

UNIVERSITY OF MEDICAL SCIENCES ONDO CITY, NIGERIA



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2ND PUBLIC LECTURE

**New Universities as New Opportunities
to Reform Nigeria's Tertiary Education
System**



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New Universities as New Opportunities to Reform Nigeria's Tertiary Education System



Ondo State University of Medical Sciences

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Acknowledgements



“I have more understanding than all my teachers: for thy testimony is my meditation. I understand more than the ancients, because I keep thy precepts” Psalms 119: 99-100.



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Introduction

Background

- *Univasitas magistorum et schoraris*
- Medieval in origins
- University of Al-Karouline Fez Morocco 859 AD
- University of Bologna 1088
- University of Naples 1232
- United States of America 1632
- West Africa 1827
- Before that there was a University in Mali circa 1400

Human Capital

- Skills
- Knowledge (education)
- Capacity
- Attributes



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The Five Capitals (for economic growth)

- Financial
- Natural
- Produced
- Human
- Social



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Human Development Index



- The world is competitive whether we like it or not
- Where are we as Nigerians in relation to others?
- The question of the MDGs and SDGs and capacity to reach international goals

Human Development Index II



- Health and Education are the levers of development
- They are now seen as investments
- Therefore what returns do we expect?
 - ECONOMIC ADVANCEMENT
- Economically advanced countries have people with longer lives

HDI (Nigeria)

- HDI = 0.527
- Life Expectancy = 53.1 years
- GNI = 5443 dollars in 2016
- Number of years spent in school = 6 years
- Is this a Nigerian problem?

HDI (Perspectives on Africa)



- Many African countries seem to be in the same quandrum
- However where resources are well managed, then the African country does well
- The gap between Africa and S. E. Asia comes can partly be explained by percentage of completion of secondary school

Human Development



- The central role of Universities
- We must not talk down on our Universities

Historical Perspective

Where did we start from?

Nigerian Universities

- First Generation:
 - University of Ibadan (1948) Elliot Commission 1943
 - Nsukka, Ife (OAU), Lagos, ABU (Ashby Commission 1959)
- Second Generation:
 - Ilorin, Jos, Sokoto, Maiduguri, Calabar, Port Harcourt, Ado Bayero
- Third Generation:
 - Federal Universities of Technology: Owerri, Akure, Maiduguri, Yola, Bauchi
- State Universities:
 - Imo, Ondo, Lagos, Akwa Ibon, Oyo and Cross Rivers
- Our governments do support University Education



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Availability of University Spaces

- Nigerians cherish education and want to earn good education
- There are over 100 Universities
 - There are 86 Government sponsored Universities
 - Over twenty Private Universities
- There are at least 10 Universities waiting for NUC Accreditation
- The University population ration is 1:2,000,000
- Therefore the ration of intake to spaces is 1:10 – 1:100 depending on geographical location
- Or there are less than 200,000 seats for a potential 2,000,000 candidates

What Education?

- Okiki – 2003
- Okebukola 2010
- Obiekezie et al 2016



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Quality Control

- The work of Nigerian Universities Commission – 1962
 - Ani & Onyancha, 2011;
 - Ilusanya, 2008;
 - Inua & Maduabum, 2014;
 - Ohiorenoya & Eboreime, 2014)
- Challenges:
 - How do you monitor research standards?
 - How do you monitor teaching standards?
 - Most lecturers are not trained teachers (Global problem)

The issue of Academic Capitalism

Capitalism is the art of making profit from nothing

Great Universities. - I



- High concentration of excellent researchers and teachers
 - The teachers win prizes
 - They become important government advisers
 - They propose new theories and people buy these theories
 - They make a big name for their Universities
 - They win huge grants
 - They live on patents
 - They are innovative
 - Are they geniuses? Simple answer is NO! They are ordinary people

Great Universities - II



- They have huge research budgets
 - The research budget of Huddinge University Hospital one of the arms of the King Karolinska Institute is bigger than that of some States in Nigeria.
 - They write cutting edge science reports and grants
 - They harvest ideas from all over the world
 - They invite excellent Professors from all over the world to cross fertilize their ideas
 - They themselves travel to the best scientific conferences in the world to: First present, then attract clever people to themselves and harvest their ideas

Great Universities - III



- Great competitors:
 - They comb the literature
 - They perfect their techniques
 - They rush to ensure that they reach the next milestone before the competitor
 - They publish or perish
 - Yet they are all very open
 - Most of them are very honest about their progress and promise to beat you

Great Universities - IV



- Great Leadership
 - Leadership by example
 - Visionary leadership
 - They are very competitive themselves
 - Not necessarily the best scientist but the best leader
 - They cite the up coming scientist and give them a push
 - They take big risks (when they fail they resign)
 - They are usually not in it for the money but for glory

Current State of Nigerian Universities

- Slide in our academics – no doubt
 - Fewer prizes, exchange visits and seminal papers than in the past
- Our Academic staff have over unionized themselves
 - Therefore when we strike for improvements of standards we are not taken serious
- Other unions have taken the cue and we are in trouble
 - Degree courses take longer in the Public Universities
 - Research grinds to a halt during the strikes
 - The breathing space between strikes is very small
 - Overall diminished productivity
- Infrastructural decay

Challenge...



- We are training our graduates to get a job at the end of their education
- We are not training the following:
 - Innovators
 - Lateral thinkers
 - Visionary leaders
 - Entrepreneurs
- However we strongly believe in good education

AD 1999

A new beginning not have a specific date but it is usually conceptual

The New Universities: I



- Two types:
 - Government
 - Government grants
 - Guarantee of tenure
 - However beleaguered by poor policy directions in soft areas
 - Private
 - Carry the footprints of the owners
 - There is some uncertainty in relation to tenure
 - Must follow the rules or get out

The New Universities - I

- The older Universities give good degrees
- They barely prepared the youths for the challenges of the future
- The new graduates have to learn on the job
- Many of them make fundamental mistakes on entering into the job market
- Most are not entrepreneurial

The New Universities - II

- First the new Universities must be beacons of hope
- They must train the youths on the job:
 - For example an internship in a company, in a University, in an NGO for at least six months must be mandatory
 - They must introduce the youths into entrepreneurialship
 - They must train the youths to cut the umbilical cord to their sponsors and learn independent thinking without rocking the boat too hard
 - They must experience the world before they are thrown into competition
 - Our youths must be trained in vision building
 - They should be put through the process of mentorship by experienced mentors from undergraduate days

We Can Engineer a New Beginning

- We need to re-engineer our Universities
- Our new Universities must think out of the box
- Enter, the Entrepreneurial University
- The Universities in Europe, America, and Asia are already trying to remodel the learning in their Universities
- If they are doing this, what should we do?

Thinking out of the box

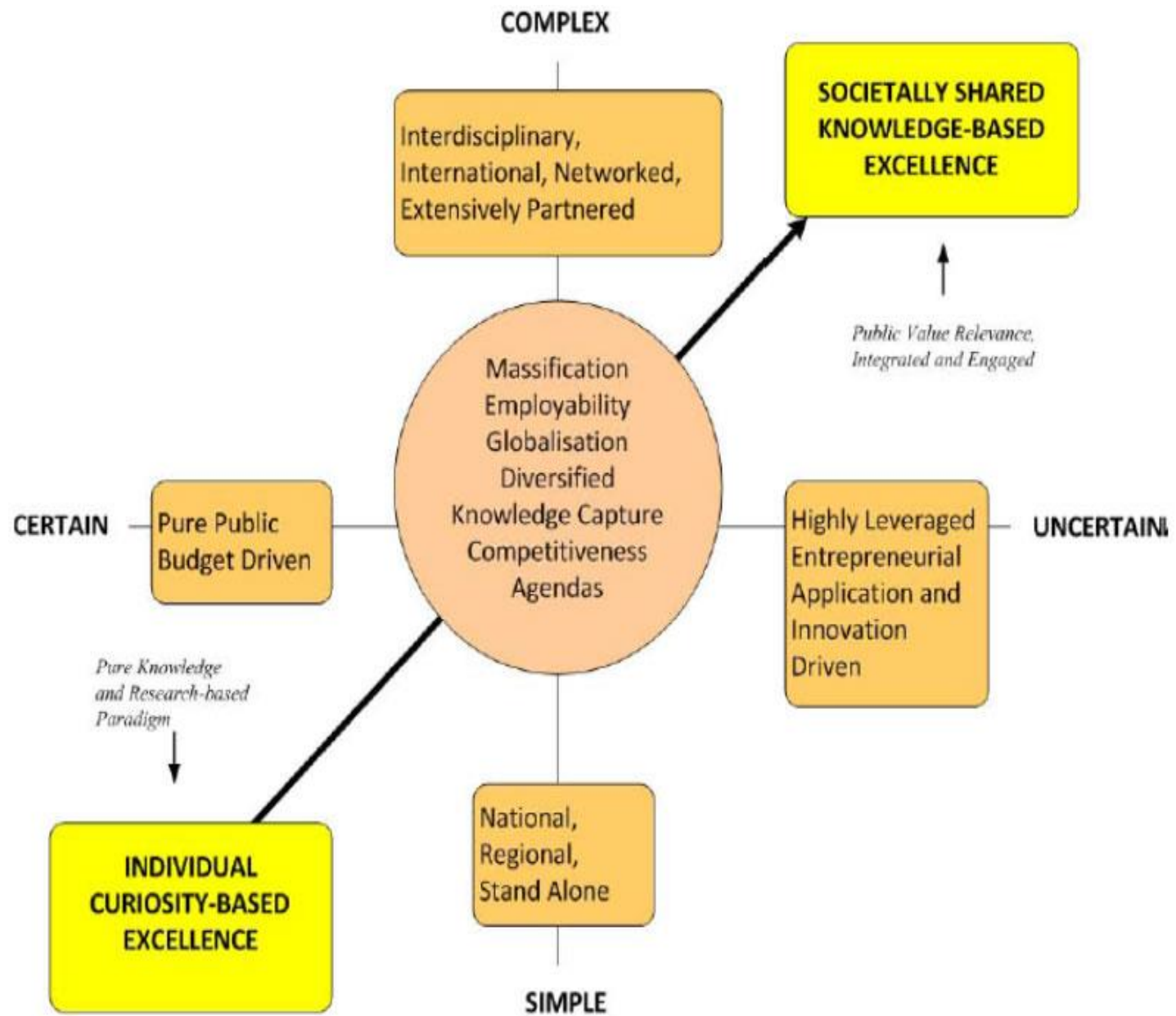
Lateral thinking is the art solving problems by an indirect and creative approach, and looking at issues from another angle so that we can progress. It need not be absolutely new

Entrepreneurial Universities

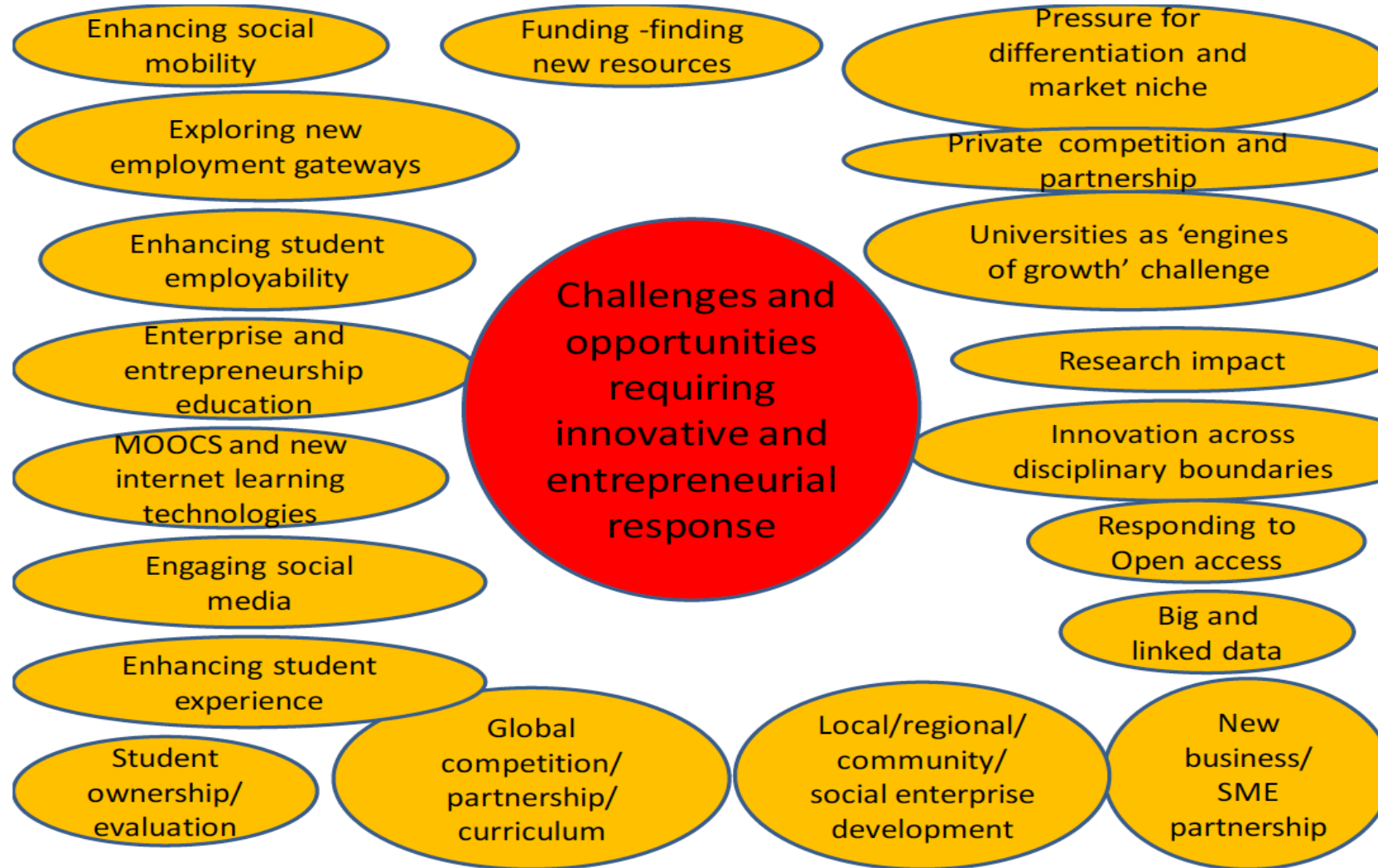
- The current environment within which universities operate is fraught with high levels of uncertainty and complexity.
- There is the question of environmental instability and the unions
- For the University environment to remain stable, there is the need a diversified income base due to dwindling funding from government.
- The conventional role of the University as the originator and transmitter of knowledge has been questioned. Why?
 - New globalized context
 - Competition,
 - Massification,
 - Productivity, quality and efficiency have become the order of the day.

The Entrepreneurial University

- Integrating a university's vision and mission for economic and social development
- The Universities are to transform from traditional teaching and research activities and move towards entrepreneurial Universities by being more engaged, productive, and innovative.
- They must be competitive against other Universities and take on the Industry
- This type of thinking and movement is already on in Europe, America and Asia



PRESSURES IN THE UNIVERSITY 'TASK ENVIRONMENT'



What should be the Response of New Universities?



- ◆ Recognition that universities need to be more flexible, more adaptable
- ◆ Strong leadership and an environment that encourages the development and display of entrepreneurial behaviours and actions

The Entrepreneurial University

Entrepreneurship refers to the ability of these Universities to turn ideas into action:

- creativity,
- innovation and
- Informed risk taking,
- Implementation

Mind Set



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- Entrepreneurial expertise is the ability and capacity to do and make something out of nothing.
- Entrepreneurship is a mind set change. It is also a culture that can be taught, imbibed and cultivated.

Entrepreneurialship a Mind-set - Example 1



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- Entrepreneurship can operate in any realm of human endeavor.
 - In higher education, it includes the development and implementation of an innovative academic or co-curricular program or a new and sustainable way of delivering a program (*Example, UI's distance education program started about 10 years ago now boost of over 20,000 students dotted around the whole country*).
 - In this case, the “educational product” is the “sustainable enterprise” that generates value.
 - UI had a product it could sell. A wonderful concept.

Entrepreneurialship a Mind-set - Example 2



- Awojobi Clinics Eruwa (ACE)
 - Dr. Awojobi graduated best student in his class of 1975 winning the coveted Blair Atkins price
 - Awojobi started what is now called rural surgery back in the late seventies and early eighties – what did he call it?
 - Against all odds he built a fifty bed general hospital that functions better than some of our big hospitals
 - As an entrepreneur he knew he had to do something new: not just another hospital
 - It had to fill a gap, it had to have a mission it had to address a problem
 - It was hard working against all the established people in Government and the big Teaching Hospitals
 - Outcome – International fame and a popular hospital amongst the people that matter – the poor and down trodden

What value?

- The “value” of the enterprise will have different meanings and qualities for different people and different entities in higher education:
 - Student; credentials, opportunity to enter into another profession, higher earnings in future (Unimed Ondo University, Student).
 - Institution; program outcomes, economic needs of society, reputation of program (University of Ibadan Medical School, Law program in Lagos)
 - Faculty/Staff members, tenure, promotion, reputation, innate satisfaction, professional development Fellow of the Nigerian Academy of Science)

Key Processes – 1: Concept

- Entrepreneurship is knowledge based and is promoted by encouraging people to think outside the box.



2: Creativity

- Creativity involves notions of novelty and originality combined with notions of utility and value.
- Creativity involves first imagining something (to cause to come into existence) and then doing something with this imagination (creating something that is new and useful to you). (Jackson, 2002, p. 1)
- That is bringing something out of nothing
 - We need to be purposeful dreamers
 - We should stop dreaming about banal things: cars, houses, boats
 - But dream of a beautiful country, professors, entrepreneurs, big companies, posterity

Creative Behavior



- **Three types of creative behavior**
 - **Creation:** act of pure invention, that is making something out of nothing
 - **Synthesis:** creative act of joining two previously unrelated things, e.g bringing together the telephone and the computer
 - **Modification:** this occurs when a thing or process is improved or gains new application e.g. a change in design etc.

Leadership, Leadership, and Leadership

- The senior leadership of the university – Rectors, Vice-Chancellors, Presidents and their teams – should for example, articulate the vision and strategy of institutional engagement with industry. Key questions include
 - How is the institution going to work with local business community?
 - Which industries are institutional priorities?
 - How can the institution serve as a catalyst for regional networking and cooperation?
 - What role should it play with relevant government agencies in charge of regional development?
 - What is the relative importance of growing start-up companies on campus?



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Leadership, leadership and leadership

- The middle-management of higher education includes leaders of academic units – Dean, Directors, Head of Schools, and Department Chairs.
- As the institutional leaders that govern the direction of academic programs, areas of research specialization, degree programs and the curriculum. Key questions include:
 - What are the academic strengths of their academic units?
 - How can such strengths be tapped to promote technological development locally?
 - What relationships currently exist between academic staff in their units and the outside world, and how might these relationships be facilitated and enhanced?
 - How important is it for the unit to recruit researchers with industry experience?
 - What is the institutional culture regarding academic entrepreneurs? Are they supported and rewarded, or are they “punished” for these activities?

Academic Leadership

- Academic staff:
 - relevant research,
 - education, training,
 - consulting initiatives that have an impact on technological innovation.
- Emergence of initiatives:
 - Data harvesting,
 - data mining
 - Meta analysis of data
 - Key questions they can address include:
 - What are the institutional competencies and capabilities that need to be supported?
 - What organizational and administrative barriers exist that should be addressed?
 - What is the institutional climate and culture around entrepreneurship?

International Universities

- Global ranking of Universities demonstrate a relationship between level of University and Internationalization
- The great Universities attract staff, people on sabbatical and internships from students across the globe
- Networking is a norm among Universities these days
- Intelligent use of the the community of internet will cross fertilize our ideas

Innovation

- Discovery is the key the new Universities must unlock
- Patents, products and lastly papers not the other way round
- Promotion and recognition in the older Universities is driven by publications
- May I suggest that we should now drive our promotions by patents and products, with less emphasis on papers
- The gains of Universities that are driven by products and patents is tremendous
 - Grants
 - Investments
 - Collaborators

Translational Research

- It is well noted that our Universities have lots of publications
- Many of the new ideas have not been translated into action
- We must develop our students to have inquisitive minds and translate their ideas into reality
- It is easy not as difficult as we think
- We must make the path from new ideas, to policy not so difficult

Universities and the Industry

- The University is where ideas are birthed
- The industry is where the ideas are brought into fruition
- The University is driven by innovation
- The industry is driven by profits
- The two should co-exist
- This type of model is already working in the agro-industry
- (However many of the ideas come from other Institutions of higher learning)

Downside of the Entrepreneurial University



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- Produce or perish
- Departments perceived as being unproductive are closed down
- It may engineer unhealthy competition within the University
- The balance between economic growth of the University and academic pursuit may change
- Because it is innovation driven non-innovative teaching staff may be marginalized

Service to the Community



- The Universities have a responsibility to the community they live in
- Our Universities are well planned and beautiful
- The outside environment is usually nothing to write home about



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Strive to be different

The University must influence its society by being different; then they will be noticed

Good Governance

- The current milieu does not encourage productivity:
 - Strikes
 - People with inferior qualifications challenging their superiors academically
 - Breakdown of dialogue between workers of different categories
- Private Universities have done better:
 - Fewer or no strikes at all
 - Clear deliverables
 - Clear lines of reporting
- Constant dialogue between the top management and the different cadres of staff

Accountability



- We must be accountable for what we do
- We must account for our time and work to the University
- We must be financially accountable
- Newer Universities must develop indicators for accountability and request its staff to mark themselves against these indicators



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Rewards of Academic Capitalism

Seest thou a man diligent in his business? He shall stand before kings, he shall not stand before mean men Proverbs 22:29

A new reward system in our Universities

- We salute the late Professor Hawkings of Cambridge University
 - He was reputed to be more famous in China than in his own country of the UK
- The University reward system in an entrepreneurial University needs to be reviewed and indeed in all our Universities
- The new paradigm:
 - Patents – rewards to be shared with the University
 - Products – rewards between the University, Industry, and originator
 - Publications – copyright laws to be followed especially on books

Proposed Way forward

- New Universities must be established and will continue to be established
- The model we have now where we have just a few Private Universities and a bevy of Government Universities make our models unstable
- The situation where we tenure our Professors and they wait just to retire on a good income is non-productive
- If our Universities must engineer change in the society we must start the change
- We must experiment with Private-Public-Partnership
- We must encourage innovation
- We must train our undergraduates to be big thinkers and big DREAMERS
- We must understand no one will develop Nigeria for us – only WE CAN



GOD BLESS YOU