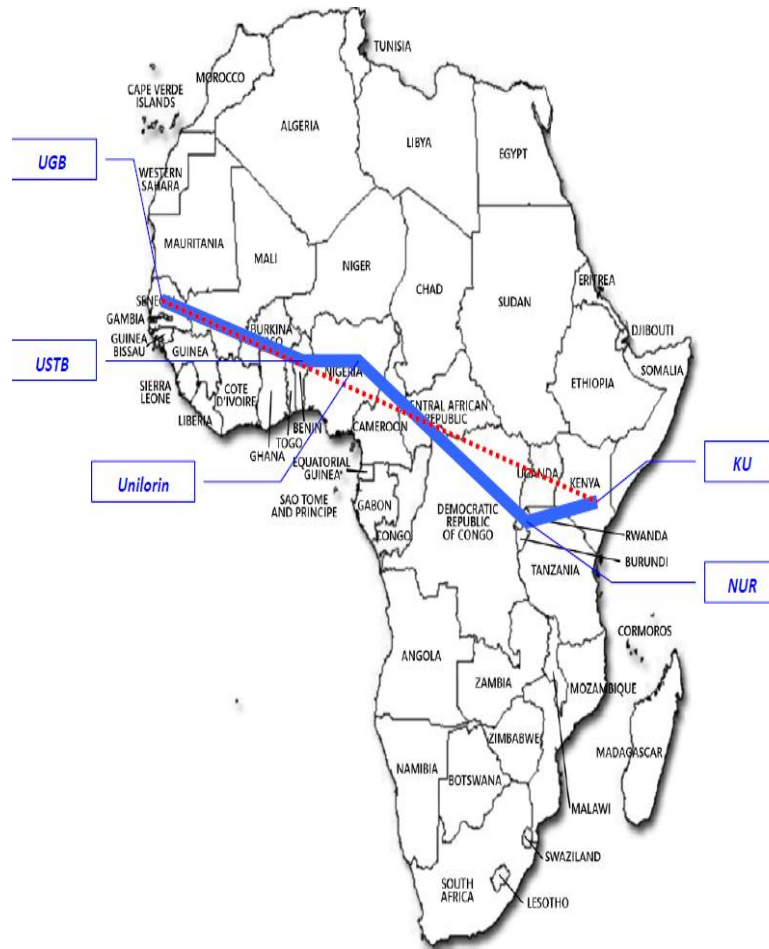


Figure 2: Map of Africa showing the participating institutions.
(Source: Hilligjevan't Land, 2012)

The University of Ilorin was privileged to participate in this pilot project which served the purpose of an international "accreditation" exercise with a self-report component in the

completion of the questionnaire. The questionnaire was completed through the distribution of assignments among the core members. The Academic Planning Unit, Bursary Department as well as Faculties and Departments having postgraduate programmes participated in the completion of the questionnaire. Other questionnaires were developed to harvest information from the participating Departments.

The amount of information needed to complete the questionnaire was an "eye opener" in terms of the nature of records needed to be kept and the processes needed to be followed in managing doctoral programmes. Several measures were put in place immediately to implement aspects of the questionnaire that were not in practice and solutions were found to some of the challenges identified on the management of doctoral programmes in the University.

Vice-Chancellors from Nigerian universities were invited to raise awareness about the Pilot Study and its report. Participants also came from the Association of African Universities (AAU) and agencies which manage universities across sub-Saharan Africa, including the National Universities Commission, Nigeria. This was a glorious moment for the University of Ilorin, Nigeria.

During the Seminar, the Project Report was presented with its key findings and some initial draft conclusions and recommendations which formed the basis for the discussions and debates that followed. The involvement of the institutions was also presented with their gains and conclusions. Follow-up activities were equally discussed.

The following are the areas where the initial conclusions and recommendations focused on, with specific recommendations for implementation by the participating countries and other interested countries in the sub-region and beyond:

- (i) The place of doctoral programmes in the institutional research strategy;
- (ii) Doctoral students' supervision, career development and monitoring; and
- (iii) Internationalisation of doctoral education and strategic planning and the role of data collection.

The immediate benefits of the Pilot Study Report was the internal reorganisation of the Postgraduate School record keeping procedures and other practices to respond to the initial conclusions and recommendations of the report. This was responsible, partly, for the charge by the then Vice-Chancellor, Professor Is-haq O. Oloyede, to all supervisors of postgraduate students to assist their students to complete their education within the approved period of time and the lecturers responded positively. This contributed, in no small measure, to the successful clearing of the backlog of results in some Faculties in the University. This, perhaps, formed the basis for the inclusion of Postgraduate Education as an important component of the University of Ilorin Research Policy. The outcome of the report also led directly to the Academic Retreat and Postgraduate Research Supervision and Courseware Development held at Kwara State University (KWASU), Malete in 2011 and to the IAU-ACUP International Seminar on Innovative Approaches to Doctoral Education and Research Training in Sub-Saharan Africa which was held in Addis Ababa, Ethiopia, from July 12 to 13, 2012.

The follow-up seminar in Addis Ababa took off on Thursday, July 12, 2012, with an Opening Session which comprised mainly of speeches delivered by the following: Mr Kaba Urgessa (Ethiopian State Minister for Higher Education), Mr Miguel Fernandez-Palacios Martinez (Ambassador of Spain

to Ethiopia), Dr Josep M. Vilalta (Secretary-General, Association of Catalan Universities), Prof Is-haq O. Oloyede (then Vice-Chancellor, University of Ilorin and Chairman IAU Task Force on the Project Changing Nature of Doctoral Education), and Dr Karola Hahn (Managing Director, EiABC, Addis Ababa University).

The opening session was followed by a keynote address delivered by Dr Damtew Teferra, Founding Director, International Network for Higher Education in Africa. A response to the keynote address was delivered by Prof K. L. Ayorinde. There were also Round Table Discussions on “Models of Doctoral Education for Africa and the Role of Internationalisation”. References were made to the Bologna Process (1999), Lisbon Strategy (2000) and the European Union Strategy (2010). Highlights of the discussions included the following: (1) The Experience of Industrial Ph.D. Programme in Europe, and (2) Debate on the model of doctoral education in Europe, particularly in Francophone countries. Mention was made of the Licence, Master and Doctorate (LMD) model. This is equivalent to the Bachelor, Master and Doctorate model operated in Anglophone countries. We have now moved from discussions to implementation which actually started on August 1, 2012, following approval of the Report of Academic Retreat and Postgraduate Research Supervision and Courseware Development at KWASU, Malete by the Senate of the University of Ilorin.

NUDTAS Awards

The National Universities Commission (NUC) in 2001 introduced the Nigerian Universities Postgraduate Theses Award Scheme (NUPTAS) to cover both doctoral and masters research work. The award was later streamlined into NUDTAS (Nigerian Universities Doctoral Theses Award Scheme) to

cover only Ph.D. theses. The award scheme was designed for the purpose of identifying and rewarding outstanding Ph.D. theses in Nigerian Universities. The scheme was also intended to arouse stronger interest in research, stimulate scholarship, academic excellence and create a healthy competition among doctoral students.

The following thesis from the University of Ilorin emerged the winner of the best thesis award in the Biological Sciences category for the year 2006:

Author: OGUNKUNLE, Adepoju Tunde Joseph
Title of Thesis: The Diagnostic Value of Leaf Epidermis and Wood Structure in Some Nigerian Species of *Ficus* L.
Supervisor: Prof F. A. Oladele.

Another thesis, this time from the Faculty of Education, won the NUDTAS award for the year 2007:

Author: ADEGBITE, Ibrahim
Title of Thesis: Psychosocial Problems, Counselling Needs and Support Systems as Expressed by African Refugees in Nigerian Camps.
Supervisor: Prof S. H. Umoh

Three doctoral theses from among the entries sent by the University of Ilorin for the 2008 and 2009 joint edition of the NUDTAS awards emerged winners. These are:

Author: IBIYO, Lenient Mercy
Title of Thesis: Response of Giant African Catfish (*Heterobranchus longifilis*) to Dietary Supplementations of Vitamins C and E
Supervisors: Prof J. O. Atteh and Prof J. S. Omotosho

Author: ALABI, Taofiq Adedayo
Title of Thesis: Text and Ideology in Contemporary Nigerian Poetry in English: A Stylistic Analysis.
Supervisor: Prof (Mrs.) V. A. Alabi

Author: OYELEKAN, Oloyede Solomon
Title of Thesis: Development and Validation of a Computer Instructional Package on Electrochemistry for Secondary Schools in Nigeria.
Supervisor: Prof A. S. Olorundare

In December 2013, the University of Ilorin again excelled among Nigerian Universities when three doctoral theses presented by the University were among the 17 winners for the 2010, 2011 and 2012 joint edition of the NUDTAS awards. These are:

Author: SOLA-OJO, Foluke Eunice
Title of Thesis: Genetic Evaluation of the Fulani Ecotype Chicken for Meat and Egg Production
Supervisor: Prof K. L. Ayorinde

Author: OJENIYI, Sola Adetunji
Title of Thesis: Semiotic Study of the Ideological Tenets of Protest in Ten Nigerian Plays
Supervisor: Prof (Mrs.) V. A. Alabi

Author: GBENGA-ILORI, Abiodun Omowumi

Title of Thesis: Development of VHF and UHF
Spectrum Optimisation for Digital
Services in Selected States of Nigeria
Supervisor: Prof T. S. Ibiyemi

Conclusion

It is envisaged that the population of postgraduate students will continue to increase and the University will be well equipped to give the best training to the students with more funding coming from within and outside the University. With the current online application and registration processes, the efficiency and effectiveness of postgraduate studies would be further enhanced. The Senate recommendation that a Deputy Registrar should serve as School Secretary has already been implemented. Also implemented is the recommendation to appoint some administrative staff to serve as desk officers for specific programmes. The following areas still need to be looked into:

- i. There is need to increase the number of Sub-Deans to match the volume of the work in the School. One way of implementing this is to create the position of Sub-Dean (Postgraduate) at the Faculty level to handle postgraduate matters.
- ii. There is need, again, for a new and bigger Postgraduate School building. The present building has been filled to capacity with no more space to put the theses and dissertations coming from various Departments monthly. The new building will also provide more office space for staff.
- iii. There is need for the construction of a separate Postgraduate Hall of Residence for students in order to attract more out-of-state and international students and

to produce a conducive environment for postgraduate studies.

- iv. Periodic training should be provided for Postgraduate Programmes Coordinators and Heads of Department, particularly on the implementation of various programmes and processing of forms and results to Senate through the Postgraduate School. This is more needed where there is a rapid turnover of staff handling postgraduate matters.



**Postgraduate School Building
(Zahra Ishowo House)**

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PERCEPTION IS EVERYTHING: MANAGING THE IMAGE OF THE UNIVERSITY OF ILORIN

M. A. Adedimeji and K. I. Akogun

Introduction

“Normally, the press is neither friendly nor hostile. They’re just after the news” – James Wiegart.

Taken with the well-known marketing aphorism, “A good product needs no advertising”, the above statement by the world renowned exponent of “big impact Public Relations”, succinctly sums up the secret behind the massive positive media visibility of the University of Ilorin, especially in the last few years. When many of its peers nationwide wonder how the University manages to always be in the news, often for the positive reasons, the apt response would be “the surfeit of the right stories in the hands of the right reporters”.

Since its inception, the University has been lucky to be administered by a succession of public-spirited, service-oriented and conscientious Vice-Chancellors supported by equally dedicated and committed lieutenants. With this, the University administration has always made the welfare of staff

and students top priorities and created a conducive atmosphere for the discharge of the tripartite mandate of teaching, research and community service while promoting fiscal discipline, transparency and accountability in all ramifications. This blessing of purposeful leadership which is evident in the provision of adequate security, improvement on staff and student welfare (salary and emoluments, promotion, transportation, accommodation), encouragement of excellence in teaching, research and community development, maintenance of discipline (academic, fiscal, moral and structural), security and serenity, transparency and accountability, pro-activeness and responsiveness, justice and fairness constitute the cutting edge that guarantees the “sustainable development” of the University of Ilorin since the beginning of the 21st Century (Ambali, 2012).

It has been proved that the absence or insufficiency of these virtues in many other higher institutions of learning in the country is responsible for most crises in Nigerian University campuses. But with the single-minded commitment to the ideals of excellence by the successive leaders of the University of Ilorin, the institution has successfully guarded against staff strikes and student unrest, a situation that has engendered the stable academic calendar that has made the University a toast of parents, students and sundry admission seekers. The perception of the University of Ilorin has made it the most admired University in Nigeria again in 2015. From the 8th most preferred university in 2011, the 5th most preferred in 2012, the 2nd most preferred last year and the most preferred in 2014 and 2015, with over 105,000 applicants each year, the University has attained a remarkable height in excellence and positive public perception (Adedimeji and Azeez, 2015).

The “big impact Public Relations” in the University thrives among other factors on the re-positioning and

professionalisation of its Public Relations unit. From the Directorate of Information to the Directorate of Information and Protocol and then Directorate of Corporate Affairs, the University has made deliberate efforts to brand itself such that in recent years, when the name of the University is invoked, what comes to mind is excellence as well as peace, stability, development, contrary to what the situation was some fifteen years ago (Adedimeji and Azeez, 2010).

Public Relations: A Conceptual Overview

Public Relations (PR) describes any form of communication which is aimed at bringing about goodwill and mutual understanding between an organisation and its publics. As a planned communication, it concerns every organisation, whether commercial or noncommercial, government inclusive. This is because every organisation needs to create a favourable image for itself before its internal and external publics for successful operation.

A lot of people seem to have a good idea about public relations; few seem to agree on one definition. American historian Robert Heilbroner (as cited in Onyiengo, 2014, p.3) describes the field as “a brotherhood of some 100,000 whose common bond is its profession and whose common woe is that no two of them can ever quite agree on what the profession is.” Basically, Heilbroner is right, although there have been serious efforts to come up with a suitable definition. One of the most ambitious searches for a universal definition was that commissioned in 1975 by the Foundation of Public Relations Research and Education. Sixty Public Relations leaders participated in the study, which analysed 472 different definitions and offered the following definition:

Public relations is a distinctive management function which helps to establish and maintain mutual lines of communications, understanding, acceptance and

cooperation between the organisation and its publics; involves the management of problems or issues; helps management to keep informed on and responsive to public opinion; defines and emphasizes the responsibility of management to serve the public interest; helps management keep abreast of and effectively utilize change, serving as an early warning system to help anticipate trends; and uses research and sound ethical communication techniques as its principal tools (Harlow, 1976, pp. 4-5).

Also conceived by the British Institute of Public Relations as “a deliberate, planned, and sustained effort to establish and maintain mutual understanding between an organisation and its publics” (Jethwaney & Sarkar, 2000, p.5), it can be surmised that (a) public relations is “*planned and sustained effort*”, meaning that PR is organised as a campaign or programme and is a continuous activity; it is not haphazard. It can also be deduced that its purpose is “to establish and maintain mutual understanding”, that is, to ensure that the organisation is understood by others. This mutual understanding is thus between an organisation and its *publics*, since many publics or groups of people are involved.

According to Cantor (1984, p. 2), PR is what a corporation communicates about itself explicitly, as well as what it communicates in the products and services it produces, in the way it operates its factories and offices, in the way it deals with its employees, and in the way it perceives and deals with issues that affect it and the society as a whole. To Jefkins (1992) however, PR consists of all forms of planned communication outwards and inwards, between an organisation and its publics for the purpose of achieving specific objectives concerning mutual understanding, which suggests that the purpose is not merely mutual understanding but achievement of specific objectives. These objectives often involve solving

communication problems, e.g. converting negative attitudes into positive attitudes, that is, effecting change.

Thus, in the case of the University of Ilorin there is need to assess the extent to which the organisation is involved in solving internal communication problems through effective internal Public Relations. The management by objectives is applied to PR. When there are objectives, results can be measured against them, making PR a tangible activity. This challenges the false idea that PR is intangible. If a PR programme is mounted to achieve a declared objective the results can be observed or measured. If necessary, marketing research techniques can be used to test the degree of success or failure of a PR campaign. Following the World Assembly of Public Relations Associations in Mexico City in August 1978, it was adopted that Public relations practice is the art and social science of analyzing trends, predicting their consequences, counseling organisational leaders, and implementing planned programmes of action which will serve both the organisation's and the public's interest (Jefkins, 1992).

Kotler (1982, p. 381) sees PR as going far beyond the publicity support for marketing. He sees it as the management function, which “evaluates public attitudes, identifies the policies and procedures of an individual or organisation with the public interest, and executes a programme of action to earn public understanding and acceptance.” Cutlip *et al.* (2000) define Public Relations as “...the management function that identifies, establishes and maintains mutually beneficial relationships between organisations and the various publics on whom its success or failure depends” (p. 4). Although not very explicit in the British Institute of Public relations definition, all the other definitions identify public relations as a management function. This is an essential aspect because without the active engagement of the executive management, the programme in

any organisation cannot be developed successfully (Steinberg, 1975, p. 155).

All the above definitions of Public Relations observe that organisations and their respective publics need to have mutually beneficial relations and that this relationship determines the success or failure of the organisations. What all these mean is that the public relations practitioner must be able to gauge both the external and internal publics' attitudes and opinions about the organisation by monitoring the interchange of information between them and the organisation.

The Publics of Public Relations

Black (1976 cited in Onyiego 2014) submits that under modern conditions, no government, industry, company or organisation can operate successfully without the cooperation of its publics. But who are the publics of an organisation? According to Seitel (1980), the term “Public Relations” is a misnomer as “Relations with the Publics” would be more appropriate. This is because practitioners must communicate with many publics beyond the ‘general’ public each having its own special needs and requiring different kind of communications.

Dewey (1927, p.7) suggests that a public arises when a group of people: (a) face a similar indeterminate situation, (b) recognise what is indeterminate-problematic in that situation, and (c) organize to do something about the problem. Grunig (1978, p.72) says that the above framework can be used to define three stages in the evolution of a public:

- (a) *Latent Publics*, when a group is in an indeterminate situation but does not recognise that it has a problem.
- (b) *Aware publics*, when the group recognises the problem.
- (c) *Active publics*, when the group organises to do something about the problem.

This three-stage approach to defining publics may help practitioners design communications strategies to respond to each level of the evolutionary process. In relation to University of Ilorin, what has happened since 2000 when the narrative of crisis dominated the perception of the University was the adoption of such strategies to communicate to the internal publics.

Seitel (1980) submits that publics may also be classified into several overlapping categories:

1. *Internal and external*: The internal public consists of the organisation itself: supervisors, clerks, managers, stockholders, and board of directors or the management team, faculty, staff and students. The external public is not necessarily or directly connected with the groups. This includes the press, government, community and suppliers.
2. *Primary, secondary, and marginal*: Primary publics can most help (or hinder) the organisation's efforts. Secondary publics are less important and marginal publics are least important of all.
3. *Traditional and future*: Employees and current customers are traditional publics, while students and potential customers are future ones. No organisation can afford to become complacent in dealing with its changing publics and this characterises the public relations activities of the University of Ilorin. As a firm's publics range from women to minorities to senior citizens, a University's publics include members of the University community and secondary school students and their parents who will one day aspire to be associated with the University. The perception of each public is important to the present and future success of the organisation.
4. *Proponents, opponents and uncommitted*: An institution must deal differently with those who support it and those who oppose it as well as those who are indifferent.

Public Relations as a Management Function

According to Seitel (1980), the “flip side” of the coin is interpreting the public to management. It means what the public really thinks about the firm and letting management to know. Seitel adds that the public relations department can counsel management. It advises management. It can even exhort management to action.

In the official statement on public relations formally adapted by the Public Relations Society of America (PRSA) Assembly in November 1982, the unique role of public relations as a management function is recognised. It states that the managements of institutions need to understand the attitudes and values of their publics in order to achieve their goals. The goals themselves are shaped by external environment. “Public Relations practitioners act as a counsellor to management and as a mediator, helping to translate private aims into reasonable publicly acceptable policy and action” Seitel, (1980, p 4).

As a management function, public relations is involved in anticipating, analysing and interpreting public opinion, attitudes and issues, which might impact, for good or bad on the operations of the organisation. This is why Black (1972) sees the role in the management team as “that of innovator, catalyst, conscience and the inward and outward Seeing Eye” (p. 2). It is the public relations function which introduces the human factor into the management, according to Black. He cautions that unless the important role of public relations is recognised at the top level of management, public relations cannot achieve its full impact in the organisation.

Ideally, the individual in charge of public relations should be a part of the senior management team and be involved in the decision making process (Cantor, 1984, p. 61). This is because as part of the decision making team of top

management public relations is involved in “counselling and problem solving at high levels, not just the releasing of information after a decision has been made” (Wilcox *et al.*, 1989, p. 7).

White and Mazur (1999) posit that the senior communications executive can only be truly effective with the backing of the Chairman or Chief Executive. The head of public relations or Chief Communications Officer should have a direct line to the top management, if not a direct reporting relationship. This is a crucial relationship and must be close since the role that the head of communications plays cuts across all major functions. Although not very explicit in the British Institute of Public Relations’ definition, all the other definitions identify public relations as a managerial function. This is an essential aspect in that without the active engagement of the executive management, the programme in any organisation cannot be developed successfully (Steinberg, 1975, p.15).

Moreover, viewing the public relations practitioner as part of the management allows him to participate, at the managerial level, in the information policies of an organisation while at the same time carrying other public relations strategies and tasks. All these are important, especially for non-profit-making organisations and institutions which cannot exist or find it difficult to operate without community support, in form of volunteers and even financial support for their actions (Maddalena, 1981, p. 1).

The Evolution of the Directorate of Corporate Affairs

In every institution, there is usually a unit that is set up with the primary aim of promoting the positive image of that institution and interfacing with the public or serving as the window through which the institution is seen. This belief informed the establishment of the Directorate of Corporate Affairs, previously known as the

Information Unit (till 1998), Directorate of Information (till 2007), then Directorate of Information and Protocol (till 2011).

At the University of Ilorin, the Directorate of Corporate Affairs is one of the units under the Office of the Vice-Chancellor. The Directorate, which started as a small unit under the Office of the Principal, is as old as the University itself. Although it had no clearly defined role at inception, the Unit handled the production of what used to be the University Bulletin beginning from 1976, an occasional, spur-of-the-moment publication issued based on the need to bring urgent information to the attention of members of the University community. Thus, news about the appointments of the Registrar, Bursar and Director of Works for the University College was one of the early features of the Bulletin. Also, the decision of the Federal Government to give full autonomy to the University Colleges of Ilorin, Port Harcourt and the Bayero College, Kano, in March 1977, was also featured in one of the early editions of the publication. To enrich the editorial content of the Bulletin, an officer in the Principal's Office usually would send a circular to members of the University community "to send in any news item worthy of attention for publication in the Bulletin".

But with the attainment of full autonomy and especially with the appointment of Prof Akin Adesola as Vice-Chancellor, the Information Unit was created in November 1979. Perhaps aware of the crucial role of information management in administration, Prof Adesola saw the need to have someone of high calibre to man "what is essentially a delicate and sensitive position". He therefore wrote a memo to the Registrar, telling him that "there is very urgent need to fill the post of Information Officer, and I will find the present position intolerable for the next session".

When the *Bulletin* started 1976, it was designed on a soft cover with the picture of a man blowing a trumpet and the

University logo adorning the cover in magenta colour. The cover was printed and the contents were displayed with their paginations. The rest of the pages were cyclostyled. By January 31, 1986 a Gestetner Duplicating machine was acquired by the Unit to ease the production of the Bulletin. By 1994, however, it was realised that the Information Unit needed to be further professionalised. It had not been structured as a distinct career post, but rather it was in the mainstream administrative cadre, though another officer, Mr E. D. Obafemi (now the Registrar of the University) was employed as Administrative Officer I (Information) and had assumed duty on September 28, 1981. Another Officer, Mr J.O. Orinya, was posted to the Information Unit, after the exit of Mr R.O. Olajide as Administrative Assistant. Due to shortage of professional staff, these officers including Mr A. Olukotun performed public relations role. Mr Orinya, thereafter, was to act as the Acting Information Officer after Mr Fajenyo was transferred as Principal Assistant Registrar (Information) on July 7, 1998.

This was the situation until the Governing Council of the University directed that the role of the Information Unit with regard to public relations should be properly defined. It also approved the upgrading of the Unit to a Directorate as obtainable at the University of Lagos and the Obafemi Awolowo University, Ile-Ife, in order “to achieve the desired positive change, improved performance and productivity”. It also directed that an organogram should be presented through the appropriate committee of the University for due consideration by Council.

Following the approval of Council, the Information Unit was upgraded to a Directorate. A Deputy Director, Mr I. Z. Aliagan (now Dr), a former newspaper editor, was appointed in 1999. The professionalisation of the Directorate was in tune

with the emerging trend in information management in the University system. This development improved the performance of the Directorate significantly as the Directorate was able to meet the increasing challenges in information packaging and dissemination.

The Bulletin also graduated from quarto size to foolscap length, with the front page printed in navy blue colour. The Bulletin now displayed the ISSN No. 0331-6483 with space for typing of the headline and the pages. The rest of the pages were cyclostyled. The aesthetics was poor; with ink splashing across the pages, and sometimes, blurring the contents. Usual stories included administration circulars, reports on Faculties and Departments, doctors call duty roster and duty roster for telephone operators, staff and students matters, etc. There was no definite pagination for the Bulletin then.

As from 2000, *Unilorin Bulletin* was printed on Kord machine, on 70 grams bond paper with photographic illustrations. The first two printed editions were loose but stitched. Further aesthetic improvement led to the folding and stitching of the Bulletin copies. The first editions were in four pages, later becoming eight pages. The Bulletin had since risen to 12, 16 or more pages per edition, depending on the volume of materials available. Sometimes, emergency editions of the Bulletin were printed on cyclostyled copy. The printed format was retained until April 2003 when toning of the pages was introduced as part of efforts to further beautify the Bulletin. By the March 4, 2004 edition, the Bulletin was printed on glossy art paper, with photographs on the front and back pages in colours and the inner pages toned with cyan, magenta, yellow and green colours but this could not be sustained on a regular basis.

In February 2008, the new Administration of Prof Is-haq O. Oloyede wanted the Bulletin to be regular and constituted an Editorial Board under the Chairmanship of Mr Doyin Mahmoud, a veteran journalist and former newspaper editor. Two months after, Mr Mahfouz Adedimeji of the Department of English was appointed to take charge of the Directorate with a view to taking it and the University to greater heights. The weekly publication of the *Unilorin Bulletin* began since then without any interruption till date. More emphasis was placed on the editorial content in the beginning as electronic copies were circulated to both the internal and external publics and computer print-out copies were circulated to key officers and Departments of the University. Later, loose copies were printed from the press and stitched together and this format received increased aesthetic appearance in due course. In 2009, a radio station was established to provide additional media services to the University.

At inception, the goal and focus of the Information Unit of the University were not too clear. The new Unit thus started with a weekly press release highlighting the activities of the University. The Press Release was thereafter followed with a monthly Bulletin. While the Press Release was for internal consumption, the Bulletin was for both internal and external consumption as it was being sent to other sister universities in Nigeria and abroad. By January, 2012, the Directorate had introduced a new brand of its most popular publication, *Unilorin Bulletin* with a coloured front and inside cover. Column or opinion writing was also introduced just as other features that made it educative, informative, entertaining and agenda setting were made more robust. *Unilorin Bulletin* is no longer only about the University official news but it also covers social events such as birthdays and weddings.

Functionally, the Directorate of Corporate Affairs manages the image of the University, maintains relationship with the print and electronic media, governments, parastatals, and the private sector. All advertisements of the University are routed through the Directorate for placement and follow-up. The Directorate is also responsible for the compilation and editing of University publications such as its Calendar, Annual Reports and Inaugural Lectures. It also serves as the Secretariat for the University School Board, Library and Publications Committee, Ceremonials Committee and the Calendar Editorial Committee.

Besides, the Directorate is charged with the responsibility of managing the corporate communication of the University by designing effective communication strategies and marshaling effective tools for their execution. Its major mandate is to project the image of the University positively among its internal and external publics. It serves as the clearing house for all strategic public communication issuing out of the University. It also advises the Vice-Chancellor on strategic engagement with the mass media; coordinates public communication campaigns and events; maintains a steady presence and positive projection of the University in the mass media; monitors public communication process, provides fresh information to the public on the activities of the University and gives occasional clarifications on issues as they relate to the University.

In 2012, Mr Kunle Akogun, a former Editor at *This Day* Newspaper, took over from Dr Adedimeji and has continued to sustain the high tempo of media visibility initiated by his predecessor. Over the years, and especially in the past few years, *Unilorin Bulletin* has evolved from a mere cyclostyled quarto-sized occasional hand-out at inception into an informative semi-processed coloured weekly delight for staff

and students during the Vice-Chancellorship of Prof Is-haq Oloyede (OFR). In addition, the University authority, under the current Vice-Chancellor, Prof AbdulGaniyu Ambali (OON), approved the upgrading of the publication to a full-processed colour magazine format. The new format, which debuted in March 2013, has substantially enhanced the *Bulletin's* editorial and aesthetic quality ultimately turning it into a “Monday Tonic” for not only staff and students of the University but also members of the larger community.

Other publications of the Directorate that impinge on the image management of the University include the *Unilorin Star*, an annual publication, and the *Unilorin Senate Digest*, an occasional publication highlighting major decisions reached at the periodic meetings of the University Senate.

Overcoming an Image Challenge

The prolonged legal tussle between the University of Ilorin and the 49 sacked lecturers presented one of the most challenging phases in the University's Public Relations endeavours. The issue, which resulted from a labour dispute, was understandably feasted upon by the major mass media in the country. Though a section of the press saw reason with the standpoint of the University, especially after it had complied with the December 11, 2009 order of the Supreme Court on the reinstatement of the sacked lecturers, another section was blatantly mischievous in its reportage of the dispute, deliberately slanting the stories against the institution.

The matter however got to a head when, after the University had reinstated the lecturers and paid them the court-ordered compensations and arrears of their emoluments, some of them approached the Supreme Court, asking it to compel the University to pay them Sabbatical and other flimsy allowances. Naturally, the judge turned down their request with an advice

“to be reasonable in their demands on the university”. This turned out to be the denouement of the entire saga, as most Nigerians, including the mass media, saw through the complainants’ veil of mischief and pointedly told them so.

This Day Newspaper’s editorial, “A word for Unilorin 49”, on the issue is a critical case in point. In the editorial published in its edition of January 16, 2013, the newspaper wrote:

Last Monday's well-deserved admonition to the reinstated 49 lecturers of the University of Ilorin by the Supreme Court should serve as a cheerful reminder to Nigerians that irresponsible agitation should not become a calling. With the judgment and the rebuke, the Supreme Court tried to refocus those who should be imparting knowledge on our campuses; but who have unwittingly contributed to the decay in the institutions of higher learning across the country...

We note with relief that the Justices of the Supreme Court agreed with the university. In the ruling last week, Justice Afolabi Fabiyi, a member of the original panel that heard the case, insisted that what the lecturers were asking for did not form part of the court’s judgment. “Which sabbatical? Sabbatical when you were not around for eight years? Is it moral for you to be asking for all these?”, asked a visibly angry Justice Fabiyi.

We are at pains to say that the attitude of these lecturers has further lent credence to the allegation that many university lecturers care less about the institution they work for and the future of the students they teach... Coming at a time when Nigerian universities ranked poorly compared with their counterparts in Africa, it is this kind of disposition that largely accounts for the deplorable situation on our campuses...” (*This Day*, 2013)

It is a victory of image management that unlike 15 years ago when crises would always be associated with the University, the situation today has changed and all stakeholders have been properly enlightened about the situation of things.

Unilorin 89.3 FM Radio Station

To advance its internal and external communication, the University established a radio station, the ***Unilorin 89.3 FM*** in August 2009. The well-rated, multiple-award winning 24-hour digital broadcast station was officially commissioned in October 2011 by President Goodluck Jonathan, represented by the then Minister of Education, Prof (Mrs) Ruqayat Rufai. The radio station is equipped with state-of-the art transmitters, modern editing facilities, attractive studios, back-up facilities and above all, a crop of young talented and dedicated workforce that make it a wonderful campus radio station.

The idea of establishing the University of Ilorin FM radio station stemmed from the vision of the University to be a centre of academic excellence. The journey towards the realization of the dream started during the tenure of Prof S. O. Amali as Vice-Chancellor while the task of executing the project fell on the shoulders of the then Deputy Vice-Chancellor (Management Services), Prof I. O. Oloyede.

A Consultant, Messrs Taiwo Alimi, a former Director General of the Voice of Nigeria (VON), was appointed on October 3, 2006 to midwife the project. And to fast track the project execution and lay a solid foundation for the proposed radio station, a University Committee was set up under the Chairmanship of the then Dean, Faculty of Communication and Information Sciences, Prof L. O. Aina.

The Committee worked relentlessly and was able to secure an operational licence from the National Broadcasting Commission (NBC) in 2009, through the active backing of Prof

Oloyede, who had by then become the Vice-Chancellor. With a 100 watts transmitter, the radio station began test transmission on Thursday August 13, 2009 from the Fifth Floor of the Senate Building. At inception, the station transmitted between 8.00a.m and 6.00p.m. But in its determined pursuit of excellence through the provision of a state-of-the art studio for radio station, the University management, on August 29, 2011 awarded a contract for the supply, installation and commissioning of digital equipment for Unilorin 89.3 FM. With this, the stage was set for the formal commissioning, on October 22, 2011, of the now digitised station, which had relocated to the Third Floor of the Faculty of Communication and Information Sciences Building as a component of the Directorate of Corporate Affairs.

Through live streaming of its daily programming, signals of the radio station can also be picked on the internet across the globe. The high quality of its programmes and the professional bent of its personnel have won several local and national awards for the station and some of its staff. The radio station has equally been playing a major role in the University's Public Relations task, serving as a ready information disseminating outlet not only to the students and staff of the University but also to members of the University's immediate host community.

Conclusion

Managing the image of the University of Ilorin is essentially performing several media roles. It is well known that the mass media play significant roles in national development and that communication is an important tool for the process. The communication tasks behind social change and national development, according to Schramm (2006, p.28) are of three kinds. First, people must have information; their

attention must be focused on the need for change, the methods and means of change; and their aspirations for themselves and their country must be raised. Second, there must be opportunity to participate intelligently in the ‘decision process’; the dialogue must be broadened to include all those who must decide to change; leaders must have an opportunity to lead and the common people must be heard; and information must flow both up and down the hierarchy. Third, necessary skills must be taught. The first group of tasks can be handled directly by the mass media and they can be of great help in achieving the second and third groups of tasks by feeding information into the discussion.

It is axiomatic that to carry out its statutory mandate, the Directorate, over the years, has maintained a cordial relationship with the critical media stakeholders in the country and engaged in series of media activities. These include issuing of periodic press releases on University activities, reacting to University of Ilorin-related publications in newspapers and magazines, arranging media interviews for the Vice-Chancellor and other principal officers of the University, responding to media enquiries, organising facility tours for the media, packaging special reports on the University and engaging in positive image building for the University through effective media liaison.

The open administration system maintained by successive Vice-Chancellors coupled with their media-friendliness has gone a long way in enhancing the level of cordiality between the University as a corporate entity and the critical media stakeholders in the country. This has also been aided by the promptness with which all media enquiries are

often attended to by the Vice-Chancellors and other relevant organs of the University Administration.

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THE INFRASTRUCTURAL DEVELOPMENT OF THE UNIVERSITY (2000-2015)

A.A. Adesiyun, M. Sanni, & B. O. Adams

Introduction

Infrastructural development is chief among the conditions for the attainment of any organisation's goal. For instance, it contributes to the creation of a conducive environment for teaching, learning, and research activities as well as aesthetics in a university. Thus, it becomes very important in an environment where minds, particularly of the future leaders, are being tendered. The significance of infrastructural development cannot be overemphasised. The founding fathers and the successive administrations of the University recognised this and aptly addressed it from the outset. This chapter, therefore, highlights the infrastructural development of the University over the years.

The first 25 years of University of Ilorin witnessed a lot of transformation. The University started its operation from a flat in the Government Residential Area (GRA) in town, moved into some rooms at Sabo-Oke quarters and later to some buildings of the Kwara State College of Technology at Agbo-Oba Area. This was designated as the temporary site (Mini

Campus). In addition to restructuring and rehabilitating the inherited buildings at the temporary site, the University constructed several administrative buildings, a clinic, hostels for students and buildings for the Faculties of Arts, Education and Science.

The turning of the sod for the development of the permanent site of the University took place in 1977. Work started immediately with the construction of the main access road from the GRA to the permanent site. A 12-kilometer link road to the campus round about, including a bridge over River Oyun, was constructed. The Senior Staff Quarters in GRA, comprising seven blocks of six flats (each containing three bedrooms), seven bungalows and seven maisonettes were also constructed between 1977 and 1978.

Simultaneously, the construction of the first set of buildings comprising eighty three-bedroom bungalows with boys' quarters, eight students' hostels and ten academic blocks for the Faculties of Science and Engineering, including covered walkways, seat-out areas and four lecture theatres commenced. In addition to these building projects, provision of other infrastructural facilities such as underground telecommunication cables, electricity, water, booster stations, overhead and ground water storage tanks was embarked upon.

These facilities were coordinated and completed in good time such that the planned movement to the main campus commenced in 1981. Additional Staff Quarters including nine Blocks of four flats, eighteen four-bedroom bungalows, seven maisonettes, with boys' quarters were constructed. Others were Vice Chancellor's, Pro Chancellor's and Chancellor's lodges, built between 1982 and 1985. In order to ease junior staff accommodation, the abandoned Federal Housing Estate (Jalala) comprising thirty-five housing units (each containing two bedroom semi-detached flats) were taken over and completed

in 1990. To cater for the education of children of University staff and those of the immediate host community, a Nursery and Primary school at Sabo-Oke Area and, the University Secondary school were established in 1977 and 1982 respectively.

Consequent upon the movement to the main campus, rapid physical development continued such that by the year 2000 the Faculties of Science, Engineering, Agriculture, Education and Law had settled on the main campus. The Faculties of Arts, Business and Social Sciences and part of Health Sciences remained on the mini campus. At this point the University began to operate a dual-campus system.

At forty, the University has witnessed tremendous infrastructural development. Year after year, necessary and very impactful projects have been implemented such that the atmosphere and outlook of the University are transformed on a continuous basis. Indeed, regular visitors to the campus in recent times could not but comment on the fact that, at Unilorin, structures grow up faster than trees!

Between 2000 and 2015, the following major projects were successfully executed through funds from Capital Grants, Internally Generated Revenue (IGR), Tertiary Education Trust Fund (TETFund) and Donations (Corporate and Individuals).

1. Three additional blocks of offices for Faculty of Education (Science Education and Educational Technology) are now occupied by the Faculty of Environmental Sciences.
2. A 600-seater lecture theatre for the Faculty of Education is now being used by the Faculty of Environmental Sciences.
3. The Complex for the Faculty of Business and Social Sciences which includes a 600-seater lecture theatre, a 400-seater lecture hall, a block of five classrooms of

varying capacities, a block for Economics, a block for Accounting (donated by Chief Olu Adekanola) and a block of 3 floors for the Department of Geography and the Dean's Office.

4. The new Faculty of Arts Complex comprising:
 - a. a four-storey block of offices;
 - b. a Performing Arts Theatre;
 - c. a 600-seater lecture theatre (donated by Central Bank of Nigeria);
 - d. a Language Laboratory;
 - e. a Phonetics Laboratory; and
 - f. a block of classrooms of varying capacities.
5. New facilities for Faculty of Law which include:
 - a. a 600-seater lecture theatre; and
 - b. a block of 8 classrooms of varying capacities.
6. Additional facilities for the Faculty of Agriculture which include:
 - a. a Professorial Suite Complex; and
 - b. a 600-seater lecture theatre.
7. A Complex for the Faculty of Communication and Information Sciences comprising a 4-storey structure was built. Apart from providing offices and lecture rooms, the Complex houses the Unilorin 89.3 FM Radio Station, which serves as a laboratory for Mass Communication students and also as a community service arm.
8. Additional structures for the Faculty of Science include:
 - a. offices and laboratories for the Department of Microbiology;
 - b. a Complex of offices, lecture rooms, a 400-seater lecture theatre and laboratories for the Department of Geology and Mineral Science (donated by Petroleum Technology Development Fund); and

- c. offices and laboratories for the Department of Statistics.
9. New facilities for the Faculty of Engineering:
- a. a block of offices and laboratories for the Department of Chemical Engineering and Biomedical Engineering;
 - b. a Complex for the Department of Materials and Metallurgical Engineering; and
 - c. an Office block for the Department of Agriculture and Biosystems Engineering.
10. A Complex for the Faculty of Education comprising:
- a. a 4-storey Complex providing offices, classrooms and laboratories;
 - b. a 600-seater lecture theatre;
 - c. a standard indoor sports hall;
 - d. tartan track;
 - e. a sports pavilion; and
 - f. a block of offices and classrooms for the Departments of Human Kinetics Education and Health Promotion and Environmental Health Education.
11. The College of Health Sciences was also moved from the main campus to the University of Ilorin Teaching Hospital site following the provision of the underlisted facilities:
- a. seven blocks containing 24 offices each;
 - b. a block of Provost's and Deans' offices;
 - c. eight blocks of students' hostels;
 - d. a library block;
 - e. a block of 4 lecture halls (150 capacity each);
 - f. a laboratory complex; and
 - g. an ultra-modern fully-equipped Medical Simulation Centre.

12. Buildings for the Faculty of Pharmaceutical Sciences comprising a 300-seater lecture theatre, five classrooms, four laboratories and an extensive rehabilitation of former Works Department Offices now serving as offices and laboratories.
13. The former Unilorin Secondary School was restructured and renovated for the takeoff of the Faculty of Veterinary Medicine.
14. Apart from these regular faculty-based infrastructural facilities, the following special facilities were also provided:
 - i) six Computer Based Test (CBT) Halls each having a capacity for 250 computer units;
 - ii) a four-storey block for the Centre for Peace and Strategic Studies (CPSS);
 - iii) a 2000-KVA generator and a 5-MVA step-down transformer (donated by the Central Bank of Nigeria);
 - iv) a Network Operating Centre (NOC) serving as the main hub for internet services;
 - v) a Dam Resort Centre-cum-Restaurant;
 - vi) Unilorin Business School having 5 blocks of buildings for offices, classrooms and lecture halls;
 - vii) a Dam and water treatment plant with a capacity of 2.4 million litres/day;
 - viii) a 7-storey Senate Building and a 2000-capacity auditorium;
 - ix) a Central Research Laboratory consisting of research laboratories, write-up rooms and other offices;
 - x) a Researchers' Village by the Lake side, comprising standard accommodation;
 - xi) a 2000-capacity multipurpose hall with facilities to host lectures, seminars, examinations and social events;

- xii) revenue-generating facilities such as water factory, a Zoological Garden and a Suspended Bridge;
- xiii) plantation projects comprising over 650 hectares of Teak, 28 hectares of Date palm, 4 hectares of Jatropha and 100 hectares Oil palm;
- xiv) School of Preliminary Studies at Fufu;
- xv) environmental beautification projects;
- xvi) e-library (donated by the United Bank for Africa Plc);
- xvii) a block of offices for Computer Services and Information Technology Unit (donated by the Nigeria Deposit Insurance Company (NDIC);
- xviii) a block of offices and workshop for Technical and Entrepreneurial Centre (TEC);
- xix) a block of offices for Centre for Ilorin Studies;
- xx) two blocks of offices and workshop for the Works Department;
- xxi) eastern wing of the ring road with asphalt overlay;
- xxii) office blocks and laboratories for the National Hydropower Centre for Research and Development (NAHCRED) and Sugar Research Institute;
- xxiii) perimeter fencing of University land; and
- xxiv) construction of a dedicated 33-kv feeder from 330/132/33kv Transmission Station at Ganmo.

Conclusion

From the above presentation, it is crystal clear that the University has been alive to the growing infrastructural needs of both the students and staff from inception. Typically, projects were conceived and executed to address the needs of the University. It is noteworthy that there are no abandoned projects in the University. The recorded structural development was carried out within the limited resources of the University and the unlimited goodwill of philanthropists.

ECONOMIC DEVELOPMENT IN THE UNIVERSITY

J. O. Atteh, D. S. Ogunniyi, A. Sijuwola and G. T. Ijaiya

Introduction

Economic development connotes changes in social structure, popular attitudes and national institutions as well as the acceleration of economic growth, the reduction of inequality and the eradication of poverty. It is also seen as an upward movement of the entire social system or the attainment of a number of ideals of modernisation such as increase in productivity, social and economic equalisation, modern knowledge, improved institutions and attitudes and a nationally coordinated system of policy measures that can remove a host of undesirable conditions in the social system that have perpetuated a state of underdevelopment (Todaro & Smith, 2009; Ijaiya, 2012).

A nation or society is said to develop only if a number of objectives set to drive the nation or society are achieved. Key among the objectives are when: (i) basic life-sustaining

goods such as food, shelter, health and protection are made available and evenly distributed; (ii) there is a rise in levels of living, including higher incomes, the provision of more jobs, better education and greater attention to cultural and human values; and (iii) a range of economic and social choices available to individuals and nations are expanded and the people of the nation are freed from servitude and dependency (Todaro & Smith, 2009; Ijaiya, 2012).

The extent to which these objectives are achieved depends on the performance of a number of factors such as stable macroeconomic environment, adequate infrastructural facilities, good governance (where rule of law, accountability, transparency, civil and economic liberties are allowed to thrive), developed financial markets that strengthen savings mobilisation and intermediation and promote sound banking systems, moderate size of government, political stability and security of life and a capable and efficient civil service (Calamitsis 1999; Hernandez-Cata, 1999; Ouattara, 1999; Dollar and Kraay, 2001; Ijaiya, 2012).

The activities of universities worldwide usually centre on teaching, research and community service. In Nigeria, however, dwindling funding from proprietors makes this mission statement practically difficult to achieve. Consequently, most universities have had to look inward to find ways of augmenting their financial resources. The University of Ilorin is not insulated from this experience. The objective of this chapter, therefore, is to document how the University has been augmenting the resources from its proprietor. The need to source for more funds for development was the basis for the establishment of the University Resources Development and Management Board (URDMB) in 2000.

The University Resources Development and Management Board (URDMB)

The objectives of URDMB are to:

- i. generate revenue for the University;
- ii. utilise the University's human resources to harness its material resources;
- iii. coordinate the numerous revenue yielding programmes in the University with a view to achieving synergy and minimising duplications;
- iv. nurture the culture of self-reliance; and
- v. provide quality services to the community at commensurate returns to the University.

In order to achieve its objectives, the Board performs the following functions:

- i. deciding the need for the establishment or winding-up of a unit under it;
- ii. providing policies and operational guidelines for each unit;
- iii. setting revenue targets for each unit;
- iv. approving the annual budget of each unit;
- v. ensuring probity in each unit;
- vi. coordinating the activities of all the units;
- vii. identifying new revenue-yielding opportunities within the University and recommending same to the University administration;
- viii. preparing Annual Reports that reflect the performance of every unit and charting a course for the future;
- ix. Preparing Strategic plan for long-term development of the Board;
- x. holding quarterly review sessions to assess progress made by each unit; and

- xii. providing common services/facilities to operating units where desirable e.g. vehicles.

As at April 2015, the URDMB had 23 revenue-generating ventures. These are:

1. Unilorin Consultancy Services
2. Unilorin Property and Management Board
3. Unilorin FM Radio
4. Unilorin Lakeside Resort Centre
5. Unilorin Zoological Garden
6. Unilorin Guest House
7. Unilorin Press
8. Unilorin Bookshop
9. Unilorin Bakery
10. Unilorin Home Economics Ventures
11. Unilorin General Studies Division
12. University School
13. Unilorin Secondary School
14. Unilorin Computer-Based Test Division
15. Unilorin Petrol Station
16. Unilorin Water Enterprises
17. Unilorin Microfinance Bank
18. Unilorin Apiary
19. Institute of Education
20. School of Preliminary Studies
21. Unilorin Business School
22. Computer Training Programme Unit
23. Unilorin Plantations

The University of Ilorin Plantations

The latest in the University's efforts at sustainable economic development is the establishment of various plantations: Teak, Jatropha, Date Palm, Moringa and Oil Palm.

The plantation initiative is also in line with current world trend at reforestation to reduce the impact of global warming through reduction of carbon dioxide emission. In addition, the plantations are being used for teaching and research purposes.

Teak Plantation: The Teak plantation, which is the largest of the plantations, now covers an area of about 630Ha. It is a long-term investment as it reaches maturity between 15 and 25 years (Plate 1).

Jatropha

The Jatropha plantation presently covers an area of 44.5ha and is expected to increase to 60ha in a few years. Jatropha, also known as “Green Gold Plant”, is an early maturing plant that fruits within two years (Plate 2).

Date Palm Plantation: The Date Palm plantation covers an area of 28ha and like the Teak plantation, it is a long-term investment. Maturity and first fruiting is expected at 10 to 12 years from planting. Date palm has a life span of over 100 years and therefore it is expected to generate revenue for the University for generations to come.

Moringa Plantation: The Moringa plantation covers an area of 3ha. The University recently built, and is in the process of equipping an ultra-modern Moringa products processing factory. This, in turn, will expand the Moringa capacity for production of its product range and the introduction of new ones.

Oil Palm: The Oil plantation covers an area of about 38.5ha out of the proposed 1000ha.

The University has also established an oil palm nursery (Plate 4) with capacity to supply seedlings for several years. The University is expected to establish an oil palm processing factory to process the expected huge output of the plantation.

Conclusion

The economic ventures have made substantial contributions to the improvement of the University's Internally Generated Revenue (IGR) from which several projects have been executed. The projects have improved the well-being of staff and students, which, in turn, has enhanced teaching, learning, and research capabilities. While the University of Ilorin is making efforts to increase its IGR to improve her lot, there is still room for improvement in the management of the ventures.



Plate 1: Unilorin Teak Plantation



Plate 2: The Jatropha Plantation



Plate 3: The Unilorin Moringa Plantation



Plate 4: Unilorin Oil Palm Nursery



Plate 5: Unilorin Water Enterprises



Plate 6: Unilorin Zoological Garden

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SPORT DEVELOPMENT AT THE UNIVERSITY OF ILORIN

A. A. Adesoye and A. E. Talabi

Introduction

It is common knowledge that a sound mind begets a sound body. To this end, every society, simple or complex, over the ages has evolved different sporting activities so that its citizens can be alert physically and mentally. Modern educational institutions inherited this culture and are improving upon it. Consequently, sporting activities have grown to become important instruments for economic, political, diplomatic and social integration the world over. Thus, universities have become the frontiers of sporting activities for the said purposes. The University of Ilorin in following the world's best practices has not relented its efforts in this direction since inception.

The Sports Unit of the University of Ilorin was established in 1975 under the Student Affairs Unit of the Vice-Chancellor's Office. In 1976, the University made its first appearance as an observer at the 6th edition of the Nigeria University Games Association (NUGA) held at University of

Ibadan. In 1980, the University Sports Committee was established. In 1995 the University Governing Council approved the upgrading of the Committee to a Sports Council and a Directorate structure under the Vice-Chancellor's Office for the management of sporting activities in the University.

The terms of reference for the Council were to:

- (i) give policy direction and advise the Vice Chancellor on the University Sports programmes;
- (ii) establish guidelines for the purchase and maintenance of sports facilities and equipment;
- (iii) formulate policies for promotion of sports in the university community and encourage participation in other sporting events;
- (iv) make budget proposals and other financial matters to the Vice Chancellor;
- (v) recommend appointment, promotion and discipline of staff to the Vice Chancellor; and
- (vi) consider other matters referred to it by the Vice Chancellor.

The membership of the Sports Council, which is for two years, in the first instance, comprises:

- | | | | |
|--------|---|---|----------|
| (i) | Vice-Chancellor's nominee | - | Chairman |
| (ii) | Representative of the Registrar | - | Member |
| (iii) | Representative of the Bursar | - | Member |
| (iv) | Dean of Student Affairs | - | Member |
| (v) | Representative of the Director of Works | - | Member |
| (vi) | Director of University Health Services | - | Member |
| (vii) | Head, Department of Physical and Health Education | - | Member |
| (viii) | The most senior Coach of the University | - | Member |
| (ix) | Representative of the Faculty of Education | - | Member |
| (x) | One representative of Congregation | - | Member |
| (xi) | Two representatives of the University community | | |

	as nominated by Vice Chancellor	-	Member
(xii)	One representative of the Alumni	-	Member
(xiii)	One representative of the Kwara State Sports Council	-	Member
(xiv)	Two representatives of the Student Union-		Member
(xv)	Director of Sports	-	Secretary

The Sports Unit

The University of Ilorin Sports Unit, which is the centre of operation for the Sports Council and Sports Directorate, has been able to discharge its mandate of promoting sporting activities among staff and students.

Sports Facilities

The sporting facilities in the University have grown from the provision of one standard football field and a gymnasium for indoor sports at the temporary site (mini campus) to include several facilities of international standard for indoor and outdoor games at the Main Campus. These include: well-equipped Olympic-size Stadium with Tartan tracks, Lawn tennis, Basket Ball, Volleyball, and Squash Courts. Among the indoor games facilities in the gymnasium are Judo, Taekwondo, Table tennis and Badminton. The Unilorin Exercise Physiology and Fitness Centre houses equipment for all-round physical fitness, not only the staff and students, but also for interested members of the public. It must be stressed that the Centre is a laboratory for teaching, learning and research activities.

Participation in Inter-University Games

The University has featured in five major inter-university Games since its first appearance as an observer in the 6th edition of the NUGA at the University of Ibadan in 1976. These are:

Nigeria University Games Association (NUGA), West Africa University Games (WAUG), Federation of Africa University Games (FASU), Federation of International University Games (FISU) and Nigeria Universities Staff Sports Association (NUSSA).

Participation at NUGA

NUGA is an inter-university games event among universities in Nigeria and it is held bi-annually. The University made her first appearance as an observer in 1976 and has consistently participated in the games since then. Table 1 shows the editions, hosting institutions, years and performance of the University.

Table 1: Unilorin Participation at NUGA

Edition/Host (Year)	Performance
1 st University of Ibadan (1966)	-
2 nd University of Lagos (1968)	-
3 rd University of Ife (1970)	-
4 th Ahmadu Bello University, Zaria (1972)	-
5 th University of Nigeria, Nsukka (1974)	-
6 th University of Ibadan (1976)	1 st appearance as Observer
7 th University of Lagos (1978)	2 silver medals – 8 th position
8 th University of Benin (1980)	1 bronze – 9 th position
9 th Ahmadu Bello University, Zaria (1982)	No medal -
10 th ObafemiAwolowo University, Ile Ife (1984)	4 Silver - 10 th position
11 th University of Ibadan (1986)	3 gold, 2 silver, 3 bronze – 6 th position
12 th University of Port Harcourt (1988)	1 gold, 9 silver, 21 bronze – 10 th position
13 th University of Calabar (1990)	5 gold, 4 silver, 4 bronze – 8 th position
14 th University of Ilorin (1992)	15 gold, 14 silver, 17

	bronze – 4 th position
15 th Bayero University, Kano	No games
16 th Bayero University, Kano (1997)	16 gold, 8 silver, 7 bronze – 3 rd position
17 th University of Lagos (1998)	5 gold, 10 silver, 5 bronze - 6 th position
18 th Ahmadu Bello University, Zaria (2001)	2 gold, 3 silver, 5 bronze – 13 th position
19 th University of Ibadan (2002)	2 gold – 14 position
20 th University of Port Harcourt (2004)	4 silver, 1 bronze – 10 th Position
21 st University of Maiduguri (2006)	4 gold, 1 silver, 9 bronze– 12 th Position
22 nd University of Nigeria, Nsukka (2009)	2 gold, 1 silver, 3 bronze – 19 th position
23 rd University of Benin (2011)	1 gold, 7 silver, 8 bronze – 18 th position
24 th Obafemi Awolowo University, Ile Ife (2014)	4 gold, 3 silver, 16 bronze – 8 th position

Participation at West Africa University Games (WAUG)

WAUG is an inter-university games event among Universities in the West Africa Sub-region. All the Universities in West Africa are eligible to participate and it is held once in every four years. The first edition of WAUG was held in 1965 at the University of Ibadan, Nigeria. The University made its first appearance and participated in the 9th WAUG held at the University of Benin, Nigeria in 1995. Since then, the University has participated in all editions of WAUG to date. Table 2 shows the editions, hosting institutions and years of participation.

Table 2: Unilorin Participation at WAUG

Edition (Year)	Host	Unilorin Participation / position
1 st (1965)	University of Ibadan, Nigeria	-
2 nd (1967)	University of Ghana, Legon	-
3 rd (1969)	University of Ibadan, Nigeria	-
4 th (1971)	University of Lagos, Nigeria	-
5 th (1973)	University of Liberia, Liberia	-
6 th (1977)	University of Ghana, Legon	-
7 th (1981)	University of Cote d’Ivoire	-
8 th (1989)	Universite d’Ouagadougou, Burkina Faso	-
9 th (1995)	University of Benin, Nigeria	4 gold
10 th (1999)	Universite d’Abomey, Benin Republic	No participation
11 th (2003)	Universited’Ouagado ugou, Burkina Faso	2 gold, 2 silver, 1 bronze – 7 th position
12 th (2008)	University of Legon, Ghana	1 gold, 2 silver, 3 bronze
13th (2012)	University of Ilorin, Nigeria	3 gold, 5 silver, 17 bronze – 10th position

The University hosted the 13th edition between March 27th and April, 7th 2012. In preparation for the games, the University sought and obtained support from corporate organisations and public-spirited individuals, which enabled the massive upgrade of existing, and the provision of new,

world-class sporting facilities. The competition attracted local, national and international participants. Fifty-six Universities participated in the event made up of fourteen African countries. One thousand four hundred and forty-three athletes, three hundred and seventy-two team officials and four hundred and four technical officials were involved.

WAUG – Championships

The West Africa University Games (WAUG) apart from staging the main games every four years also stages different WAUG championships on a yearly basis. The WAUG TATT is one of the Championships for single events like Table Tennis, Athletics and Lawn Tennis (TATT). University of Ilorin has participated in the WAUG (TATT) as shown below:
WAUG TATT – University of Lagos (2006) 1 gold, 1 bronze – 9th position

WAUG – B/Band Volley ball – Universite d’Abomey Calavi, Benin Republic (2009) - No medal.

WAUG TATT – Federal University of Technology, Akure (2010) 1 gold – 2 silver, 3 bronze

Federation of Africa University Games (FASU)

The Federation of Africa University Sports (FASU) was formed in 1974. Participation in FASU games is based on countries and not on individual institutions. Nigeria (NUGA) did not participate in the first and second editions of FASU but took part in the 3rd edition hosted by Abubakar Tafawa Balewa University, Bauchi, Nigeria in 2004. A University of Ilorin athlete, Ajiboye A. O. of the Department of PHE who was in the NUGA team, won a silver medal in 100 metres and a Gold medal in the 4x100 metre relay.

Federation Internationale du Sports Universitaire (FISU)

The International University Sports Federation (FISU) stages the World University Games bi-annually and participation is on country basis. The first edition was held in 1959 in Italy. Nigeria University Games Association (NUGA) became a member of FISU in 1970 and has been participating in almost all its games to date. Like WAUG, FISU also organizes championships, the first of which was held in Beijing, China in 2001. In the Championship, Olubo Toyosi of University of Ilorin also represented Nigeria (NUGA) in the 4x400 metres relay race. Table 3 shows Unilorin participation in FISU.

Table 3: Unilorin Participation in FISU

Year	Country	Unilorin Athletes
1995	Fukuoka Japan	Afolabi, Olabisi, Geography Dept – Gold (400m)
1999	Mallorca Spain	Ajiboye, O.A., PHE - 200m
2001	Beijin, China	Olubo, Toyosi, BSS – 4x400m
2003	Daegu, South Korea	Ajiboye, O.A., PHE – 100m, 200m Salami, Y.A., PHE – 400m
2005	Izmir, Turkey	Ajiboye, O.A., PHE – 100m,200m
2009	Belgrade, Serbia	Durotoye, T., PHE – 100m, 4x100m

Participation at Olympic Games

Two University of Ilorin athletes represented Nigeria at the Beijing Olympic games in 2008. They were Durotoye, T. (100m, 200m, 4x100m) and Susan Ideh (Badminton).

Nigeria University Staff Sports Association (NUSSA)

The NUSSA games aims at engaging the staff of Nigerian Universities in a healthy sporting competition. University of Ilorin participated in the 9th edition of the NUSSA Games hosted by Ahmadu Bello University Zaria in 2009 and also in the 11th and 12th editions hosted by Kano State

University and University of Benin in 2012 and 2014 respectively (Table 4).

Table 4: Unilorin Participation in NUSSA

Year	Host	Unilorin Participation
1990	University of Ibadan	-
1981	Obafemi Awolowo University, Ile Ife	-
1982	University of Maiduguri	-
1983	University of Calabar	-
1984	University of Jos	-
1985	University of Benin	-
1987	University of Lagos	-
1991	University of Calabar	-
1991-2008	-	-
2009	Ahmadu Bello University, Zaria	4 gold, 3 silver, 5 bronze
2012	Kano State University, Wudil	-
2014	University of Benin	6 gold, 8 silver, 4 bronze

Participation in Intra-mural Sports

The University of Ilorin Sports Unit has since inception been organising various types of intra-mural sports for both staff and students. The intra-mural sports has been used to (1) encourage students and staff participation in sports (2) select athletes (staff and students) to represent the university in outside sports engagements (3) improve the health and fitness status of members of the university community (4) improve the cooperation and interaction between members of the community and (5) forestall anti-social practices among students and staff.

The following intra-mural sports are organized regularly:

- (i) Vice-Chancellor's Inter-faculty Soccer Championship
- (ii) Registrars' Cup – Staff Championship
- (iii) Inter-faculty Sports Festival
- (iv) Unilorin monthly "Walk for Life"
- (v) Unilorin Marathon

The Vice-Chancellor's Inter-faculty Soccer Championship has been played yearly since its inception in 1981/1982 Session. Similarly, the Registrar's Cup has been regularly competed for since the 1981/1982 Session.

The Future of Unilorin Sports

With the availability of the state of the art facilities, the University has come a long way. It has hosted both NUGA (1992) and WAUG (2012). Opportunities abound for the University to host many more games such as FASU and FISU.

Conclusion

This chapter, which centered on sporting activities, has X-rayed the history of sports in the University with particular focus on the establishment, growth and development of sports and sports administration in the University since 1976. With the creation of the Sports Unit, efforts were geared at encouraging staff and students to participate in sports for leisure. With increase in number and improved interest of the members of the University community in sports, the university administration was encouraged to provide sporting facilities and opportunities for intra and inter-institution competitions which had increased student and staff participation in sports.

The University sponsored both staff and students to participate in several local, national and international

competitions such as NUGA, WAUG, FASU, FISU and NUSSA. The climax of sporting activities in the University was in 2012 when the 13th edition of WAUG was hosted.

The challenge of hosting WAUG had made the University administration to massively upgrade the sporting facilities in the University to Olympic standard. This has placed the University at a vintage position to host any international games competition. The University looks forwards to hosting Federation of Africa University Games (FASU), Federation of International University Games (FISU) and a host of others as opportunity presents itself.



Plate 1: Unilorin Sport Complex

SECTION C

FUTURE TRENDS

HUMANISING UNIVERSITY EDUCATION: THE ACADEMIC INTEGRITY INITIATIVE

**N. Y. S. Ijaiya, F. A. O. Olasehinde-Williams,
O. A. Mokuolu and S. S. Abdulbaqi**

Introduction

The number of graduates from Nigerian universities who, expectedly, have been trained and nurtured to be the instruments of attaining a sane and humane society, is on the increase annually. Yet, the level of moral decadence within the country is not reducing, despite additional funding and provision of infrastructures by the government, curriculum initiatives, staff development programmes and massive deployment of Information and Communication Technology (ICT) facilities by university administrations.

Consider a new baby in a maternity ward and a new puppy in your yard. What would you say distinguishes one from the other? The answer is obviously physical characteristics. However, a more profound distinguishing factor is the fact that the baby, unlike the puppy, must learn to become human. With the exception of reflexive and instinctive behaviours, shared with animals, every human behaviour is a product of learning, hence man learns from childhood to reason, to relate and to resolve challenges.

Indeed, every child must learn to be human either informally through the process of socialisation or formally through the process of education. How education, particularly university education, contributes to the process of becoming human is the focus of this chapter. The thesis sponsored in the chapter is that humanising university education is about the best way of making the total man out of our graduates in the interest of the society. But what does humanising university education mean? Why humanise university education? What are the prospects of humanising university education? What initiatives are required in humanising university education? These are some of the questions answered in this chapter.

This chapter notes that, most Nigerian universities rate below average in their capacity to contribute to both national development and global competitiveness, hence, the insignificant ripple effect of quality education on the country. It therefore advances the concept of humanising university education. It argues that, humanised university products can only be assured where the culture of academic integrity is endorsed, instituted and implemented. It recommends that universities institute measures to ensure a positive correlation between graduates' certificate quality and their quality of service delivery.

The Concept of Humanising University Education

Humans are active agents of culture and university education is one effective tool for human development. Towards this end, universities provide major opportunities for educating young people to reason, to read, to write, to calculate and to solve problems (logical and relational). Ultimately, the purpose of such education is to provide recipients with appropriate knowledge, characters and skills for productive contribution to the society. Humanising education has to do

with the provision of the kind of education that is “imbued with and advances humaneness... education that cultivates humanity” (Nussbaum, 1997). It is the kind of education which develops the whole person (Keet, 2011). In the context of this paper, humanising university education is the development and implementation of the kind of university curriculum that can engender graduates with relevant and qualitative knowledge, character and skills for effective participation in the society. Why should university education be humanised? The next section considers this.

Why Humanise University Education?

It is common knowledge that university education constitutes the backbone of any nation’s development and future growth. Its role is critical in the training of the next generation of the nation’s socio-political and economic managers, professionals and technocrats (Alade, 2006 and the World Bank, 1999). Besides, world-wide, the University is conceived as the centre of research (i.e. through generation of key ideas) and innovation (for instance, through technological breakthroughs) which are *sine qua non* to national development and global competitiveness (Cambridge-MIT Institute, 2005).

National development and global competitiveness are about the two most important measures of university education quality. Unfortunately, many universities in Nigeria, rate below average in their capacity to contribute to both critical measures and this is the major challenge of university education. The general perception of many universities is that they are centres for breeding half-baked graduates; institutions where students have limited practical experience in their disciplines to prepare them for the world of work and limited worthy values to prepare them for productive interpersonal relationships in the society. Consequently, university education is practically

unable to deliver on its mandate of producing adequate manpower with required knowledge, skills and values for effective nation building (Okebukola, 2010). For instance, worried about the apparently wide disconnect between graduates' certificate quality and their quality of service delivery, many companies simply resort to hiring foreign professionals to man the critical sectors of their organisations. It is also for the same reason that many serious-minded graduates now, at their own cost, enrol for practical training with local professionals for varying periods of time in order to acquire some measure of practical skills in their areas of specialisation.

Besides, more than ever before, globalisation and technological revolution demand rapid changes in competencies required in the world of work and for global competitiveness. Unfortunately again, the consistently low rating of Nigeria on the global competitiveness index, as shown in Table 1 for instance, further attests to the low quality of products of our university education.

Table 1: The Global Competitiveness Index 2012- 2013

Country	Region	Position	Strong Factors
Switzerland	Europe	1 st	Efficient innovation; high quality scientific research institutions; strong collaboration between the academic and business sectors; and high company spending on R&D,
Singapore	Asia	2 nd	strong focus on education, which has translated into a steady improvement in the higher education and training pillar
Finland	Europe	3 rd	Well-functioning and highly transparent public institutions ; priority on primary and higher education and training.
Taiwan, China	Asia	13 th	solid educational performance ; sophisticated business sector which is inclined to innovate
China	Asia	29 th	Favourable macroeconomic situation ; high marks in basic education and increasing enrolment figures for higher education
South Africa	Sub-Saharan Africa	52 nd	Good scientific research institutions ; and strong collaboration between universities and the business sector in innovation

Rwanda	Sub-Saharan Africa	63 rd	strong and relatively well-functioning institutions, with very low levels of corruption; a capacity for innovation
Nigeria		115 th	Relatively large market

Source:www3.weforum.org/.../2012.../GCR_CountryHighlights_2012-13.pdf.

In 2012, 144 countries were rated along 12 core pillars of economic competitiveness by the World Economic Forum, and Nigeria ranked 115th (Schwab, 2013). Of course, it is no news that sub-Saharan Africa, as a whole, generally lags behind other regions of the world in terms of such global competitiveness ratings. However, what should be more worrisome is the fact that countries like Rwanda (63rd), Gambia (98th) and Gabon (99th) were rated higher than Nigeria. Perhaps even more instructive are the criteria for the ratings. In ranking the countries on Global competitiveness, the World Economic Forum obtained measures along twelve pillars as shown in Figure 1.

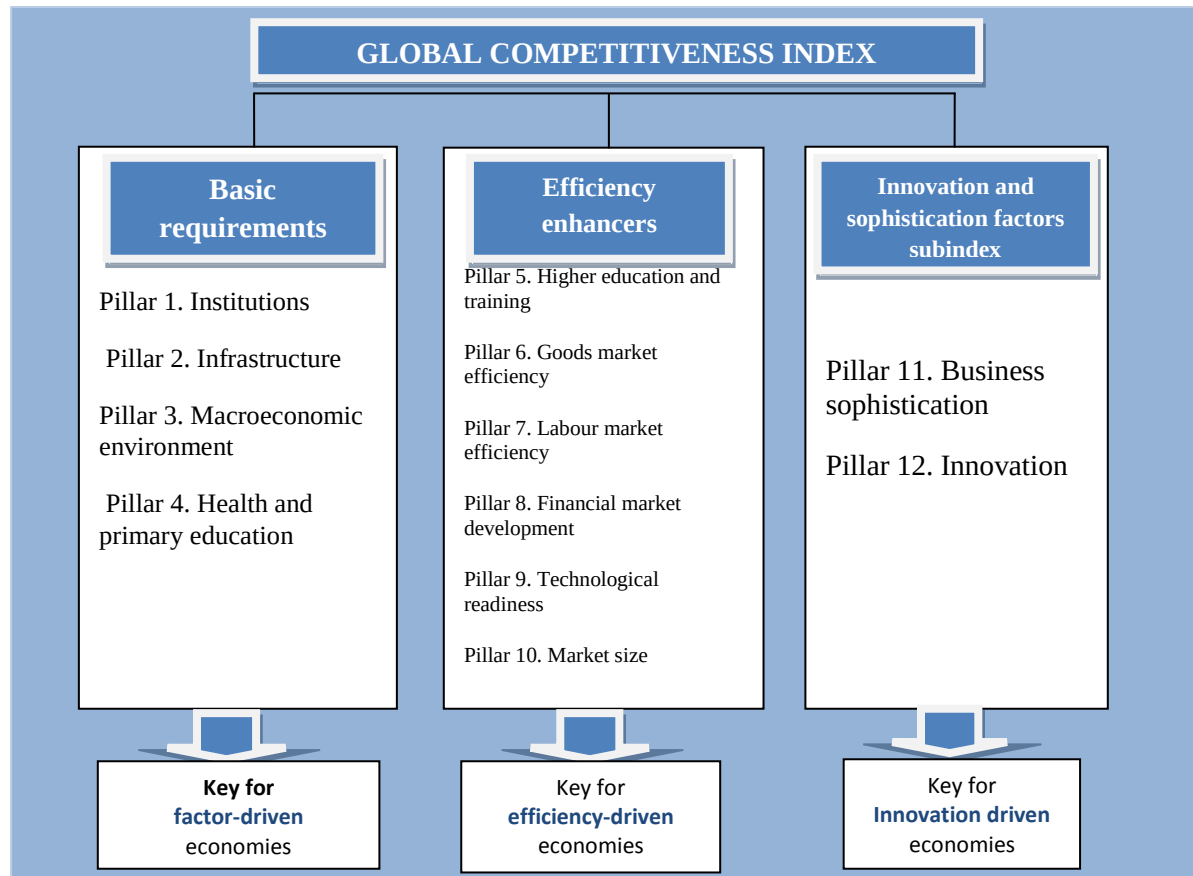


Fig. 1: The Global Competitiveness Index Framework

Source: http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2012-13.pdf

Scores on the index ranged between 3.5 and 5.9 (i.e. lowest to highest). While countries high on the rating scored highly on most of the pillars, especially higher education, technological readiness, strong collaboration between universities and the business sector in innovation and in good scientific research institutes, Nigeria reportedly gave up a good showing only on Pillar 10 i.e. 'Large market size' (Schwab, 2013).

Obviously, the principal driver of competitiveness, which has worked well for developed nations, is prioritising tertiary education because of its potential to impact on every other sector of the economy. Now, how can Nigeria similarly achieve a significant refocusing of her tertiary education; and more specifically, what must we do in the University of Ilorin to humanise university education? This is the kernel of this chapter.

Humanising University Education Strategies

Concerned that university education must produce graduates with potentials for effective participation in the real world appreciable efforts are being made to a number of initiatives have been put in place including additional funding and provision of infrastructures by government; curriculum initiatives, staff development programmes and massive deployment of ICT facilities by university administrations. No doubt, such responses may be profitable but it should be worrisome that in spite of the efforts, the fact remains that the challenge in producing graduates with potentials for effective participation in the real world in terms of knowledge, skills and values, still persists. The situation lends credence to the admonition of education experts that provision of money and materials alone is not sufficient criterion for qualitative education (Adesina, 2005; Ijaiya, 2014).

To buttress the advocacy for humanising education, Abdulrazak (2015) called for curricular change from the popular mechanical system of running higher education to a humanising organic system which sees human development emanating from inside-out rather than outside-in. The road map to achieving this according to him is a paradigm shift in which learning, is not externally assembled but rather, “a self-organising structure”, that is “community-based, flexible and net-worked” and which also adopts the innovative meaning of the 3Rs, that is “Restraint, Resourcefulness and Reciprocity”.

To him, human capital development without human values is a minus for higher education and for today’s innovative world. He therefore stressed the need to re-visit human values with its local content, which globalization has downgraded while an appropriate instrument for measuring character and knowledge should be developed.

The thesis sponsored in this chapter is that humanised university products can only be assured where the culture of academic integrity is endorsed, instituted and implemented as conceptualised in Figure 2.

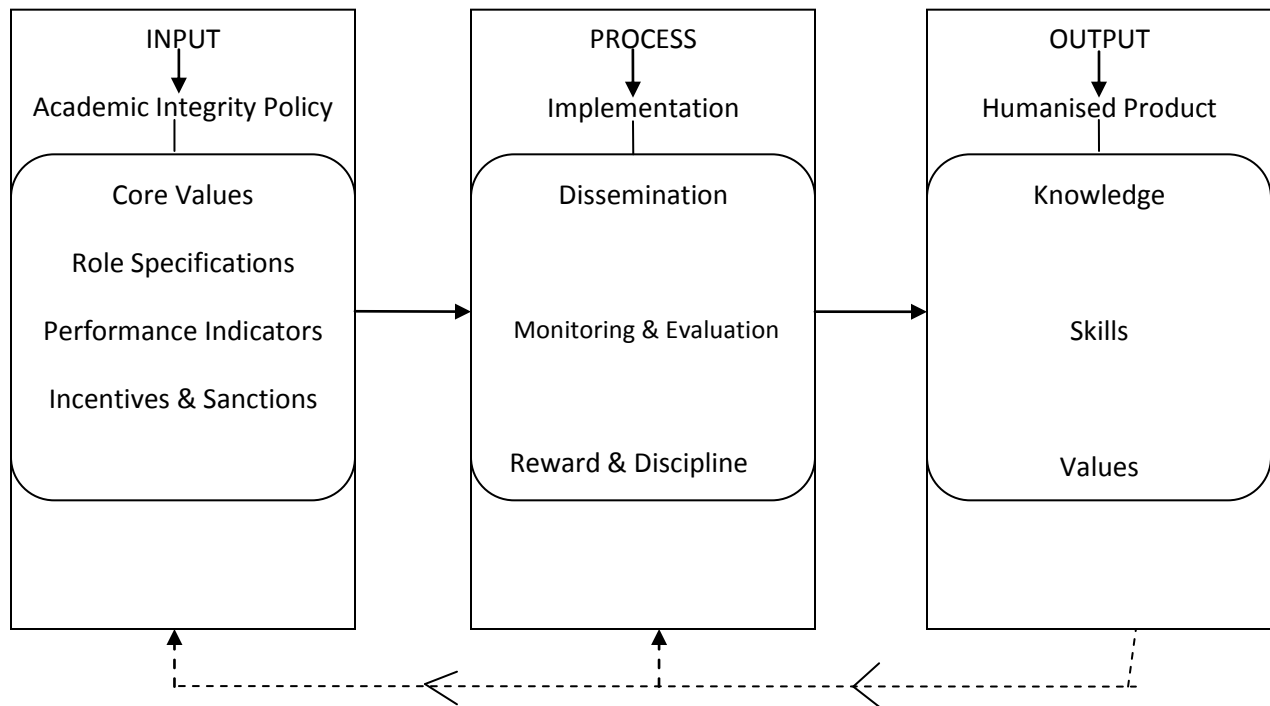


Fig. 2: Academic Integrity and Pathways to Humanising University Education

As shown in Figure II, two critical stages, Input and Process, are involved in producing humanised university graduates imbued with appropriate knowledge, skills and values for effective participation in the society. Importantly, the quality assured at each of the two stages of input and process not only has direct implication for the quality of graduates produced by the system, it is also, in turn, influenced by the quality of graduates in a vicious cycle, as shown by the feedback arrows. The process, in the context of this chapter, begins with institution of Academic Integrity Policy based on the University's core values and clear specifications of role expectations and performance indicators complete with appropriate incentive and sanctions system.

Integrity refers to steadfast observance of moral or ethical code. Academic integrity thus has to do with maintaining high professional standards in the educational system. The Center for Academic Integrity (CAI) succinctly describes it as being honest, responsible, trustworthy, transparent and accountable in all matters relating to the education enterprise (Center for Academic Integrity, 2005) with a view to curtailing tardiness in service delivery (Olasehinde-Williams, 2011). Academic integrity is a behavioural issue which has to do with transparency and self-discipline in all academic transactions in the University system. It places a strong expectation on all members in the system (administrators, staff and students) to act honestly in all situations relating to the actualisation of the University's core values. Though basically value-laden, academic integrity also has cognitive and behavioural dimensions. It is a behaviour typically endorsed with full perceptual awareness and involves taking actions, often requiring making choices between conflicting personal and corporate interests). In general, individuals high on academic integrity tend to manifest

overriding concerns for corporate over personal interests in their work and relational behaviours (Olasehinde-Williams, 2005). Where a culture of academic integrity is endorsed, all stakeholders in the system work in consonance with specified sets of responsibilities, obligations and rights; appropriate incentives for compliance; and aversive sanctions for deviations.

In spite of the University's zero tolerance for indiscipline or misconduct among staff and students through strategies such as establishment of Student Disciplinary Committee, Staff Disciplinary Committee, Dress Code Committee, etc., the combination of parental laxity in the general society, the influence of the mass media, including the social media, and divided interests among students have made it imperative to overhaul and vigorously implement its core values as stated in the Strategic Plan. Humanising education in the University of Ilorin thus requires instituting an Academic Integrity Policy and actively implementing the same. For instance, the current needs of the University relate to the implementation of her core values:

- a. **excellence** – creativity, innovation, advancement, professionalism, partnership, effectiveness, efficiency and merit;
- b. **service to community**- sensitivity, commitment to teamwork, dedication, timeliness, enterprise and sustainable development;
- c. **probity**- accountability, honesty, integrity, academic freedom and transparency; and
- d. **respect**- humility, politeness, justice and equity.

The roles expected of administration, staff and students in actualising the University's core values must be carefully

spelt out. Commitment to the principles of academic integrity will, for instance, make it obligatory for:

- i. staff to meet deadlines, including marking and uploading of students' results, attend to their lectures regularly, provide quality service, and maintain good relationships among themselves as well as with administration and students;
- ii. students to resume promptly, meet timelines for registration, suspension of studies and similar requests, be punctual at lectures, examinations and other university programmes, reduce noise in the departments, use free time sensibly and avoid clandestine activities, cultivate harmonious relationships among themselves as well as with staff; show respect for constituted authority and rules and regulations, obey the laws of the land, as well as display self-restraint and self-respect at all times; while
- iii. administration should display managerial discipline including staff and student control, provide conducive teaching/learning environment and assure quality with effective feedback mechanism.

However, effective compliance with such role specifications is only possible where performance indicators are also clearly identified. For instance, compliance with the role specification on the part of administration will entail:

- a. producing and launching the University's Academic Integrity Policy within a specified period;
- b. publishing and disseminating copies of the Academic Integrity Policy to all stakeholders by a specified period;

- c. establishing Academic Integrity Policy Implementation Coordinating Committee (AIPICC) by a specified period; and
- d. providing adequate technical and financial resources for effective performance of the AIPICC by a specified period.

Similarly, performance indicators for staff will entail such things as:

- a. specification of minimum percentage of lecture attendance;
- b. specification of number of hours to be available for interaction with project students;
- c. specification of required number of Continuous Assessment per course and feedback mechanism; and
- d. specification of expected period of uploading of results, etc.

Even for students, compliance with the Academic Integrity Policy requires specification of performance indicators. For instance,

- a. specification of minimum percentage of lecture attendance to participate in examination ;
- b. specification of acceptable length of resumption delay; and
- c. specification of number of pardonable behavioural problems, etc.

Importantly, compliance with the role specifications and performance indicators can only be assured if well defined reward and sanctions system are also put in place as part of the input process. Administration will, for instance, be required to:

- a. build the capacity of staff and student disciplinary committees to deal with infringements of policy provisions;
- b. establish an office for receiving reports on infringements; and
- c. sensitise all stakeholders to the procedure for dealing with infringements of the policy provisions.

When the highlighted components of institutional academic integrity policy (i.e. role specifications, performance indicators and reward and sanctions system) derived from the University's core values are put in place, the University becomes potentially committed to churning out graduates who are truly worthy in character and learning as aptly encapsulated in her motto 'Probitas Doctrina'. However, no matter how proactive the policy provisions, they cannot, on their own, translate to reality without the conscious commitment of all stakeholders in the system to their full implementation. Therefore, as identified at the Process Stage in Fig. II, administration, staff and students must all consciously work in tandem with their own role specifications and performance indicators in the day-to-day running of the University. Regular and objective monitoring and evaluation of compliance attitudes and achievement levels must also be conducted by the committee set up for these purposes, just as appropriate rewards and sufficiently aversive sanctions must be consistently applied to reinforce compliance and discourage infractions, respectively.

Where the input and process stages are successfully implemented, the chances of churning out graduates fit enough to contribute to national development can almost be taken for granted. As shown at the Output Stage of Fig. 2, for instance, high quality graduates must be imbued with appropriate knowledge, skills and values consistent with the societal

demands. This makes sense because the products of the University ultimately power every sector of the national economy. Their quality in terms of knowledge, attitude and skill competencies will invariably determine the quality of national socio-economic, technological and political advancement. Specifically in relation to the Nigerian society, therefore, graduates with appropriate knowledge will be required to demonstrate good mastery of their distinct disciplines.

However, beyond mere acquisition of cognate ability, there must be no disconnect between graduates' certificate quality and their quality of service delivery. Consequently, graduates must be able to also apply and adapt acquired knowledge to real life situations, multi-task, think outside the box, solve problems, be effective team players, etc. More importantly, character counts because it relates to how individuals make decisions in life and determines their responses, regardless of circumstances. Individuals with good character are propelled by inward motivation to do what is right under any circumstance even when no one is watching them (Olasehinde-Williams, 2012). Consequently, graduates imbued with appropriate character can be relied upon to among other things, manifest high emotional intelligence in their interpersonal relationships and strong ethical values in their personal and official lives.

Conclusion

The ultimate purpose of education is to facilitate a sane and conducive environment where peace, harmony and development become a common experience through its human capital. To generate that human capital, education must produce the whole person, that is, 'humanise the human'. The chapter examined the concepts of humanising education from

the perspective of university education and academic integrity. It noted that for Nigeria to get out of its current developmental shackles and meet global competitiveness, university staff and students must imbibe critical core values that can enhance their productivity. Academic integrity is considered as value-laden with cognitive and behavioural dimensions. It posited that individuals high on academic integrity tend to put corporate interest over personal gains, which is good for any organisation. The chapter also highlighted the necessary inputs, process and the outcomes of humanising education as well as the roles of the University administration, staff and students.

Although, the University of Ilorin has consistently demonstrated zero tolerance for academic indiscipline among staff and students, there is still a need for improvement. It is towards this end that the AIPICC is found necessary and advocated along with other suggestions for the implementation of the core values in line with its status of 'Better by Far'.

In order to facilitate and ensure effective implementation of the core values, it is recommended that:

1. workshops and seminars should be organised periodically to get all staff and students sensitised to the University's core values and academic integrity policy;
2. the AIPICC should be under the Vice-Chancellor's Office but supervised by the Deputy Vice-Chancellor (Academic);
3. more sign posts bearing a list of the core values should be erected in strategic positions on the campus;
4. the Core Values should be included in the Students' Handbook;
5. all staff should also have copies of the Core Values;
6. the Orientation Programme for fresh students should feature the University's Core Values prominently being part of the University's Strategic Plan and

attendance should be made compulsory and monitored by the Faculty Officers;

7. the University's Core Values should also feature prominently on the Unilorin Website as well as the Students' Portal;
8. the University should maintain its zero tolerance for misconduct in whatever form; and both staff and students should be evaluated on academic integrity through their various faculties.

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GLOCALISING UNIVERSITY CURRICULUM AND RESEARCH INITIATIVES

**A. S. Olorundare, A. T. Oladiji, A. Y. Abdulkareem, and
O. B. Kayode**

Introduction

The University of Ilorin has in the last four decades been committed to playing a leading role as a world-class university to overcome the challenges faced by humanity. Research has always been given a priority and this involves maintaining an open-door policy to emphasise practice-oriented research and education. However, the present technological advancement calls for future directions in Glocalising the university curricula and research initiatives needed in preparing future graduates for survival; workplace and community development in a fast-evolving 21st century society and global economy that present a number of challenges and possibilities. Graduates in the 21st century must be prepared to deal with rapid change, complex local, national, and global issues, cultural and religious conflicts, and the increasing interdependence of nations in a global economy. The implication of this is that, universities need to make concerted effort at educating their students in such a manner

that the graduates will develop specific skills that will enable them contribute competitively in an era of globalisation.

The coinage, glocalisation can be described as a perceptive synthesis of the word globalisation incorporated with localisation of any idea or methods, meant to access best practices from other parts of the world but domesticated for local adaptations and ultimate adoption. From such a perspective, the scope of the concept is global while its adoption is local. This means that there are immediate, short and long-term stages of Glocalisation in which local contents are well integrated, presented and accepted by end users. If the university will continue to be one of the birthplaces of ideas and inventions, then it must embark on reviewing its programmes/curricula to be capable of producing *global* graduates to suit the *local* cultures.

Glocalising University Curriculum

The Concept of Glocalisation: The term *glocalisation* is a portmanteau of globalisation and localisation, which originated in the 1980's and was popularised by a sociologist named Roland Robertson. *Glocalisation* refers to the merger of global and local perspectives on the socioeconomic and political impact of all phenomena that affect local and global communities, while *glocal* refers to individuals, and groups, organisations and communities who are willing and able to *think globally and act locally*. Glocalisation is thus the context of economic and intellectual academic trends which are obviously part of the reality of the 21st century. The focus is on an attempt to cope with global academic environment.

The concept of *glocalisation* derived from that of globalisation and localisation, suggests that universities and other specialised higher institutions should not only think globally, but also act locally in preparing future graduates to

function effectively in a world that is now described as a *global village*.

Nature of Globalisation and Localisation:

Globalisation can be understood as one of the most important and prevailing phenomena in our contemporary society. It is indeed a buzz-word of our modern era. Processes and happenings that are global phenomena have recently become revolutionary concepts and have consequently created environments that actively affect and influence modern living and transactions. While globalisation definitely involves global processes, occurrences and practices, it is also a given fact that it has significant, and in some cases, controlling impact on local and regional situations, and practices. Rothenberg (2003) defined globalisation as the “acceleration and intensification of interaction and integration among people, institutions, companies and government of different nations” (p.3). The concept has a powerful transforming force which accelerates cross-border mobility of people, socio-political practices, capital and knowledge. The latter has found its base in education and all its different parameters such as the state-of-the-art technologies, Information and Communication Technologies (ICT) media, sports and higher education in particular. According to a publication of the Virginia State Council of Higher Education (2010), globalisation relates to how individual institutions of higher learning seek to make effective their academic programmes in a global society. Thus, the concept has come to influence educational needs and goals of higher education through processes of altering the knowledge, skills and abilities of their graduates. Through this, those graduates would become effective as well as efficient in their various professions to benefit the larger global society. Graduates of higher institutions have to be adequately prepared

to meet their future career needs and become (and act as) global citizens (Ching-Yi Tien & Talley 2012).

On the other hand, localisation can be considered as the other side of the same coin with globalisation. Localisation is the preserved focus of individual subjects/human beings, organisations as well as communities and localities. Globalisation focuses on planetary processes and its underlying causes can be found in specific localities. Both globalisation and localisation actually represent different characteristics of the same phenomenon termed *glocalisation*. The latter actually combines the 'twin' relationship and is often perceived as an appropriate strategy for the future sustainable development of the entire planet and whose primary purpose is the enhancement of man's quality of life.

The University is witnessing unprecedented increase in the number of students' enrolment, which may eventually lead to massification of university education. In 2015, for instance, the University was the most sought-after institution of higher learning in Nigeria with over 107,000 applicants jostling for admission through University Tertiary Matriculation Examination (UTME). This trend is expected to be maintained in future. In the midst of this growth, the University has to decide on how to best expand its operations. This will involve making a choice between following the *status quo* of international academic practice within the University and modifying its strategies to glocalise the already globalised curriculum of the different academic programmes. Doing this will suit local socio-economic and political environment wherein future graduates may find themselves.

The introduction of glocalisation as an alternative paradigm to the model of internationalisation in higher (university) education will promote glocalisation as a respectful and appropriate response to the needs of a changing

higher education demography. Globalisation will empower and encourage all stakeholders to work harmoniously toward a sustainable future globally and as well as locally.

Rationale for Globalising University Curricula

The term *glocalisation* has mainly been associated with disciplines of business, technology, and sociology. There are however, multiple descriptions and definitions of the term as they apply to non-higher education frameworks. As at present, such descriptions are yet to be fully applied to the pedagogical framework within higher education. There is a need to frame glocalisation within the context of the university curricula as a suitable alternative to internationalisation or globalisation of the university education.

Boyd (2006) explains the term *glocalisation* as connecting the global and local together and a blend of local and global. As a unifying concept, it denotes the need to tailor global products and processes in such a way that they suit local cultures. It further acknowledges effects of local factors as well as making such desirable local particularities salient. Khondker (2004) describes glocalisation as similar to globalisation and suggests that its strong attraction is that it erases the fear of difference but not the differences. The latter is one of the desired goals of glocalisation in higher education.

In this 21st century, the University of Ilorin, like other universities, faces numerous challenges at local, regional and global levels. These challenges vary within different socio-political contexts but some are universal. Such challenges include but are not limited to:

- the current world economic crisis and the need to address global problems and issues collaboratively;
- environmental and geographical issues (global warming, epidemics, terrorism, natural disasters);

- mass migration across the world, due to social conflicts;
- the super-diversity of the foreign students, as well as, the knowledge paradigms brought into pedagogy by different students and academics;
- information overload and new technologies, which demand new skills and knowledge for the successful functioning of local and global systems;
- the expectation of societies that universities, as the most visible and significant site of knowledge creation, will equip the members of the society with necessary competencies, knowledge and understanding that are needed to lead a successful life;
- the equipping of students and staff with new skills, knowledge and understanding to prepare them for a world in which the nature of work, the labour forces, information technologies and the cultural identities of people, are constantly changing; and
- preparation of students and staff to negotiate changes.

A Holistic Framework for Glocalising Higher Education

The glocalisation of higher education is a holistic perspective which advocates the removal of ethno-centric and culturally relativist political agenda in higher education. It promotes and encourages third culture building that will respect the cultural contributions of diverse cultures. The idea of third culture building subscribes to the respectful exchange of the cultural wealth of all cultures leveraged as common ground for building community, thus supporting the holistic framework of glocalisation (Boyd, 2006). Glocalisation introduces a socially just and responsible ethical framework that situates learning and teaching within a respectful, equitable and inclusive learning space. Besides, it distances itself from the internationalisation curriculum that is innately hegemonic

(Welikala, 2011). Embedding a glocal perspective across the higher education curriculum will encourage academics and students to explore local and global perspectives that will enrich learning experience in a positive way.

Higher education must take responsibility for providing potential graduates with opportunities to become active citizens in a turbulent global economy and must be held accountable for their actions. A commitment to social responsibility to the rapidly growing diverse populations of the *global village* in the 21st century is therefore an imperative. In advanced and developed countries, the argument about the quality of graduates has begun to form part of political debates and the ways to identify effective strategies for preparing graduates for their future roles as professionals in local and global environments. Discussion of Higher education focuses on life skills, employability, and civil responsibility as desirable graduate attributes (Kreber, 2008, Yorke & Knight, 2006). These attributes overlap with desired goals for educating global citizens who will be intellectually and professionally qualified. When this is achieved, individuals who possess good interpersonal skills and who are prepared to meet the diverse range of the teeming needs of the ever-evolving global economy and changing global demographics would undoubtedly be produced. As a consequence, emphasis would now need to be placed on developing professionals who are flexible and, responsive to local and global concerns along with the changing demands of socio-economic trends with commitment to the principles of social responsibility and justice.

Reviewing the University Curricula for Glocalisation

Glocalisation is considered desirable in developing university curricula and in designing courseware. Such a plan can be informed by the existing curricula. However, glocalising University curricula would need to be anchored on the findings of the research carried out in the local context. The aim of glocalisation is not to totally deny the value of global convergence, but rather to preserve local divergence when considered necessary. It would, therefore, be led by both the local needs analysis and global consideration. In order to apply glocalisation in curricula review, there is the need to apply globally-well grounded principles with local touches informed by local researches.

What is consequently required is localising the global and opting for glocalisation in the process of curriculum review. One way to achieve glocalisation is to apply global principles rather than the traditional and not the curricula models themselves. The principles could then be built into a glocal model design based on the local expertise, resources, goals, and needs. In other words, if globalisation is to be replaced by glocalisation in curriculum development, it is imperative not to embrace foreign curricula models wholesale but to encourage acting locally within frameworks that draw on global principles. This involves identifying global principles and also justifying reasons why they have to be considered indispensable and valuable to the glocal model of the curriculum (Olorundare, 2013).

There are principles that are globally accepted components or sub-processes of curriculum review along with a suggestion of how their mutual interplay should be recognized by, and reflected in, glocally-designed curricula models.

In view of the diverse consequences of globalisation in curriculum design process for students in different parts of the world, striving to alter globalisation process into glocalisation will seem plausible in our universities.

Besides, such glocalisation is required in the process of curriculum development and subsequent review. This can be achieved through principled eclecticism. According to Soleimani & Mortazavi (2013), there are specific principles that could be utilised to effect glocalisation of the curriculum at the higher institution level. If properly applied, these principles can serve as a framework within which those who plan and develop curriculum can maintain local divergence. It is argued that as long as the global principles are not violated, local diversities would be maintained in curriculum development in such a way that the outcome would be a *glocally-designed* curricula model.

The first principle is to base the curriculum on a sound theory of learning and teaching and, adequately state the theoretical basis of the decisions made in various processes involved in curriculum design. Such a theory should be guided by research and should inform the decisions made in various components of glocally-designed curriculum models. The use of the research findings will establish the connection between the research and theory of learning and the practice of designing a curriculum. This will also provide a defensible ground for decision makers in different stages throughout the process of designing academic programmes.

The second principle is needs analysis, which is a component that is critical for any curriculum review to thrive in the context of glocalisation and which can function as the basis for determining goals and objectives (Brown, 1995). It can also change the common unidirectional top-bottom curriculum design approach into a more egalitarian local context in which

the learners' usefulness is anticipated. Needs analysis would involve the determination of what students need in each programme so as to be able to function effectively as well as their deficiencies and future plans. Needs analysis of the current and future curriculum can provide such a curriculum that adequately takes care of undergraduate aspirations and future developments within the context of local and global environments. An effective glocal curriculum model would include statements of criteria and methods for evaluating the means used to analyse the various types of needs identified for students.

Thirdly, programmes curricula and academic programmes are required to be directed towards sound, realistic, and well-grounded goals. If programme goals are construed as statements concerning desirable and attainable purposes, then they would have to be based on needs. An appropriate needs analysis takes into account the subjective and felt-needs of students and also helps curriculum reviewers to set realistic goals. This will no doubt provide opportunities for those who review curriculum to define and set objectives which would lead towards effective academic programmes.

Another principle involves the need to thoroughly analyse the context in which the different curricula are to be applied. This includes the consideration of factors relating to the situation in which the course will be employed as well as the determination of how the course would accommodate needs and aspirations of students and course lecturers. This principle recognises the importance of physical setting, contextual factors affecting decisions, analysis of resources offered and limitations imposed by curriculum context. The latter would also lay emphasis on other curricula considerations such as decision making about supportive activities, enabling assessment tasks and relevant resources.

Designing glocalised learning experience has wide variations and implications. Some lecturers for instance, may be committed to glocalisation across the programme curriculum while others are content with interspersing the glocalised approach with their regular and mainstream teaching. A major consideration in curriculum context analysis is the glocalisation interventions that have to be brought in during the semester. If glocalisation of the university curriculum is to be successful, acceptable norms of engagement have to be established. Such norms may include but not limited to cultural values, practices and beliefs that are deeply rooted. These societal norms such as respect and integrity have strong influence on glocalised learning since they often provide conducive environment for practice of glocalisation. In this respect, learners are enabled to take necessary actions through critical review and meaningful engagement (Patel, Li & Sooknanan, 2011).

Another principle, which involves ongoing evaluation of the model cannot be overlooked. Evaluation usually feeds into every aspect of the curriculum and it should function as feedback. While glocalising the curriculum, both the process of curriculum design and learners' performance are usually evaluated within the context of local milieu and polity factors which are inherent in the education system. An effective curriculum will be achieved if a comprehensive analysis of students needs, socio-political and economic situations in the locality is undertaken. There must be an appropriate evaluation of course materials to be utilised for implementing the curriculum. Materials developed for implementation at the local level can be transported for practices. Teaching materials such as textbooks and laboratories can also be developed so as to reflect local culture.

While it is acceptable to utilise coursewares, curriculum materials and laboratory practices found to be effective in more developed educational systems for local purposes, such local adaptation or even adoption must have to be done in such a way as to take cognisance of global practice. An important aspect of this has to do with students' admission and, recruitment and elevation of academic staff. These must be seamlessly practicable at the local university level, and also follow what obtains as best practices in other areas of the world. Best practices can be vigorously pursued when the services of the best brains in each of the disciplines are utilised. In addition, younger staff could be sent to top universities in other educational systems.

Local needs, challenges and their solutions must receive the deep attention of university curriculum developers. They must not be ignored in the race to actualise curriculum practices in vogue elsewhere. However attractive programmes/curricula and materials from other developed systems are, deliberate precautions have to be put in place to acknowledge in practice local peculiarities of learning and assessment cultures, cultural values, power relations within the universities and relationship between the government and university aspirations for a glocalised curriculum.

Glocalising Research Initiatives

Research is international in nature and the very best research operates across boundaries whether they are disciplinary, institutional or nationwide. If research is to have the much desired impact, it must have relevance and application. For many years, the desire for research to meet global needs and find local application has been a major determinant of acceptability and rating. Recent developments have revealed that research, though should meet global

standards, should also have local application. It is now known that global excellence is not achievable without local content. Another requirement for excellence in research is the need for extensive collaborations across the globe.

Promotion of cutting-edge research: Cutting-edge describes the newest, most advanced and exciting version of a product or service. Hence, cutting-edge research means the most up-to-date and advanced research. Nigerian universities must be research-oriented institutions and set new standards as open dynamic and innovative universities. Researchers must be globally recognised by virtue of their being globally competitive and locally relevant.

The need for universities to engage in cutting-edge research has increased over the years, due to the much-desired need for them to break new grounds and develop a culture of excellence, which can only be achieved through research. Universities are expected to be very fertile environment to move theory into practice.

Universities in Nigeria need to take up the challenge of bringing the nation into the forefront on the Global Technology Map in the immediate future. Presently, Nigeria is a consumer economy with most of the local needs being provided by other countries. There is, therefore, the need to revolutionise the research landscape by Nigerian universities to ensure that research efforts are geared towards addressing local needs while at the same time ensuring global relevance. To achieve this, deliberate and concerted efforts are required by university researchers and the government.

In the United Kingdom (UK), as in most developed countries, research is highly productive and has a global reputation for excellence. The UK has less than 1% of the world's population but has been reported to earn 12% of international citations and 16% of the most cited papers

(Russel Group, 2010). The twenty-four universities that constitute the “Russell Group Universities” for example are classified as research-intensive universities of the UK. These institutions contribute actively to their local communities and economies while also influencing and achieving impact on the global landscape. Although the Russell Group represents just 15% of higher educational institutions in the UK, up to 68% of the UK’s cutting-edge research are undertaken by them. In 2012/13, the Russell Group Universities were reported to account for: 74% (£3.5 billion) of UK universities’ research grant and contract income; 75% (over £1.1 billion) of total income from the Research Councils; 68% (around £1.3 billion) of the total quality-related research funding (QR) allocated by the Funding Councils; 82% (over £0.8 billion) of funding for research from UK charities and, 60% (over 13,000) of all doctorates awarded in the UK

(http://russellgroup.ac.uk/uploads/RG_ImpactOfResearch2.pdf).

The world’s total research and development spending in 2010 was put at approximately One trillion US Dollars. Top 25 countries are those that have been committing at least \$100m US Dollars annually to research. Topping the list with \$405.3 billion is the United State of America (USA), followed by China (\$337.5b), Japan (\$160.3b), Germany (\$69.5b), UK (\$38.4b) and the least in the group, Finland with US \$6.3 billion (Florida, Mellanda & Stolarick, 2011). No country in Africa falls into this elite group.

Since 2012, China has consistently and significantly increased her Research and Development (R & D) funding. This probably explains the rapid research and industrial growth in China such that she is now either referred to as the “workshop of the world” or as the “back office to the world” (Florida, Mellanda & Stolarick, 2011). India has also upped her research funding and she is now one of the world’s biggest

Information Technology (IT) service providers. It is expected that Nigeria will similarly improve her funding of R&D.

Strategies for Developing Research Initiatives in Universities

Grants and endowment: Funding remains a key driver for cutting-edge research. Universities globally are charged with the responsibility of sourcing and attracting grants for their research initiatives. However, in the recent times, support and subvention from these sources have been on the consistent decline. Consequently, ability to attract grants is a major criterion used to assess the strength of a university. For China to attract more foreign investors in cutting-edge technologies (with the ultimate aim of catching up with the G7 states), she had to increase her investment in cutting-edge research. For example from 1999, the annual investment increased by about 20% and by 2009, China already overtook Japan in terms of expenditure on research, and has since assumed the second place worldwide, behind the USA. It is worth noting also that, Korea increased the amount of resources available for research by about 10% (Russell Group, 2010)

Performance indicators, such as publication output and scientific productivity (quality and quantity) of these countries have also increased significantly. By 2010 for instance, over 30% of all the publications listed in the renowned Nature Publishing Index (NPI) for the Asian-Pacific region originated from China. Consequently, the highly specialised and hi-tech G7 countries are forced to constantly improve on their research, to remain technologically innovative, thereby guaranteeing their positions as leading researchers. Other countries like China, India, South Korea and Brazil are evolving, and will compete as scientific centres for the best innovation location in not too distant future.

Many funding agencies (non- governmental, not for profit organisations) and academic and professional bodies give grants for research in areas of their interest. Additionally, the governments in many countries support research. For example, the National Institute of Health, in the USA gives out grant for innovative research and bold ideas. In South Africa, the National Research Foundation, plays a similar role. In Nigeria, the establishment of TETFund in 2011 is to ensure improved funding for research in higher education through TETFund National Research Fund (NRF). This initiative has improved infrastructure in many Nigerian public Universities. However, the impact on research and development especially leading to product development is yet to be accomplished. There is still a large disconnect between the number of higher educational institutions in Nigeria and industrial growth, product development and total research income.

There is a need for capacity development for researchers in Nigerian Universities for grant attraction and product development. This can be achieved through training, mentoring, and collaboration especially with colleagues from other disciplines, universities and countries. At the University of Ilorin, these are being coordinated by the Centre for Research Development and In-House Training (CREDIT). Provision of support facilities for researchers will also improve grant attraction. Such support facilities include well-equipped library, linkages with colleagues from across the world, state of the art equipment, research management office for grant application review, efficient information dissemination mechanism, and patenting.

The university has in the recent times embarked on aggressive endowment drive to fund research through the Advancement Office. The involvement of alumni, captains of industries, friends of the University, etc. in raising funds,

especially for research product development, is a priority mapped out for intensive pursuit.

Development of Critical Mass of Researchers: Basic research is the crucial driver of innovation-based economic growth in leading industrialised countries. Emphasis on basic research is to generate new knowledge rather than improving on existing phenomena or product. Examples of the 3M and Silicon Valley in the USA clearly illustrate the key role of basic research in innovation.

There is, therefore, the need to develop strategies at institutional levels to achieve high level research output. This can be done by identifying and prioritising focus research niches. Researchers could then work on research streams/themes that aim at high impact, globally-relevant and locally-adaptable researches. In this context, exchange of academics would be required to mentor local colleagues and also encourage them to co-publish.

UNESCO (2010), observed that in order to increase research productivity, there is a need to nurture a critical mass of researchers. The total number of doctoral students or total population of doctorate degree holders has been suggested as a good indicator of an institution's research capability. The University regularly puts measures in place to improve doctoral training and without any doubt, this trend is likely to be maintained and improved upon in the coming years. In past few years for instance, the University has witnessed an exponential growth in the doctoral enrolment and output (Table 2).

Table 2: Trend in Doctoral Admission and Graduation at the University of Ilorin (2008-2014)

	2008	2009	2010	2011	2012	2013	2014
PhD Admission	40	65	99	181	201	95	225
No. of PhD Graduates	38	81	83	72	83	95	116

Source: University of Ilorin Annual Report 2013/2014

Additionally, sourcing of high quality researchers from around the world will be a priority for the University. A study on research productivity of tenure track or visiting positions of the 25 leading world Universities between 1970 and 2001 found that the greatest reason for productivity decline was the lack of physical access to productive research colleagues in similar disciplines elsewhere (Kim, Morse & Zingales, 2009). In the recent years, the University has attracted productive researchers from across the globe on both short and long-term contracts through its internationalisation drive (Table 3).

TABLE 3: Trend in the Population of International Staff at the University of Ilorin (2007-2014)

Year	International Staff		Total
	Male	Female	
2007-08	2	0	2
2008-09	10	3	13
2009-10	12	2	14
2010-11	21	8	29
2011-12	16	6	22
2012-13	16	6	22
2013-14	22	8	30

Source: Office of CREDIT, University of Ilorin

Promotion of Industry-Institutional Research

Collaboration: All over the world, academics have recognised the need for active collaboration between universities and industries in research initiatives. Universities that have such mutual relationship with the industries would become more relevant locally and globally. As reported by Kirchmeyer (2005), industry-level mentorship would significantly increase research output. Therefore, a concerted effort should be made by universities to collaborate with industries. This could be in the form of access to facilities, funding of research for industrial application, and mass production of research prototypes. A recent example of good university-industry partnership is that between Loughbrough University (UK) and Adidas leading to the development of “Adidas Jabulani’ football (Fig.1) used for the 2010 World Cup in South Africa. This is the direction the University of Ilorin is presently going. It is recommended, among other things, that the University should focus more on developing Memorandum of Understanding (MoUs) with industries for both teaching and research engagements as well as creating a science research park.

Institutions that have high concentration of talents, abundant resources and that operate under favourable governance would produce highly- qualified graduates, and good research output that again would influence industrial growth through commercialisation of research and technology transfer (Fig. 2).



Fig. 1: Adidas Jabulani Football used for the 2010 World Cup

Source: http://www.soccerballworld.com/Jabulani_2010.htm
(2015)

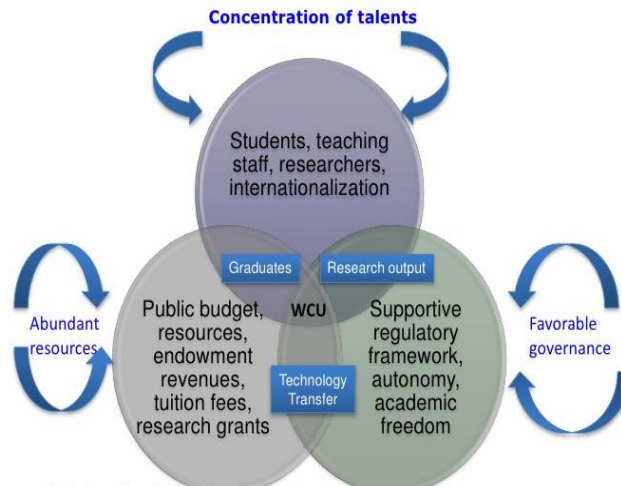


Fig. 2: Characteristics of a World-Class University

Source: World Bank Report (2009)

Research outputs are critical in enhancing the University's international reputation as a centre of excellence. It will also provide a significant contribution to the university's annual subsidy income. Publications allow new knowledge generated to be shared and subsequently transferred to both local and global communities and such knowledge generated can find applications in the industries. Additionally, researchers who publish in quality journals and outlets are regarded as some of the most important assets of any university. Consequently, University of Ilorin aims at increasing the number of international publications, without compromising quality, and also motivate academic staff to publish regularly and improve the quality of their publications. As it is done in many leading research institutions, the University will continue to reward its most productive researchers to boost innovations and increase quality publications.

Promotion of Multi-disciplinary Research:

Multidisciplinary research has been described as the driver of innovation. National Science Foundation survey (NSF, 2010) report showed that over 90% of Science and Engineering articles have over two authors and in some cases as many as five authors or even more. This is not the case with research in Humanities and the Social Sciences where average authorship of article is as low as 1.9. Within these groups, many of the authors have also been found to come from the same academic background making the quality and the impact of such research and publication limited. Such publications have been reported to interest limited audience.

Presently in Nigeria, academic institutions are organised in ways that promote the advancement of individual disciplines, or sub-disciplines. To make the situation more

complex, are the policies that govern staff hiring, promotion, and allocation of resources which in most cases do not promote multidisciplinary research. If multidisciplinary research is to flourish, then the reward (including promotion) systems must recognise the different pace with which multidisciplinary research may proceed as well as the fact that it is often a team, rather than individual, accomplishment, therefore reward should count for every member of the research team. There is also a need for flexible organisational structures that can operate across disciplines and departments. Many top-rated universities tend to overcome this with the establishment of institutes and centres where researchers in related disciplines can work together. The University would need to establish specific research-based institutes/centres. The current Central Research Laboratory in the University will support such institutes/centres.

Capacity Development: A drive in researcher's development is imperative for superior performance. Continuous training and upgrading of skills at all levels is key to ensuring competitive advantage in attracting research grants. Researchers should be exposed to workshops, library facilities, dozens of opportunities for study abroad, mentoring, advising, and other support. The ultimate aim is for the University to develop a critical mass of high quality researchers.

Conclusion

The involvement of universities in cutting-edge research has far-reaching benefits for Nigeria. The benefits of this include patenting research findings, industrial growth, job creation for the teeming youth population, increased foreign exchange earnings, and capacity development. From all available indications, the University of Ilorin is well positioned to actualise the glocalisation of available ideas and products in

its curriculum. The University can afford to take the plunge, knowing that the journey so far has planted enviable landmarks, more of which can be accomplished through concerted efforts at globalisation.

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ADVANCING DIGITAL TEACHING AND LEARNING IN THE UNIVERSITY OF ILORIN

M. I. Ahmed and M.O. Yusuf

Introduction

Advances in technology and global changes since the late 90's, particularly in economically advanced countries have brought paradigm shift in the higher education with increased access to higher education eventuating in diversification of students' populations with different learning styles and learning needs. Thus, higher education institutions had to respond to the demands of globalisation and the knowledge economy through the provision of students with 21st century skills and competencies for the emerging international labour markets. Digital technologies have been valuable tools in ensuring a shift of traditional practices in teaching and learning to meet the needs of 21st century higher education learners (Lai, 2011). Digital technology and generally Information and Communication Technology (ICT) have had pervasive influence on every facet of higher education institutions. Contemporary higher education institutions' students are called "digital age learners" because of their access to profusion of digital devices (iPods,

iPads Laptops, PC tablets, etc.) thereby making them to be technologically savvy. These students have developed competencies and skills to make them less dependent on traditional school instructions, more self-reliant, and capable of making meaning of available information (Collier, Burkholder, & Branum, n.d.). Digital technologies can augment and transform in terms of quantity and quality teaching, learning, research, and adding values to community services at the University (The Economist Intelligence Unit, 2008).

The University of Ilorin like many other universities in the developing world acquired its first sets of digital based technologies microcomputers in the mid 1980's, which has culminated in holistic application of digital based technology in every facet of the University life (teaching, learning, research, and administration). The University's digital application is anchored on sound framework as envisaged in the University's Information and Communication Technology (ICT) Policy Plan (2003 – 2008) and later the University's Information and Communication Technology (ICT) Policy and Strategic Plan (2009 – 2013).

The University's ICT policy objectives (2, 5, and 7) specifically for digital teaching and learning are to provide adequate and reliable ICT facilities to promote effective teaching, research and scholarship (e-Learning); encourage research and development in the areas of pedagogy, academic management and governance; and to improve efficiency and effectiveness of library operations and services through implementation of an integrated library information system (University of Ilorin, 2009, p. 6).

ICT and Education

All academic and social activities of the University are currently driven by Information and communication

technology. Principally, it embraces hardware, software and network infrastructural components to drive all its activities on Campus. Thus, Information and Communications Technology (ICT) is employed as converging technologies to handle audiovisual processing and transmission systems, telecommunications, broadcast media, intelligence building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions in the University. The ICT tool has revolutionised the academic activities by enhancing the development of contextualised institutional e-learning platforms and other generic ICT based teaching and learning programmes (Mutanga & Munhande, 2013). The monitoring for quality assurance and assessment of teaching and learning in the University have increasingly been supported by digital tools and services. For contemporary universities in the developing countries like Nigeria, ICT tools and services have the potentials to alleviate the problem of digital divide, and also bring about digital opportunity and paradigm shift from teacher-centered to student-centered learning. ICT encourages active learners' involvement in the teaching-learning process, raises learners' curiosity, encourages learners' engagement, reduces teacher domination, speeds up interaction and increases interaction among students, between students and educators (Makewa, Kuboja, Yango, & Ngussa, 2014). Lecturers at the University have embraced ICT integration to brighten up teaching and learning sessions.

ICT tools are constructively and responsibly used in the University to provide a leading edge that can transform the educational system. It is employed to enhance real time communication in several contexts: face-to-face (Teleconferencing), blended (combination of online and f2f) and online learning environment (OLE). Integration of ICT in the learning environment has provided opportunities for

reflective communication, thereby promoting wider interpretations and perceptions of learning events (Yusuf, 2012). It must be underscored that ICT can assist all the three conceptual metaphors (monological, dialogical, and trialogical) of learning. The monological which is the acquisition model sees learning as a process of acquiring chunks of information delivered by a teacher or expert, focusing on outcomes/products. The dialogical which is the participation perceives learning as a process of shared cultural practices and learning activities, where learning is seen as a community process through the acquisition of skills to communicate and act according to socially acceptable norms. The monological refers to knowledge creation model in innovative knowledge communities, which entails working based on one's competence, setting up higher standards of performance, and seeking collective knowledge advancement beyond individual learning. It also includes the way people collaboratively work to achieve learning goals (Paavola & Hakkarainen, 2005). In digital teaching and learning these learning metaphors can easily be contextualized within the framework of e-learning classifications as e-resources, online, blended, and communities of practice (Anderson, 2010).

The Dynamics of Digital Teaching and Learning

Contemporary world is digital technology dependent. This digital dependence has impacted on teaching and learning at all levels of education, thereby challenging the conventional teaching and learning in higher educational institutions. The dynamics of digital teaching and learning are substitution, augmentation, modification and redefinition. In substitution technology is used as a direct substitute for what a teacher might have done with no functional change. Augmentation is when technology is a direct substitute leading to functional

improvement over what the teacher does in the classroom without technology. Modification is when technology allows the teacher to significantly redesign the task of teaching to improve learning and redefinition is when the teacher uses technology to do what was previously not possible in the classroom.

The University was among the eight Nigerian Universities that received donation of Intel Galileo boards. The board houses the Intel microcontroller chip which can be used as a “backbone” infrastructure” for building a lot of “smart” electronic products. By the word smart we mean intelligent systems, computer aided designs, nano systems, etc. The intel Galileo boards are extremely useful and very relevant in the practical aspect of a number of our undergraduate courses in Electrical and Electronics Engineering, Computer Science and the newly established Departments of Computer Engineering and Biomedical Engineering.

The students of Computer Science and Electrical and Electronics in the University use the board as a multi-user socket that enables connection to smart devices on which users can create several applications and codes to control hardware devices. The students interact with the technology board to invent applications and software that create solutions to problems. The Intel Galileo board project also provides our students free access to inventors’ community where they can interact and exchange ideas with innovators worldwide. The University can produce best innovators using the Information and Communication technology and if the students can relate with other innovators across the world via our institutional linkages. It is in this light that the University sponsors both staff and students to participate in the Intel Galileo training and indeed other training sessions so as to prepare them in developing products that are in need in the 21st Century.

Engineering students in the University of Ilorin are introduced to the Intel Galileo board and its application as part of their laboratory exercises. The training will soon be widespread among all related disciplines by grossly increasing the number of “grove Starter kit”, which is required along with the Galileo boards to develop a variety of real-life applications, sensors, etc. The Galileo Boards are currently in use in the teaching of courses which include ELE 342 Applied Computer Programming, ELE 344 Data Communications and Computer-Networking, ELE 448 Assembly Language Programming, ELE 546 Digital Control Engineering, ELE 593 & 594 Final year projects I & II.

Bates (2015) in his review highlighted skills necessary for the contemporary knowledge society as communications skills of reading, speaking, writing, and social media communication skills; and ability to learn independently skills that involve taking responsibility for working out what one needs to know, and where to find that knowledge; also thinking skills encompassing critical thinking, problem-solving, creativity, originality, and strategising digital skills since most knowledge-based activities depend heavily on the use of technology; and knowledge management skills dealing with how to find, evaluate, analyse, apply and disseminate information in context.

The University recognises the significance of digital technology tools for conventional and distance learning programmes. This is underscored in the University’s ICT mission statement that “To foster innovation and best practices through the use of information and communication technology to establish the most conducive environment for learning, teaching, research, and service to community” (University of Ilorin, 2009, p. 25). This was again underscored in the

University's Distance Education Policy. The preamble (University of Ilorin, 2011) noted that:

The ICT infrastructure and courseware developed by the University academic staff for conventional students are enough to assist the University in ODL take off. The University is unarguably the foremost Nigerian tertiary institution in the application of ICT in several facets of teaching, learning, and research.

To accomplish the mission and objectives outlined, the University adopted several initiatives among which are University of Ilorin E-teaching/E-learning, University of Ilorin mobile applications built on Android and Windows, deployment of Smart Boards and signages in teaching/learning environment, Campus wide deployment of internet/intranet on wireless and fibre infrastructure and Voice over internet protocol (VOIP). Creation of online mail Groups, Deployment of Surveillance/Biometric access equipment, Public IP address designated research stations, Institutional Multi-Purpose Identity Card, paperless Senate/Faculty Board and development of institutional repository are among the key strives taken to earn the University first position on recent Webometric ranking. These initiatives are further elaborated.

Unilorin E-teaching/E-learning Initiatives

The adoption of E-teaching in the University has made learning interestingly easier by integrating the appropriate technology into instructional materials. The integration of digital technology as a tutor tool, or as a medium provides an opportunity for teachers to willingly teach more effectively and be motivated. E-learning is described as intentional use of networked ICT in teaching and learning. It is an educational process that uses ICT to mediate asynchronous and synchronous learning and teaching activities (Naidu, 2006).

Verma (2011) identified among others e-teaching strategies to include: E-Lecturing which deals with delivery of instructional contents and techniques to fulfil learners' needs via electronic lecture, E-Access Network Resources which refers to the provision of additional instructional material to the learners pertaining to their course, and E-Discussion forum that relates to online interaction between learner and teacher through structured learning content and flexible learning environment. E-learning is electronic learning, which refers to use of digital technology to deliver part, or all of a course whether in formal educational institutions (conventional, distance or dual mode), or informal learning of courses. Romiszowski (2004) identified four modalities for e-learning: individualised self-paced e-learning online, individualised self-paced e-learning offline, group-based e-learning synchronous and group-based e-learning asynchronous. Individualised self-paced e-learning online refers to individual learners accessing learning resources online through the Internet or Intranet. The individualised self-paced e-learning offline allows individual learners to use learning resources offline, through hard drive, mobile devices, CD, DVD, Flash memory, etc. The group-based e-learning synchronous refers to where groups of learners work together real time through Intranet or Internet (text-based, two-way audio or video conferencing). Finally, group-based e-learning asynchronous involves learners working over the Intranet or Internet with exchanges among participants with a time delay.

The University recognises the various dimensions of e-teaching/e-learning in the delivery of teaching, learning and research activities. This is responsible for several initiatives within the University aimed at promoting e-teaching/e-learning among the stakeholders. The initiatives cover Infrastructure, access, technical training, users training on integration of ICT in teaching and learning, pedagogical issues of ICT integration,

and motivational factors for e-learning. To achieve these objectives, the University developed a robust ICT infrastructure which is driven by the Directorate of Computer Services and Information Technology (COMSIT). The Directorate comprises the Website, Portal/Software development units and the Network Operations Centre. As a policy decision, the official website, portals and network infrastructures in the University are designed, developed and maintained in-house by the Directorate. The official website of the University (www.unilorin.edu.ng) which is mobile/user friendly comprises numerous subdomains representing the Faculties, Departments, Units, Directorates, Institutes, Centres, Schools, College and Administrative wings of the University. The day-to-day content development and management of these subdomains are handled by Information & Technology officers (ITO) designated to each unit of the University by COMSIT Directorate.

The portals which serve as the citadel of all academic and management activities in Unilorin include Undergraduate, Postgraduate, Institute of Education (IOE), Ilorin Business School (IBS), Centre for Open and Distance Learning (CODL) and School of Preliminary Studies (Remedial). All the portals are embedded with payment solutions (Webpay) from Interswitch to provide a seamless proxy payment window to end users.

To further make learning seamless, efficient and robust, e-library units are also established to complement the resources of the conventional University library. The e-library units serve as the hub to millions of e-books, subscription-based and open-access journals at disposal of both staff and students. The University of Ilorin Institutional Repository (<http://uilspace.unilorin.edu.ng>) is built on DSpace as an online locus for collecting, preserving and disseminating information

in digital format as the intellectual output of the University. The repository offers services to University of Ilorin community for the management and dissemination of digital materials created by the institution, staff and students alike. The University of Ilorin Repository provides services to staff /student researchers, and administrators who want to archive research, historic, and creative materials. The Repository allows for interaction and collaboration among other Nigerian Universities. The cataloging unit of the physical library is also automated with an online bibliography of the library collection available to the public. The Online Public Access Catalog (**OPAC**) was developed as stand-alone interface, accessible from a server domiciled at our Network Operations Centre (NOC) to users all over the world. The University Institutional Repository is built on DSPACE. The complete automation of the physical library is also ongoing with the aim of transforming it to meet the needs of the 21st Century users.

In order to further enhance the prudent management of resources, automation of the various administrative units of the University, which include Bursary, Human resources, Academic planning, Academic Supports Services, etc. is currently ongoing. Hospital management interface is developed and is in use by the University Veterinary Teaching Hospital while e-Voting has been embraced by all Associations/ Societies in the University as the Gold standard for free and fair democratic elections on our Campuses.

To address the challenges of Internet Bandwidth within the Higher Education System in Nigeria, the Nigerian Research and Education Network (NgREN) is working assiduously with National Universities Commission (NUC) and Committees of Vice Chancellors (CVC) to ensure that all Nigerian Universities acquire STM1 (155Mbps) Internet bandwidth before the end of the second quarter of 2014. The University on

its own initiative, currently sits on network infrastructure comprising 70% fibre optic and 75% wireless coverage on existing academic, administrative and residential structures to provide internet/intranet services on a backbone of STM1 bandwidth (155mbps). Numerous new buildings are coming up in the University which are yet to be captured on the Campus-wide network. However, efforts are intensified to build-in network designs in the building drawings to provide for professional standard installations so as to avoid trunking, thrust boring and drilling of the buildings when construction works are completed. Because of the growing needs for internet/intranet access and bandwidth for the Data Centre, the University management has initiated the process to scale up the bandwidth to STM4 (620mbps) by October 1st, 2015. This is a highly commendable foresight by the University administration as no University in Nigeria currently drives its network on STM4 bandwidth. To further minimise down times in internet/intranet access, the University's power supply taps from a dedicated grid and all ICT deployments are carried out in a responsible and sustainable way and backed-up with alternative power supply.

Digital technologies alone cannot assure successful teaching and learning, enabling environment must be complemented with requisite skills and competence in the integration of ICT for teaching and learning. Towards this end, capacity building programmes were embarked upon by the University. For instance, on the technical aspect of ICT application, capacity building programmes include, Advanced Digital Appreciation Programme (Generic Software, Web Development), Utako Abuja, 2006, Management for ICT Programme University of Ilorin, November 2004, Web Application Development and Database Management (22nd to 26th of April, 2013), Consultancy Support Services (CS2)

Workshop on Microsoft Digital Literacy (February 2009), Train-the-Trainer Programme on ICT Capacity Building for Tertiary Institutions in Nigeria (June 2009), Training on Google Apps, Training on the Use of the University New Portal, HP Hand-On Training (2013), Interactive White Board Training in Abuja (2014), Cloud Computing with Open Nebular at OAU in 2014, Nigeria Network Operators Group (NgNOG), and African Network Operators Group (AfNOG), Intel Galileo training at Akure, (2014) and the recently concluded training on Microsoft applications by Digital Bridge, Ilorin (2015).

On pedagogical capacity building for ICT integration, the University has organised several training sessions for lecturers. In October 2010, a two-day University- wide programme on the development of courseware for courses within the University was held. Others include training on the Management of University of Ilorin Virtual Classroom on Moodle Platform for E-Learning between the 17th and 20th of September, 2012. Further training was also held on Development of Courseware for Blended Learning between the 2nd and 3rd of October, 2013. The University's Library also husbands digital technology resources to provide on-line and real time opportunities for stakeholders to have access to required instructional resources (textual, audio, video, and so on). The enabling condition for ICT integration in teaching and learning has encouraged e-learning for students to learn effectively and be motivated to learn willingly.

University of Ilorin Cloud

Lakshminarayanan, Kumar, and Raju (n.d.) refer to cloud computing as Internet-based computing, that allows for sharing of resources, software and information using computers and devices on-demand. There are three models of cloud

computing services: Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS). The Infrastructure as a Service (IaaS) allows consumers to use ICT infrastructures like processing, storage, networks and other fundamental computing resources as a service. The Platform as a Service (PaaS) provides a development platform supporting the full “Software Lifecycle”. It allows programming environment, tools, configuration management, etc. to support the application hosting environment. The Software as a Service (SaaS) ensures that software is provided to a consumer as a Service which can be accessed through networks; examples are mails (Google Mail, Yahoo Mail, among others), Dropbox, Google Docs, Google calendar, and so on.

The deployment models for cloud computing are Public Cloud, Private Cloud, Hybrid Cloud and Community Cloud. The Public Cloud deployment makes cloud infrastructure accessible to the general public and value and costing are defined by the service provider. Private Cloud involves cloud model for a single organisation and managed by the organisation or third party. Hybrid Cloud is deployment model which combines different clouds (private, public, community, and virtual private) in order to optimise the resources. The Community Cloud involves several organisations or institutions that have a shared concern or interest like compliance considerations, security requirements. Community cloud infrastructure can be hosted by a third-party or within one of the organisations in the community (Lakshminarayanan, Kumar, & Raju, n.d., Shimba, 2010).

The University has an active presence on the cloud for e-learning. Cloud Computing Implementation and maintenance are the sole responsibility of the Website unit at COMSIT. The University has agreement with Google Apps, and provides students and lecturers access to Google resources. These

resources include Gmail customised for the University, Google Talk, and Google Calendar, Google productivity tools like Google Drive: text files, spreadsheets, and presentations, iGoogle and Google Sites to develop web pages. It also provides easy access and account for other resources relevant for education. These include YouTube for video sharing, Google Cultural Institute that brings together millions of artifacts from several global partners, and Google Cloud Platform that allows a user to run mobile or web application on Google infrastructure making it easy to build programmes. Recent activity in this regard is the Installation of Ubuntu 12.04/14.02 Server OS and Desktop version of Linux Mint 17 for Apache Web Server Remote Login and server side interface look, feel & gesture. In line with its mission objectives, the University developed its mobile applications on Android and Windows to provide the hub for our e-resources ranging from Repository, News, e-library, e-Campus, Social networks, e-Commerce, e-learning, etc.

Other applications sitting on Google infrastructure at the University's disposal include Google Search for Education that provides the connection with world's contents and citizens, and Google Maps for Education that provides access to world visual information so that students and lecturers can explore, create and collaborate on mapping tools. Furthermore, Google Scholar also allows for search for articles, thesis, dissertations, books, etc. Open Online Education, which provides open source Course Builder platform to create and deliver online courses are all at the disposal of both staff and students of the University.

The University also explores the potentials of Microsoft Live@edu for e-learning. The Microsoft Live@edu offers educational institutions free hosted, co-branded communication and collaboration services for students, faculty, and alumni,

thus allowing for E-mail, calendars, document sharing, instant messaging, video chat, and mobile e-mail accounts. The University's Tablet provides opportunity for mobile cloud learning which is a combination of mobile learning and cloud computing. It makes available educational resources using distributed storage system that exceeds traditional mobile device capabilities, and offload processing, storage and security. Mobile cloud computing moves the computing power and data storage away from mobile devices into the cloud, bringing applications and mobile computing not only to smartphone users but also to a much broader range of mobile devices (Wang, Chen, & Khan, 2014).

Interactive and e-Boards

The University has imbibed the culture of employing interactive whiteboards (Enamel) and e-Boards (LED) as instructional tools in teaching. This culture has paid off as it allows computer images to be displayed onto a board using a short-throw digital projector. Lecturers manipulate the elements on the board by using their fingers as mouse, directly on the screen. Items can be dragged, clicked and copied and the lecturer can handwrite notes, which can be transformed into text and saved for future review.

These are powerful tools in the classroom adding interactivity and collaboration, allowing the integration of media content into the lecture and supporting collaborative learning. Used innovatively, they create a wide range of learning opportunities with capacity to login 400 concurrent users in proxy. However, in some environments they are not being used to their full potential, and in many cases acting just as glorified blackboards. Through in-house training, this had achieved greater acceptance and utility, particularly in the Faculty of Veterinary Medicine where 89% of Triumph

interactive Boards and 65” of Samsung LED e-Boards were deployed in recent times. A complete smart class room was recently deployed in Ilorin Business School and four more are expected to be deployed soon in locations that will be accessible to all the students.

These Whiteboards and e-Boards are now commonplace in all teaching environments in the University, and efforts are in place to adopt the technology in all aspects of teaching and learning in the 2015/2016 session. They are currently employed both in Administrative and teaching units of the University to demonstrate concepts in meetings, seminars, conferences and workshops as a flexible multimedia tool to enhance interactions, teaching and learning sessions.

The Interactive Whiteboards and e-Boards are adopted in the University as cost savers since the technology uses a single computer to provide learning stimuli for a whole classroom and may be extended to other students in proxy. Other multimedia devices deployed to both staff and student environments include signages which are essentially 40”LED and giant outdoor boards that are provided with public-IP addresses for seamless and synchronous deployment of e-notices to designated target population.

Online Groups

In order to securely reach out to discrete target populations, the University legacy mail accounts rooted on the official website adopts the use of **mailing list** as collection of names and addresses to be employed to send digital materials to multiple recipients. Two types of mailing lists are generally employed: an *announcement list* which is closer to the original sense, where a "mailing list" of people was used as recipients for newsletters, periodicals or advertisement. An *announcement list*, which is used primarily as a one-way

conduit of information and can only be "posted to" by selected people. This may also be referred to as *newsletter*. Newsletter and promotional e-mailing lists are employed in various sectors as part of direct marketing campaign.

The second type allows members to post their own items which are broadcast to other mailing list members. This second category is usually known as a *discussion list*. On a discussion list, a subscriber uses the mailing list to send messages to all the other subscribers, who may answer in similar fashion. Thus, actual discussion and information exchanges can happen. A mailing list of this type is usually topic-oriented (for example, politics, scientific discussion, joke contests), and the topic can range from extremely narrow to "whatever you think could interest us". In this way, they are similar to Usenet newsgroups, another form of discussion group that may have an aversion to off-topic messages. On both discussion lists and newsletter lists precautions are taken to avoid spamming.

Discussion lists often require every message to be approved by a moderator (COMSIT) before being sent to the rest of the subscribers, although higher traffic lists typically only moderate messages from new subscribers, and only then for a time. Companies sending out promotional newsletters have the option of working with whitelist mail distributors, which agree to standards and high fines from ISPs should any of the opt-in subscribers complain. In exchange for their compliance and agreement to prohibitive fines, the emails sent by whitelisted companies are not blocked by spam filters, which can often reroute these legitimate, non-spam emails. Some mailing lists are open to anyone who wants to join them, while others require an approval from the list owner before one can join. The Website unit of COMSIT Directorate provides Technical Support to University of Ilorin Web & Mail Server

with over 4,500 mail Accounts available for staff, over 27,000 undergraduate and 8,000 postgraduate students.

The University of Ilorin Multi-Functional Identity Card

The University's multi-functional Identity card (ID Card) was launched on September 16, 2013 by the Vice Chancellor, Prof. AbdulGaniyu Ambali. It is a multi-functional one-stop smart card designed for staff and students embedded with sophisticated features. It is used for financial transactions and for gaining access to key facilities on campus, in addition to serving the traditional function of identification of its holders. The "Combo Card" project, which is in furtherance of the "Cashless Policy" of the Central Bank of Nigeria (CBN), was produced for the University by Interswitch and it is the first of its kind by any university in the country to have both payment card with access control solution on one card. Unlike the normal ID card that just serves as a means of staff and students' identification, the Combo Card has three distinct functions, as it is used as payment card, access control and identification. The card is used like the regular ATM cards tied to a Bank account or as "e-Wallet". It may also be accepted as Payroll cards, as it could be used for fast payment from the University Bursary Department to the account of the card holder. Its uses include e-Attendance and the physical security of the campus as it can determine who gains access to key University facilities like the Senate Building, the Library, the Clinic, classrooms, hostels, offices, and Club houses. The card would serve multiple identification purposes where staff and students would no longer have to carry multiple cards such as Library, clinic, club, and hostel identification cards.

Integrating ICT for Better Service Delivery

The University Mobile Application solution is a software application designed and developed by the COMSIT Directorate to run on smartphones, tablet computers and other mobile devices and laptops operating on Android and Windows. They are developed for low-power handheld devices, such as personal digital assistants (PDA), enterprise digital assistants, mobile phones and Tablets which are generally used by students as learning tools. The **University Mobile Apps** (Fig.1) was delivered as web applications using server-side or client-side processing (e.g. JavaScript) to provide an "application-like" experience within a Web browser. The Single App tagged UMA (University of Ilorin Mobile Applications) is a dynamic app with multiple stand-alone applications within one parent application. This makes it a ***unique bespoke*** web application for the user environment i.e., students, staff, alumni, and parents. Resident apps which come in an icon, included Home, Unilorin Map, Academic Collaboration, Academic Publications, Unilorin Courseware, Portal, Portal Helpdesk, Inaugural Lectures, VC Speeches, Bulletin, Events, Unilorin FM, Unilorin Anthem, Unilorin Videos, Unilorin Event Gallery, Social Networks- Facebook, Twitter, etc. The Unilorin app, is very useful to the University community in the dissemination of information and especially with the launching of the "Ipad/Tablet" (PDA) for students and interested staff members. The Unilorin mobile application is available on Google Play Store, I-Phone /Apple Platform via iTunes stores, Amazon stores, Blackberry, Windows Stores and Nokia Stores.



Benefits to Students

1. 25 Gigabyte of Space on University of Ilorin Cloud Facility i.e. Google Drives
2. Groups, Discussion Forum for Lecturers & Student Collaboration.
3. University of Ilorin Courseware/Smart Board Integration
4. Event, Calendar and Time-table for Lectures and Academic Activities.
5. Instant Messaging, Email Alerts & Notification.
6. Instant Report .i.e. i-report

Benefits to Staff

- 1 25 Gigabyte of Space on Unilorin Cloud Facility i.e. Google Drives/Google Apps.
- 2 Instant Messaging, Email Alerts & Notification (paperless correspondence).
- 3 Instant report .i.e. i-report
- 4 Discussion Groups with Student (Project Students, and by Course offered).
- 5 Creation of Academic Time-Table.
- 6 Creation of Real-time course ware.
- 7 Publications & Blogs Upload for Global Reference.
- 8 Document Management Facility & System for Paperless network (paperless senate, council, development committee and registry).

The deployment/integration of the University of Ilorin mobile application into teaching and learning tools has the merit of

convenience and flexibility, relevance and learner control, and good use of ‘dead time’. It also fits many different learning styles, improves social learning (i.e. communicating with peers and experts), encourages reflection, eases evidence collection, supports decision making, speeds up remediation and improves learner confidence. It eases digestible learning, heightens engagement, has better planning for face-to-face sessions, great for induction and elimination of technological barriers is designed once, is delivered across multiple platforms, is easily trackable via Wi-Fi with Cost-effective build and is context sensitive with power of personalization.

The Future in Perspective

Given the current challenges in the University’s ICT environment and next generation of perimeter security, there is the need to have proactive initiatives. The University ICT infrastructure is experiencing newer trends like high internet speed, virtualisation, application explosion, increased Web services and Web Applications threats as well as IT consumerisation (BYOD). There is a need to prepare for emerging security risks on the University’s IT network. Concerns on insider threats, varnishing ‘trust boundaries’, compliance management, etc. are on the increase. Periodical forensic analysis of ICT threats and a proactive remediation approach will go a long way in integrating ICT in teaching/learning in a responsible and sustainable way. Application Visibility and Control, Stateful Inspection and Web Application Firewall, Intrusion Prevention System, Outbound Spam Protection, IM Archiving and Control, Web Filtering System, On-Appliance Reporting, Multi-WAN Load Balancing and Failover and Bandwidth Management are required as safety valves in the integration of ICT in teaching and learning environment.

Conclusion

It is obvious that the present University administration has invested enormous amount of resources on the deployment and integration of ICT infrastructure in teaching and learning environment. The resources and services from these deployments are valuable Institutional assets that need to be managed, conserved and shared as effectively as possible. It is thus important to periodically update the operations and management policies that guide its usage, in consonance with the changing global technology.



**Computer Services and Information Technology
(COMSIT Building)**

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Appendix 1: The Catalogue of University of Ilorin Web Domain
Web- subdomain for faculties, centre & units (50 nos. Created)

-----*FACULTIES (COHS & LIBRARY INCLUSIVE)*-----

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Interactive Forum For Alumni (<http://student.unilorin.edu.ng>)

Center for Affiliated Institutions (<http://cai.unilorin.edu.ng>)

Centre for Open and Distance Learning (<http://codl.unilorin.edu.ng>)

Sasakawa Portal, Unilorin (<http://agricextn.unilorin.edu.ng>)

Conference of Alumni Association of Nigeria Universities CAANU
(<http://caanu.unilorin.edu.ng>)

Unilorin Public Documents Domain/Cloud

(<http://publicdocs.unilorin.edu.ng>)

University Ethical Review Committee
(<http://ethicalreview.unilorin.edu.ng>)
Unilorin Vacancies (<http://vacancy.unilorin.edu.ng>)
Unilorin Adverts (<http://advert.unilorin.edu.ng>)
Electronic Voting Platform, University of Ilorin (<http://e-voting.unilorin.edu.ng>)
Unilorin Digital Repository
(<http://uilspace.unilorin.edu.ng:8080/jspui/>)
Unilorin Media Space (<http://media.unilorin.edu.ng>)
Unilorin Carnegie African Diaspora Fellowship Program (ADF)
(<http://carnegieadf.unilorin.edu.ng>)

SECTION D
GOODWILL MESSAGES

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His Majesty
Dr. Shekarau Angyu Masa-Ibi kuvyo II, CON
AKU-UKA
Chairman Taraba State Council of Chiefs
President Wukari Traditional Council,
Chancellor University of Ilorin (1981-2001) &
Federal University of Technology Owerri

40 YEARS OF UNILORIN STRIDES

Forty year ago, a plant from a tree nursery was planted in a plantation. Today, that plant has become a big tree that is flourishing and towering like a giant *Iroko* in the forest.

From a modest beginning of a three – Faculty institution in 1975, the University of Ilorin has, no doubt, come a long way with 15 Faculties, 95 undergraduate and 64 graduate programmes.

The University has certainly impacted positively on the national economy and global human capital development. Proof of this is in its rating on a number of times as the best University in Nigeria. The icing on the cake is its standing in the global index; the first Nigerian University to be ranked within the best 2000 globally!

The future of the University looks greater as an international destination for research and academic excellence.

I savour the honour of being associated with the University. As its former Chancellor, I am proud of this moment, as the University celebrates four decades of steady, exemplary and worthwhile growth. As we move forward, I say, let the light of the University of Ilorin continue to shine and the radiance of its scholarship continue to beam on the world in search of knowledge and innovations in science and technology, and social re-engineering. Let the ideals of teaching, learning and character moulding breed tolerance, understanding and integrity in our national processes and the quest for a better world.

His Majesty

Dr. Shekarau Angyu Masa-Ibi CON,
The Aku-Uka, Kuvyo II,
Chancellor (1981-2001)

GOODWILL MESSAGE ON THE FORTIETH ANNIVERSARY OF THE ESTABLISHMENT OF THE UNIVERSITY OF ILORIN

It is for me, a great honour and privilege to write this goodwill message on the fortieth anniversary of the birth of this great citadel of knowledge that has become a household name and the most sought-after University in Nigeria. It is rated on many occasions as the leading University in Nigeria and one of the best 20 in Africa in the global ranking of Universities. It even climaxed its record when in 2014 it became the first Nigerian University to be ranked within the best 2000 in the world.

I am happy and proud to be associated with the University having had a rare opportunity of being part of its history right from its inception to date. Permit me to go down the memory lane with a feeling of nostalgia when in 1975 we received the news of the establishment of the institution with euphoria. The then government of Kwara State in which I was serving as a State Commissioner promptly gave out part of the then Government Technical Training School (GTTS) land for the take-off of the University which is now its mini-campus. When Prof O. O. Akinkungbe succeeded the pioneer principal and became the first vice-chancellor, he met the then Governor, late General George A. Innih for land for the permanent site. The governor directed him to see me being the Commissioner for Lands and Housing as to possible assistance to give. I summoned my officials, asked them to bring down the map of Kwara State in my office and after some deliberations with the Vice Chancellor we arrived at the present location of the institution, circled it on the map and asked the officials to swing into action on the ground. The VC left a happy man and I briefed the Governor accordingly.

In January 1997, I was appointed a member of the Governing Council of the University when Prof J. O. Oyinloye was the Vice Chancellor. He was succeeded later in the year by Prof. Shuaib O. Abdulraheem. When I was appointed Hon. Minister of State for Education in August 1998, I relinquished my membership of Council.

In February, 2009 as Providence will have it, I was again appointed a member of the Governing Council of the University when Prof. Ishaq O. Oloyede was the Vice-Chancellor and I was elevated as Ag. Chairman and Pro-Chancellor in April 2012. I was privileged to work with Prof. AbdulGaniyu Ambali who succeeded Prof. Oloyede in October 2012 up to the end of the tenure of our Council in 2013.

Any unbiased observer will agree that the University has witnessed unprecedented development in the past eight years in terms of:

- i. Massive infrastructural developments of academic buildings, student hostels, sporting facilities, road networks etc.
- ii. Academic excellence in terms of being the best University in Nigeria in the global ranking for many years and the first Nigerian varsity to be within the best 2000 in the 2014 global ranking.
- iii. Very serene and conducive environment for learning and teaching
- iv. Stable academic calendar, peaceful atmosphere, absence of anti-social activities and well-behaved students of excellent character.

No wonder it has become the most sought-after University in Nigeria up till today as revealed by the Joint Admission and Matriculation Board (JAMB).

I will like to use this opportunity to commend and congratulate the Administration, the staff and students of this great institution on the auspicious occasion of its 40th birth anniversary for the outstanding and enviable achievements recorded so far and to request that they should not rest on their oars. I pray that the varsity will live to eternity while we look forward to witnessing its golden anniversary and beyond.

Alhaji Saka Saadu, OFR

Fmr Ag. Chairman & Pro-Chancellor

**GOODWILL AND EXHORTATORY MESSAGE
ON THE OCCASION OF THE 40TH
ANNIVERSARY OF THE FOUNDATION OF
THE UNIVERSITY OF ILORIN**

My colleagues,

Let us with this message, call on all persons who now and in the past have been associated with this great university – the University of Ilorin, to join us in being happy and celebrating with us. For as you all know, today our revered institution – the University of Ilorin – is forty (40) years old. Today, we reiterate, is the fortieth anniversary of the foundation of this our great institution, which over the years has made its mark both in Nigeria and Africa. We are sure that within the next forty (40) years we will be able to achieve as much, if not more, than our predecessors, to whom we owe a large debt have already achieved. To those who were before us and had the luck to be the foundation members of this great institution, we, salute you. We note your remarkable effort, which out of nothing has created an institution that has grown from three faculties in 1975 to some fifteen faculties in 2015. We are also remarkably lucky that his Royal Highness Alhaji (Dr.) Abdulummini Kabir Usman, the Emir of Katsina has joined us as Chancellor of this remarkable institution. It is public knowledge that we are now assessed by organizations from outside Nigeria as the first and best University in Nigeria. We are sure that the association of his Royal Highness, the Emir of Katsina, with our institution does mean that Nigeria expects greater achievements in the field of learning from us, given the special environment which we possess. We can assure our fellow compatriots including our Chancellor and with him the rest of Nigeria that the University of Ilorin will not disappoint them. We will endeavour within the next decade to become one of the best tertiary institutions in the tropical

and sub-tropical areas of the world, surpassing not only the tertiary institutions on the African continent but also those in South and Central America, particularly Brazil, South Central and East Asia.

We are limiting our pronouncements because time is required to train the requisite personnel for carrying out our stated goals as well as for acquiring all the necessary equipment that are already being designed, assembled and put to work to enable this desirable situation to become a reality.

Since seeing is believing, we do not wish to publicly promise or say in advance that we intend to be, within the next decade, among the three hundred (300) best universities in the world. However, the better by far University, Unilorin as we all who are associated with it call this our revered institution, will be there for all to see that despite the disadvantages which Nigeria's poverty causes us and the other Nigerian universities to suffer intellectually, we intend to compete successfully against much richer and better endowed institutions in the first world. Given, as we already know, a hard-working, erudite and indefatigable Vice-Chancellor, Professor AbdulGaniyu Ambali, an innovative and resolute teaching and tireless administrative staff who are already the envy of other universities in the world as also students who are prepared to learn to the best of their ability as well as innovations in our timing of our learning processes, cognitive science teaches us that we will succeed in implementing our unshakable decision to surpass the enviable example already set by our forbears. We shall let everyone in the world know that we have arrived, we are conscious that the University of Ilorin is a symbol of excellence. We are determined to continue to ensure, that Unilorin remains a symbol of excellence not only in Nigeria and Africa, but also throughout the world. Let us all associated with Unilorin congratulate ourselves and our Alma Mater.

Unilorin is forty (40) years old and we look forward to still greater achievements in its next forty (40) years of existence.

PROF. CHUKWUKA OKONJO,

B. Sc. (Lond.), M.Sc (Maths), M. Sc. (Econ)
(Erlangen) Dr. rer. Nat. (KoIn) Dr. h.c. (Benin),
Dr. h.c, (UNN) Dr. h.c, (IBADAN),
O.F.R., F.N.E.S, PRO-CHANCELLOR

PROBITAS DOCTRINA

I write as a former Vice Chancellor and Professor Emeritus of the University of Ilorin on the attainment of significant milestone of 40 years of its establishment.

As member of the foundation staff of the Faculty of Health Sciences, I identify with the ups and downs, challenges and achievements of the university. It is an undeniable fact that it has held itself “*primus inter pares*” among the universities established in its genre. The products can be found in the top echelon of the industry, academia, professions, politics and judiciary etc. nation-wide. Internationally, Ilorin graduates are known for excellence in medicine, engineering, law and science - research and several other fields.

Recently about 25 of them came together to celebrate 30 years as medical graduates of the University of Ilorin; most of them practising as top physicians and surgeons in the diaspora with ranks of professors and specialists. Confidently one can assert that the university has lived up to the tenets and ideals of its motto.

It is my prayers that the best is yet to come and the institution will grow in excellence in the years ahead.

I congratulate the Vice Chancellor Prof AbdulGaniyu Ambali Ph.D, the academic and administrative staff and students on this occasion and the historical launching of this memorable book.

Adeoye Adeniyi MD
Professor Emeritus

A GOODWILL MESSAGE

Prof Shuaibu Oba AbdulRaheem, OFR, NPOM

Just about this time in April 2000, as Vice-Chancellor, I had the privilege of doing the “Foreword” to the Unilorin Silver Jubilee commemorative document.

Now, fifteen years on, one looks back with a sense of pride and marvels at the awesome strides which the successive Vice Chancellors, Management, Staff and Students have taken in promoting scholarship, community service and development of infrastructural facilities.

In that short span of time, our University has been transformed from what we used to proudly describe as “the fastest growing second generation University in Nigeria,” to World-class citadel of learning. Indeed, at 40, our University is, truly, “Better by Far”!

On that note, I do sincerely felicitate with the Authorities of the University on the momentous occasion of the fortieth anniversary.

Prof Shuaibu Oba AbdulRaheem, OFR, NPOM
6th Vice-Chancellor (August 1997 - August 2002)

A GOODWILL MESSAGE

From Professor Shamsudeen O.O Amali

(OFR, FSONTA, F Inst. GLT)

Former Vice-Chancellor, University of Ilorin 2002-2007

Former Vice-chancellor, Nasarawa State University (NSUK)
2010-2014.

With humility and profound gratitude to Almighty Allah (God), Most Beneficent and Most Merciful, I sincerely congratulate University of Ilorin on her 40th Anniversary. I was appointed the Vice-Chancellor of the University of Ilorin in October 2002 for five years (5yrs) which ended in October 2007.

On my resumption of duty, I was warmly received by the University, the Ilorin community, the Emir of Ilorin, Alhaji Sulu Gambari (Shehu), his Emirate Council, Muslim Ummah and Christian Community, Kwara State Government and the good people of Ilorin and Kwara State. Numerous congratulatory messages from far and near also greeted the appointment. My wife and I were genuinely moved by these sincere receptions. We continued to pray to Almighty Allah (God) to grant us success in this enormous responsibility.

I give profound and deep appreciation to all the Vice-Chancellors that served the University before me. My immediate predecessor Professor Abdulraheem Oba and his academic and administrative colleagues and the Governing Council left great and excellent academic and administrative legacies, programs, and physical infrastructures. The Governing Council, Senate, Faculties, Departments, Units, the larger community, the students and my humble self-built upon the high standard of the University.

Within the five years we did our very best individually and collectively to maintain and advance the already existing academic and administrative excellence of the University through teaching, research,, community service, physical infrastructural development and projects befitting World Class University-BETTER BY FAR. The roles of Ilorin, Kwara State, Federal Government, Federal Ministry of Education, Tertiary Education Trust Fund, individuals, corporate bodies, and of course National Universities Commission cannot be over emphasized in the development of the University. Secret society and students' cultism were virtually wiped out. The peaceful and smooth staff and students' relationships were further enhanced. ICT was highly encouraged. Our products performed well on their jobs because of the excellent academic, administrative knowledge and moral training and discipline imparted into them by seasoned academics and administrators.

My successor Professor Ishaq O. Oloyede greatly advanced the development of the University and his successor Professor Ambali is also tremendously increasing the development. Once more I thank Almighty Allah(God), the Governing Council, Senate Faculties, Departments, Units, Principal Officers, Deans, Directors, Heads of Departments, Emir of Ilorin (Shehu), Government of Kwara State, Federal Government, Federal Ministry of Education, the Visitor, Chancellors, Pro-Chancellors, National Universities Commission (NUC), Tertiary Education Trust Fund (TETF), and very many others that are not mentioned here for the opportunity given to me to serve as the Vice-Chancellor for five years. May Almighty Allah (God) continue to guide and provide for University of Ilorin, staff, students, and well-wishers forever and ever. Amin.

Professor Shamsudeen O.O Amali
(OFR, FSONTA, F Inst. GLT)

UNILORIN IS AN EVOLUTION

I want to begin by congratulating my alma mater, the University of Ilorin, on this occasion of its 40th year anniversary. I hasten to say that though forty years is short in the life of a University that is destined for perpetuity, the fact that the University has gone far in its long journey to greatness is unassailable, hence worthy of commemoration.

I read somewhere a riddle about time: “What is the longest, yet the shortest; the swiftest, yet the slowest; all of us neglect it, and then we all regret it? Nothing can be done without it, it swallows up all that is small and builds up all that is great?” The University of Ilorin is 40! We thank God for life; we thank God for time!

If achievements are used to determine the age of the University of Ilorin, the institution would be centuries old. The reality, however, is that it is just 40. To me, therefore, the University of Ilorin is an evolution with many landmarks recorded that have strongly positioned it as a unique one.

I strongly believe that the University of Ilorin in all its ramifications is unique. This uniqueness is predicated on its fortune of being led over the years by men and women of keen vision, sense of mission and uncommon passion in making it reach its current status as the most sought-after University by thousands of admission applicants in Nigeria and beyond.

It appears to me that the University motto, “probitas doctrina” or “character and learning” has defined the University throughout its 40 years of existence. The successive Vice-Chancellors, from Tamuno through Akinkugbe, to Adesola, Toye, Adeniyi, Oyinloye, AbdulRaheem, Amali, my humble self (Oloyede) and the indefatigable Ambali, have laid a solid foundation for setting a standard by which global universities would be scored. A solid foundation is certainly necessary for what the University is destined to record for humanity.

Both in physical stature and value, the foundation Registrar, Mr Olu Daramola, was a giant in providing excellent administrative backbone for the University at inception. The second Registrar, Mr Alao, was also an administrator *par excellence*. Radiant both in quality and appearance, Mrs Olufolake Oyeyemi made a record of not just being the first female Registrar of the University but also demonstrated that a woman (of substance) can always surpass her male counterparts. On his part, Mr E. D. Obafemi keeps the flag of the Registry flying without allowing a lull.

In essence, the leaders of the University have been men and women of credibility without exception. The same thing is applicable to Chancellors and leaders of the Governing Councils. It is my fervent hope that in the years ahead, the University will continue to be fortunate with its top officers and students so that, continually, “the labour of our leaders past shall never be in vain” as is recorded in our national anthem.

This is not just a celebration of excellence in leadership, the generality of staff, students and alumni have all manifested the evolving great institution of not only the present but also the future. The students especially have demonstrated good learning through the value they have also added to the system. They have successively made the University proud during their studies and after graduation. They are leaders in their chosen careers and they continue to project the good image of the University. To you all, I doff my hat and urge you all not to rest on your oars!

At the risk of sounding opinionated, I venture to assert that from studentship through other responsibilities to Vice-Chancellorship, I gave my all and my best, as a proud alumnus, so that it might not be said of me that the tempo of leadership was in any way lowered throughout my tenure. Yes, UNILORIN gave me the best to justify my best for the University. To God be the glory!

At this juncture, I want to especially congratulate my amiable successor and Vice-Chancellor, Prof. Abdul Ganiyu

Ambali (OON), under whose forthright leadership the University is attaining this milestone. As a torchbearer, he has kept the light of the University aglow and the signs are visible to all eyes.

Meanwhile, it is only appropriate to note that the University has still not attained its best and there are still many challenges ahead. Attaining greatness is much easier than retaining it. The University must continue to be creative and innovative so that it shall continue to be the cynosure of all eyes in all the frontiers of development.

On behalf of my family (Raheemat, Lateefat, Abdulkareem, Hassan and Hussein), I congratulate the University of Ilorin on its glorious 40th Anniversary. I say 40 hurrahs to “probitas doctrina”!

Is-haq O. Oloyede, OFR, FNAL, FNIM, fspsp
Immediate Past Vice-Chancellor (2007-2012)
University of Ilorin

GOODWILL MESSAGE FROM ALHAJI A.O.A. ALAO
BA, PGCE, (ABU) CERT. ACP, MA (LONDON) CERT. MHE (NOTTINGHAM)
FORMER REGISTRAR (1985-1999)

It is a singular honour, for me as a former Registrar, to be invited to participate in writing a goodwill message in a commemorative book on the University of Ilorin at 40. The invitation is cherished by myself and my family.

On the occasion of the 40th anniversary of the University of Ilorin it is with great sense of pride and elation that I extend my heartiest congratulation to the Management, Senate, Staff, Student and the Governing Council of the University.

Forty is a number which has always had significance. The Israelites spent forty years in exile and bondage, their kings (Saul, David and Solomon) reigned for forty years and the Muslim Holy Book (Al-Quranu-l-'Azeem) was revealed to Prophet Muhammed (SAW) when he was about forty years and at that age Muslims all over the world reach maturity and begin to review their spiritual growth and development (Al-Qur'an 46:15).

The University of Ilorin has kept on developing quite rapidly and has made unprecedented achievements that include pre-eminent position among its peers in the country; development of faculties from three to fifteen with 95 undergraduate and 66 graduate programmes; infrastructural development, considerable investment in staff and student welfare; attended at local, national and international learned conferences, seminar and workshops; training and re-training of teaching and non-teaching staff; and development of multi-million naira commercial tree and oil palm plantations to lessen dependence on Government. These aspects of the University growth and development are cardinal and important because the quality of the University's output (graduates) is a function of the lecturers' competencies, academic programmes, infrastructure, facilities and equipment.

Thus Unilorin has demonstrated through the years that great things can be achieved when highly motivated men and women set their minds to offer effective and efficient service.

In conclusion, I am to say well done to the Vice Chancellor, Professor Abdulganiyu Ambali (OON), the entire members of the University Management Team, Governing Council and Senate and to urge our beloved students, great Unilorites, to “in love, peace and harmony build the Tower and also in wisdom, in knowledge and in truth honour her virtues”.

A GOODWILL MESSAGE FROM MURTALA TUNDE BALOGUN FORMER REGISTRAR, UNIVERSITY OF ILORIN

The invitation to contribute to the writing of a commemorative book on Unilorin at 40 was received with a deep sense of honour. My contribution will be through a goodwill message, to be focused on the growth and development of this unique institution, from a humble stakeholder's perspective who was part of the growth and development of the University from its embryonic stages. My later appointment as Registrar was at a critical stage of the University's history (1998-2002). I am, therefore, humbled to say that as the pioneer Student Affairs Officer of the University College/University, I provided the architectural work of the present-day Students Affairs Administration, during which I nurtured this important unit for over eleven years (1976-1987). The entire scenario of 40 years of Unilorin was therefore like "yesterday to my humble self,

The epoch-making events marking the inception of the then University College in October 1976 with the activities heralding the fresh Students' Orientation Week Activities was a landmark. These activities witnessed participation by 200 foundation students, staff, Kwara State communities and beyond, including Chief Bola Ige, the former Oyo State Governor and later Federal Minister of Justice. The vision of the founding fathers of the university was to develop a great university with students who will raise their heads high, anywhere in the world. This vision had been achieved as can be seen from the achievements of its alumni members who are occupying important positions in Nigeria and beyond. Among them are Professor and Professor (Mrs) Femi Durosaro, Professor AbdulRaheem Olaoye, Mallam Fatayi Bello (an eminent Alumnus/former council member), and notably Professor Ishaq Oloyede, former Vice-Chancellor and a member of the (third) set

of the University. I must not forget other Alumni who have achieved great heights, among them are Jimmy Odukoya, current Registrar, University of Ibadan.

The University community started as a “close family” of hardworking academic, administrative and service staff, under the world-acclaimed foundation medical scholar and Principal of the then University College, Professor Olu Akinkugbe. The University College, within a year, metamorphosed into an autonomous University and proceeded with the enviable scholastic journey, culminating into its rise as the first University in Nigeria today.

I recall that the founding Principal/Vice-Chancellor’s philosophy was for Unilorin students to be best and first among equals who could raise their heads high anywhere in the world. I am happy to say that this vision and philosophy have come to pass.

One cannot but be proud to be associated with the founding, pioneering and development of this world-class University, in which I arose modestly through the ranks, from Assistant Registrar in 1976 to University Registrar in January 1998. I therefore owe the glory to Almighty God, and the foundation and pioneering Vice-Chancellors namely: Professors Olu Akinkugbe and A.O. Adesola including the pioneer Registrar. The rapid academic growth, high scholarship and developments of Unilorin attest to its doctrine of “Probitas Doctrina” i.e. Probity and Scholarship.

The University has not rested on its oars as it continues to forge ahead under the leadership of subsequent eminent scholars and administrators like late the Professor Afolabi Toyé who moved the University from its Mini Campus to the Main Campus in 1982. It is noteworthy to mention Professor S. Oba AbdulRaheem, my Vice-Chancellor, with whom I served as the University’s third (3rd) Registrar (1998/2002). Our era witnessed the eradication of certificate and students academic record forgery. This sanitation restored integrity, and pride to the

University. The ongoing rapid progress and transformation of the University by the current hardworking Vice-Chancellor, Professor AbdulGaniyu Ambali, and his dynamic team of Deputies, Registrar Mr E. D. Obafemi, and other Principal Officers, in the administration justify the vision and mission of the university.

Finally, I commend this dynamic team for a job well done and wish all of you greater successes in the years ahead. In conclusion, I congratulate the University of Ilorin and its present leadership as the University attains 40 years of its inception.

By Murtala Tunde Balogun
Registrar/ Secretary to Council
(1998-2002)

GOODWILL MESSAGE TO THE UNIVERSITY OF ILORIN ON ITS 40th ANNIVERSARY CELEBRATIONS

In normal circumstances, the attainment of 40 years elicits spontaneous celebrations. This is based on the common perception of 40 years as the age of maturity. It can be safely assumed therefore, that at 40, University of Ilorin has fully come of age. For most of the early stakeholders, including my humble self, the occasion naturally strikes a rapturous chord of joy, exhilaration and personal fulfilment comparable with a mother's joy of seeing a baby she had nurtured from infancy attain adulthood. It is therefore appropriate for us to give thanks to the Almighty God for sparing our lives to witness this epochal event.

I was not privileged to be one of the very few pioneering staff who were there at the very beginning. But I feel particularly lucky to have witnessed one of the first three years of the University's existence. It is therefore gratifying to see Unilorin, within a period of 40 years, not only attaining adulthood, but rising above its Second Generation contemporaries, rubbing shoulders with some First Generation Universities and even towering above some. It is even seen to be dictating the pace in the revival of age-long academic culture, traditions and practices.

Today Unilorin is unquestionably, the most academically stable University in Nigeria having recorded 14 continuous years of unbroken academic calendar. This feat has naturally earned her the toast of admission seekers all over the country. More importantly, it has successfully blazed the trail in several areas of academic, social and communal enterprise. Based on this strong foundation and appetite for excellence, Unilorin has become a training ground for patriotic and fair-minded men and women of intelligence with good character and deep understanding of the purpose of human life. By sheer determination for excellence, Unilorin has grown from the proverbial mustard seed into a giant oak tree offering shade and shelter to all and sundry.

It is gratifying to note that among the over 130 public and private Universities in Nigeria, Unilorin has, within the past 4 years, not only maintained a high ranking profile but has been adjudged the best University in Nigeria in 2015 by 41CU Webometric ranking. However, these achievements did not just come by happenstance but are attributable to the passion, vision and selfless service of the Founding Fathers (dead and alive), who through sheer determination and rugged perseverance laid a solid foundation of discipline and stability for the institution. These men of vision who laid the solid foundation upon which successive Administrations have built must be saluted and commended for their foresight. A deserving commendation should equally go to the crops of dedicated teaching and non-teaching staff whose sacrificial services have contributed immeasurably to the placement of the University in its present enviable position. To have been a part of the University's success story is indeed a great privilege.

Finally I wish to heartily congratulate the present Administration under the able leadership of Prof. AbdulGaniyu Ambali, for not only keeping the flag of excellence flying but also for breaking new grounds in his internationalisation drive and taking the University to greater heights in its research efforts, among others. Having attained this enviable height, it is my prayer that this University will grow from strength to strength in the years to come by deliberately setting out to sustain the legacy of meritocracy, integrity and objectivity as bequeathed to it by its Founding Fathers.

May the "Torch" of Unilorin continue to guide it "upward and onward"!!!

Long live University of Ilorin!!!

Olufolake O. Oyeyemi (Mrs)
First Female Registrar University of Ilorin,
(28th April 2003 – 27th April 2013)

A MESSAGE OF GOODWILL TO UNILORIN AT 40

Most big things, especially human institutions, almost always start from very small and humble beginnings. This is particularly true of the University of Ilorin, Ilorin, Kwara State, Nigeria, which today is a towering giant among its peers in our part of the world. Nearly forty years ago, one had the uncommon good fortune and rare privilege of being a senior member of its founding staff when the University actually began its life, in a modest bungalow made available to it in Sabo-Oke, Ilorin, in the second half of 1976. From there it moved later that year to a number of old and cramped classroom blocks and corrugated-iron office blocks initially made available to it at the old site of today's Kwara State Polytechnic, Ilorin. This latter site served it as its temporary site until work at its permanent site reached a stage at which the Faculties of Science and Engineering could commence full operations there in the early 1980s. Other Faculties followed in due course, with the Faculty of Arts bringing up the rear.

Today it is very gratifying to note from its 2013/2014 Annual Report how, since those early days, the University has steadily been evolving positively in all the areas that truly count for academic institutions of its kind. One cannot but continue for that reason to wish it well, and hope that it will keep developing faithfully in line with the wise and patriotic vision of its founding fathers.

Oladele Awobuluyi PhD (Columbia)
Founding Dean
Faculty of Arts, 1976-1980

JUBILANT TRIBUTE TO THE UNIVERSITY OF ILORIN AT 40

I felicitate with the management as well as the entire staff and students of the University of Ilorin on the fortieth anniversary of its establishment. It is highly gratifying to have been privileged to be associated with the early beginnings of this institution that has grown to such enviable heights within its first forty years.

Glory be to God Almighty for enabling the vision of the founding fathers, and thanks to both the Federal Government of Nigeria as the founder, and the Kwara State Government as the facilitating host, for their respective commendable roles in nurturing the University right from its initial status as a University College at inception in 1975 to its present enviable status as a fully-fledged and flourishing University of high repute, as evidenced by its ranking in 2014 as the best University in Nigeria. This is an eloquent testimony to the firm commitment to duty by the entire University community.

I recall with humility that, as the first appointed professor of the Institution (from the University of Ibadan), beside the first and second Principals, the second of whom (Prof. O. Akinkugbe) later became the first Vice-Chancellor of the University, I and other Academic staff worked relentlessly to recruit staff and formulate academic programmes, initially from one building in the GRA, Ilorin. With full support from the military Governor, first, Ibrahim Taiwo, followed by Brig. George Agbazika Innih, and the cooperation of the State Government officials, we started operating in the so-called mini-campus being the former premises of the Kwara State College of Technology and its School of Education. Academic instruction took off with about 200 Students in three Faculties, namely Arts, Education (of which I was Dean), and Science. The Faculties of Health Sciences, Social Sciences, and Engineering followed soon after. My inaugural lecture was the first in the University and delivered in the Africa Hall.

The University grew steadily with the establishment of new Faculties and Departments, the development of teaching and research programmes as well as scholarly publications by the academic staff. Her current student enrolment exceeds thirty five thousand while the number of academic staff is over one thousand, the proportion below Lecturer II being almost negligible. All this is as shown in the University's latest annual report, and it is very commendable.

Though I retired from the University in 2000, I have been following with keen interest and satisfaction the University's achievements even after my departure from Ilorin to be installed and crowned in October 2010 by His Imperial Majesty Oba Okunade Sijuwade Olubuse II and the then Executive Governor of Osun State, His Excellency Prince Olagunsoye Oyinlola as the Obapero of Abiri-Ife Land in Ife South Local Government Area of Osun State. I wish the University of Ilorin continued grand success in all honorable endeavours.

HRM Oba Prof. John Omoniyi Abiri

UNILORIN: FROM A MUSTARD SEED TO A GIANT TREE

There is no gainsaying that the success story of University of Ilorin is a dream fulfilled. For its founding fathers, the successive administrations and indeed the products (alumnae) of this citadel of learning, the University has grown from a mustard seed to a giant tree. And just like yesterday, the University is marking its 40th year of fruitful and productive existence as a centre of academic excellence. To God be the glory.

My acquaintance with the University of Ilorin dates back to the 1990's when as a businessman, I was inspired by my good brother and former Vice-Chancellor of the University, Prof Is-haq O. Oloyede to come and contribute my quota to the fastest growing University in Nigeria. Thus, I was able to put up a 20-ROOM FEMALE HOSTEL accommodation on the Campus. I also got my foreign partner and friend Jan Baker from Holland to REFURBISH the old office of the Vice-Chancellor as well as the endowment of the publication of ALORE JOURNAL in the Faculty of Arts of the University.

To me, these were just a tip of the iceberg of the many areas of the University that needed private collaborations. Today, I am happy to say that the University of Ilorin has towered above many of its peers that were established around the same period. These are manifested in the ever-increasing students' enrolment as a result of its stable and undisrupted academic calendar, the quality and valuable delivery of educational services and research under secured environment; the first class infrastructures on the campus; the effective and prudent management of human and material resources; and above all the outstanding reputation the University has built over the last 40 years.

I salute the leadership of this University that is truly BETTER BY FAR and I congratulate the current administration, staff and students on this auspicious and epoch-making event. On my part, I shall continue to proclaim and promote the virtues of University

of Ilorin and to attract more support so that the University will continue to wax stronger.

Long Live University of Ilorin

Long Live Kwara State

Long Live the Federal Republic of Nigeria.

Alhaji Sulaiman Akande

The Asiwaju of Amodu-Asungbolu

Chairman/CEO

Onward Fisheries and Mega Boom Nig.

Ltd.

Felicitations

On the occasion of its 40th anniversary, I welcome the opportunity to contribute this tribute to the University of Ilorin. I congratulate, most sincerely, all Members of the University; Council, Senate, Staff and Students. The University's rating as first among the Nigerian universities has been consecutively sustained in the last few years. I believe this was made possible by the decisive response by the authority of the University, which succeeded in restoring disciplined and peaceful academic environment to its campus. The national rating of the University is a just reward.

A university can function efficiently to achieve the kind of progress now evident at the University of Ilorin, only through honest dedication to Merit and personal integrity by the University teachers who must accept that Students' interest should come first before their personal interest. University of Ilorin is lucky to have found their way out of the long separation of Students from their teachers, which came through prolonged strikes by the University teachers. The University has since succeeded in creating serene and orderly campus environment, which has allowed Staff to rededicate themselves to academic excellence. This is evident from the new attitude prevailing now at the University: the restructuring to allow the appointment of a third Deputy Vice-Chancellor devoted exclusively to "Research, Training and Innovations" and the aggressive proactive reach out to the international academic community in U.S.A, Europe, India and others, for new opportunities in research and academic Staff development.

It is important for academic Community in Nigeria to recognize what the Older University Communities in U.K, U.S.A and other countries had since accepted; namely, that no democratic Government can provide 100% the cost of

University education. Trade Unionism and strikes cannot therefore solve the problem of financing University education in Nigeria. What is useful now, is to seek return of autonomous status for our Universities, which will make it possible for all problems to be solved within each campus through established procedure for dialogue between the University Staff and their Council.

Nigeria is now threatened by a serious downturn in its income from Petroleum. Universities must therefore be proactive in the search for new sources of funding their activities, which can come from the Private Sector, their alumni, individuals, philanthropist and wise investments. In this regard University of Ilorin appeared to be ahead of other Universities. During my last visit to the University, I was impressed with the investment being made there to turn their extensive land asset to a major source of fund, which can come in the foreseeable future. I saw large areas of its land already planted with neat rows of teak trees, a major exportable furniture wood which is in great demand internationally.

In a discussion with some Professors from the Faculty of Physical and Life Sciences who visited me recently, I was told by them of other investment in plantations, which included jathropha and oil palm. That encouraged me to suggest to them the inclusion of Shea Butter tree, a source of vegetable oil in great demand for food and cosmetics.

This foresight should bring the University a renewable source of fund in less than 20 years. In industrial nations, researches are funded largely by the private Sector. When our Government comes to take, seriously, development through Agriculture and Industrialization, important source of new research funding would be open to Universities.

On the occasion of their 40th Anniversary I congratulate the University of Ilorin heartily and most sincerely.

**Areemo (Prof.) Mosobalaje Olaloye Oyawoye,
FAS; FNMGS; CON**

Unilorin at 40: To Allah be the Glory!!!

The establishment of the University of Ilorin in 1975 as a campus of the University College, Ibadan could be described as one of the most spectacular achievements of then Federal Government of Nigeria. It was a seed of progress and development sown on a fertile land of Ilorin, the Kwara State Capital.

Today, four decades of existence of this citadel of learning have truly brought about unprecedented academic and human Capital development in all spheres of academic endeavour not only to Nigeria, and Africa but indeed the entire globe. That Unilorin is a University of first choice is no longer a news. That this University is better by far is a statement of fact. And this is why all lovers of qualitative education which is a pre-requisite for rapid socio-economic development cannot hide their feelings of joy and happiness as Unilorin turns 40.

As a philanthropist, I thank Allah for the modest contributions I have made to this Centre of Excellence. Among them are the construction of Unilorin Secondary Introductory workshop in 1991 and my donation of Five Million Naira towards the Cancer Foundation of the UITH, Three Million Naira donation for the completion of Unilorin Mini campus Mosque in 1989, N2.5 million Naira donation to Unilorin Permanent Site Central Mosque in 1993, and donation of N23 million Naira Hostel complex for Unilorin medical students in 2009. I wish I could do more. My joy and impression of Unilorin is to salute the efforts of the past Chief Executives of this University from inception in 1975 up to the present Vice-Chancellor for their steadfastness, uprightness, forthrightness and foresightedness to see the University growing to a world class learning and research centre.

On behalf of my immediate family, the Board of Trustees, Governing Council, Senate, Management, Staff and Students of A1-Hikmah University, I heartily congratulate Unilorin on this 40th Anniversary celebration. May Allah continue to enlarge the coast of this University so that it graduate to be the Best By Far University in Nigeria.

Congratulations.

Alhaji Chief (Dr.) AbdulRaheem Oladimeji, OFR

Jagunmolu of Igbomina land, Arogundade of Lagos

And Proprietor, Al-Hikmah University, Ilorin, Nigeria

TRIBUTE TO THE UNIVERSITY OF ILORIN

The University of Ilorin is categorised as a second generation university in Nigeria, having been established in 1975 with some other universities like the University of Benin.

The University, in its first 20 years existence, went through the normal rigours of an institution of learning in a third world country. The defining moments of the University as an institution of learning started to manifest in the last 20 years.

The University was in the eye of the storm in 2001 when 49 of her lecturers that embarked upon what was termed “illegal strike”, were relieved of their positions. The aggrieved lecturers approached the courts and eventually were vindicated by the Supreme Court in two landmark judgments reported as *Oloruntoba-Oju & 3 Ors v. Abdul-Raheern & Ors*; (2009) 13 NWLR (PT. 1157) 83 SC and *Olufeagba & 43 Ors v Abdul-Raheem & Ors*; (2010) 17 WRN (PT. 23) SC.

However, the significance of the outcome of the encounter between the 49 lecturers and the university was that the University has been able, since 2001, to enthrone unbroken academic calendars, which has become the bane of higher institutions in Nigeria.

So, in the last 14 years, the University of Ilorin has been the only federal tertiary institution in Nigeria that has not suffered disruption of her academic calendars. This indeed is a feat in a third-world country, with endemic disruption of learning and academic calendars like Nigeria. In fact, Nigerian universities, in the last 20 years, except for the University, are notorious, not only for disrupted and amputated academic calendars, but for being enmeshed in student cultism activities.

To me, the icing on the cake of the University of Ilorin and her achievements is the fact of its ranking, consistently in the last 10 years, either as the best or second best university in Nigeria. This is not a common achievement among universities in this part of the world.

The University has been very lucky with the quality of the Chief Executives that have run the affairs of the institution. One must not close one's eyes also to the fact that, due to the consistent academic calendars of the University, it has become the university of first choice for most seekers of admission into Nigerian universities.

Added to the above is the beautiful, serene and surreal physical environment of the University. I make bold to say that the University of Ilorin at 40 is worth celebrating. It is my hope that it will maintain the path of academic growth that is becoming its hallmark and that, in the not too distant future, it would become the No. 1 University in Africa and one of the best in the world.

***MALLAM YUSUF OLAOLU ALI SAN
GHALIB CHAMBERS
GHALIB HOUSE
24 WAHAB FOLAWIYO (UNITY ROAD)
ILORIN***

GOODWILL MESSAGE TO THE UNIVERSITY OF ILORIN (UNILORIN) ON HER 40TH YEAR ANNIVERSARY

It is a thing of joy for me to witness the 40th year of existence of the establishment of the University of Ilorin, Ilorin.

The Unilorin, Better by Far University, is presently widely acclaimed as one of the best academically sound and curriculum-of-studies-rich higher institutions. Unilorin is full of highly-noted moral values in the upbringing of learners and staff.

The achievement of the university as recognized in her academic excellence by the National University Commission of Nigeria and the Tertiary Education Tax Fund (TETFUND) has brought a big pride to us, the alumni of the university in and out of our country Nigeria. Undergraduate and higher degree students' research project reports are reportedly of high international standards and quality.

Today, United States of America, (USA) that was a colony to Britain can be likened to the University of Ilorin, Ilorin that started as an offshoot of the University of Ibadan, Ibadan, a former London University College. The USA in her economic, military and democratic processes today supersedes her former colonial master, the United Kingdom, in positive achievement.

I warmly send my goodwill message to the university and shall continue to wish the university well in all her academic pursuit with all her magnificent building structures, the old and newly established academic accredited programmes, the continuous recognition of the university by different world rating bodies and the world acclaimed university professors of repute.

A daughter of mine had the opportunity to graduate from Unilorin Medical School, one had a master's degree from the Faculty of Social Sciences and my son from the computer science department, my husband is a doctorate degree possessor and my humble self came out successfully with a doctor of philosophy degree from Unilorin Faculty of Education.

My present ability to carry out my work as the Ambassador of Nigeria to the Royal Kingdom of Netherlands is clearly a reflection of a very sound transfer of learning from the University of Ilorin education which I received.

Big congratulations to the University for her Overall Academic Excellence and the decent training of learners in and on decent life and living. Big congratulations to a university that has lived peacefully for forty years without any skirmishes and/or blemishes with the residents in her location, Ilorin.

Long live University of Ilorin

Long live Federal Republic of Nigeria

Ambassador Nimota Nihinlola Akanbi OON
Ambassador Extraordinary and Plenipotentiary
To the Royal Kingdom of Netherlands,
Dean of African Ambassadors in the Netherlands
President of African Diplomatic Corps.
5th April, 2015.

GOODWILL MESSAGE TO UNIVERSITY OF ILORIN AT 40

It gives me great pleasure to felicitate with the Council, Management, Staff and Students of University of Ilorin on the auspicious occasion of attaining 40 years. The attainment of forty years in the life of any institution is indeed worth celebrating. In this regard, I congratulate the Council, the Vice-Chancellor and the management for undertaking profound reforms which is aimed at enhancing the University's competence and standing as one of the most sought-after institutions in Nigeria and also the first Nigerian University to be ranked among the best 2000 globally.

The Federal Government has been providing necessary support to all our universities to discharge their mandates better and create conducive learning environments to facilitate production of quality manpower for the development of our dear country. This is in line with the transformation agenda of this government which aims, among other things, at enhancing the quality of and access to education as a means of placing Nigeria appropriately in a competitive, technology-driven and knowledge-based world. We shall, therefore, continue to increase access to quality education in order to lay a solid foundation for high level of economic growth and the development necessary to meet the targets of Vision 20:2020.

On this note, I congratulate the Chancellor, Pro-Chancellor, members of the University Governing Council, Vice Chancellor and the Management, Staff and Students of this great Institution on this historic occasion of University of Ilorin at 40. I wish you the very best in all your endeavours. Long live University of Ilorin, long live the Federal Republic of Nigeria.

Mallam Ibrahim Shekarau, CON
(Sardauna of Kano)
Former Honourable Minister of Education

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