

**UNIVERSITY ADMINISTRATION IN AN EMERGING  
DEMOCRACY**

**PAPER PRESENTED By AYORINDE OGUNRUKU**

**AT THE**

**FIRST REGISTRY ANNUAL LECTURE**

**OF**

**ELIZADE UNIVERSITY**

**ILARA MOKIN, ONDO STATE**

**ON**

**MONDAY, JUNE 13, 2016**

## **PROTOCOLS**

### **PREAMBLE**

When in January Mr. Omololu Adegbenro called to request that I undertake this exercise, it was indeed a great delight for me. A delight because, I have been acquainted with Omololu since he joined University Administration in FUTA from the Concord Newspapers. Mr. Adegbenro as a public relations expert acquainted himself adequately to his functions and over the years have demonstrated great capacity for sustained excellent service delivery. His adaptation to the core functions of registrarial functions at the very apex is a sure testimony to his sagacity for which we are all very proud. More grease to your elbows my brother. The foregoing brings me to Elizade University, a burgeoning citadel of higher education established by the indefatigable and highly patriotic industrialist and philanthropist, Chief Michael Ade Ojo. The level of investment on this campus evidentially shows Chief Ade Ojo's commitment to ideals of qualitative higher education. I was privileged to be here at the matriculation of the first set of students in 2012 and that event left one with no doubt that this University is destined to be great and give a competitive challenge to others in the production of world class graduates who should be able to hold their own amongst their homologues from any part of the world. On this note, I want to appreciate the Vice-Chancellor, Professor Kunle Oloyede, for approving that this lecture should hold. I congratulate Mr. Vice-Chancellor on his recent appointment and wish him well in his onerous responsibilities. No doubt the job is hectic but we pray that the good Lord will grant you the wisdom and the equanimity to take this University to the realization of the aspiration of the proprietors.

Organizing a Registry Lecture is step at empowering the registry staff to understanding their roles in the effectuation of the objectives of the University. It also serves as contribution to the academic discuss on the management of the university in actualization of its mandate. That the Elizade University Registry, even in its infancy, has taken the gauntlet in organizing a lecture series is highly commendable and it is certainly setting this Registry in the fore among its compeers. It is therefore a great pleasure for me to congratulate the Elizade University Registry on this debut. No doubt you are creating a good niche for the University that will make it a reference point.

## **INTRODUCTION**

In the turn of the new millennium, the world became more concerned with the issues of democracy, energy supply, technological advancement and globalization based on importance of knowledge as a commodity in international trade. The issue of democracy and governance became so important in the face of growing self determination among various peoples of the world. Universities are traditionally institutions that thrive on the tenets of democracy and collegiality, Therefore, considering issues of the administration of the institution within the environment of increasingly emerging democratic governance in our nation is considered apt. Democracy in Nigeria is still in its infancy given the various failed attempts of the first, second and third republics. The growth of our universities within the various processes of governance which for most part was under military dictatorship was naturally impacted and the nature of governance as enunciated in the laws of the universities established during the military regimes definitely manifested the prevailing scenario. Since the commencement of the fourth republic and the growing democratic tenets, the implication for university administration is becoming more discernible and we intend in this paper to highlight the implications of the emerging scenario on the governance and administration of the institutions.

## **DEFINITION OF KEY CONCEPTS**

There are three major concepts in the topic of our discourse in this paper which are Universities, administration and democracy. Each of these will be examined as follows:

**Universities** are educational institutions for higher learning that run academic programmes in undergraduate and graduate courses. Ben-David (1968) defines Universities as “organizations engaged in the advancement of knowledge; they teach, train and examine students in a variety of scholarly, scientific and professional fields. Intellectual pursuits define the highest prevailing levels of competence in these fields. The universities confer degrees and provide opportunities both for members of their teaching staff and for some of their students to do original research.” They are ‘universe cities’ or universal

communities established for the propagation, dissemination and application of knowledge.

A University (latin: “*universitas*”, - a number of persons associated into one body) is an institution of higher education and research which grants degrees in a variety of subjects and provides both undergraduate and postgraduate education. It is derived from a latin word “*universitas magistrorum et scholarium*” which roughly means community of teachers and scholars (Wikipedia).

The *Dictionary, Simple to the Point* also describes a university “as an establishment where a seat of higher learning is housed, including administrative and living quarters as well as facilities for research and teaching; a body of faculty and students at a university; a large and diverse institution of higher learning created to educate for life and for a profession and to grant degrees” while *The World Book Encyclopedia* describes modern universities as places where “men and women are helped to enjoy richer, more meaningful life. They prepare people for professional careers such as doctors, engineers, lawyers or teachers. They also give persons better appreciation of such fields as art, literature, history, human relations, and science. In doing so, university education enables individuals to participate with greater understanding in community affairs.” (2001:206)

The University character is aptly summarized by John Henry Newman, in his writing “The Idea of a University” as

*“the place to which a thousand schools make contributions; .... a place where inquiry is pushed forward and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge. ... a seat of wisdom, a light of the world, a minister of the faith, an Alma Mater of the rising generation.”*

*Administration* is the management of the affairs of an organization and the judicious utilization of its resources, man, money and materials, for the attainment of identified and stated objectives. It is the process of the activities that are done in order to plan, organize, and run business, school or other institutions. According to Gulick and Urwick (1937), it is a set of processes given an acronym PODSCORB – Planning, Organizing, Directing, Staffing, Coordinating, Reporting and Budgetting.

**Democracy** is a system of government in which a whole population or all the eligible members of a state participate usually through their elected representatives. Policies are enunciated through the decision of the majority. In democracies, the minority has their say while the majority has their way. It remains the system of government in which the governed do determine their rulers through a process of election of their representatives.

### ***Emerging Democracy***

Emerging democracy depicts a government which although is democratically elected is yet without institutions that can ensure and sustain development and societal advancement. According to Jerry Rawlings (2013), "emerging democracies are countries with governments that have emanated out of a perceived legitimate democratic electoral process but are still saddled with complexities of dominant political parties and poorly applied rule of law." They are nations or communities guided by constitutional provisions expected to govern the rule of engagement and allows members of the society equal opportunity in participation in governance. Rocha Menocal and Dickie (2013) referred to emerging democracies as "formal democracies" which manifests formal democratic structures without the culture that make them thrive. The Organization for Development International (ODI) also identifies the obvious disconnect between the required culture that facilitates economic development and the political structures that are existent in such democracies and that this is typified by the developing nations in Africa and Asia. Such nations have certainly moved away from autocracy as a system of government to participatory democracy which allows citizens to participate in government at least by being given the chance (at least and albeit in practice) of electing accredited representatives.

Quite naturally, the process of the administration or governance of an organization under a democratic set up is bound to be different from the scenario where dictatorship holds sway. In our discussion in this paper therefore we will endeavour to present a comparative analysis of the duo in articulating the ideal process of governance and what the roles of university administrators should be. It needs be stated, however, that by its very nature, universities are bastions of democracy where all its constituents are organized to contribute to the processes that leads to the effectuation of its objectives.

## **HISTORICAL PERSPECTIVES**

Universities are very old institutions. There are stories of universities that began operations as far back as the 9<sup>th</sup> century. The University of Al Quaraouiyine for instance is reputed, according to the UNESCO cited by the Guinness World Records, to be the “oldest existing, continually operating and the first degree awarding educational institution” in the world. It has its foundation in the year 859 as an Islamic centre of higher education, established by an Islamic scholar Fatima al Firhi in a mosque in Fez, Morocco. There was also the University of Timbuktu during the reign of Emperor Mansa Musa of the great Mali Empire. This goes to show that University education has some root in Africa. However, scholasticism was reputed to have commenced in the monasteries across Europe under monks and nuns in the 6<sup>th</sup> century and such monasteries became harbingers of present day universities. They required papal approvals for their establishment as *studia generale*. Later, approvals for such institutions were by Kings who took over the reins of authority in Europe in the middle ages.

However, the concept of the modern University started in the medieval period with the establishment of the University of Bologna in 1088. It started as guilds of some students (*universitas pupilaris*) who are interested in scholarship and gathered themselves together and appointed scholars who are specialists in the area of interest to the students. The students in this institution determine the condition of service of the scholars who were so employed by them. Others in Paris started in 1150 as community of scholars – Masters - (*universitas magistrorum*) and in Oxford in 1167 as communities of masters and students (*universitas scholarum et magistrorum*).

Over the years, universities emerged as institutions which contributions impact positively on the development of nation states as ideas emanating from the institutions favoured the emergence of thoughts that challenged existing institutions of government which moved from theocracy to monarchy. The emerging states saw the need for the advancement of knowledge that influenced the advancement of the economic prosperity of the emerging nation states. Therefore, came the establishments of such institutions by governmental charters and communities in England and across Europe began to acquire charters that favour the establishment of universities that can assist

to advance the knowledge of their particular economies. In America, such institutions were also products of states that needed knowledge to improve their societies hence the emerging land grant universities. Also, in America in the 17<sup>th</sup> century emerged the establishment of universities by private individuals to facilitate contribution to knowledge outside the control of states so as to advance the spirit of enquiry in an independent environment. This was during the period of the industrial revolution which brought about advancement of knowledge that became precursor to the present technological age.

In Nigeria, the first university was established in Ibadan in 1948 as a college of the University of London. This followed the decision of the colonial government, on the Asquith and Elliot Commissions' recommendations on the need for higher education for the natives who need be appointed into the rapidly expanding public service of the colonial government in West Africa. Higher colleges which later metamorphosed into Universities were also established in Enugu, Ibadan and Zaria in the 1940s. Following the recommendations of the Ashby Commission in 1959, at the threshold of the Nigerian independence, the need for more universities to produce the high level manpower needed for the emerging nation state became important and new Universities were established in Lagos in 1962 by the Federal Government, Nsukka in 1960 by the government of the Eastern Region, Zaria, in 1962 by the government of the Northern Region and Ile-Ife in 1962 by the government of the Western Region. In the same year, the University College, Ibadan was instituted into an autonomous full-fledged university. The University of Benin came on stream in 1967 in order to ensure that the regions had a university of their own. It is thus evident that from the on start, the establishment of Universities in Nigeria was a product of geopolitical considerations.

This trend manifested in the establishment of the 'seven sisters' - Universities established by the Federal Government in 1975 in Calabar, Ilorin, Jos, Kano, Maiduguri, Port Harcourt and Sokoto to ensure that all the states in the country had a university of their own. The same scenario played out in the establishment of specialized Universities of Technology and Agriculture in the early 1980s when such universities were cited in states that did not, as at that time, have Federal universities and later by the Jonathan administration in 2012 and thereafter in establishing Federal universities in states that had none.

With the 1979 Constitution that placed Universities on the concurrent list, states were again permitted to establish their own universities. Thus, from 1980, state ownership of universities became a phenomenon and with the 1999 constitution which further democratized ownership of universities in Nigeria private ownership of universities emerged. Consequently, today the demographics of universities showed that there are a total of 142 Universities in Nigeria.

<b>CURRENT STATISTICS OF NIGERIAN UNIVERSITIES</b>		
<b>S/NO</b>	<b>OWNERSHIP</b>	<b>NUMBER</b>
1.	Federal	41
2.	State	40
3.	Private	61
TOTAL		142

## **UNIVERSITY ADMINISTRATION IN PERSPECTIVE**

The administration of universities, public or private is the product of the stipulated Laws that establish them. Universities are complex organizations with various parts and constituents that are interrelated on the basis of the architecture of their objectives, their constituents and the manner of their functioning. The laws make provision for the objectives, the constitution, the functions of the various constituents and the rule of engagement in the relationship between the various organs of the universities. The laws stipulate the objectives of the institutions in broad terms as teaching, research and community service. Thus, it provides a structure that gives recognition to those arms of the institution that ensures the actualization of the various functions that should facilitate the university's objectives in a cohesive manner.

For example, the Obafemi Awolowo University (Transitional Provisions) Act CAP 334 Laws of the Federation of Nigeria 1990, which was an amendment of the original University of Ife (Provisional Council) Law 1961, like other Federal University Laws, stipulates the various objectives, constitution and functions of the various constituents of the University. It also made provision for statutes which explains the procedures for appointment into the various positions as well as processes of action in relation to some key administrative matters of the university. The issues dealt with in the Laws are as follows:

- i.) establishment, incorporation and functions of the university
- ii.) officers, constituent bodies and other authorities of the university
- iii.) statutes, ordinances and regulations of the university
- iv.) discipline in the university
- v.) issues of financial, general and transitional provisions.

The Laws of the other public (state) universities are largely similar. Through the provisions stated above, they recognize certain organs and constituents of the university and their functions. Those identified include the Council and its Financial General Purposes Committee and the Senate. It also recognizes the Officers of the university including the Chancellor, the Pro-Chancellor and Chairman of Council and the Council, the Vice-Chancellor and the Senate. In

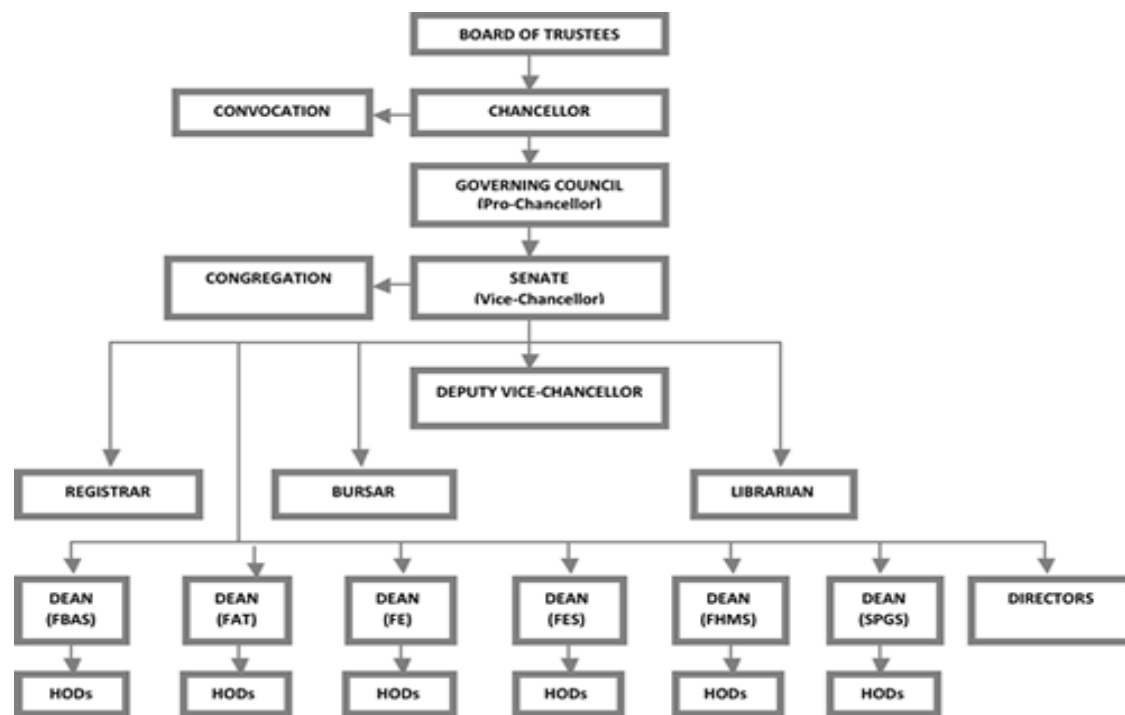
addition, it makes provisions for faculties, institutes and other units of learning and research, which activities are regulated by statute.

The statutes of these universities make provisions for the principal officers, the manner of their appointment and respective functions. The principal officers provided for in the statutes of the universities include the Chancellor, the Pro-Chancellor and Chairman of Council, the Vice-Chancellor, the Deputy Vice-Chancellor(s), the Registrar, the Bursar and the University Librarian. In addition, the statutes provide for Faculties/Schools/Colleges, their Boards of Studies and Provosts/Deans. They also provide for the appointment of academic staff as well as administrative and professional staff.

The instruments for the establishment of the private universities as approved (as part of their incorporation) by the National Universities Commission largely adopt a structure similar to those of the public universities. This is evident in the Laws of the Elizade University which makes provisions for the various constituents of the University similar to those of public universities, except that

- i.) the proprietor of the university serves as the Visitor and exercises overall control over the property, income and expenditure of the university
- ii.) a provision is made for a Board of Trustees for the university, appointed by the Proprietor, to be the highest governing body of the University charged with the overall policy direction and financing of the University
- iii.) the governing council is charged with the responsibility of managing the affairs, particularly the property and expenditure, of the university.

An example of the structure as described above is as presented in the Elizade University Organogram below.



From  
the

foregoing, the structure of a university provides for the following:

The Visitor (Proprietor)

The Board of Trustees (for Private universities)

The Chancellor

The Council/Chairman & Pro-Chancellor

The Senate/Vice-Chancellor

The Congregation

The Convocation

The Registry/Bursary/Library/Faculties and their Departments

The Visitor is the Proprietor of each university and he has general visitatorial responsibilities that empower him/her to institute a visitation every five years to the university with a view to ensuring the effectuation of the mandate of the university to the satisfaction of its stake holders. The Visitor also appoints individuals to the Governing councils in the public institutions and both the Board of Trustees and Council in the private ones. The Council exercises general functions of superintending over the finances, property and staffing of the institution. With the 2003 Universities General Provisions Amendment Act, the Council is required to shoulder the responsibility for the appointment of the Chief Executive, the Vice-Chancellor. Largely, however, the Proprietor/Board of Trustees of a private university approves the appointment of the Vice-Chancellor and not the Council. The Vice-Chancellor also serves as the Ex-Officio member of Council to which he/she reports and Chairman of Senate and Congregation. In the absence of the Chancellor, the Vice-Chancellor serves as Chairman of the Convocation and for that time plays a superintending role in the matter of award and conferment of degrees. This is more often a manifestation of the public universities. In the private universities, practices differ. Other officers of the university for the purpose of good administration include the Deputy Vice-Chancellor who deputises for the Vice-Chancellor in his/her absence or when unable to function in that office, the Registrar and Registry, the Bursar and Bursary, the University Librarian and Library, and the Faculties and Deans.

Because of the municipal responsibilities to be shouldered for the realization of the objectives of the university, other organs were created such as Works and Maintenance; Medical and Health Services; etc. Apart from these are other organs created to ensure quality control necessary for the attainment of the universities' academic goals. The structures, which were originally part of the registry, have metamorphosed into distinct units that have direct responsibilities to the Vice-Chancellor. Such Units include the Academic Planning, Physical Planning and

Development, Community Relations, Media Relations, Alumni Relations, Security matters and Advancement and Development offices, which emerged to further increase the complexity of the university as an organization.

The structure of the administration of universities in Nigeria has its root in the historical antecedents of the establishment of the University College, Ibadan as a college of the University of London. The University of Ibadan had at its foundation modelled after the traditional British university of communities of the masters and students (*universitas scholarum et magistrorum*) model. It is important to state that this traditional model emphasizes the import of the various constituents – Masters, students and later on others – as important stake holders in the administration of a university. The whole essence of this is that both the Masters and the students are involved in decision making and implementation. Thus, a committee system is favoured as a fulcrum of galvanizing opinions and participatory engagement necessary for good governance.

Some three key issues affecting the dynamics of the administration of universities today are those of the objectives that the universities are set to accomplish, the functions expected to be performed by the various constituents, and the environment in which they operate. Universities are set up to inculcate knowledge and the knowledge to be so inculcated must of necessity be the outcome of the knowledge generated through research in the university. The knowledge generated must also be utilized to improve the society and particularly the community in which they are based. Where the three core objectives drive the university's endeavour, it will definitely provide a solution to the very reason why emerging democracies have been so called because they have largely been unable to convert participatory democracy to wealth for the citizenry.

Modern universities therefore place emphasis on its contributions to knowledge. In this regard, administration of such institutions is geared towards provision of infrastructure and services that engenders qualitative contribution to knowledge by the core officials. The manner of control also favours great freedom for the academics to fester and work to advance the image of the university. Once necessary infrastructure is provided, the right caliber of staff is recruited, the right environment is made available, then those charged with the responsibility to actualize the university's mandate of knowledge entrepreneurship are bound to do so. This trend has enunciated the practice in

universities in the advanced democracies to restructure university administration in such a way that the Vice-Chancellor as the Chief Executive is assisted by a retinue of deputies and officers who take charge of day to day management of core functions such as Teaching and Learning, Information Technology, Institutional Research, Human Resources Management, and Students Services etc. away from the traditional models.

Another issue that has affected the administration of modern universities is the function to be exercised by the various constituents. Whereas, in other spheres of administration particularly in the public service, emphasis is more on effectiveness, in the university system, both efficiency and effectiveness are of equal essence. It is not enough to have carried out the actualization of the university objective, it is expected to be done efficiently using minimal costs to achieve excellent results. The uniqueness of the human capital in the university makes it essential to ensure that things are done not just well but excellently. At the core of the functions is the academia. They are by nature generally impatient with lethargy and prefer to have things done punctually and well. They are intellectuals that subject every action and everything done to intellectual discussion. Hence, performance of functions and roles by those in the system must necessarily ensure a departure from the syndrome of artificiality in performance and the system of conspicuous engagement that is bereft of direct impact on the university objectives. Frivolities and playing to the gallery in work performance should therefore be anathema in the university system.

From this emanates the need for the engagement of the human resources in the university in the management of the system. With the large array of intellectuals and professionals, universities parade the largest concentration of professionals and intellectuals within an environment. Thus, with the complexity of the organization, there is the necessity to ensure the participation of the key stakeholders in the management and administration of the system. It is this that gives credence to the fact that universities are run by the committees which allow for the voice of all in the running and governance of the institution.

Notwithstanding the fact that there have been assertions that the committee system wastes time, extends unnecessarily the process for decision making thereby by creating delays, prevents ownership and responsibilities for

decisions made, presents confusion in the mode of recommendations presented for decision making, it remains the only valuable and reasonable mode for university governance. Without this, there are possibilities of despotism in the running of the affairs of the institution. The robustness in the recommendations that the diversities of membership brings upon decision making is absent and the psychological satisfaction that participation in decision making enunciates in the individual and the groups they represent creates challenge for the executives who become very distant to the members of the community. Such distance and gap between the management of the university and the other constituents lead to a mistrust that often leads to crisis. The assertion therefore that universities are better run through the committee system becomes sacrosanct and remains the only viable means of governance of such a complex organization with its gamut of academia egg heads, professionals of various types and the complexity of the human resources that traverses the lowest in terms of academic attainments to the highest. It is much more complex where those at the lowest rung of the ladder have imbibed the criticality of the intellectuals without the educational foundation to manage the resultant tendencies thus creating crack negativism that brings about violence which often disrupts the peaceful havens of the ivory towers that universities were meant to be.

The environment in which a university is situated often impact upon it. It is a fact that universities established in a democratic setting will exhibit features that allow more for democratic participation in decision making than those established during the military era. The engagements of the constituents with issues in governance are also likely to be different. A few issues here bring this to the fore. When the University in Ibadan was established, as a college of the University of London, the dictate of its law depicts the nature and the environment of the institution to which it was affiliated. First it was established during the colonial government which exhibits the dictates of the governance ethos of the home government. Secondly, it was an affiliate of an existing traditional university of London. Thus the University of Ibadan Laws generally allows for democratic norms. The Vice-Chancellor as the Chief Executive of the University is empowered to direct the activities of the university.

Section 6(1) and (2) of the University of Ibadan Act stipulates that

*“The Vice-Chancellor shall, in relation to the University, take precedence before all other members of the university except the Chancellor and, to*

*section three of this Act, except the Pro-Chancellor and any other person for the time-being acting as chairman of Council.*

*Subject to the two last foregoing sections and the provisions of this Act relating to the Visitor, **the Vice-Chancellor shall have the general function, in addition to any other functions conferred on him by this Act or otherwise, of directing the activities of the University.***”

This can be compared to the provisions of the Obafemi Awolowo University (Transitional Provisions) Law 1970, an amendment of the original draft that instituted the University in 1962, which stipulates similar provisions for the position of the Vice-Chancellor. The Law first of all in Part III established the position of the Vice-Chancellor along with those of the other principal officers such as Chancellor, Pro-Chancellor, Deputy Vice-Chancellor and other officers. Thereafter, it provided for the establishment, functions and composition of the Council and Senate. The Law in establishing the position of the Vice-Chancellor stipulates that

*“There shall be a Vice-Chancellor of the University, who shall be **the principal academic and executive officer of the University** and an ex-officio Chairman of Senate, and who shall in the absence of the Chancellor confer degrees and other academic titles and distinctions of the University”*

It is obvious from the foregoing that the provisions for the function of the Vice-Chancellor is somewhat nebulous in Ibadan and made clearer in the Ife case. This to me is a reflection of the environmental influences that had impacted upon the system since the University of Ibadan was established. In order therefore, to clear whatever ambiguities that might have been noticed in the operations of the system, the Laws of the new universities were being created were made clearer and unambiguous. The Obafemi Awolowo University, Ile-Ife Laws stated clearly that “the Vice-Chancellor shall be the Principal Academic and Executive Officer”

Looking at the same provisions in the third generation universities, using the Federal Universities of Technology Act as reference, there is an interesting merger of the Ibadan and Ife Laws with regards to the office of the Vice-Chancellor as the Law states in Section 8(1) and (2) *inter alia*

*“The Vice-Chancellor shall, in relation to each university, take precedence before all other members of the university except the Chancellor and, subject to Section 4 of this Act, except the Pro-Chancellor and any other person acting Chairman of Council.*

*Subject to Sections 6, 7 and 14 of this Act, **the Vice-Chancellor shall have general function, in addition to any other function conferred on him by this Act or otherwise, of directing the activities of the University and shall be the Chief Executive and Academic Officer of the University and ex-officio Chairman of Senate.**”*

It is interesting that while the University of Ibadan Laws were enacted under a colonial administration and later under a democratically elected government, the University of Ife (Provisional Council) Law, 1961 which was a product of a democratically elected government of the Western Region of Nigeria was promulgated into a decree under the military regime which might have tinkered with certain provisions of the law to suit the prevailing atmosphere of governance in the nation then. The Laws of the Federal Universities of Technology were also promulgated into a decree in 1986 under a military administration took cognizance of the prevailing environmental influence and experience but largely retaining the general management structure. It can be stated here that the powers of the Vice-Chancellor which appeared fluid under the colonial and later civil administration became firmed up and clear under the subsequent military administration which operates under a command structure. No wonder the Chief Executive syndrome has become the order of the day perhaps to strengthen accountability and orderly structure that the system needed as the university system in Nigeria began to evolve. The emerging scenario of corporatism also makes the empowerment of the Vice-Chancellor as Chief Executives imperative, another product of environmental influence.

Yet another major issue of importance is the power of the Vice-Chancellor to discipline. In the public universities generally, the discipline of students is within the purview of the Vice-Chancellor. In some of the private ones, the power of the Vice-Chancellor in this regard is subjected to the recommendation of an Investigation Committee in that regard. The discipline of members of staff is largely within the purview of the Council. This became varied, however, in the Federal University of Technologies Act 1986 which gave the Vice-Chancellor power to suspend staff if *“in his opinion the member of staff has been involved in*

*a case of misconduct prejudicial to the interest of the university.*” It is my opinion that the civility that prevailed in periods prior to the establishment of the third generation universities in Nigeria had become compromised following the emerging attitudes uncompromising stance of the academia and university officers to order in the system. Consequently, the Vice-Chancellor in the laws of the new universities has been given powers to discipline staff (by suspending them) and thereafter report to Council within a given period.

Since the emergence of the military in governance and the consequent reactions of the citizenry to their autocratic style of governance which eroded committee work and due process, staff unionism in universities became rabid and volatile. Hence, the power given to the Vice-Chancellor was to deal with situations in between council meeting to allow for good order. It need be stated, however, that this became misused and created more gap in the relationship between the University constituents and the administrations. With the autonomy given to Universities to direct their affairs, including the appointment of Vice-Chancellors, it is expected that the due process in decision making, flowing from the different strata of the university will be restored and the university should then experience a greater ambience of peace, good order and collegiality needed for accomplishing their purpose. The plank upon which this is placed is a working committee system.

The location of universities also appears to impact upon the administration of universities in Nigeria in terms of demographic content. With the citing of universities as political patronage and satisfaction of geopolitical interests, universities in Nigeria are becoming more localized and provincial, thus making the influence of town over gown more prevalent to the extent that management of universities has to, in some ways, bear due deference to the host communities. There have been experiences of University Vice-Chancellors who need to cow-tow before the traditional rulers of their local communities in order to buy peace in the university community. Unions also find the palaces of traditional rules as ‘supreme courts’ to which university administration could be dragged. This is not to mention the increasing demand of host communities for the appointment of a ‘son of the soil’ as Vice-Chancellor or Registrar. This emerging syndrome no doubt questions the universality of universities as global entities rather than provincial enclaves.

## **EMERGING TRENDS IN UNIVERSITY ADMINISTRATION**

The 21<sup>st</sup> century global community manifests a lot of dynamism in the way things are being managed. It is one in which changes in various aspects of society is quite rapid. With technology, the whole world has collapsed into one big village. In politics, ideological paradigms of the past have collapsed and walls of partition between socialism and capitalism no longer exists but more collaboration and intercontinental synergy are manifesting. Democracy as an important motivation for governance is the new global order. The world of commerce emphasizes a system of market driven strategies that gives credence to competitiveness and greater efficiency. With the global economic meltdown new challenges has been thrown up just as issues of ethics now confront managers of various public and private organizations. Customers demand value for their money and stakeholders in organizations demand greater accountability and responsiveness. In Nigeria, for instance, one major issue that epitomizes this scenario is **the Freedom of Information Act of 2011**. It is this scenario that provides the internal and external environment in which administration of universities are expected to operate. Some of the emerging trends include

- the need for relevant human capital with appropriate competencies and capacity for retention of such staff
- the need for efficiency and effectiveness in university operations driven by ICT
- commitment to excellent service delivery in the face of global competitiveness (the league table syndrome)
- capacity to cope with internationalization of activities in which there are cross border movements of staff and students
- development of transformational leadership that is essential for situating universities to their traditional positions of being societal consciences
- development of a culture of commitment to the promotion of sellable corporate branding
- devolution of more responsibilities to departments and faculties such that a lot of the functions that were previously centralized are handled and completed at such lower levels
- professionalization of various functions in administration such as faculty administration, marketing (admissions), students services, human resources, secretarial services (committee secretariat), etc.

- development of strategies for quality assurance and societal relevance through impact assessment and curriculum development
- development of the other streams of income to the universities that will facilitate university autonomy and academic freedom
- institution of capacities for dealing with modern day students whose culture of response is influenced by global occurrences

Thus, universities are confronted with the serious challenges of adapting to the changing global environment or become irrelevant in the scheme of things. The traditional model of university administration of the past that is largely reactive is now largely and increasingly untenable in an era of widening diversity, greater public accountability and technological and institutional transformation. With the emerging developments and the evolving international trends, there is the need for paradigm shift toward the effective public service delivery system in the University sector through the utilization of management techniques that have impacted positively on the success of private sector concerns. The import of the new trend is the demand on university administrators to be more accountable and of high ethical standard in the performance of their duties.

The accomplishment of the issues raised above requires development of ethics enhancement strategies that would increase accountability by improving workers' willingness to be open to public scrutiny (Feldheim and Wang, 2002).

### **ETHICAL ISSUES AND REPUTATION IN UNIVERSITY ADMINISTRATION**

Ethical issues deal with codes or principles that underpin an individual's or organization's behaviour or conduct. Just as an individual has an identifiable carriage, so does an organization. The way an individual behaves in the process of interaction with others determines the perception that others have of him/her. This is reputation. In his book ***The 18 Immutable Laws of Corporate Reputation*** Ronald Alsop asserts that "... emotion is the primary driver of reputation. It's a feeling of excitement and engagement that makes customers drive out of their way to buy your product and to recommend your company and its brands to other people." Reputation can either be positive or negative. Individuals, to be relevant in society, need to demonstrate a positive reputation. Chris Genasi in his ***Winning Reputation*** orchestrates this succinctly when he posits that "Reputation makes us feel comfortable with

people and things. It attracts, reassures and inspires us to put faith and often our hard earned cash into supporting a person, product, business or cause.” In essence, when an individual or an organization has good reputation, there can be an assurance of the commitment of others.

What are those ethical issues that engender good reputation? On the part of the individual, behavioural patterns such as the way we engage with others, one’s personal carriage and gait, the mode of communication which is indicative of the person’s identity are all manifestations of a person’s reputation. Corporate image is similarly depicting. It is the aggregate of the collective climate of the organization, its culture and the attitude of all the members of the organization that portrays the corporate reputation. In Nigerian Universities just like in many sectors of the Nigerian national life, the elevation of unethical behaviour is a major concern. This is mostly reflected in the service delivery posture of members of staff. For example, evidences of this abound and manifest in lateness to work without due approval, absenteeism, nonchalance to work, red tapism, and non-performance of schedule of duties. Also, some workers are not prepared to be accountable for the jobs they are employed to do but would rather prefer to shift the blame for their poor attitudes on to others. Poor communication skill is also a poor reflection of an individual just as it reflects the character of an organization. Imagine the personal reflection and corporate image that is conveyed through poor and tardy communication. This begins with the kind of letter headed paper used, the envelope with which letters are presented to the poor grammatical expression with which communications are conveyed. The mode of dressing and the manner of attending to the clientele are all reputation builders both for the individual and the organization.

Government’s concern about ethical issues in the Nigerian public service is patently reflected by the establishment of SERVICOM. This typifies the impact of democratic tenets in the body politics which subjugates the public servant to minimum ethical standards for customer satisfaction and accountability to the society that funds the institutions. As good as this initiative is, its implementation has been a major challenge as many organizations pay lip service to it. Individuals are also yet to adequately key in to its implementation. In the same way many employees in public institutions are often times at variance with the corporate objectives of their Universities and this largely prevents the attainment of the reputation required to advance our Universities to greater heights.

## **ACCOUNTABILITY IN UNIVERSITY ADMINISTRATION**

There is certain apathy in every sphere of the Nigerian national life that the import of a revamp would have been an understatement. Since every worker has responsibility for the work he/she is employed for, they are also accountable. The paradox however is that no one wants to be made accountable. As universities in Nigeria advance towards the next decade, there is the need to make all to account for their actions. Performance Management need be given credence as we progress into the new decade. Such performance management must have to give room for a commensurate reward system as a motivating factor. B.F. Skinner demonstrated long ago that it is more effective to inspire people through the use of rewards than by the threat of negative consequences. Part of the organizational cultural change process may involve convincing employees that the established performance targets and expected rewards are realistic and will be actualized.

Here in Elizade University as in other universities, public or private, it should be possible for every member of staff to study and adhere to the code of conduct for staff not for the sake of compliance but out of commitment to the realization of the vision and mission of the University. An honest self and open appraisal is *sine qua non* to the achievement of the university's objectives. Appropriate reward must also be guaranteed for those performing excellently. A situation in which all members of staff are promoted having fulfilled minimum number of years of service that qualifies them without the distinguishing factor of rates of contribution to the corporate objectives is bound to breed drones and staff who are laid back and unenterprising. There should be an obvious distinction between fliers and crawlers in their contribution to the vision and mission of the institution. Where this done, equitable rewards become seen as a factor for motivation.

For members of staff to show commitment to accountability, effective supervision is important. Those who are saddled with the responsibility for leadership must really lead by showing good example. They need be proactive to ensure that all in the university feel a commitment to the vision and mission of the university.

In the private sector, the mantra "the customer is always right" rules the enterprise. One wonders why this cannot be appreciated in our universities.

The reality however is that with the current move of most world economies being driven by the reduction in government's direct involvement in service provision in favour of private-public-partnership (PPP), it should be quickly realized that credence and due respect need be given to the customer. It is very much so as organizations now emphasize efficiency in service delivery in order to be competitive. Although, the computer is an essential tool in ensuring timeliness and accuracy of action, it does not take responsibility for any flaws. The computer operator does. In order to ensure propriety of action, therefore, there is the need for the observance of due diligence in every facet of operation of an organization. For our universities to be relevant in the in service delivery and ensure a place at the top of the African 'league table' in the next decade, we all need to completely commit ourselves to excellence in service delivery to our customers (our students and our public) and be accountable for our actions. This is more so for private universities who, without government subventions, need to compete for students in order to galvanize some funds to run their institutions. The issue is in national focus with the Freedom of Information Act 2011. Individuals and organizations that act in manners that call for public scrutiny will face the consequences of their actions. It is only good that universities ensure that their employees ensure due process and transparency in their activities, such that will pass any stake holders prying concerns.

### **THE NEED TO DEVELOP ETHICS ENHANCEMENT STRATEGIES ON ACCOUNTABILITY IN UNIVERSITY ADMINISTRATION**

As accountability and ethics go hand in hand to ensure productivity and therefore greater competitiveness of a modern organization, including our universities, there is urgency in the need to develop an ethics enhancement strategy that will support accountability and thereby reposition the university to better discharge its duties.

It has been argued that external scrutiny in accountability may prevent unethical behaviors (Beu and Buckley, 2001). In the same vein, Feldheim and Wang (2002) also opined that ethics enhancement strategies would have possible influence on administrative accountability. From other studies that examined the relationship between accountability and ethics enhancement strategies, such as ethical role modeling, ethics development, and ethics enforcement and review, it was revealed that ethics enhancement strategies

can improve the workers' willingness to be accountable and an organization with a strong ethical climate may be a more accountable organization.

In the University sector, the development of ethics enhancement strategies that would ensure accountability and ethical behaviours among workers, as in other public institutions, would cover the following:

- i.) ethics development, through specific and concrete steps to enhance, promote and encourage practices of ethics, values and standards,
- ii.) ethical role modeling, whereby senior administrators demonstrate ethical conduct and provide moral leadership,
- iii.) ethics enforcement and review by senior administrators who will be expected to promote ethical conduct, familiarization of the employees with such conduct, encouraging them to discuss ethical issues with their senior colleagues and regular review of ethical conduct by the management.

The importance of strengthening ethical behaviour and accountability has become increasingly recognized in recent years. A sound ethical framework will help guide organizational policies concerning such issues as the establishment of a set of shared core values that are aligned with the interests of all stakeholders; articulation of the shared values in a code of conduct and supporting the values with various organizational systems and functions, organization of training and communication initiatives that will raise awareness of ethical issues and measuring, monitoring and reporting on ethical performance.

The University administrators of the future will be expected to identify ethical issues that are of special relevance to their responsibilities and build a legacy of highly disciplined, result oriented and socially responsible professional administrators that are based on broad principles of integrity and fairness. The university administration should, however, foster and promote enabling conditions of service for all categories of staff in the system, advance and affirm sound recruitment and staff development and training policies and create, strengthen and uphold integrity and efficient/effective institutions that will enhance and ensure accountability.

## **CHALLENGES OF UNIVERSITY ADMINISTRATION IN AN EMERGING DEMOCRACY**

Generally speaking, universities confront a plethora of challenges that militate against the actualization of their mandates. These challenges include those of funding, access issues and increase in population of the students and staff without a corresponding increase in infrastructure, internationalization of programmes, students and faculty in the face of globalization, dealing with the issues of relevance of programmes and diversification to meet market needs, quality assurance issues, implication of democracy on the curriculum being run by the university and the issues of gender mainstreaming. In an emerging democracy where people are getting more and interested in exercising control over public institutions and having their say where their money and interest are, university administration must of necessity evolve the ways and means of contending with the challenges to remain afloat, relevant and competitive. It is apposite to cursorily examine each of these issues *vis a vis* what university administration needs to do in confronting the challenges.

### **1. Funding**

As is commonly stated, without funding no organization can thrive. Objectives and goals, visions and missions are actualized with proper funding. Universities as complex organizations are capital intensive. To be globally competitive, infrastructure for academic and research work are of great essence. Currently and with the global economic meltdown as well as the implication of the fall in petro-dollar, many public institutions are confronting the challenges of meeting up with their obligations. There is of course no gainsaying the fact that private institutions are not going to be immune to such challenges as many who would have sponsored their children and wards to private universities might be unable to do so because of the challenge of non-payment of salaries and fiscal measures that have delimited monetary circulation in the economy.

For public universities, there will emerge the challenge of infrastructural decay and inability to run municipal services. A university that runs generators in the face of lack or inadequacy of petroleum products are bound to be challenged by inadequate, epileptic or lack of power supply. The multiplier effect is palpable and currently implicated in recent unrest in some institutions like Ibadan, Port-Harcourt and Lagos. ASUU

recently complained of reduction in the allocation to Federal Universities in the 2016 appropriation budget. The implication of this is very grave more so as there are outstanding commitments on the part of government to fully implement the agreement reached with unions in the universities over Needs Assessment Report.

Before now, there has always been a disconnect in the budget proposals, approvals and funds released to universities. In 2004 for example, the total sum of N216, 662,706,206.00 was budgeted for by Universities in Nigeria out of which the sum of N53, 446,287.01 was released. The large difference in the budget proposal and amount released shows clearly the challenge that universities in those years have to confront in their pursuit of their mandates. The following table on research allocation released to universities from 1987 to 2003, for instance, epitomizes clearly the gap between what was allocated and what was eventually released.

#### **Research Grant Allocation and Releases from 1987- 2003.**

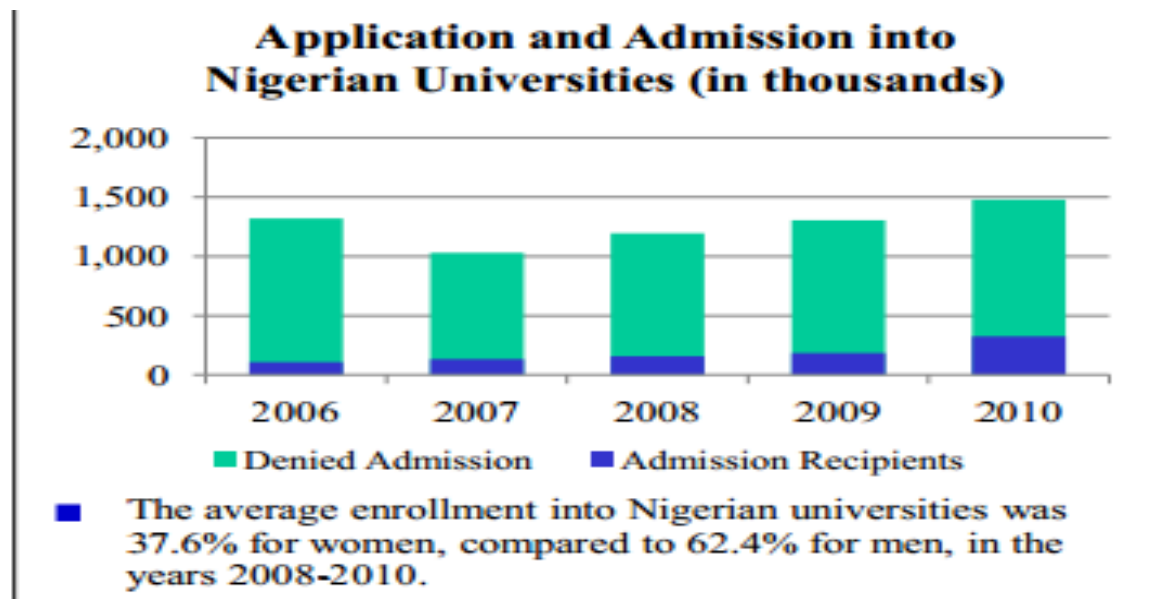
S/No.	Year of Release	Allocation	Amount Released (Naira)
1.	1987	12,776,000.00	12,776,000.00
2.	1988	20,000,000.00	17,237,875.00
3.	1989	20,000,000.00	20,000,000.00
4.	1990	24,000,000.00	22,075,371.00
5.	1991	51,266,530.00	16,645,034.00
6.	1992	14,500,090.00	17,472,972.00
7.	1993	122,182,102.00	122,182,102.00
8.	1994	132,213,817.00	98,662,255.00
9.	1995	155,534,575.00	73,973,806.00
10.	1996	153,842,000.00	50,583,686.00
11.	1997	194,013,732.00	122,020,447.00
12.	1998	215,618,453.00	149,993,549.60
13.	1999	302,735,543.00	183,501,468.00
14.	2000	448,127,780.00	612,666,910.00
15.	2001	206,410,910.00	206,410,619.00
16.	2002	N/A	N/A
17.	2003	73,435,618.00	73,435,618.72
<b>Total</b>		<b>2,146,657,150.00</b>	<b>1,799,637,713.32</b>

**Source:** Okebukola P. 2004: "Strategies for stimulating Research and development in Nigerian Universities." In *Nigerian University System Chronicle*, Vol. 12; No. 2

The impact of this on the operations of universities is bound to further reduce universities' competitiveness in the global arena. This is more so as research is one of the major planks for measuring university contributions to national development. In an emerging democracy devoid of proper institutionalization of procedures, this is the hall mark and it negatively impacts on the indices of global best practices.

## 2. Access Issues

With the increase in population of Nigerians which now stands at about 170 million and given the number of products of secondary education in the country annually, it can be asserted that the number of existing universities in Nigeria is grossly inadequate. The carrying capacity for all the 142 universities in Nigeria is below 500,000. Where the Polytechnics, Colleges of Education and other tertiary educational institutions admit about 300,000 candidates, the total populations of candidates not catered for remains staggering and cannot but have great socio-economic and political implications for the country. The figure below aptly shows the low capacity of the universities for spaces for the teeming population of candidates who sit for the JAMB examinations from 2006 to 2010.



***JAMB Publication of Application and Admission into Nigerian Universities (2006-2010)***

Unenthusing as this is, there are challenges for the universities that admit many candidates even within their carrying capacities as the infrastructure available and the number of academic staff in most Nigerian universities are inadequate to provide university education that will meet with best practices. Many of the hostels available are grossly inadequate to cater for the population of students in the universities. Many who live off campus live in indecent accommodation that is psychologically demeaning. The lecture halls are overcrowded and the lecturers have great tasks of reaching the students they teach. The laboratories are filled with obsolete equipment which are over stretched. The intrinsicity required for learning based on lecturer-student interaction is suspect. The implication of this for the quality of university products is evident and in an emerging democracy, it further exacerbates the prevailing challenges of development.

**3. Internationalization of Programmes**

Internationalization is the process of making institutions international in character, structure and outlook through recruitment of faculty and students from across the nations of the world. Our world today is a global village and universities being universal communities ought to produce graduates that are of relevance to the international market. Therefore, the curriculum should be such as will present students with appropriate skills that will make them marketable and attractive to the international market. Indeed, the curriculum that guides the academic enterprise of our universities today are such as are uninviting to international students. The story of universities in Nigeria is such that there are very few that can boast of international students and staff. It was not so in the early years of university education in Nigeria when the University College Hospital, Ibadan was rated as one of the best ten university teaching hospitals in the world. The prevailing situation has drastically affected our global competitiveness and makes even the best of our universities so down on the ladder of global ranking of universities in the world. It is common knowledge that there is no university in Nigeria today that is ranked among the best 1,000 in the world. This is a

certain manifestation of poor institutional build up in an emerging democracy.

#### **4. Faculty/Students and Globalization**

Universities are international communities - ‘universe cities’ - where scholars are engaged in knowledge acquisition for societal benefits. Knowledge is a universal commodity that requires delimitation of boundaries. In the nation’s annals, it is only recent in times that our universities have begun to show traits of localization devoid of international presence. As one of the criteria for global ranking of universities, the population of international scholars and students is key. Where therefore our universities are populated only by Nigerians and worse still, now that due to political considerations, establishment of Federal Universities are politically motivated, the situation has taken a tumble. There is scarcely any university in Nigeria today with foreigners. A look at the number of students from the United States of America, for instance, in Nigerian universities compared with other countries in the West African Sub Region elucidates this better as follows:

***Host Regions and Destinations of U.S. Students Studying Abroad, 2009/10 - 2010/11***

<b>West Africa</b>	<b>2,920</b>	<b>2,858</b>	<b>-2.1</b>
<b>Benin</b>	<b>59</b>	<b>22</b>	<b>-62.7</b>
<b>Burkina Faso</b>	<b>28</b>	<b>27</b>	<b>-3.6</b>
<b>Cape Verde</b>	<b>14</b>	<b>26</b>	<b>85.7</b>
<b>Côte d’Ivoire/Ivory Coast</b>	<b>1</b>	<b>1</b>	<b>0.0</b>

<b>Gambia</b>	<b>18</b>	<b>54</b>	<b>200.0</b>
<b>Ghana</b>	<b>2,132</b>	<b>2,133</b>	<b>0.0</b>
<b>Liberia</b>	<b>35</b>	<b>53</b>	<b>51.4</b>
<b>Mali</b>	<b>101</b>	<b>29</b>	<b>-71.3</b>
<b>Mauritania</b>	<b>14</b>	<b>0</b>	<b>-100.0</b>
<b>Niger</b>	<b>a29</b>	<b>21</b>	<b>-27.6</b>
<b>Nigeria</b>	<b>35</b>	<b>41</b>	<b>17.1</b>
<b>Senegal</b>	<b>381</b>	<b>375</b>	<b>-1.6</b>
<b>Sierra Leone</b>	<b>69</b>	<b>67</b>	<b>-2.9</b>
<b>Togo</b>	<b>4</b>	<b>9</b>	<b>125.0</b>

This scenario makes our universities globally poorly competitive. This situation poses great challenge to university administration in their concern for making their universities places of reckoning among their homologues across the world. While some universities are making efforts through collaboration with universities in other parts of the world to correct the trend, the unfavourable environment created by incessant crises, infrastructural decay and consequent instability in the academic calendar pose great challenge.

One other matter that is currently posing some challenge to university administrators is the interference of local communities in the management of the institutions in their localities. In some places, the communities want to determine those who are appointed into various positions and who wins what contract. They see the universities located in their localities as their own entitlements to the 'national cake'. It is no longer news that some university towns are agitating for their indigenes

to be appointed as Vice-Chancellors or into other Principal Officer positions. While this is becoming a fashion in some parts of Nigeria, universities in the advanced democracies are further internationalizing to the extent that even foreigners are appointed Vice-Chancellors. How then can our universities compete favourably?

## **5. Issues of Relevance and Marketization**

In discussing the challenge of relevance of the products of our universities to the world of work, a major poser for contemplation is what our universities think their graduates need to be relevant in the 21<sup>st</sup> century and what they are offering them to fit into the society. This is the hall mark of the curriculum fashioned out to impart knowledge to the students. The challenge to universities in this matter is how to balance the knowledge that will situate the university products to solve local needs with those of capacity to raise human capital that will be internationally marketable.

For universities to produce graduates that are locally relevant and internationally marketable, there is a need for the re-orientation of the faculty and administrators. One major bane of the Nigerian university environment is that many of the members of staff see the students as mere juveniles who deserve no respect. Students are the customers of the university. With the dictum that the customer is always right, they deserve programmes and an environment that prepares them for their future.

In the modern world where self determination and the issues of fundamental human rights of individuals dominate, it is important that the faculty in our universities initiate mode of engagement with students that allows for knowledge inculcation that enables the students' freedom of enquiry. The administrators should also ensure that the students are treated with respect. A situation where students are made to queue for long hours at the desk of a lecturer or an administrator for registration is unacceptable in the 21<sup>st</sup> century. A situation in which regulations affecting students are passed without due consultation with the students is out of sync with best practices in a democratic setting. University administration of the 21<sup>st</sup> century in an emerging democracy should design procedures that are not unfriendly to students. The totality of the

engagements and the experiences of the students while in school add up to what kind of alumni they become thereafter. Such experiences also play major roles in the level of give backs from such alumni to the university subsequently. A university that is unable to guarantee giving their students the education that they deserve is certain to lose out on the long run in a competitive society where the free market enterprise determines choices.

## **6. Quality Assurance**

Universities by their very nature have in-built mechanisms for quality assurance and control. The structure of governance is such that allows for filtering of ideas and procedures before decisions are reached. The law that establishes most universities allows for a visitation into the university every five years. The import of this is to ensure that community interest is served in the management of the universities and ensuring conformity to standards of engagement that in attunement with societal expectations. It is a sure way of subjugating the university to society and ensuring that the objectives for which the institutions are being kept strictly in focus.

Apart from the visitatorial activities, the National Universities Commission is empowered to ensure the accreditation of the programmes being run by the universities and ensuring strict adherence to minimum academic standards. The Governing Councils in public universities and the Boards of Trustees in the private universities also ensure the adherence to the objectives of the institutions. They also ensure conformity to procedures and rules of engagement. They provide the finances and superintends over staffing. It is certain that where these activities are carried out in good order and without compromising standards as laid out, quality of delivery will be assured. One other organ that plays a major role here is the university Senate which oversees the administration of the academic programmes from admission to graduation.

A major challenge here is not the absence of procedures or standards but the way and manner each of the organs carry out their functions. Where the organs compromise their roles for pecuniary interests, standards fall. Where they uphold the tenets of their functions, things move well. The

bane of emerging democracies, as stated above, is the empowerment of personalities rather than institutions. These individuals are found in academics as lecturers that teach the same things year in year out and cannot be subjected to scrutiny with the misapplication of academic freedom principles. They are administrators or academics who are laid back in the carriage of their duties but find unionism or ethnicity/religion as bases for security against checks. A situation in which individuals become demigods or behemoths that cannot be moved or restrained but constitute clogs in the way of progress, leads to the retardation of the institution's capacity for quality.

## **7. Democracy and University Governance**

Universities as knowledge industries thrive on collegiality and principle of collation of ideas for participatory democracy in decision making. President Summers of the Harvard University once stated that what makes his university retain its leadership position among the community of universities consecutively for more than a hundred years is that they uphold "the authority of ideas rather than the ideas of authority". John Henry Newman, a 19th century evangelical Oxford University academic, also elaborated in his writing The Idea of a University that "a university is the place to which a thousand schools make contributions; in which the intellect may safely range and speculate, sure to find its equal in some antagonist activity, and its judge in the tribunal of truth. It is a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge". An environment such as is described above can only be successfully administered through the committee system which remains the instrumentality of participatory governance in the university system which has the largest array of intelligentsia and professionals to enrich decision making. It ensures a balance between bureaucracy and democracy which makes university administration an ideal epitome of governance. Indeed, because of the principle of enquiry that is at the centre of the university enterprise, there is always a demand for all shades of opinion to be taken into consideration and the committee system creates an avenue through which ideas can be accommodated, assembled, dilated and synthesized for the benefit of all.

The challenge here is however that the many years of militocracy in Nigeria has rubbed off on the universities where all manners of autocratic tendencies and cronyism have overtaken the democratic tradition. Many in university administration have personalized their offices and act like sole administrators. The implication of this is the desecration of the principles of inclusivity of all the stake holders in institutional affairs and the consequent negative impact on the advancement of knowledge and frustration of quality in service delivery.

One major challenge here is the whether or not, how and when to adapt to the structural changes in administration to accommodate new trends – the changing role of the Registrar as is currently trending in the United Kingdom and the United States of America. In some the Universities, because of the need to get the Vice-Chancellors as Chief Executive Officers to be more committed and accountable for driving the vision and the mission of the universities, deputies and other professional staff are appointed to take responsibility for certain core functions like IT, Student and Academic Services, Research Matters, Finance and Commercial Services, Human Resource etc. on behalf of the Vice-Chancellor. A typical example of this is the University of Northampton in the United Kingdom which has developed a peculiar administrative structure completely of the common. The University has a management structure that comprises the Vice-Chancellor who is the Chief Executive Officer as Chairman, a Chief Operating Officer as Vice, who is in charge of professional services and superintends line staff who are Directors of Students and Academic Services; Research, Impact and Enterprise; Finance, IT and Commercial Services and Human Resources and Marketing. Executive Deans are responsible to the Vice-Chancellor for the academic programmes of the various schools.

Two things emerging here are that Registrarship as known in our climes is becoming unfashionable in many universities in the United Kingdom where they are assuming the roles of Chief Operating Officers and the new area of research management that is becoming a professional competency. In the United States of America, the Registrar plays the role of Students Recruitment (admissions) and records maintenance. Indeed, it can be asserted that the changes emerging in other climes are responses to the dynamism in the world of higher education management and the need to reduce heavy bureaucracy. In an emerging

democracy like ours where there are relatively poor institutional perspectives coupled with issues of serious unemployment, adaptation to the emerging structures will be difficult unless the laws are reviewed and there is a determination to strengthen institutions rather than personalities. As at now, certain innovations have crept into the administrative structure of our universities. This include the creation of directorates that deal with certain needs such as Advancement and Development matters, Legal issues, Academic Planning, Information and Public Relations and Human Resources. These functions which were formerly under the supervision of the Registrar as Chief Administrative Officer are now made directly responsible to the Vice-Chancellor, thereby increasing his span of control thereby making his job more difficult. There are different shades of this across Nigerian Universities.

## **8. Gender Mainstreaming**

Although different policies of government try to enunciate principles of gender equality, the figures presented under challenges of access in 2 above indicates that the average enrollment of men into Nigeria universities between 2008 to 2010 was 62.4% compared to 37.6% for women. Also, in the report of the 2012 Needs Assessment Report, statistics indicated that while 83% of the academic staff are male, only 17% are female. The Social Institution and Gender Index of the OECD confirms that Nigeria has a gender policy which focuses on women empowerment but that there is a significant gender gap participation in wages. This shows clearly that that there is still some bias against the female gender perhaps due to discriminatory laws and practices and gender stereotypes. As at now, only a few universities in Nigeria have gender policies that exclude any form of discrimination against the female gender and promote gender equality in appointments, particularly to managerial positions, and admission of students. Bearing in mind the society where these universities are located, with traditions that are biased against the female gender, there is much that needs be done. In order to cover up the seeming gap in this regard, more efforts need be put in place to encourage the girl child compete favourably with their male counterparts in all spheres and the universities must be in the vanguard of advocacy for this. Considering the statistics of the female gender in university administration, it appears that there is less negative

report and across Nigerian universities, there are many women participants.

## **9. Security Matters**

This is a new phenomenon confronting university administrators. This manifests in kidnapping and abduction, group clashes, cultism, road mishaps, armed robbery. Many university administrators are burdened by these issues of insecurity that have caused disruptions in academic calendars and such other anti-social behaviour which has increased the cost of running the universities. Indeed, some universities in the north east region of Nigeria have had to close for some time following the Boko Haram debacle. Apart from the burdens of disruption in academic calendars, so much of funds that could have been useful in advancing the course of teaching and research have had to be committed to dealing with security matters. Brigandage has no place in a university that is devoted to scholasticism and knowledge generation, impartation and application. To deal with this requires great innovativeness by the managers of the system who need to return the system to secluded universal communities committed to knowledge creation, where scholastic engagements thrive rather than creating grooves for breeding thugs and hooligans.

## **10. Loss of Academic Culture and Mentorship**

Academic communities are institutions which are both a bastion of tradition and a fount of novelty, a place of ideas and ideals. The way it replicates itself is through a programme of tutelage and mentoring of the younger colleagues. The tradition of having degrees of Bachelor, Masters and Doctorates are significant of the various levels engagement for replacement. A lot is happening now that calls for concern as many in the system are bereft of the knowledge of what the university is all about and it is the process of mentoring the younger colleagues that can restore this necessity. The unfortunate situation is that because of the abandonment of the spirit of enquiry for sartorial embellishments, universities are becoming antiquated institutions which relevance to societal advancement is becoming suspect. For universities in our climes to regain their pride of place in leading society to development, there is

need for paradigm shift to a focus on the ideals of scholasticism and deemphasizing the craze for and commitment to tantalizing worldly benefits. Deliberate efforts are required to ensure a return to the ideals for which universities are created and this can be achieved only through a process of passing down the tradition of enquiry that produces knowledge that will advance society. Where this is not done, universities are bound to lose their place of relevance.

## **THOUGHTS ON THE FUTURE OF UNIVERSITY ADMINISTRATION IN NIGERIA**

University administration is the harmonization of resources, (men, money and materials, methods and machines) for the purpose of generation, impartation and application of knowledge for societal advancement. Universities world over are communities that are expected to lead society to advancement. The impact of their mission accomplishment in this regard and the import of its transformation on its products make them a toast for every community. This is also the reason for the expectation that society has universities as transformation agents and when therefore universities are found to be bereft of that standard, the society and the university stake holders become concerned. Our universities in Nigeria have since the turn of the new century been very passive in providing the expected leadership in national discuss that leads to national development. Quite unfortunately, universities that are expected to be in the vanguard of providing solutions to national challenges have themselves become sources of concern. This situation was aptly captured in comments of the Governor of Osun State, Ogbeni Aregbesola, when he remarked in 2015 that “Universities in Nigeria rather than being societal problem solvers are crisis generators”. The governor’s apparent frustration must have stemmed from the challenges that arose from the crisis of leadership in the Osun State University. When therefore there are crisis in an institution, it is a reflection of some administrative challenges. It is for this reason that we would wish to express here below some thoughts on certain pertinent issues on university administration in Nigeria.

### **1. University Administrative Structure**

The structure of the Universities in Nigeria as statutorily constituted in my opinion stands the test of time if properly managed. A major challenge had been the maintenance of balance among the constituents and ensuring the institutionalization of representation of these organs. In

an emerging democracy, there should be galvanization towards giving recognition to institutions rather than the promotion of group or personal interests. As at date for public universities, the modality for the appointment of people into positions of Chancellor, Pro-Chancellor and members of Council appear not generally transparent but rather subjected to the whim and caprice of the Visitors of the various institutions. Because of this, with the change of government, successive administrations had always wanted to effect changes at this apex of the leadership of the universities. Recently, the Buhari administration effected changes in the councils of the twelve new Federal Universities in Nigeria. The furor that was created led subsequently to a government apology but non retraction of the action taken in that regard.

In order to prevent this kind of situation, it is necessary to subject the appointment of all sections of the leadership of universities to transparent democratic processes as is currently being done in advanced democracies. In some universities, the appointment of the Chancellor is subjected to a search from a particular or an array of source(s) and they are subjected to scrutiny before appointment. Appointments into governing councils are done sectorally, in which case there are organizations that are statutorily required to present candidates for membership. It is therefore my view that appointment into the governing councils of Nigerian universities should be more democratized. As it is done in other climes, representatives of professional bodies that have programmes in the university, the community where the institutions are located, other stake holders should be statutorily required to present candidates and this can be done in rotation among the stake holders.

This will prevent a situation in which any member of Council is unknowledgeable about the university system as was not unusual due to political patronages. I have once related my experience in another forum where a particular member of council could hardly contribute to proceedings of the council and is alive only when issue of possible largess are being discussed.

For the representations of the other sectors such as the Senate, Congregation and Convocation on the Council, arrangements should also be made to have them to be truly representative of their sectors. The law should be specific on allocation of the spaces such that no part of the

institution is left unrepresented. The appointment of Councils done this way is certain to ensure continuity such that there is no vacuum in the operations of the governing council. It will also not be subjected to political party maneuvering. The proprietors of private universities that also properly sectorises the council positions is certain to have less burden in having the correct personalities as various interest group will assist him in filling gaps. Of course such appointments should be subject to the overall interest of the proprietor.

## **2. Functions of the Various Organs**

One major challenge confronting university administrations is in the areas of conflict between the various organs. Where the respective roles of Council and Senate particularly is not properly defined such that separation of powers is clearly done, administration is bogged down by unnecessary and avoidable crisis. Fortunately, the laws setting up the public universities properly delineate the respective functions of the Senate and the Council. However, there is the need to properly look into this area in the laws of the private universities where there are Boards of Trustees aside from the Council. In Elizade University, for example, where the Board of Trustees is the highest governing body of the university and is charged with the overall policy of directing and financing of the university, the Council is in charge of the general management of the affairs of the university and in particular the control of the property and expenditure of the university. Although frictions might be minimal in the short run because of the presence of the Proprietor, it might become a great challenge in his absence. Proper attenuation of this will prevent possible crisis of confidence and distraction from the objectives of the institution.

Also, the powers and the limitations of the office of the Vice-Chancellor in relation to those of the Pro-Chancellor and the Council should be clearly stated. Often times there are challenges in the function of the Vice-Chancellor and the Pro-Chancellor because of apparent fluidity. For instance, the Procurement Act of 2012 gave the powers for contract award to the Vice-Chancellor as Chairman of the University Procurement Committee, whereas the Statutes that establish Council Committees gave the Chairmanship of the Tenders Board to the Pro-Chancellor and Chairman of Council. Although, attempts have been made to clarify the

conflict, the Statutes remain in force. It is recommended that this be looked into. The other area of conflict is always who presides over Convocation in the absence of the Chancellor. The law clearly states that the Vice-Chancellor does so in the absence of the Chancellor and in the absence of both the Chancellor and the Vice-Chancellor, the Deputy Vice-Chancellor. Naturally, some Pro-Chancellors are miffed by this arrangement. A proper understanding of the *raison detre* for this is sure to create better understanding. Thus training of the Chairman and members of Council on appointment as is being done by the Federal Government for those appointed to serve on Councils should be adopted by private universities. It is always not good to throw a person to a job without a clarity of the expectation of that office.

In the same way, Vice-Chancellors and Deans of Faculties should be exposed to managerial skills on appointment. These are academics in administration who should, in addition to their skills in teaching and research, be given opportunities for training in management and leadership skills. They also need some exposure to fund raising skills as this is a major part of their jobs if the universities they head are to achieve their set goals that are largely dependent of funding.

### **3. Purpose of Our Universities**

Fielden and Lockwood (1973) averred that the purpose of a university as multi-purpose organizations is to “undertaking Research and public services and it is extremely difficult to measure the outputs in meaningful terms. The composition of its members also provides a difference; for example, most of the academic and administrative staff in effect possess virtual life tenure whereas most of the student population is replaced every three to five years. Universities are permanent organizations; there may be differences of opinion about the form in which it will continue to exist but the concept of non-survival does not trouble the minds of the members.”

In Nigeria today, the only noticeable engagement of our universities is the production of high level manpower. The quality and relevance of the manpower being churned out each year is suspect as many of them are unengaged in productive ventures after graduation. Notwithstanding the

fact that there is global recession that makes employment index to have increased, there appears to be more noticeable challenge in our country. According to *Trading Economics* (2016), “Unemployment Rate in Nigeria increased to 10.40 percent in the fourth quarter of 2015 from 9.90 percent in the previous period. The number of unemployed persons went up by 518 thousand to 8 million and labour force population rose by 1 million to 76.95 million.” The antidote to the challenge of unemployment of Nigerian graduates is for our universities to synergize with employers to design programmes that will suit the graduates to the world of work. The curriculum should also be rejigged to make the graduates job creators rather than job seekers. This no doubt will impact positively on the economy and reduce the unemployment index.

Another area of universities’ impact on society is the output of their research. No doubt there are many research outputs that are lying on the shelves of many faculties in Nigerian universities. For relevance, need driven research should replace basic research and more engagement with society is required to make the universities attend to proffering solutions to the myriads of challenges confronting our nation as an emerging democracy. One is happy to note the efforts currently made by the University of Agriculture, Abeokuta in organizing a conference on the Challenge of herdsmen attack on communities across the nation and its implication on Food Security. This is the way to go. One remembers that in the 1970s, the foreign policy initiatives of the then Nigerian Military Government was the product of engagement with the scholars in the then University of Ife. There is need for a return of our universities to the era when government and other sectors of the Nigerian national life will depend on the universities for solution to societal problems. This can only be achieved where the scholars are engaged in the ideals of scholasticism rather than chasing after worldly pleasures. Universities are expected to lead society into advancement and not joining in rat race for lucre. University administrations across the nation need to redirect efforts of the members of their communities in the return to the core values for which universities were established. Everybody in the system need to commit to their respective roles that make the universities productive and not competing for irrelevances. In my view, a way out of this is the professionalization of the various functions to make the teachers concentrate on their functions as teachers and researchers

and the administrators serving effectively and efficiently as facilitators. An understanding of the specific distinguishing roles of the various employees is sure to put our universities in the place of the actualization of their mandates.

#### **4. Human Resource Management Issues**

No organization can rise above the quality of its human resources. It is therefore essential to constantly examine the quality of the human resources in our universities in order to ensure the effectuation of their objectives. In the university, there are three major categories of human resources, the academics, the non-teaching staff comprising different professionals – engineers, medical doctors, pharmacists, technologists, accountants and professional administrators, and the junior staff.

The academic staff are at the core of the functions of the university enterprise who are committed to engaging in knowledge production, impartation and application. They must be highly trained and competent. There are obvious challenges in the dearth of this category of core employees when viewed from the perspective of the number of universities in Nigeria. There is therefore the need to encourage the production of more PhD degree holders to man this critical sector. The Postgraduate schools in the universities should be revitalized to perform the role of galvanizing the production of more PhDs through a well-organized standard maintaining system. It has been canvassed that the older universities should be more involved in this because of the facilities and qualified personnel they have. But we will like to posit here that the younger universities need to work on this to shore up the quality of their staff. What is being canvassed here is not mass production without quality. Rather, a system where quality assurance as stipulated is strictly adhered to. With proper monitoring, it is possible to achieve this within not too distant a time.

One other area of addressing the issue of improving the capacity of the human resources in the university is the need for the exposure of the staff to grantsmanship and proposal writing. Apart from formal training, there is the need for the senior academics to institute formal mentorship programmes for the junior academics. The mentorship in this regard will not be limited only to proposal writing or grantsmanship but also

inculcation of the university ideals and purposes through a process of involving them in the administration of their departments as well as formal training on university purposes and their roles as academics. This is necessary to enable this core staff to get the facilitators in the system to gain understanding of the system. Universities actually started as guilds and each guild, through a process of exposure of their junior members, maintained the uniqueness of their trades. In the same way the senior academics have a duty to raise their junior colleagues in ways that can keep the culture and tradition of the university going as a unique organization.

The facilitators of the system need be equally exposed to the rudiments and fundamentals of the university as an institution with tradition. The senior academics have a duty in raising for the system a team of facilitators that will assist them to fulfil the university mandate. They usually serve as Deans, Heads of Department and Chair persons of Committees while the administrators serve as members and secretaries. With their understanding of the system, they are strategic to the building of the other participants to making them perform their functions in the best possible way that will enhance organizational development and mandate effectuation. The dictum that no organization can rise above its leadership makes it imperative for the academics who are at the fore of the actualization of university objectives to raise a team that will best facilitate the processes. Where the academics are doing this the senior administrative officers and other professionals are also expected to mentor their junior colleagues into best hands. One major bane of the administration of many universities in Nigeria today is that many of those in the system do not know what the system is all about and, thinking that it is like any other public or private organization, do things that are anathema to the essence of the university as a knowledge factory. It is important to maintain the university culture as an institution that is transparently run and where collegiality runs the system more than hierarchy.

## **5. The University Environment**

The university environment is usually one in which the ambience facilitates the purpose. It is common place today to see universities that are even not qualified to be called glorified secondary schools. The

university must be a place where students from the best secondary school will find solace to becoming the best that he wants to be. It must be a place which ambience promotes scholasticism. The ambience should engender and enthuse enquiry. From the secluded monasteries of old to ivory towers of the middle ages and the citadels of the post-modern world, universities are meant to be designed to provide a serenity that facilitates academic work. The environment must also of necessity engender the creation of men and women of intellect, character and good conduct. Quite unfortunately, our universities suffered neglect in a period which Professor Omole referred to as the 'locust years'. One must give kudos to the government that is trying revamp the system. Some of the pictures presented by the National Committee on Needs Assessment of Universities in Nigeria on the unfortunate state of the universities in Nigeria is so mind boggling and showed the need for urgency in fixing the rot so depicted. Aware of the challenges before government, one cannot but plead that the situation be very urgently addressed as the issues raised in the Committee's recommendations are still there. Laboratories still require revamping just as many of the students hostels still require urgent renovation. All of these certainly cost much and it is for this reason that Vice-Chancellors need be more committed to fund raising for institutional development. The ambience of a university speaks volume about its reputation. One cannot but here commend the founder of Elizade University for the ambience of this institution. It is the way to go and many need to learn from this.

## **THE PLACE OF PROFESSIONAL ADMINISTRATORS IN UNIVERSITY ADMINISTRATION OF AN EMERGING DEMOCRACY**

In concluding this paper, it is necessary to put in perspective the place of career administrators in the running of a university in an emerging democracy. There are, according to Adegbite (1994), five categories of university administrators. These are the Policy Administrators, Academic Administrators, **Career Administrators**, Professionals in Administration and Academics in Administration. All the different categories play significant roles in the administration of a university. The Policy Administrators are those involved in policy formulation as members of Council or Senate, the academic administrators are those academic staff who serve for the time being as Deans,

Directors and Heads of Departments and so direct the affairs of such units, the career administrators are those directly appointed into the administrative officer cadre, the professionals in administration are the medical doctors, engineers, architects, lawyers, accountants etc. appointed to serve in different capacities in facilitating certain functions in the university, and the academics in administration are those academics who are appointed into ad hoc positions as Chairmen or members of committees that advise the university management in certain spheres. All of these are very important and strategic to the effectuation of the university objectives but our focus here is the career or professional administrators.

Universities world over are witnessing tremendous changes just as they themselves are agents of change. However, it is also true that very many still operate in the models of the past. In an emerging democracy where it will no longer be fashionable to be lethargic and dictatorial, the career administrators must need a re-adaptation to be relevant. In this regard one will like to reiterate the position that we have canvassed elsewhere that

- There is the need to improve on the quality of staff coming into the administrative cadre. Those who are already in should be properly trained and exposed to modern management practices that could make them function more effectively as facilitators of the academic processes of the university.
- The career administrators who are core registry staff must hone their skills as repository of university information required for policy formulation and decision making.
- The registry staff also needs to understand their roles as keepers and protectors of their universities' traditions and culture while at the same time they project the institutions' corporate image and serve as the foremost brand promoters.
- The career administrators must build their capacities for translating the academic values of their universities into reality and be relevant in offering quality advice required for making their universities truly competitive. This is achievable through the provision of an enabling environment that would facilitate acquiring of new skills.

- The registry should be properly equipped and computerized to function effectively and the staff must apply themselves adequately to the operation of modern tools that will ensure quick, clear, concise and correct information.
- There is no way that a university can thrive and actualize its objectives where there is distrust between the key officers and other stakeholders. It is therefore essential to ensure a process of getting all the members of staff properly committed to the university's vision, mission and core values as well as mode of operation that is transparent.
- The administrative processes of a university are certainly enhanced when registrarial processes are documented and made available to all stakeholders of the system. As is currently being done in advanced democracies, Frequently Asked Questions (FAQs) could be answered and presented on the university's website. This certainly reduces undue pressure on the administration.
- Career administrators as the hub of university administration should endeavor to facilitate procedures bearing in mind the values of honesty and integrity which are the hall mark of good administration. In this regard they must conform to the age long principles of anonymity and neutrality that makes administration to thrive.
- In the 21<sup>st</sup> century that is marked by self-determination and transparency in policy formulation and implementation, the career administrators should ensure greater competences in negotiation skills which sine qua non to the principle of constructive engagement that is trending in administration
- A key feature of the 21<sup>st</sup> century is information and communication technology (ICT). Every career administrator must be compliant and utilize this technology to facilitate their work. This is sure to enhance their competency in service delivery and the facilitation processes
- For greater relevance in the university system, it is essential that career administrators of the 21<sup>st</sup> century, marked by the principles of democracy, professionalize their services. Every function will be better performed by individuals who know the tricks and the essence of their roles. Hence, officers need be trained and retrained on their functions to make them more versatile and competent in service delivery such that best practices that will suit the present milieu are presented.

## **CONCLUSION**

Professor Nigel Thrift, quoting Harry Lewis (2014 p.1), states

“Yes, (these universities) educate a large number of national leaders and generate a large part of the nation’s economic growth. But it’s also true that ... they are doing lots of things for which they were never designed, because they were never designed at all.”

This succinctly describes the state of university administration in Nigeria. A lot of things are being done that has detracted from the original objectives, vision, mission and purpose and these largely makes these institutions unable to be globally competitive. To move into the sphere of the 21<sup>st</sup> century universities in the advanced democracies, there is the need to begin to advance methods and ensure that processes are in conformity with standards that are universal norms.

Universities everywhere and in every milieu are expected to generate, impart and apply knowledge. The goal of these is to advance the society. If the concern is therefore not the university itself, then it must ensure that practices and processes facilitate and enhance society. Administering the institutions therefore can only be said to be satisfactory when transparency for the common good is enshrined. This is the hall mark of democratic societies and universities as bastions of democratic ethos must advance this course. The practitioners in the system must therefore proceed beyond what Marina Warner (2014, p. 43) stated in London Review of Books, which likened modern universities to ‘Chinese communist corporatism ... where enforcers rush to carry out the latest orders from their chiefs in an ecstasy of obedience to ideological principles which they do not seem to have examined, let alone discussed with the people they order to follow them’. Transparency and constructive engagement where all stake holders are involved in decision making is sure to reduce suspicions that create crisis but facilitate accomplishment of university objectives and purposes.

## **REFERENCES**

1. Adamolekun, L., :**Challenges of University Governance in Nigeria: Reflections of an Old Fogey** (1<sup>st</sup> Convocation Lecture of Adekunle Ajasin University, Akungba-Akoko, February 2007)

2. Adebayo, B. A.: **University Management and Productivity: An Appraisal** (Paper Delivered at the 1999 ANUPA Conference at the University of Ibadan, April 1999)
3. Adegbite, J. G.O., **Administering and Managing Universities** (2001).
4. Adegbite, J. G. O.: **The Changing Features of the Nigerian University Structure and Governance** (Paper Delivered at Seminar on Appraisal of the University System in Nigeria, February 8-9, 1994 at The Federal University of Technology, Akure)
5. Adeniyi, P. O. “**Repositioning Nigerian Universities for National Sustainable Development**” Paper Delivered at the 10<sup>th</sup> Iju Quarterly Public Affairs Forum Held on April 24, 20.08
6. Alos, Prof. Albert J. “**Providing Leadership for a University on the Move**” A presentation to OBAFEMI AWOLOWO UNIVERSITY on August 13, 2008.
7. Banjo, Ayo : **An Overview of the Nigerian University System** (A Paper Delivered at the 1999 ANUPA Conference at the University of Ibadan, April 1999)
8. Coney, Jeff, : **Economic Development: An Overview.** (Paper Delivered to Vice-Chancellors of Nigerian Universities on Tour of American Universities. November, 2007.)
9. Fielden, J. & Lockwood, G.: **Planning and Management in Universities** (Ghetto and Windus Ltd., 1973
10. Helen Matthews, et al. **What is it You Do Again? A Guide to Departmental Administration** (Good Practices Series Number 31, a Publication of the Association of University Administrators, UK.)
11. Nigel, Thrift (2015) “**Universities Unborn, Destroyed or Just Staggering On as Usual**” Paper Presented to Participants of the International Programme in the Leadership and Management of Higher Education in Warwick 2015.
12. Ogbeche, Chris., “**Strategic Planning & Actualization of the Vision of the University in the 21<sup>st</sup> Century**” Presentation to the Management Staff of Obafemi Awolowo University on August 12, 2008. Federal University of Technology, Akure Calendar,2005-2007#
13. Ogunruku, A. O., **Dynamics of University Administration in the 21st Century: Challenges and Prospects** Paper Delivered at the 2008 ANUPA Annual Lecture of Ladoke Akintola University, Ogbomoso

14. Ogunraku, A. O., **University Administration in the 21<sup>st</sup> Century: A New Direction**, Obafemi Awolowo University Press 2012
15. Okebukola P. (2004: "**Strategies for stimulating Research and development in Nigerian Universities.**" *In Nigerian University System Chronicle, Vol. 12; No. 2*
16. Rawlings, J., (2013): "**Emerging Democracies in Africa: Challenges and Opportunities**" *The African Executive Magazine* 26-6 July, 2013
17. Rocha Menocal, A & Dickie, S., **10 Things to Know About Elections and Democracy** London: ODI 2013
18. Obafemi Awolowo University, Ile-Ife, Nigeria Calendar, 2011-2016
19. University of Ibadan Calendar
20. [www.elizadeuniversity.edu.ng](http://www.elizadeuniversity.edu.ng)