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Leadership and Governance in Higher Education –
Challenges and Prospects of Developing the Next
Generation of University Leaders, Academics and
Researchers; the Management Models

Paper Delivered

by

Mr. Ayorinde O. Ogunraku,
Chairman, Committee of Registrars of Nigeria, and
Registrar, Obafemi Awolowo University, Ile-Ife

Introduction

So much engagement has gone on over the years on the issue of developing the next generation of academics but with minimal corresponding discussion on the need for a serious dilution over the issue of the need to develop the next generation of academic leaders who will coordinate and manage the academic enterprise of the future in our nation. No doubt, it is from the next generation of academics that the leaders will emerge. The concern here, however, is that where all concentration is put squarely on the academic capacity building without building the managerial competences and leadership capacities, nor deepening the necessary understanding of University culture in the personae of the next generation of leaders, the potential challenge to maximum all round corporate achievement of the objectives for which the institutions were set up is likely to be monumental.

Indeed, higher education is universally acclaimed as the bed rock for national development. It is also now a major factor in the accentuation of the building of the knowledge economies that today has universalized the function of institutions of higher education as factories that produce globalised high level manpower for the growing economies of the world. The world today is witnessing great mobility of people, graduates and students of universities and other institutions of higher education, from their countries of origin into various other lands in search of relevant education that will prepare them adequately for the world of work anywhere on the globe. This is more so in the face of developing world class professionals who can hold themselves adequately in global competitiveness with their peers.

Thus, while the good mix of curriculum, world class infrastructure and good products from the secondary schools are of great essence in ensuring the relevance of the products of the higher educational institutions, managerial competencies that are capable of harnessing these inputs into excellent finished products are required. No doubt, our nation has witnessed a milieu of globally competitive higher education, however, the neglect of many years during which some of these institutions were allowed to rot has negatively implicated the drop in their global reckoning and competitiveness. It is therefore our intention in this paper to interrogate the role of leadership and governance in the Nigerian Higher Educational institutions in ensuring that a sustainable legacy of quality and standard is bequeathed to the system such that the rating of higher educational institutions in Nigeria can again be on its ascendancy.

Conceptual Framework

The key concepts in the topic of discussion are: leadership, governance, higher education, and academic leaders. We will endeavour to define these to present a platform for the articulation of our views on the subject matter.

Leadership:

The Cambridge Advance Learners Dictionary (third Edition) defines a leader as "a person in charge of a group, nation or situation and leadership as the set of characteristics that make a leader; the person or people in charge of an

organization; and the position or fact of being a leader." Wikipedia, however, defines leadership as "the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task." Gibbs (1969) defines leadership as influence, while W. C. H. Prentice(1960) defines the concept as "the discipline of deliberately exerting special influence within a group to move towards goals of beneficial permanence that fulfill the group's needs". From the foregoing definitions a few words stand out. These are: leadership being a person, process of influencing others, or getting the support of people within an organization to commit to and work towards the achievement of organizational goals and objectives.

Indeed, Mitch McCrimmon (2008) posited that "The fundamental meaning of leadership has not changed in all of recorded history. It has always been about the person in charge of the group. Being a leader has always meant having power over people and the authority to make decisions for the group. We have tweaked the meaning of leadership a little bit, thus moving from dictatorial to more participative styles but the essence has remained basically unchanged for centuries." Leadership as a person relates to the individuals at the helm of the affairs of an organization, those statutorily empowered to see to the smooth operations of the organization.

In the context of Higher Educational Institution which is the subject of our discussion in this paper, leadership will naturally refer to the officers of the institutions as recognized by the laws and statutes that establish those institutions. In the Universities, these are the Chancellor, the Pro-Chancellor and Chairman of the Governing Council, the Vice-Chancellor and Chairman of Senate, the other Principal Officers, Deputy Vice-Chancellor(s), the Registrar and Secretary to Council, Senate, Congregation and Convocation, the University Librarian, the Bursar, Provosts, Deans, Heads of Department/Units and Directors of various units of operations of the University. In the Polytechnics and Colleges of Education, the paraphernalia is similar to that of the University as presented in the foregoing, except that for them, the Rector or Provost replaces the Vice-Chancellor as the Chief Executive.

Governance

Governance according to Wikipedia is "the act of governing". It relates to decisions that define expectations, grant power, or verify performance. It consists of either a separate process or part of management or leadership processes. These processes and systems are typically administered by a government. In the case of a business or of a non-profit organization, governance relates to consistent management, cohesive policies, guidance, processes and decision-rights for a given area of responsibility." Coyle (2004) defines governance as "the way in which a company is governed, and to what purpose. It is concerned with practices and procedures for trying to ensure that a company (or any organization) is running such a way that it achieves its corporate objectives." Also, from the foregoing, it can be asserted that governance deals with the process, system or structure of an organization and the laid down rules and procedures for organizing the organization for the actualization of its corporate goals and objectives. Again, as it relates to our topic of discussion, governance deals

with ways and manner in which a University, a Polytechnic and a College of Education are organized for actualization of their corporate objectives.

Higher Education

Higher Educational Institutions are, for the purpose of this discussion, taken to mean educational institutions of higher learning above the secondary school level. According to the Road Map for the Nigerian Education Sector, "Higher Education is the education which is obtained by choice, after successful completion of Post-Basic Education." It is classified into education obtained from Universities, Polytechnics/ Monotechnics, Colleges of Education and Innovation Enterprise Institutions (IEIs). These institutions are under the supervision of the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE).

In defining the concept of higher educational institutions, it is considered a great import in this paper to narrow down a bit into what constitutes the apogee of higher educational institutions. This is the University. Dr. Kayode Fayemi at the Osun State University 2012 Convocation Lecture, quoted John Henry Newman, a 19th century evangelical Oxford University academic, who 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. It is the place where the professor becomes eloquent, and is a missionary and a preacher, displaying his science in its most complete and most winning form, pouring it forth with the zeal of enthusiasm, and lighting up his own love of it in the breasts of his hearers. It is the place where the catechist makes good his ground as he goes, treading in the truth day by day into the ready memory, and wedging and tightening it into the expanding reason. It is a place which wins the admiration of the young by its celebrity, kindles the affections of the middle-aged by its beauty, and rivets the fidelity of the old by its associations. It is a seat of wisdom, a light of the world, a minister of the faith, an Alma Mater of the rising generation. It is this and a great deal more, and demands a somewhat better head and hand than mine to describe it well."

The description of Henry Newman above shows quite aptly the kind of organization that a university is, therefore the kind of technicality of its administration and the kind of leadership expected to make its governance an ideal that can drive the actualization of its mandates of knowledge generation, impartation and application (research, teaching and community service).

Evolution of Higher Education in Nigeria

The history of higher education in Nigeria can be traced to the early 1930s when the Yaba Higher College was founded following the report of the Sir Elliot Commission that looked into the higher education need of the Anglophone West

African States at that time. Eventually, other higher colleges were established in Zaria, Enugu and Ibadan in the 1940s. Thereafter, the University College, Ibadan was established in 1948 as a campus of the University of London. With the independence in 1960, and following the recommendations of the Sir Ashbi Commission on the attendant need for the provision of the high level manpower essential for the emerging public service, three regional universities started at Nsukka (1960), Ile-Ife and Zaria in 1962 respectively. A federal University was also in 1962 established in Lagos. About the same time, regional Polytechnics or Colleges of Technology were established in Kaduna, Enugu, Ibadan and Benin, and Colleges of Education were established in Zaria, Ondo and Owerri to provide for the growing need for technical manpower and qualified Secondary school teachers.

The fourth regional University later took off in Benin City in 1970. This came out of the Technical College already existing there. For the Universities, the earlier four Universities along with Ibadan were the first generation Universities. The model of administration of the Universities was after the University of London Model of a public funded university which provided for a Council appointed by Government but with representatives of the academic community as members, a Vice-Chancellor and Senate, the faculties and other organs. This model has largely formed the pattern of the administrative structure of Universities in Nigeria.

In 1975, the seven sisters, all Federal Universities, came on stream in Ilorin, Port Harcourt, Calabar, Jos, Maiduguri, Sokoto and Kano. All the universities maintained the same administrative structures as in Ibadan. This of course should be expected as many of the new Universities were off-shoots of the first generation universities. During the same period, with the expansion of the number of states in the Federation, many more state Polytechnics and Colleges of Education were established. The structure of administration of the Polytechnics and Colleges of Education were somewhat similar to those of the Universities except that they were largely controlled by the Ministries of Education of the states or the Federal Government which established them.

In the early 1980s, the Universities of Technology and Universities of Agriculture were established. About the same time, following the enactment of the 1979 Constitution which put higher education on the concurrent legislative list, many states particularly in the South, began to establish their own Universities to provide access for their qualified students who could not find space in the Federal Universities. The state universities as well as the Federal Universities of Technology were children of necessity, borne out of the political and economic exigencies of the time.

A new phenomenon was presented in 1999, with the establishment of private Higher Educational Institutions. Thus, as at date the distribution of HEIs in Nigeria is as follows:

Institution Type	Federal	State	Private	Total
Colleges of Education	21	42	21	84
Polytechnics & Monotechnics	53	46	16	115
Universities	38	37	49	124

Governance of Higher Educational Institutions in Nigeria

The structure of the governance of the University of Ibadan, which was the first university in Nigeria, naturally tapered from that of its main campus in the University of London. Thus, by the time other universities were established in Nsukka, Lagos, Ile-Ife and Zaria very early in the sixties, the structure of the governance in the earlier British universities was adopted. Other universities which were established in Nigeria in the 1970s and thereafter, were equally modeled after the pattern of the University of London.

For other higher educational institutions, the structure was slightly different as many of them started by having Principals like the post primary institutions and the administrative structure was also minimal. However, the Yaba College of Technology, The Polytechnic Ibadan, Kaduna Polytechnic and the Institute of Management and Technology, Enugu all had Rectors with similar administrative structures, perhaps not as elaborate as those of the Universities. The Colleges of Education in Abraka, Kano, Ondo, Owerri and Zaria, which were the first set of such institutions, were also run like the Universities except that many of them were affiliated to the Faculties of Education in Universities close to them and were mostly administered by Provosts who were members of staff of the Universities to which they were affiliated.

The Role of the Constituent Organs

The constituent organs in a University are those established by the Laws and the Statutes of the University. These are

- The Council
- The Senate
- The Congregation
- The Convocation
- The Faculty Boards/ Boards of Studies

Indeed, the organizational structure adopted by the University of Ibadan, which was patterned after the British University model, ultimately became the adopted

standard structure for universities in Nigeria. Each of the organs as listed above works through their various committees in order to facilitate efficient operations. They are also interdependent and interrelated in a web-like form.

The Governing Council

At the apex of the organogram of a typical Higher Educational Institution in Nigeria is the Governing Council, which is the governing body (authority) of the institution with powers over the general management of the university. In particular, it is charged with the overall responsibility for the personnel, finances and expenditure, and property of the university. The Council is headed by the Pro-Chancellor who is the Chairman. In the Polytechnics and Colleges of Education, they do not take the name Pro-Chancellor. The Chairman is usually appointed by the government that established such institutions (for the public institutions), and for the private institutions by the proprietor. The Council is constituted to comprise representatives of the various stakeholders: government, the University community, the alumni and the Ministry of Education. The Council exercises its functions through committees. The most notable committee is the Finance and General Purposes Committee which is a creation of the Statute. This committee is empowered to act for the council in-between meetings in order to fast track decisions on issues that may arise in between meetings.

The institutions by their very nature, being a place with a large array of intelligentsia in various fields of endeavour, are governed by Committees. The composition of the committees reflects the needs and experience of each institution for ensuring good governance. The Committees assist the various constituent organs, that is Council and Senate as well as the Management clearing issues and providing advice for the various organs.

Senate/Academic Board

The Senate/Academic Board statutorily superintends over the academic matters of the University/Polytechnic/College of Education. It is headed by the Vice-Chancellor/Rector/Provost. Membership of Senate comprises the Deputy Vice-Chancellor(s), all Professors, all Provosts, Deans and Heads of Institutes/Departments/Academic Units and the University Librarian with the Registrar as the statutory Secretary. In the other Institutions of Higher Education, the Academic Boards comprises the Deputy Rector/Provost, the Heads/Deans of the various affiliate Schools/Colleges and all Chief Lecturers. This bodies also exercise their authority through committees.

The distinctive functions of both the Council and the Senate make it imperative that both organs must function and collaborate particularly in areas of common interest. Accordingly, Joint Council and Senate Committees are statutorily instituted to facilitate transparent governance where stakeholders are provided

opportunities for participation in decision making. Such areas of common interest between Council and Senate/Academic Board include the appointments and promotions of Academic staff and the appointment of Principal Officers of the University. In all cases, the final authority that appoints is the Council.

Congregation and Convocation

Other bodies recognized by the Laws that establish the Institutions, in particular the Universities, are the Congregation and the Convocation. Each of these bodies, although statutorily recognized, does not have executive functions, yet they are strategic to the good order and governance of the University. The Congregation and the Convocation are cited in the Obafemi Awolowo University Laws but their compositions and modes of operation are as prescribed by Statutes. In the University of Ibadan, both bodies are recognized by the Act that established the University. The Statutes in all cases prescribe that Congregation, with the Vice-Chancellor as Chairman, shall comprise all Principal Officers, all full-time members of the academic staff, every member of the administrative staff who holds a degree of any university, recognized for the purpose of the statute by the Vice-Chancellor, not being honorary degree. The latter clause in the University of Ibadan Act 1962 stipulates “the persons holding such other appointments at the University, as the Council, after consultation with the Vice-Chancellor, may from time to time determine.” Congregation is by statute required to elect its representatives to Council and Senate in accordance with the relevant provisions. In the Obafemi Awolowo University Laws 1970, the Congregation is required to communicate directly with the Council and Senate on any matter affecting the University and receive information from time to time from the Vice-Chancellor. In the Federal Universities of Technology Laws, 1986, Congregation is required to express its opinion on any matter affecting the University. It does not stipulate, like in Ife the mode of communicating such opinions nor the recipient.

The Convocation, however, is presided over by the Chancellor or in his or her absence, by the Vice-Chancellor, and where both are absent, by the Deputy Vice-Chancellor. It comprises all the Officers of the University as mentioned in the first schedule of the Act, that is, the Principal Officers of the University, all the Teachers (Academic Staff) and all the graduates of the University. The main purpose of Convocation is to confer degrees and academic distinctions on qualified individuals. The Universities Miscellaneous Provisions Act 2003 (Autonomy Bill) provides for Convocation of each University to elect one of its members to serve on the Council of the University. It is important to state here that Convocation is the only gathering in the University where the Vice-Chancellor takes precedence over the Pro-Chancellor and Chairman of Council. The reason for this, in my opinion, is that it is an academic gathering where activities are centered round the output of the university’s academic enterprise and the teacher/student relationship is at the fore.

College Boards, Faculty Boards and Academic Departments

Apart from the organs presented above, there are also the Colleges/Faculties/Schools and the academic departments which form the basic unit of the academic structure of each university. The Colleges are headed by Provosts while the Faculties and Schools are headed by Deans. There is a major departure from the norms in the naming of the academic units as Schools or Colleges in the Federal Universities of Technology and Agriculture which is based on the need to integrate teaching and learning in such a manner that the compartmentalization of knowledge as in the conventional universities might be avoided. The Boards of the various Colleges, Faculties or Schools are responsible to the Senate and they are expected to report their activities to Senate at its meetings for approval. The composition of the Faculty/College/School Boards comprise the Vice-Chancellor, the Deputy Vice-Chancellor(s), the Dean of the Faculty/College/School, Professors and Heads of Departments in the Faculty, other academic staff in the faculty as approved by Senate and others including persons from outside the University, approved by Senate following recommendation in that regard by the Faculty. The Dean of the Faculty is the Chairman. The Faculty Boards are required to deal with matters pertaining to a subject of study or group of subjects of study and consider matters referred to it by the Senate.

It is apparent from the foregoing that the structure of governance of higher educational institutions does not in any way anticipate that they would be a one-man show. They are run as collegiate institutions and their running takes cognizance of the peculiar nature of the organization as one that parades an array of highly qualified professionals whose collective wisdom is expected to generate the best ideas for the good order of the system. It is also evident that none of the organs is absolutely independent as to carry out functions without due cognizance of the other. Where the participants of the university enterprise understand this very well, the system runs seamlessly.

We can note in particular the very intricate level of relationship between the Chancellor, the Pro-Chancellor and the Vice-Chancellor on the protocol order. This comes very well to play at University Convocations. The separation of powers based on the old age academic traditions of respect for academic freedom is aptly demonstrated at such a ceremony. Yet, this can never make a Vice-Chancellor disparage his/her Pro-Chancellor. It becomes even more serious now with the Universities Miscellaneous Provisions Act that empowers the Council under the Pro-Chancellor to appoint all staff, including the Vice-Chancellor and Registrar, without recourse to any outside agency. So what is evident is a system that runs on the basis of collegiality.

Management and Advisory Committees

Apart from the statutory organs presented above, one interesting issue is the appointment of Management and Advisory Committees which further enhance the participation of the broad spectrum of the community in decision making. Some of such other committees in the various institutions include but not limited to the following:

- Principal Officers Committee
- Management Advisory Committee
- Junior Staff Committee
- Housing Allocation Committee
- Vehicle Loans Committee
- Space Allocation Committee
- Security Committee
- Editorial Committee
- Committee on Relationship with other Institutions
- Press Council
- Advisory Committees or Governing Boards of various Centers/Institutes/Centers/Companies in the Institution

The institution of these management advisory committees bring out the beauty of the governance of the higher educational institutions as places where the Chief Executive needs to bring very many people on board to ensure quality participation in decision making. The forum provided by participation in such committees provide avenues for capacity building in institutional culture and practices for the members of the community. Often times, participation by the members of staff in the committees provide opportunities for them to learn the procedures and get conversant with the rules and regulations that govern decision making. It needs be stated that right from the faculty, members of staff are appointed into committees. Such participatory democracy disallows suspicion that might arise from members of the communities on decisions that affect them but rather engender consensus decision-making.

Leadership in Higher Educational Institutions

The Evening Standard in the United Kingdom on March 11, 1992 wrote

"the unmentionable Margaret Thatcher may have been wrong a dozen times over but she had a vision of the kind of country she felt would be great. For or against her, there was at last a sense that a country was going somewhere..... What we are talking about is leadership. The great leader can lift our sights even higher....."

Robin Middlehurst (1993), summarizing the definitions of leadership presented earlier above, posited that it entails being in charge of an enterprise or organization, direction setting, influence over outcomes, commanding a following and being set apart for (from) others. He further asserted that it is an active

process, a role or function and a symbol. Indeed, just as was quoted in respect of Margaret Thatcher above, a key component of leadership is vision. A personality without vision cannot drive any process. The leader must be able to "lift the sights of the people even higher."

This brings into the fore the fact that while institutions can themselves be leaders of some sort among their peers, the individuals that drive the process in an organization are the leaders of such organizations. They are at every level of the organizations directing one thing or the other or ensuring the smooth process of one area of the organization or the other. It is in this context that we will endeavour to examine those who constitute the leadership of higher educational institutions.

Officers of HEIs As Leaders

The Laws of that establish the various institutions provide for the organs of governance as discussed above. The Schedules and its Statutes stipulate the members of the university, including the officers who are required to direct the affairs of the institutions. These include, for the Universities the Chancellor, the Pro-Chancellor and Chairman of Council, the Vice-Chancellor, the Deputy Vice-Chancellor(s), the Registrar and Secretary to Council, the Librarian and the Bursar. The Statute also makes provisions for members of Council, members of Senate, Deans of Faculties, Heads of Departments, the academic staff, the graduates and the students as well as others who may by Statute be granted the status of members. Those provided for here include the Administrative staff and the honorary graduands of the university. (*Second Schedule, Statute 2 of the Obafemi Awolowo University Transitions Provisions Act.*) The situation in the other institutions of higher education is similar to those of the Universities presented in the fore going.

Each of those identified in the Statute of the Universities play different roles significant for the smooth operations of the system and for the actualization of the institution's corporate objectives. We will endeavour to identify the significant roles of the various officers as follows:

The Chancellor

This Chancellor is a father figure appointed by the Visitor (for public universities). The Statute of OAU, Ife stipulates the tenure of the Chancellor and that he may delegate his functions in writing to the Pro-Chancellor. It also provides that

"he shall be the head of the institution", and when he is present "shall preside at all meetings of the Council and other assemblies of the University."

In the Statute of the Federal Universities of Technology, however, stipulates that

"the Chancellor shall be appointed and hold office at the pleasure of the

President."

He in relation to all other members of the University takes precedence. The implication of the above is that while the Chancellor of the first generation universities have certain roles to play, those of the third generation universities merely ceremonial functions. This nonetheless does not deter the significant roles that this father figure can play in providing leadership for the University. This includes providing an overarching influence to leverage with important stakeholders to raise funds and intervene, albeit informally, in conflict resolutions.

The Pro-Chancellor and Chairman of Council

This is also an appointee of the government who, according to the Universities (Miscellaneous Provisions) (Amendment) Act, 2003, should be someone, like other members of Council, who *"are of proven integrity, knowledgeable and familiar with the affairs of the University."* He/she takes precedence over all other members of the University, except the Chancellor and the Vice-Chancellor/Deputy when acting as the Chairman of Convocation. The significant role of the Pro-Chancellor and Chairman of the governing Council is indeed very strategic as he, with the instrumentality of the Council, directs policies on the appointment of staff, including the Vice-Chancellor, the finances and properties of the University. The significant role of the Councils of these institutions is more noticeable given the efforts at ensuring institutional autonomy. Indeed, Section 2 AAA(1) of the Universities (Miscellaneous Provisions) (Amendment) Act 2003, in affirming the independence of the Council stipulates

"The Governing Council of a University shall be free in the discharge of its functions and exercise of its responsibilities for the good management, growth and development of the university."

The Chairman of Council also presides over the Finance and General Purposes Committee which is expected to

"deal with and advise on matters relating to the finances, accounts, investments, property, insurance, business and, generally, the financial affairs of the university and in between Council meetings, act on behalf of Council in all matters in respect of which the powers of Council are not otherwise specifically delegated."

With such responsibilities, the Pro-Chancellor and Chairman of Council is one key personality in the leadership of the University on whose shoulders lie the responsibility of guiding the institution along the path of right. He should be a personality of good experience, not only in University affairs but quite knowledgeable in public and private affairs and governance.

The Vice-Chancellor/ Rector/ Provost

The Vice-Chancellor/Rector/Provost is the head of his/her institution. She/he is the Chief Executive and Chief Academic Officer of the Institution. He singularly, as the director of the affairs of the University, has responsibility to ensure good governance and give direction for the accomplishment of the corporate objective, vision and mission of the university. He is a very important member of Council and the *ex officio* Chairman of the University Senate. He directs the day to day operations of the Institution towards the accomplishment of institutional goals. He also has responsibility over the ways and the means of the institution. He is expected to report his/her activities to the Council and Senate. He is, according to some scholars, expected to be *primus inter pares* among his professor colleagues and resume his duties as one after his tenure. This fact is emphasized here because of its implication for good governance in the true spirit of higher educational administration which is basically collegial.

Deputy Vice-Chancellor/ Vice-Rector/ Deputy Provost

The Deputy to the Chief Executives of the various institutions of higher learning is usually a nominee of the Chief Executives who acts for him/her when absent and assists with certain areas of the Chief Executive's responsibilities and usually at the Chief Executive's pleasure. In essence the functions of these deputies are not strictly statutorily defined.

The Registrar

The Registrar and Secretary to Council, Senate/Academic Board, Congregation and Convocation has responsibility to the Chief Executive Officer of the Institutions for the day-to-day administration of their institutions. She/he also serve as the custodian of institutional records and through this advises the Chief Executive, Council and Senate/ Academic Boards in the carriage of their functions.

Other Principal Officers

The other principal officers of the Institutions are the Librarian and the Bursar. They are respectively directly responsible to the Chief Executives for the day to day operations of their functions. While the Librarian oversees the maintenance of a good Library and information retrieval, the Bursar advises the Chief Executive and the Council on matters of finance and the accounts of the University.

The Academic Leaders

The academic leaders are those that are at the helm of the academic enterprise of the institutions. These are the Professors and those who hold administrative positions as Deans, Directors and Heads of Department. In discussing the roles played by these categories of leaders, it is essential to consider the modality of

appointment into such positions. As stated earlier, the university and other institutions of higher education are unique in the manner of their governance. Its history and nature makes governance collegiate. With its array of intelligentsia, it is inconceivable that anyone can operate leadership in such an organization just by fiat. Ideas that form policies are usually expected to be dilated through a process of going through the mills of the various organs such as, for academic matters, the departmental committees and faculty boards to the Senate and, for other matters, through the various committees structured for such purposes. Abridging or short circuiting such processes usually leads to crisis and loss of confidence in the administration by the members of such communities. Indeed, in the members' commitment to academic freedom, they are usually wont to fighting to ensure due process.

Appointment to the professoriate is therefore expected, not only to be based on the academic suitability of the individual but also the totality of the person. In fact, in the early days of appointment/promotion to the grade of professor in Nigeria, a candidate was expected to have adequate number of publications in peer reviewed journals and books/monographs as well as have demonstrable capacity to provide academic leadership and mentorship in their departments. In addition, such a person was expected to have good experience in administration. The professors were people who were versed in the administration of the academic enterprises and provide coaching for others in the system. They taught younger colleagues on modalities for pedagogy, methods of carrying out research and ways of impacting the societies around them through a process of engaging the communities and providing alternatives to prevailing thoughts. This they did usually by involving the younger colleagues in the processes through the committee system. Thus, through them it was possible to have pure and undiluted academic culture transmitted to those following and others who facilitate the academic process. It is therefore altruistic that "a university is as strong as its professors/academia". If there are challenges today with the way universities are run, then the professors certainly, in my view, have questions to answer.

Challenges Confronting Higher Educational Institutions in Nigeria

In discussing the challenge of developing the next generation of University leaders, academics and researchers, it is considered apposite to first identify those challenges confronting higher education in Nigeria. This is considered better done within the confines of the recognition of the same issue in the 2006 Plan of Action for the Second Decade of Education for Africa, already adopted by the African Union. The plan identified the ingredients for effective, relevant, efficient and revitalized higher education for Africa that is expected to make it globally competitive. These include:

1. Encouraging greater mobility of academics, researchers, staff and students; and the recognition of qualifications from and by the different regions of

Africa through the harmonization of degree structures.

2. Establishing an African Higher Education and Research Space that will pay serious attention to institutional and national Quality Assurance systems and promote high level relevant research and postgraduate training tailored towards solving the daily problems which plague African communities.
1. Adopting and adapting Open and Distance Learning as instructional delivery mechanisms in Sub-Saharan Africa as has been done in other continents of the world if Africa is to significantly raise its tertiary education enrolment ratio from the current 6% (achieved through the face-to-face mode) to at least 50% within the next 5 years;
4. Using Information and Communication Technologies effectively for instructional delivery, professional communication, to develop, produce, acquire and distribute knowledge, skills and competencies across the continent as fast as they are available;
5. Building human resource base that will seek newer and effective ways to combat diseases, reduce energy costs and address climate change;
6. Creating centers of excellence within each region of the continent to develop robust postgraduate studies and develop strong research base with global competitive advantage; and,
7. Seeking opportunities for collaboration and partnership on equal and mutually beneficial platforms with the international world including universities in other continents, development partners, organization and agencies genuinely interested in higher education in Africa.

The seven issues identified above are germane and relevant to the Nigerian context. Although the space of higher education in our nation has its own peculiarities, the issues raised on greater mobility of academics, quality assurance, use of ICT, building of human resource base that will seek newer and effective ways to combat diseases, reduce energy costs and address climate change, creation of centers of excellence that will advance post graduate studies, and creation of opportunities for greater collaboration and partnership with similar but world class institutions in the North and Asia, are of utmost essence and relevance. The issues are further orchestrated by David Ekong and Akilagpa Sawyer in Higher Education Leadership in Africa (2009/2010) where they identified the issues of governance, alternative funding, access and equity, quality and relevance as key challenges confronting higher education in the continent.

Governance

The issues raised in the foregoing as it affects the Nigerian landscape are our concern here. In particular, the issue of governance of Nigerian Institutions of Higher Education is major as it dictates the pace for the other identified

challenges. From the role of the governing council as articulated above, much is expected of the body in driving the institutions to achieve its corporate objectives, vision and mission. As I have had opportunity to state in another forum, where the membership of the governing council is faulty, the quality of its output will most naturally be faulty. We have had occasions in the past where membership of council was more of political patronage. This matter appears to have been largely addressed for the Universities by the Universities (Miscellaneous Provisions) (Amendment) Act 2003 which adjusted the composition of the Governing Council of Nigerian as follows:

- (a) the Pro-Chancellor;*
- (b) the Vice-Chancellor;*
- (c) the Deputy Vice-Chancellors;*
- (d) one person from the Federal Ministry responsible for Education;*
- (e) four persons representing a variety of interest and broadly representative of the whole Federation to be appointed by the National Council of Ministers;*
- (f) four persons appointed by the Senate from among its members;*
- (g) two persons appointed by the Congregation from among its members;*
- and*
- (h) one person appointed by Convocation from among its members.*

By this enactment, the Governing Council now has more internal members than external members. Even where out of political patronage, individuals appointed under the provision (e) above were of inadequate exposure, the internal members should be able to drive the process efficiently and effectively. Also, the autonomy of the University become guaranteed with the provision that the

"Council so constituted shall be free in the discharge of its functions and exercise of its responsibilities for the good management, growth and development of the university"

and

"the powers of the Council shall be exercised, as in the Law and Statutes of each University and to that extent establishment circulars that are inconsistent with the Laws and Statutes of the University shall not apply to the Universities."

In addition, the capacity of the governing councils has been further enhanced by the provision of a tenure of four years during which a council should be able to initiate and engender policies that should advance the course of the institution and record its name in gold.

These provisions notwithstanding, a major challenge is that of sectarianism in which the large array of internal members can gang up against the University administration particularly where the candidate of their choice is not appointed Vice-Chancellor. The reverse can also be the case where the university administration colludes with the external members to foist unwholesome pursuits

(policies) on the university. Indeed, where there is a divide in between membership of the governing council, there is bound to be workings at cross purposes which will also impact negatively on governance. However, where members of the council act with concerted purpose and commitment to noble ideals, the university is bound to make giant strides. A Pro-Chancellor driven by vision working with a Vice-Chancellor committed to great ideals of the purpose of "what universities are for" and with a determination to advance the noble mission of advancing the course of knowledge, and a Governing Council of men and women of passion, not driven by passion for lucre are sure to build a university of global reckoning. It is for this course that I advocate here that the governance of our Universities should be driven by a council selected not out of political patronage (for external appointees) or union faithfuls (for internal members representing Senate and Congregation). It may be apt here to draw an inspiration from the British model where professional bodies with programmes in the universities and the communities where the institutions are located are represented on the Governing Councils. The present composition where four people are appointed by the Federal Executive Council for each Federal University can reflect this. The state proprietors and the private institutions can also take due cognizance of this.

The scenario painted above for the Federal Universities cannot truly and absolutely be stated for the composition of the other institutions of higher education. The proprietors of these institutions will, however, enhance their governance by adopting the statutory provisions in respect of the composition of the Councils for their institution.

Appointment of Incompetent Hands

The issue of governance is not limited to the Governing Councils alone. The Senate/Academic Boards of the institutions have great roles to play. Indeed, for quality assurance, the Senate/Academic Board have significant roles to play. A major plague here is the quality of the membership of these bodies and their commitment to the institutions beyond mouthing such commitments. It appears that in the effort at securing staff at every level of the academia for the different academic programmes in the face of expansion due to access, many individuals with inadequate qualifications or inappropriate pedigree were recruited into the institutions. Many of this lack knowledge of institutional core values and operational motivation, and they are wont to behave at cross purposes to institutional objectives and pursue personal or group agenda.

The domineering influence of the unions also has its demeaning impact. A situation in which election to Deanship of faculties and appointment of Heads of Department are union influenced has capacity to create mediocrity and shift of loyalty. In the same manner, where appointments of the leadership of the academic units by the Chief Executive is only motivated by personal interests and the principle of "giving job to the boys", quality of output cannot but be sacrificed. Thus, those at the helm of affairs of many of the institutions as Deans and Heads of Department lack the tenets of expected leadership. Many lack the requisite institutional memory (may be because they do not have it *ab initio*) and are therefore incapable of directing affairs nor drive the institutional purpose as

appropriate. Because, the academic leaders are somewhat deficient in this, the facilitators become worse of and the institutions pay dearly for this in terms of quality of its output.

Funding Issues

Another major challenge to higher education in Nigeria is funding. It must be stated that although the allocation to the institutions in the last couple of years have improved, the critical areas of need of the institutions to advance them into vortex of the intellectual highway of the 21st century is yet to be adequately addressed. For example, the table below shows the level of funding for HEIs from 2005 to 2007 as presented in the Roadmap for the Nigerian Education Sector, April 2009.

TERTIARY EDUCATION	2005 ₦	2006 ₦	2007 ₦
Recurrent Cost	195,193,000,000	210,123,000,000	226,311,000,000
Construction and Other Investments	12,231,000,000	12,760,000,000	13,326,000,000
TOTAL	207,424,000,000	222,889,000,000	239,636,000,000
Unit Cost	125,000	130,000	136,000
Staff Salaries and other emoluments as a percentage of total Recurrent	80%	80%	81%
Non -teacher recurrent as a percentage of recurrent total	20%	20%	19%

Level of funding for tertiary education (2005-2007) culled from the Roadmap for the Nigerian Education Sector, April 2009

The Roadmap indicates that funding of HEIs in Nigeria has been on the increase.

However, the funds have not been adequate for the institutions because the allocation from the proprietors fall short of the budget. In 2004 for example, the sum of N216, 662,706,206.00 was requested for by the federally owned institutions out of which a total sum of N53, 466, 287, 486. 01 was released.

Professor Peter Okebukola, in his paper presented in December 2008 at the National Summit on Repositioning Nigeria's Educational System for the Achievement of the National Vision 20-2020 posited that

“The depressed quality of education in Nigeria has been explained in part by the inadequate funding of the system. All stakeholders in education including parents, students, teachers, development partners, have listed funding inadequacy as a problem..... The argument of adequate funding cannot be faulted. However, the political will to be convinced by the argument has been weak. The lack of conviction derives from the notion that one cannot adequately fund education. Indeed no country in the world is able to adequately fund education. The effort being made is to keep narrowing the gap between what is required for adequate funding and current level of funding.....”

This statement no doubt affirms this challenge. Decision making, which is critical to governance, in such a scenario of inadequate funding of tertiary education certainly impacts negatively on the capacity of the institutions to carry on effectively their mandate of teaching, research and community service particularly within the complexity of participatory democracy required to allow for robust debates ahead of decision making.

Avid Unionization

Arising from the challenge of inadequate funding and financing is the consequent emerging trend of avid unionism. Indeed, many of the Unions in the HEIs have become rather uncompromising and militant. They often times pursue an '*operation tatan*' strategy that makes them commit entirely to bringing down an already comatose institution rather than allow for dialogue which is mutually beneficial. The position of the Unions is perhaps motivated by distrust engendered by the many years of militarism which foisted on the institutions some form of 'Sole Administratorship' which is alien to a culture of constructive engagement and intellectual debate ahead of decision making. No doubt, the Unions in the HEIs are very important stake holders in the enterprise and the situation in HEIs today requires deftness on the part of the administrators to allow for constant constructive engagements with the unions and other stake holders. Where this is done, there is trust and conviviality among the various constituents that engenders peace and development. Where not, the situation is chaotic and unsalutary for advancement. This scenario is completely antithetic to global trends and makes our HEIs globally uncompetitive. One major factor that leads to distrust and the consequent negative developments is the failure to carry

unions along in decision making or by parties to faithfully implement agreements. There is also the other aspect of unions' agitation to advance pecuniary interests to the detriment of corporate objectives. In fact some unions out of some messianic ideals foist lies on the system to gain pecuniary advantage for their members. Both ways create chaotic HEIs that are unable to compete well with other similar institutions globally. The impact of this is the demotivation of members of staff, low capacity utilization and consequent low ranking of Nigeria's HEIs.

Mobility of Academics

Higher Educational Institutions are expected to be universal communities where the members share knowledge even across borders. Prior to the years of devastation that befell higher educational institutions, they were more fairly funded to the extent that research was budgeted for and facilities in the laboratories and libraries were fairly adequately provided to enable the Universities fulfill their mandates and be competitive with their homologues in the global community. However, with the years of neglect, the budget merely took care of salaries, other personnel emoluments and a little for municipal service. Even then the salaries were paltry that many academic staff had to be involved in moonlighting to make ends meet. In the process, their primary functions suffered. The implication of this was grave as many academic staff had to *'joke with their feet'* getting employed in other countries of the Europe and the Americas, even Southern Africa.

The situation in the institutions was further compounded by the increase in enrolment occasioned by the increase in the number of candidates who were qualified for higher education. This is more so as higher education had become a launch pad into the higher echelon in the public service and the private sector of the nation. The impact of this on the capacity of the academic staff to attend conferences and seminars outside the country and even publish in reputable international journals became a great challenge. Accordingly, the academia became more and more localized than global. It became a matter that brought about lampooning references to some academics as 'Nigerian Professors' for those who were believed to lack international exposure, and others who were deemed reputable internationally as 'Professors in Nigeria'. The implication of this for the up coming academics was worse. Mentorship became poor or sometimes not available.

Indeed, many of those who joined the University system in Nigeria during this period, that is, in the last decade of the 20th century, had very little interaction with the outside world and their understanding of the university system was minimal. That was the period that many even with PhDs got through the process with a lot of stress. The best candidates for academics found their ways to other sectors of the economy thus leaving the Universities and higher educational institutions with the second best materials. Naturally such products could not

secure foreign scholarships as before. The political situation was also such as was not conducive to foreign assistance as Nigeria at that time was a pariah nation. Foreign scholarships became inaccessible and mobility of the academia to laboratories and universities outside the country became a luxury.

Quality Assurance

A major challenge confronting higher education in Nigeria has been the need to ensure quality in the face of commitment to increasing access and ensuring equity that will enable the nation be in global reckoning and competitiveness. Indeed, the Ten Year Strategic Plan for the development of education in our nation articulated the need for these essential ingredients as the fulcrum and the thrust for attaining the vision of becoming an emerging economy model delivering sound education policy and management for public good. In the higher educational institutions in Nigeria, one of the stumbling blocks to achieving this vision is the negative impact of the poor quality of delivery and output. Because many of the operators lacked the basic understanding of the issues involved, like in the wordings of the popular advertisement of Honeywell flour, "anything goes". Since many of the recruits into the system were *ab initio* not adequately qualified, they naturally compromise standard. The usual stipulated structures for quality assurance were jettisoned. For example, the roles of the relevant committees in the Departments, faculties and other bodies such as Senate were not being fully engaged. The simple procedure of having questions moderated at the beginning of session by external examiners and the follow up to real post-examination assessment is becoming a caricature of the expected process. In the same manner, the process of recruitment of students in the face of the 'Nigerian factor' of subjecting part of access provision to political patronage is capable of compromising the required quality of input. It is still possible, however, for institutions of higher education in Nigeria to ensure that in providing access to the teeming population in need of higher education, the ratio of at least nine to ten in favour of merit needs be pursued. One is of the view that where merit is favoured over political or other extraneous considerations in student and staff recruitment, the output is likely to improve. Is it not possible to evolve a policy that makes admission of students and recruitment of staff who drive the system absolutely by merit? We need to get there. The truth is that many of our students who travel abroad for higher education needed not know anyone to gain admission. One only imagines the amount of stress and disturbances that the chief executives of higher educational institutions have to encounter during the annual admission exercises. The time spent on phone calls and other pressure from relations, friends, the political class and church/mosque members is quite much.

Access and Equity

The issue of access is another major challenge confronting the landscape of higher education in Nigeria. No doubt, with the commencement of the universal

basic education, there came an increase in enrolment into that level of education. Such increase in enrolment was however not anticipatorily backed up by initiatives that should engender quality. The population that had to be dealt with did not have the corresponding number of instructors that should work it. There arose a consequent fall in standard and quality. The same scenario played out with the increase in enrolment in the secondary schools as products of the UBE moved to that level and consequently into the institutions of higher education. There were infrastructural inadequacies to meet with the population unleashed on the systems and there came about a system collapse. The system is yet to recover from this situation. At the same time is the need for ensuring equity in the system, bearing in mind the geographical peculiarities of the nation and the need for gender sensitivity. The implication of this also for the managers of the higher education system in the face of dwindling financial resources and right caliber of staff can best be imagined. This certainly became part of the attendant issues which negatively impacted the higher education landscape of the nation and resultant challenge for governance of the institutions.

Use of Information and Communication Technology (ICT)

The world of the 21st century is driven by technology, a key element of which is Information and Communication Technology (ICT). This is the tool that facilitates productivity and performance. It encompasses both intra- and inter-office communication of any organization. Its objective is to introduce total transparency, integrity of data, fast-tracking of processes and accountability leading to better management within an organization. ICT is practically the epicenter of every aspect of life and living in the new millennium. In this generation, information and the communication of it, are of great essence. Every business is dependent on relevant information for proper decision making. Organizations today can only run effectively with quality information. This is more so for a university where the totality of its commitment revolves round information generation, utilization and dissemination in form of knowledge. Indeed, HEIs' ranking is done often on the basis of their presence on the web. Thus, institutions that have good Information Technology Network are rated highest on the global '*league table*.' One major challenge in the higher education environment is the need to restructure administrative functions and processes in order to make them more adaptable for IT usage. One cannot gain say the fact that in developing the next generation of leaders, academics and researchers in the Nigerian higher education landscape, the need for raising men and women whose engagements are IT driven is of great importance. Modern methods of research and information dissemination are today IT driven. To therefore be in the vortex of the 21st century global academic competitiveness, future leaders cannot do less than being IT compliant and motivated.

Human Resource Base

It is an acceptable fact today that of all the factors of production, the human resource is key. Therefore, in discussing the import of the human resource base for higher educational institutions in Nigeria, it is important to state that for the

achievement of the vision and mission of the institution, there is a need for a buy-in to the programme by all relevant stakeholders. Where there is success in this regard, there is sure to be success in the achievement of the institutions corporate objectives, vision and mission.

Ahead of the buy-in, there is need for a more objective and transparent commitment to staff recruitment, selection and placement. This is a major input into the higher education quality service delivery which must be right if the system will survive. The literature on this subject is replete with the fact that owing to the challenge of funding and breakdown of the infrastructures in the Nigerian higher education sector since the beginning of the economic recession of the late 1980s to the new millennium, many who have no business in the enterprise of higher education found their ways in. Such people have limited understanding of the system and the way it runs. Since such people are products of the prevalent emergency situation, witnessed by a lot of bellicose unionistic interventions for salvaging the system, they had rather seen the situation as the norm rather than being an aberration. Such a scenario had created confusion in the system that, rather than the system improving, the system began to retrogress. The very efforts being made to better the system is anachronistically or paradoxically working against it. Those who witnessed the glorious days of higher education in Nigeria were disillusioned by the emerging scenario that rather than groom others and ensure the continuous building of a higher education heritage and culture left a serious vacuum. The repercussion is today the basic cause of the gap between the old order and the new one. Thus, the kind of institutional culture that Professor Lawrence H. Summers, the President of Harvard University, stated as being true of that university had become lost in our system. He had stated that

"Progress at Harvard takes many, many different forms and it is something of which we can all be part. You know there is another aspect that is important in understanding an institution like this. It is, I think, very much related to perhaps a product of our success in being both a bastion of tradition and a fount of novelty. And that is that, almost uniquely among institutions, great universities like this one manage to preserve their greatness over very long periods of time. Harvard was America's leading university a century ago, and it is today America's leading university. And if you think about it, there are not many institutions that were leaders a hundred years ago and are still leaders today. What is it that gives us this distinctive strength? What is it that enables great universities to stay great? I would suggest that there are three important things -

- *First, we are a place that is committed to excellence, whatever its source may be ours has been a continuing march and a continuing struggle - and not one that is complete - towards greater openness.*

- *The second is that we are a community that is committed to the authority of ideas, rather than to the idea of authority.*
- *We are a place of ideas, but also a place of high ideals. Yes, we are committed to truth for its own sake and no other truth, no other sake, and again and again it turns out that what seems most abstract and irrelevant has the most enduring impact.”*

In a situation where the system had become so bastardised and corrupted, it can certainly not produce the best and those who are expected to manage the system must need to begin a process of deliberate reorientation if the system will survive to be globally competitive and relevant in the actualization of its mandate.

Academics in Leadership and Governance of HEIs

The dictum that a university is as strong as its academia holds just as true as the one that states that an institution/organization is as strong as its leadership. In further engaging the topic of our discussion in this paper, it is considered necessary to look closely at the roles and place of the academics in leadership and governance of the HEIs in Nigeria. The academics are those who are engaged in teaching, research and community service. They are in the core of the effectuation of the institutions' objectives. The career structure for this category of employees range from Graduate Assistant to Professors in the Universities and Assistant Lecturers to Chief Lecturer in the Polytechnics/Colleges of Education. These are employees who are basically at the fore in ensuring standards by maintaining institutional ethos and culture. Thus, the recruitment of this category of staff into the system is of great strategic import to the institutions. This is why it requires that the very basic qualification for entry is a minimum of the near highest level of pass in the first degree.

Usually, such bright scholars are recruited into the system through a process of invitation of the brightest in the class of graduates or from the graduate class of the institution following a period of watch and tutelage. Where such individuals are recruited, they are subjected immediately to training to make them suitable to the system. Indeed, such people are not given serious teaching assignments at the onset to enable them concentrate on their primary functions. In the true tradition of the academia, they start off as bachelors and graduate to be masters and thereafter doctors of philosophy in their areas of specialization. Until this time, they are not saddled with assignments that distract them from their primary responsibilities.

What has been witnessed since the late eighties in Nigeria, owing to the increase in the number of higher educational institutions, is the misplacement of this category of academic staff, who should ordinarily be in training positions, into leadership positions in the academia. It was not strange to find an Assistant Lecturer being appointed into academic administrative positions. The implication of this is negative for the system. Such an Assistant Lecturer begins to see

him/herself in the same level as Senior Lecturers or Professors. The tradition of learning at the feet of the 'masters' became bastardized. Worse scenarios are situations in which the 'masters' begin to abdicate their responsibilities as mentors and having their mentees do their jobs for them. In fact, in some institutions, it is the junior fellows/academics that do the primary functions of teaching, examination supervision and marking on behalf of their seniors. The teachers/examiners themselves are not available. Usually, owing to the inadequacy of funds, they have gone away 'moonlighting'. The young lecturers/fellows became veritable tools in the hands of the union to press demands for improved conditions of service. Indeed, the union fora became places where both mentor and mentee meet on equal footing thus creating a loss of respect for the senior colleagues. It became possible for an Assistant Lecturer to shout down a Professor. Worse off is a situation in which the senior colleagues find the younger ones as instruments for obtaining political offices. Again, the implication of this for the system became grave as discipline became compromised. It was thus possible for an Assistant Lecturer to spend more than the required maximum of four to five years to obtain a PhD and nothing is done. Situations as painted above create a lot of challenge for creating a normal academic environment where knowledge is searched and presented to advance the course of the society around it. A few issues need be interrogated on this matter. These are the place of appointment, promotion and discipline of the academic staff in the system.

Speaking of the university system that one is more familiar with, in the midst of making effort at securing the services of staff when many of those earlier engaged had had to relocate for greener pastures (brain drain), many of those who became engaged as academics were those not of the highest quality. There had come occasions when some with third class degrees were allowed to do masters degrees after a leverage through post graduate diploma programmes and thereafter appointed as academic staff. Some of such members of staff had become dregs and pains in the neck of the system.

The issue of promotion, where the beauty of academic freedom and autonomy through a peer review mechanism is best displayed, is becoming compromised through a process of godfatherism or political consideration. Some sharp practices are rearing their heads that makes recognition of academic leadership suspect. A few issues worthy of mention include that of an almost apparent neglect of need driven research in favour of research only for the purpose of promotion. Thus, it became possible for academic staff to float their own journals for the purpose of securing enough papers for promotion. It is also noted that after promotion, such journals become moribund or go into extinction. In fact, it is also not uncommon to see many of those promoted professors fail thereafter to carry out any more research nor teaching. It is important to mention here the issue of the advancement of academic staff to readership and professorship without giving due consideration to their administrative capacities. Up till the late

eighties, it was inconceivable to consider appointment of academic staff to professorship without giving due consideration to the totality of the individual particularly the person's capacity to provide academic leadership in the department and field of study. To have the new generation of academic staff prepared for the task of leading a 21st Century University in the concept of global relevance requires that those at the helm need to show the way through demonstrable perspicacity in research and pedagogic leadership. It needs be stated, however, that the challenge to this aspect of university life is implicated by the expansion of higher education and the dearth of personalities that could provide the required leadership.

Apart from this, mentorship by the senior academic staff of their junior fellows through the process of involving them in the academic engagements of their various departments is becoming very cumbersome in some and none in others. In developing the next generation of academic leaders for the Nigerian higher education system, there is a need to return to the earlier days where due tutelage of the junior colleagues is through a process of gradual initiation into the world of research and teaching, through involvement only in tutorials and practicals rather than the full blown teaching and administrative duties.

Developing the Next Generation of Leaders in HEIs in Nigeria

In interrogating the issue of developing the next generation of of leaders for our Higher Educational Institutions (HEIs), we will endeavour to examine the import of vision, mission and objectives of the HEIs, quality in recruitment and selection of new entrants into the system, the infrastructure available for work, credible governance and leadership as plank for development, gender, role of the external moderators of the HEIs, frameworks for the evaluation of the junior fellows, funding, and the import of collaborations and linkages. Each of these are discussed as follows:

1. Vision, Mission and Objectives of HEIs and Recruitment Policy

The basic driver of an organization is the objective it is set to accomplish. The vision and the mission of the organization also tapers from its objectives. HEIs are set up to generate, disseminate and apply knowledge - research, teaching and community service. Each HEI is expected to articulate for itself a vision and a mission statement that will serve as a cache and a motivating influence as well as a driving force in the actualization of its objectives. Embedded in this must be the core value of the institution. The vision and the mission that an institution sets for itself should drive its recruitment policies. The general policy of recruiting the best students into academics should not in any way be compromised. Yet, even where the best in a class of students is to be recruited, the vision and the mission that an institution sets for itself should guide what type of best students to recruit. Anyone without such qualities that will advance the course of the institution need not be brought in. Anyone who

though brilliant but will be unable to run with the vision of the institution will most likely become a clog in the wheel of the advancement of the institution. It is important therefore that the old tradition of encouraging the best students, who are very well known to the senior academics in the departments, to take academic staff appointments should be reinvigorated. This is more so that such individuals must have gone through years of tutelage and apprenticeship which is the hall mark of recruitment in the medieval universities.

In addition, the process of recruitment and selection of academics must ensure merit even while getting in the 'apprentices'. One major challenge to ensuring having the right caliber of young academics is the expansion of the HEI in Nigeria over the past two decades. Also implicated in this is the poor salary package for academics and other university workers. Thus, many who should normally have been attracted to the Institutions took interest in other spheres of the economy. To reverse this trend, the current efforts of the government at improving the services of the university workers should be continued. Situations in which third class degree holders become university academics or even administrators should be jettisoned. It is important to state here, as it is often said, *'what one does not have, he cannot give'*. Indeed, the shift in paradigm of attracting the best into the academic community has equally brought about the unfortunate dimension in which university participation in policy development in the country has come to its ebbs. There is need to reverse this and a sure way here is having the best brains back where they belong - 'the knowledge factories'. Indeed, where the right people are brought into the system, a good foundation for the future would have been laid and the capacity for preparing such individuals for future leadership will be assured. Where this is done, such new entrants must be 'indoctrinated' into the core values of the institution and made committed to the vision and mission that should serve as their ethos of engagement.

2. Provision of Appropriate Infrastructure and A Good Environment of Work

The ambience of the environment of work has capacity of making the best out of an individual. Frederick Taylor's scientific management theory proved the impact of light effect on the performance of workers. In the same manner, a good ambience of work is sure to motivate the workers into highest standards. A situation in which lecturers have no offices and have to crowd in a room with two or three others can certainly not bring the best out of the individual. The minimum standard as stipulated by the NUC for office space for staff of the various categories should be adhered to. Laboratories should be provided and equipped appropriately. Where work is made attractive by the favourable conditions, members of staff are more likely to give their best.

One major challenge to work in the Nigerian HEI is poor power and water supply. Since no meaningful work can actually be done where power supply is epileptic, it is essential that this basic infrastructure should be provided as a

major commitment though dedicated lines. For science and technology, the laboratories and the workshops should be adequately equipped and water supply ensured. Where these minimum conditions are provided, young academics will be able to do well and compete favourably with their colleagues across the world and ensure a continuous good heritage of academics.

3. Provision of Good Mentorship Programme

Academics is known to thrive where a system of good mentoring is given room. Good academics have always drunk from the fountain of very experienced ones who nurture them into maturity in research which is the bed rock. The whole essence of this begins with the proper induction of the new entrants to academics as Graduate Assistants, Assistant Lecturers or even as Lecturer. Inducting new entrants into the vision, mission and objectives of the university or any other HEI is sure to give them a head start and make them key in quickly to the institution.

Indeed, the senior fellows are expected to ground individual new entrants in the core values of the institution by I gloving them in research, necessary pedagogical skills and how to engage society by positively impacting them. Getting published requires some deftness that mentorship by the senior fellows will provide. In the same way, Heads of departments are expected to watch at the onset the mode of knowledge impartation by younger academics. Such engagements by more experienced academics prepare the younger ones to appreciate their roles and adhere to it well. Many without such exposure are likely to miss relevance all through their career. Another area of mentoring is the involvement of the younger lecturers in committee work. It is apposite to state here that those to be involved should be at the level not below Lecturer II, which is the basic level of lectureship. It is known that engaging academic staff at the lower levels in administration had always created more challenge for such individuals in their academic careers.

It should be stated here that the University or any other HEI is a system. In developing the academics, who are at the core of the objectives of the institutions, there is the need to also venture into ensuring that the facilitators of the academic enterprise is not neglected. It is altruistic to state that the administration of an HEI is as strong as the academics wants it to be. For the facilitators to get a good grip of their functions and serve the system efficiently and effectively, the academics need to provide the flank and a good culture of the academic environment. Where such academics are themselves not well grounded, the consequence can be very grave. This fact is very aptly stated by Mike Ratcliffe (2006) in his paper at the AUA conference in Belfast as he quoted John Searle's concern about American Universities' little breadth of understanding of the underlying philosophy that should help them with the major challenges to the role of the University as follows:

"Most faculty members really have no underlying theory of the university or philosophy of higher education to offer as an alternative... With few exceptions, even the best professors are competent experts who do research in some subject – or rather some small fragment of some subject... But they have no overall vision of the university or of higher education... If one were to ask them how their (specialized) thing was supposed to fit into any broad educational scheme, what broad humanistic goals of the institute and even what were the goals of the institute, most of them would be stumped for an answer. They simply never give these matters a thought."

As I stated in another work, "if this was true for American Professors, how much more true will it be for those in (of) Nigeria? Indeed, how much worse for those who facilitate the academic processes – the professional administrators, the engineers, the doctors and other health workers and others in the system, who draw their 'milk' from the breast of the academia." It is for this reason that I advocate for an all round development of the various participants in the HEIs and all need be mentored for the provision of excellent service delivery expected of the traditional 'ivory tower'.

4. Credible Governance and Leadership

The HEI is unique in its governance structure as expounded above. Giving due consideration to the need to guide its autonomy, the governance is structured in a way that allows participation by all stakeholders. This may be because of the fact of the nature of its objective and stakeholders who are all committed to the spirit of enquiry. The Vice-Chancellor/Rector/Provost as the case may be is the Chief Academic Officer and Chief Executive. He is appointed for the cream of the academics of the institution. He is expected to be *primes inter pares* among the academic colleagues. He is also expected, though with his/her vision for the period of his/her leadership, to drive a system that is all inclusive. The institutions are run on the basis of the committee system which underlies the import of making the best use of the high profile intelligentsia of the institutions in arriving at most considered best decisions. Often times, where the tradition of collegiality is not adhered to, it creates more challenges and crisis. For the system to play its role as the bastion for ideal governance, the junior fellows need be exposed to the tradition and culture of running the system. No doubt, the environment is impacting the HEI environment in its governance. However, for the system to flourish, the stake holders in the system must be made to feel part. Yet, it needs to take advantage of the changing environment to adjust to be relevant. This cannot be done by taking the modern structures of governance of other organizations hook line and sinker. Such modern methods need be adapted within the traditional model to succeed.

Those who aspire to leadership need be exposed to administration at lower

levels. They must be trained to imbibe the institutional ethos and core values. It is by this that they efficiently drive the institution into accomplishing its mandate. One way of ensuring proper adaptation is by training and retraining of the various participants as they advance in their careers. A professor who would serve effectively as Head of Department or Dean ought, at the lower rungs, to have been exposed to modern management strategies. This is particularly so as the academic is a specialist in his/her own area of specialization and need exposure to management principles and practices beyond his core area. They need to also be exposed to practices in modern university/ HEI administration.

Those who are facilitators of the system - Administrative Officers, Accountants, Engineers, Technologists and other professionals - all need different kinds of exposure to perform optimally. The process of training can either be formal or informal. Many Administrative Officers as facilitators learn more, as the custodian of the records and image of the institutional repositories, from reading the records and learning from very good seniors. Such learning through a process of gradual insimulation is helped by exposure to good practices in other institutions. I believe it was for this reason that in the early days of fellowships for non-teaching staff, what was emphasized was study tours of, and attachments to, other HEIs outside the country. This is usually in addition to higher degrees that such support staff could obtain. Indeed, it is essential for any at the senior staff level of the administration of the HEIs to be holders of higher degrees. They need to at least possess the minimum degree that qualifies an academic staff to be an Assistant Lecturer to be able to understand the peculiarities in the operations of the system apart from other organizations.

One other factor which need be considered here is the modality for appointment of the leaders of the institutions. The Miscellaneous Provisions Amendment Act of 2003 has assisted greatly in ensuring greater autonomy for the Universities in particular in the appointment of their leaders. One major error that seems to be permeating the system is the misinterpretation of the criterion of acceptability of candidates for the position of Vice-Chancellor to the community. This criterion is not a statutory provision and has no place in law. However, the unions appear to want to entrench this illegality by the usual referendum they conduct through which they would want to foist their opinion on the Council which has the power of appointment and removal. This exercise has a terrible potential of hoisting an illegal idea on the system. Indeed, many members of the University communities today believe that the outcome of Unions' referenda is a must take for the Council. This error need be stamped out by the Governing Council. Democratic norms notwithstanding, had the law intended to have the leadership of HEIs by election, it would have so stated. Until that is done, the Unions need be careful to allow the rule of law that they so much voice, and not misguide the community, many of who, unfortunately

appear not to know the statutory provisions.

5. Issue of Gender

Gender sensitivity has become a major issue in the governance of HEIs. Even in discussing the issues of access and equity, gender mainstreaming has become very important. Leadership over the ages is not the prerogative of a particular gender. Although men have over time been seen as almost synonymous with leadership, many women has been known to play great roles. Thus, in dealing with the issue of access, the Nigerian Government has enunciated policies that allow for gender balance in the ratio of male to female entrants into HEIs. Indeed, the government's gender policy provides the adoption of "special measures, quotas and mechanisms for achieving minimum critical threshold of women in political offices, party organs and public life by pursuing 35% affirmative action in favour of women to bridge gender gaps in political representation in both elective and appointive posts at all levels by 2015". For HEIs, it is important to ensure gender balance in the preparation of the participants for leadership positions that will take the institutions to global reckoning in the years ahead. Considering the level of participation of the female gender in the leadership of HEIs, drawing an example from Obafemi Awolowo University, it appears there is yet much to be done. In a paper delivered by Professor Funmi Togo-Bickersteth in 2010, she presented the comparative statistics of the male to the female gender across five faculties in the University as follows:

Professors and Associate Professors in Selected Faculties (2002 – 2008)

	Arts		Law		Agric ulture		Science		Techn ology	
	M	F	M	F	M	F	M	F	M	F
2007/2008	25	1	2	1	19	4	56	1	25	6
2006/2007	25	1	2	1	19	4	56	1	25	6
2005/2006	22	3	8	2	21	2	49	3	28	4
2003/2004	22	3	8	2	21	2	49	3	28	4
2002/2003	26	3	6	0	30	0	54	5	33	5

From the above table, out of 140 academic staff in the professorial cadre in

2006/2007 and 2007/2008 sessions, there were 13 females which represented about 9.28%. In the 2005/2006 and the 2003/2004 sessions there were 14 females out of a total of 142 academic staff at the professorial level which represented about 9.86%. For the preceding year 2002/2003, out 162 there were 13 females which represented 8.02%.

Thus, although there appears to be some percentage increase in the number of females in the professorial cadre at Ife from the 2002/2003 session, the increase was very negligible which perhaps indicate the paucity in the number of female professors in the university over the times. If the percentage of participation in the leadership will come from this group, there is no way the institution could attain the 35% affirmative action stipulated in the national gender policy. I am of the opinion that there may not be too much difference in the case of other HEIs. This makes creating a deliberate policy to attract the female gender into the academia a necessity. No doubt, there have a been a lot of initiatives at nurturing the female academics into greater participation. The Third World Academy of Science' initiative (Women in Science) and those of other organizations are right steps in this direction. Indeed, currently there are 2 female Deans of Faculty in the University out of 13. This is an indication of a positive development along this line. Considering the peculiarities of the challenges that women face career-wise, particularly in creating a good balance between work and family, it is necessary to give them due assistance and exposure that will make them reach the pinnacle of their careers.

6. The Role of External Interventionist Agencies

It is certain that building the next generation of leaders in academics and research in our HEIs require more than can be internally accomplished. As stated above in respect of interventions by the TWAS and other organizations for the female academics, it is important to state here the need for supervisory agencies of higher education in Nigeria to accentuate assistance in building the capacity of the future generation of academic staff who are involved in knowledge generation, dissemination and application for solving societal needs. The National Universities Commission (NUC), the National Board for Technical Education (NBTE), the National Commission for Colleges of Education (NCCE) and the Tertiary Education Trust Fund (TETFUND) should initiate more programmes in addition to the ones currently being done. The NUC has certainly initiated broad interventions to facilitate capacity building of the academics. These include the following: the Nigerian Universities Teaching, Innovation Award Scheme (NUTIAS), the Nigerian Universities Distinguished Professors Award Scheme (NUDPA) the Nigerian Universities Research and Development Fair (NURESDEF) and the Linkages with Experts and Academics in the Diaspora (LEAD). All these are geared towards ensuring greater advancement in the capacities of the academics. The Tetfund's programme of training the academics in foreign and local institutions in a bid to exposing

them into good practices beyond the Nigerian borders is also along the same goal of capacity building. The NBTE and NCCE should also engage in such interventions for the benefit of the staff in the institutions under their supervision. It must be stated that while 70% of the funds for training are allocated for the training of the academic staff, 30% allocated for those in non-teaching departments is not enough. Each Institution should work on this by providing a percentage of their budgets for capacity building for all the segments of the system.

7. Institution of Frameworks for the Evaluation of New Entrants

Just as structures are laid out to facilitate the operations of the system and to ensure that the stakeholders participate in administration, evaluation of the activities of the participants is an essential factor in identifying potential leaders and in preparing them for higher responsibilities. The evaluation should of necessity cover the three broad objectives of the instructions - teaching, research and community service. As at now, many HEIs shy away from instituting evaluation parameters on the teaching capacity that involve students, the immediate recipients of the knowledge industry. Although many of the assessment criteria include evaluation of the teaching capacity of the academics, such parameter is not done by the recipients. This is one area that HEIs in Nigeria need to focus. There is no better assessor of teaching than those being taught. There is need to adapt this method of assessment as is currently being done in most parts of the advanced societies. Apart from this, it should be possible for the senior fellows to visit the classes of the junior ones without breathing down their necks to ensure that they act correctly in teaching. This is another leg of the mentoring process that is certain to advance institutional success on their mandates. A third aspect of this is the need to ensure that, as part of the mentoring process, new entrants into the system are taking through pedagogical training which should prepare them adequately with the relevant skills in that regard.

The assessment criteria for research places a lot of premium on peer review. This is one condition that should adequately serve in preparing future leaders in the academia for greater roles. The quality of research work and the outlet of the output are significant factors. Hence, there is the need to mentor individuals in research methodology so as to key in to need driven research that can produce beneficial outputs and advantage for the both the researcher and the institution. Making individuals participate in annual peer review and assessment exercises also prepare them for future successes and roles. The role of professional bodies and accreditation teams in formulating and ensuring standards is also significant and should serve as a good guide to junior academics.

The other important aspect of this is the assessment of individual's service to the community. There is a minimal condition for participation in community

service at the lower rungs. However, a major challenge here is the overburdening of the junior fellows in community service, either by being uninformed or by personal distraction. Whichever way, it is necessary to inculcate in younger fellows that as much as participation in community service is important to their career, they need to focus more on their research and teaching at the lower rungs.

8. Funding

A major challenge to the developing the right caliber of men and women that will form the critical mass of the next generation of academic leaders and researchers is funding. We dwelt on this issue above as it affects decision making which also has its impact on governance. Here, we just want to highlight the negative impact that paucity of funds for the running of HEIs have on equipping and preparing the next generation. Today, the Asian tigers are tilting the balance of world trade in their own favour as a result of their advancement of technology and knowledge trade. Their efforts are through a process of need driven research that affords them the opportunity of exporting technology back to the west. There is urgent need to invest more in tertiary education which has been globally accepted as the major economic advancement spinner. It has implications for all sectors of the economy. For our nation to advance to global competitiveness in higher education delivery requires greater investment than is currently available. Funds are required for the provision of state of the art equipment that will facilitate research and proper maintenance capacity. There is no way Nigerian HEIs can compete with their counterparts with good practices without the provision of well equipped laboratories, workshops and libraries. A lot of funds are required for this purpose as well as for more exposure of our academics and other HEI staff to global best practices through attendance at International Conferences, workshops and seminars.

No doubt, the government has been making a lot of efforts at improving funding to higher education. Yet, there is the need for each of the HEIs to institute new paradigms of fund raising that will open avenues for more funds to prosecute their mandates. Some of the areas that should be focused on include alumni funds, sale of patents and more collaboration with the private sector for adoption of the research output from the institutions and their patents. With increased funds, the usual level of intercontinental mobility of academics that was witnessed in the past will exude the kind of transformation that will generate the production of leaders that will take higher education in Nigeria to the next level of global competitiveness.

9. Collaboration/Linkages with Other Institutions within and Outside the Country

To further emphasize the import of HEIs as international communities, their

capacities to build a workforce of international reckoning requires greater collaboration between the institutions and other international organizations. The Association of Commonwealth Universities (ACU), Association of African Universities (AAU), United Nations Educational Scientific and Cultural Organizations (UNESCO), Third World Academy of Sciences (TWAS), WARIMA, and their agencies and other initiatives usually provide avenues for the required linkages that should provide the necessary incentive to advance the capabilities of the various institutions to advance the capacities of various HEIs' staff. These organizations also facilitate the building of administrative capacities for the up and coming scientists and others who are expected to play key roles in research development and administration.

On the national level, greater collaboration should also be engendered between the institutions and the private sector. An exchange between the private sector organizations and the institutions is bound to improve the knowhow of the HEI workers and facilitate the production of relevant degree holders who are well suited to the world of work.

HE Management Models

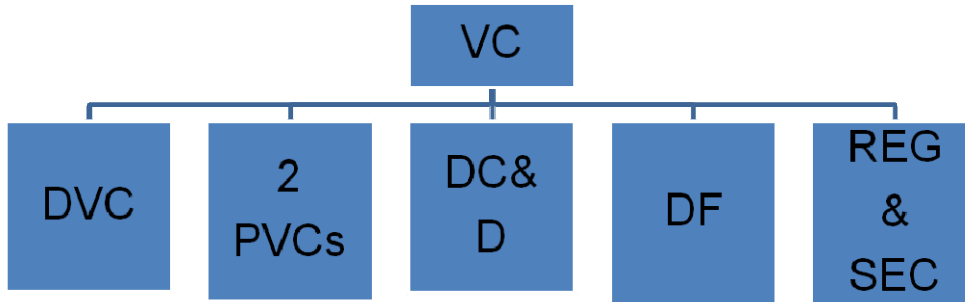
In a key note address delivered by John Lauwreys at the Association of University Administrators Annual Conference in 2007, he posited that “because governments had a less instrumental view of the contribution that Higher Education (HE) made to the economy, their intervention (*interference*) in many aspects of society was less. Indeed, governments passed legislations which add to the complexity of running large organizations while reducing the freedom of the leaders to pursue local agenda without much regard for external influences”. He added that “the previous reliance on an individual professionally driven approach to core academic and support activities has been overtaken by externally imposed highly complex sets of requirements which influence and increasingly control the central processes of the institutions”.

In essence, the trend in Higher Education Institutions (HEIs) in Europe and America is to begin on the one hand to increase the powers of the Vice-Chancellor as the Chief Executive Officer in the tradition of the private sector model. In this connection, the autonomy which the Universities, for instance had traditionally enjoyed are becoming subject to market forces orientation as environmental influences through the various stakeholders are beginning to dominate the affairs of the institutions. This of course is not to say that faculties are irrelevant. In fact, a lot of activities which traditionally were exclusive preserve of Senate as the supreme academic organ are being devolved to the Faculties and departments. This emerging trend is also strengthening the hands of the Vice-Chancellor as more D-VCs or P-VCs are being appointed to assist the Vice-Chancellor. The multiple D/PVCs include professionals who handle areas of strategic import to the accomplishment of the institutions corporate goals.

Lauwerys presented three (3) typologies of organizational structures that are currently prevailing in European HEIs. These are as follows:

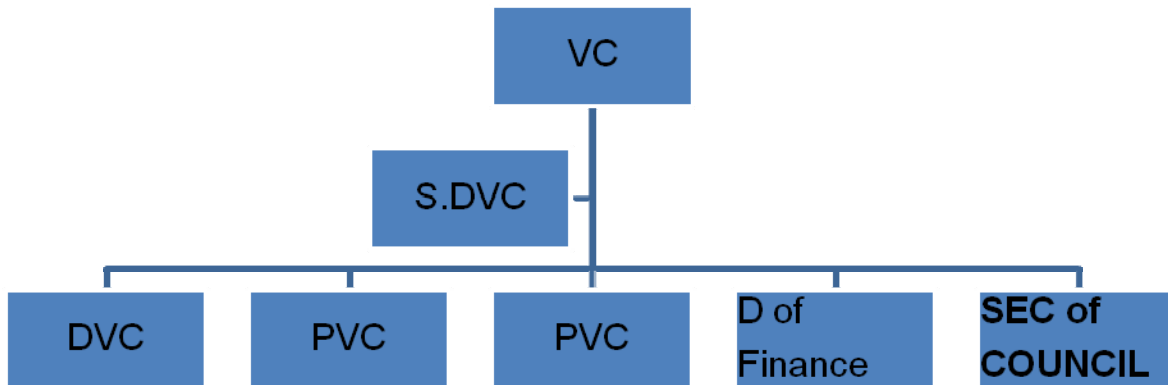
1(a.)

UNIVERSITY “A” ORIGINAL STRUCTURE



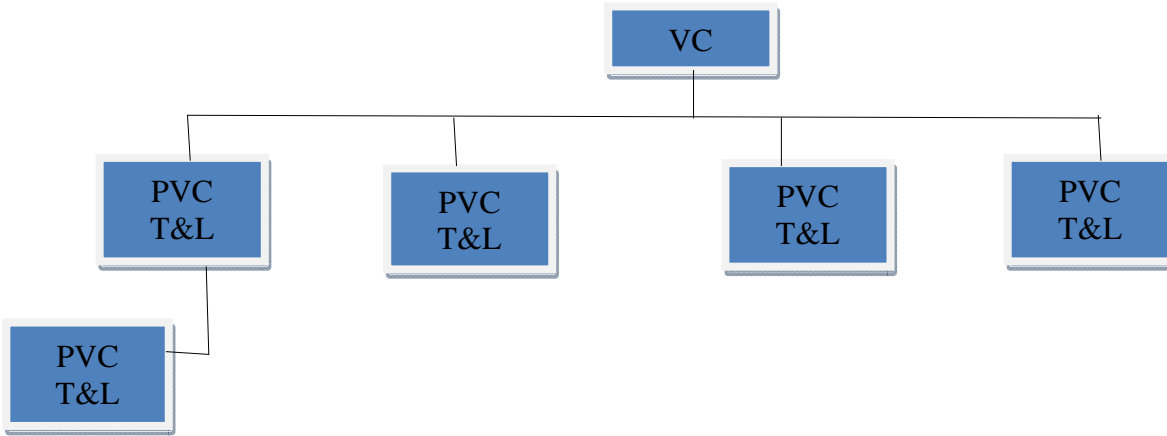
1 (b.)

UNIVERSITY “A” REVISED STRUCTURE



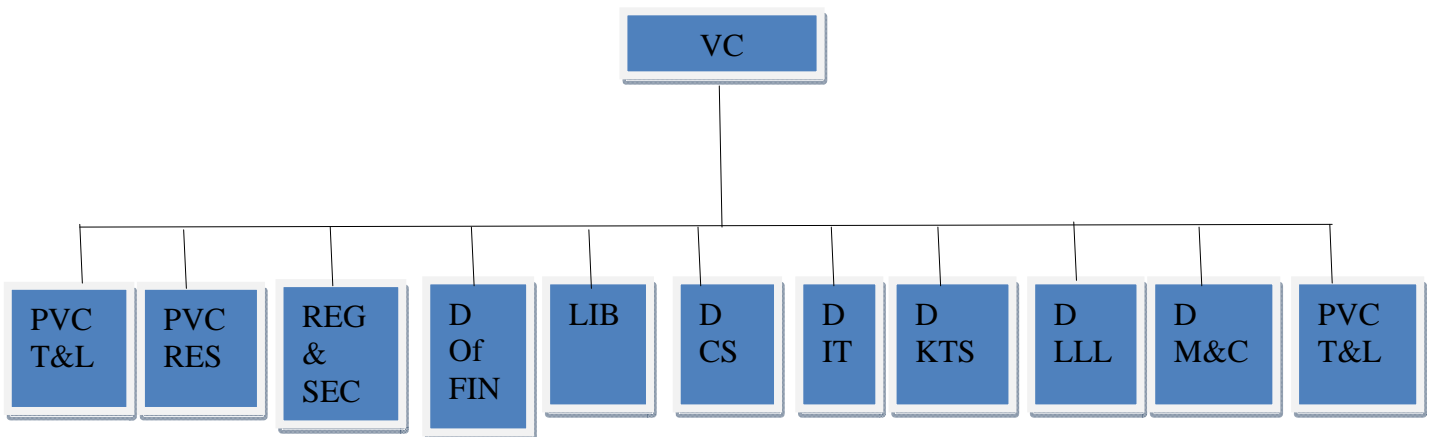
2. (a.)

UNIVERSITY "B" ORIGINAL STRUCTURE

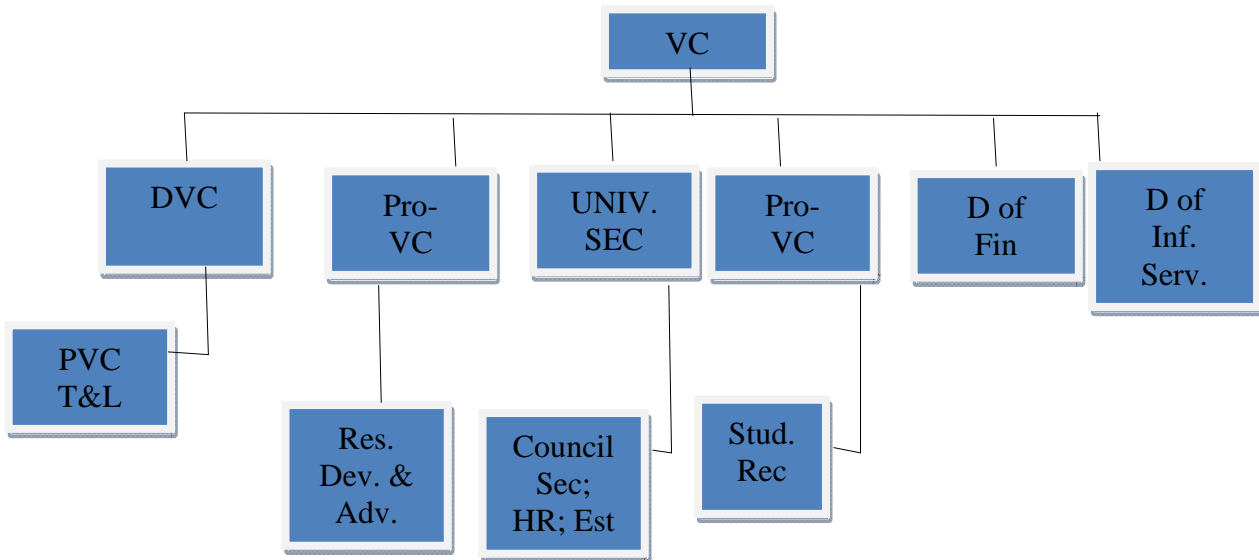


2 (b.)

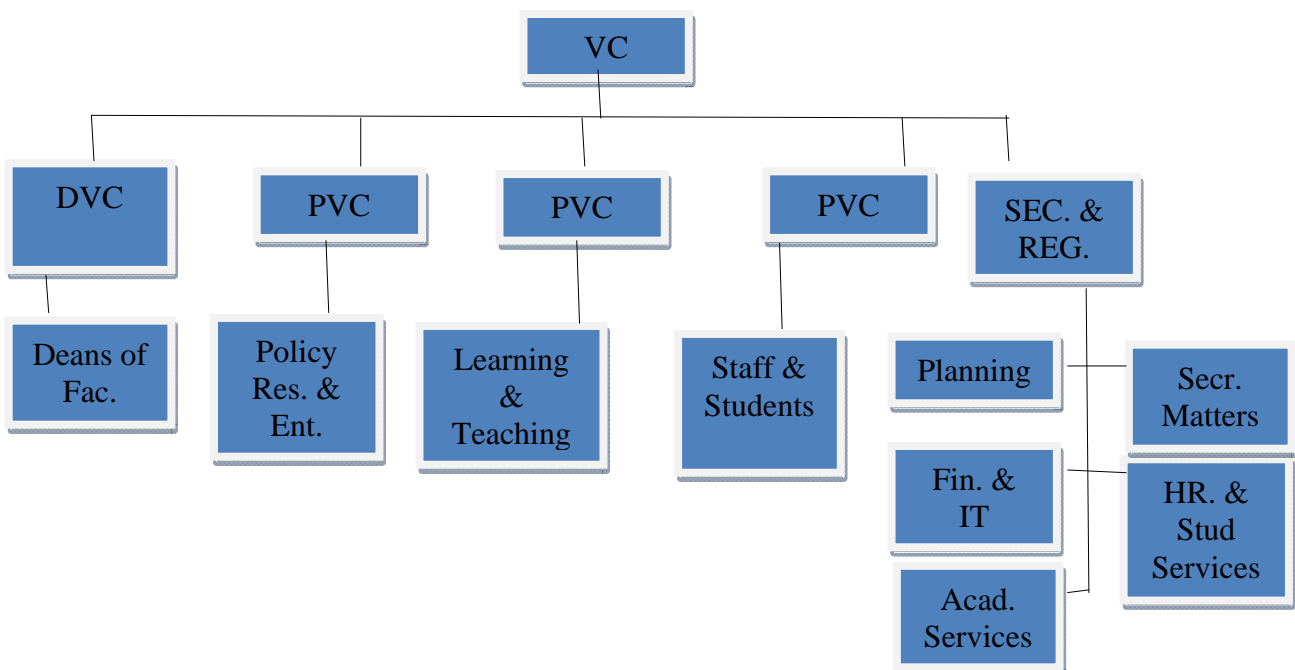
UNIVERSITY "B" REVISED STRUCTURE



3. (A) UNIVERSITY “C” ORIGINAL STRUCTURE



3. (B) UNIVERSITY “C” REVISED STRUCTURE



Evident from the foregoing diagrammes is the fact that greater emphasis are given to the very essence of the mandate of the HEIs as basically research, teaching and learning organizations. Responsibilities are devolved to Deputy/Pro-Vice-Chancellors who takes responsibilities for functions such as Research and Entrepreneurship, Learning and Teaching, Staff and Student Welfare, Innovation, Advancement Issues. The purpose of this is to ensure that the Vice-Chancellor as CEO has more time devoted to fund raising and external connections needed for the universities and other HEIs to fully actualize greater impact on society.

Some Universities in Nigeria are now about embracing the paradigm shift in increasing the number of Deputy Vice-Chancellors to give room for greater supervision of research which is the major area in which Universities can definitely make greater impact. The University of Port Harcourt has blazed the trail in this regard with its creation of the office of Deputy Vice-Chancellor (Research and Development). The Obafemi Awolowo University, Ile-Ife, the 2011-2014 Strategic Plan has also provided for a third Deputy Vice-Chancellor in charge of Research and Innovation. The functions of the Deputy Vice-Chancellor (Academic) will, when this takes effect, be limited to supervision of the academic functions of the Faculties and Departments. This is the way to go for all Universities in Nigeria. We may not go the whole hog of the scenarios presented above, but we need structures that will emphasize increasing devolution of powers to more Deputy Vice-Chancellors that will take charge of important functions of research, advancement/development, innovation and entrepreneurship, career development while central administration is professionalized.

One other area of interest here is the role of the professional administrators in research administration. There have been some misgivings about the capacity of the current professional administrators to function as research administrators giving their penchant for due process and bureaucracy. While this is in itself essential, the modern trend is to recruit professional research administrators as different from registry staff. However, it is our view here that in order to avoid unnecessary overloading of the support staff in the universities, it should be possible to identify and train some of the existing staff in research management different from general administration. Such individuals can then be posted to manage research units in the Universities. In fact, as posited in another paper, it is time that Administrative Officers in our Universities and other HEIs are professionalized in the various core functions of the University such as Human Resources, Academic Affairs, Students Services Management, Corporate Services, Council Secretariat and Research Management. Such professionalization will

stand the institutions in good stead and allow for alignment with global best practices.

CONCLUSION

The future of Nigerian HEIs is in the hands of today's junior fellows. The way they are developed and built will spell out what the future will entail. The success of the Asian Tigers today is the product of their commitment to knowledge generation in the last century. The capacity of our young and upcoming academics, administrative officers and other professionals need be built to prepare them for global competitiveness. Suitable infrastructure must be provided to facilitate positive engagement of the participants in the system. The junior fellows must be mentored in the true academic culture. They must be made to learn the ropes by engaging in need driven research that will transform the society. They must be taught to transmit knowledge that are proceeds of their research endeavours.

In concluding our discuss, I want to borrow from the word of Professor David Eastwood, former Chairman of the Higher Education Funding Council of England, in his October 2008 AUA Guest Lecture. He opined that "the core calling of higher education is to be where knowledge is created, ordered and imparted ... Amidst the richness of virtual knowledge, the accessibility and potentially intellectual sociability of Web II world, and the face of communication technologies we have yet to conceive, the role of Universities will continue to be to order knowledge, to nurture, understand, and to create provisional hierarchies of knowledge; and ... Universities will be as central to the next millennium as they became in the last". I sincerely agree with Professor Eastwood and hold that HEIs, indeed Universities in Nigeria, will only be central and globally relevant if the true tradition of what Universities represent, knowledge factories, are engendered and maintained through a process of consistent preparation of the academic neophytes of today for leadership.

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