

OBAFEMI AWOLOWO UNIVERSITY, ILE- IFE

STRATEGIC PLAN, 2016-2020



Harnessing Technology for Academic Excellence

June 2017

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EXECUTIVE SUMMARY

The idea of Strategic Plans is to provide guidelines for the development of universities over a period of time. At Ife, this was initially known as the Quinquennial Plan - a blueprint to revamp the academic culture, ensure the sustainability and credibility of programmes, and align the university with global developments in the academic arena. Following the intervention of the Carnegie Corporation of New York in 2002, a holistic approach was adopted for the development planning process in the University; this led to the production of the 2004-2008 Strategic Plan (SP 1). A Second Strategic Plan (SP 2) covered the period 2011-2015. Both Plans provided the opportunity to take stock of the University's progress from inception and offered opportunities for the design of new strategies to meet the challenges of an increasingly complex and globalised world.

The current Strategic Plan (SP 3) is a continuation of development planning in the University and is designed to cover the next five years (2016-2020). SP 3 involved a long and interactive process at the end of which it was agreed that the guiding philosophy of the University must (like its predecessors) recognise the historical development of the institution, including its rise to prominence, public acclaim and excellence as well as the challenges to its fortunes. SP 3 recognised the need to re-engineer the entire University structure with a view to making the institution continuously relevant in the 21st century.

Procedure

The planning process of the current plan was fully homegrown and participatory. A 46-member Central Committee was set up as the main working group. Subsequently, a Consultative Group and 16 sub-committees were set up. Drafts of the proposed Plan were widely circulated to members of the community for input.

A critical review of the development of the University over its first 50 years informed a decision to modify the mission and vision as follows:

Mission

To nurture a teaching and learning community; advance frontiers of knowledge; engender a sense of selfless public service; promote cultural adaptability and add value to African culture

Vision

A top rated university in Africa

The **theme** of the Plan is set as "Harnessing Technology for Academic Excellence". The following **core values** are to be adopted:

- Excellence
- Efficiency
- Integrity
- Hardwork
- Transparency

The **major thrusts** of the Plan are:

1. Teaching
2. Research and Innovation
3. Governance
4. Fund Generation and Management
5. Human Resources Development
6. Infrastructure and Estate Development

These major thrusts involve the following broad objectives:

- The modernisation of the University's teaching programmes, through a continuous review of the curricula and teaching support services
- The pursuit of a research agenda that will deepen the University's contribution to national development through research outputs and products uptake,
- The preparation of students for self employment and entrepreneurship.
- The continued development and expansion of Information and Communication Technology (ICT) for all aspects of the institution's functions.
- An expanded revenue base backed by improved financial management capability.
- The development of strategic linkages and partnerships

The SP 3 document has the following nine chapters; each with appropriate implementation tables.

Chapters

1. Strategic Planning at OAU
 2. Teaching, Learning and Academic Support
 3. Research and Innovation
 4. Human Resources Development and Staff Welfare
 5. University Utility and Municipal Services
 6. Management of the University Estate
 7. Governance Issues
 8. Fund Generation, Management and Investment
 9. Monitoring and Evaluation
- Appendices (I – IV)

An accompanying 264-page volume contains the reports submitted by the sub-committees.

Required Actions

Required immediate follow-up actions are the setting up of a Strategic Planning Office, the composition of a seven-member Monitoring and Evaluation Committee and the production of detailed Strategic Plan by each unit in the University.

CHAPTER ONE: STRATEGIC PLANNING AT OBAFEMI AWOLOWO UNIVERSITY

The idea of Strategic Plans to provide guidelines for the development of universities became a global practice at the turn of the 21st century. At Ife, from inception in 1962, one of the major initiatives to cope with challenges facing the university was the development of blueprints to guide the development of the institution over a period of time. Initially known as the Quinquennial Plan, this initiative recognised the need to revamp the academic culture, ensure the sustainability and credibility of programmes, and align the university with global developments in the academic arena. As the higher education landscape globally witnessed tremendous changes in the last two decades of the 20th century, there were remarkable revolutions reflected in teaching and learning processes within the walls of universities as well as the research process. Following the intervention of the Carnegie Corporation of New York in 2002, a holistic approach was adopted for the development planning process in the University. Now referred to as the Strategic Plan, its development involved all stakeholders in the affairs of the institution and was a continuous process to carve a vision of what the institution should be in five years.

Thus, the first strategic planning process at the Obafemi Awolowo University (OAU) produced the 2004-2008 Strategic Plan (SP 1). A Second Strategic Plan (SP 2) covering the period 2011-2015 was produced. Both Plans enabled the University to take stock of its progress from inception, determine the achievements and inadequacies of the institution *vis-à-vis* the original vision and offer opportunities for the design of new strategies to meet the challenges of a complex and globalised world.

The current Strategic Plan (SP 3) is a continuation of development planning in the University and is designed to cover the next five years (2016-2020). It involved a long and interactive process at the end of which it was agreed that the guiding philosophy of the University must (like its predecessors) recognise the historical development of the institution, including its rise to prominence, public acclaim and excellence as well as the challenges to its fortunes. It recognised the need to re-engineer the entire University structure with a view to making the institution continuously relevant in the 21st century.

Striving to achieve these goals at OAU will involve the University setting its priorities clearly to all stakeholders. The main thrusts of the Strategic Plans are Teaching, Research and Innovation, Governance, Fund Generation and Management, Human Resources Development, and Maintenance of the University Estate.

This will involve:

- The modernisation of the University's teaching programmes, through a continuous review of the curricula and teaching support services in line with contemporary needs and challenges, remains a top priority on the agenda.

- The pursuit of a research agenda that will deepen the University's contribution to national development through research outputs and products uptake, creation of OAU Knowledge Park and ultimately the establishment of OAU as a national technological hub.
- A shift in paradigm to an institution that is able to prepare students for self employment and entrepreneurship.
- The continued development and expansion of Information and Communication Technology (ICT) for all aspects of the institution's functions.
- The provision of appropriate facilities particularly ICT for teaching and learning.
- An expanded revenue base backed by improved financial management capability.
- The development of strategic linkages and partnerships with other educational institutions, funding organisations, the private and public sectors of the Nigerian economy and other appropriate organisations both within and outside Nigeria.
- The provision of essential research facilities in the Departments and cost effective, multi-user and specialised facilities through progressive development of the Central Science Laboratory System.
- A review and expansion of community development programmes with an emphasis on town-gown relationship to enhance practical exposure for students, capacity building for staff and direct interventions from well-to-do members of the society.

Thus, the theme of the Plan was set as "Harnessing Technology for Academic Excellence". The guiding philosophy set for the University by founding fathers led to the identification of the following core values to be adopted for the next five years:

Excellence
 Efficiency
 Integrity
 Hardwork
 Transparency

Consequently, the major thrusts of the current Plan are:

1. Teaching
2. Research and Innovation
3. Governance
4. Fund Generation and Management
5. Human Resources Development
6. Infrastructure and Estate Development

For the current Plan, a critical review of the development of the University over its first 50 years informed a decision to modify the mission and vision as follows:

Mission

To nurture a teaching and learning community; advance frontiers of knowledge; engender a sense of selfless public service; promote cultural adaptability and add value to African culture.

Vision

A top rated university in Africa.

Procedure

The planning process of the current plan was fully homegrown and participatory. In mid-August 2015, a 46-member Central Committee was set up as the main working group. Subsequently, a Consultative Group and 16 sub-committees were set up; each was mandated to co-opt members as required. The specific Terms of Reference are as stated in Table 1.

Table 1: List of Sub-Committees

S/N	SUB-COMMITTEE	TERM OF REFERENCE
1.	Consultative Group	Mapping out of strategies for the execution of the assignments and overall coordination of the activities of the main body and the sub-committees.
2	Data Collation and Analysis	Collation and analysis of data collected by the sub-committees and current situation report
3.	Academic Programmes	Collation and preparation of faculty/unit briefs
4.	Academic Support	Review of current academic support units
5.	Governance	Review of existing governance structures
6.	Fund generation and management	Review of existing fund generation and management structures; mapping out of strategies for sustainable fund generation and financial management upgrade.
7.	Welfare	Situation analysis and review of existing welfare packages for staff and students
8.	Services	Review of general municipal services.
9.	Security	Situation analysis, review and system Upgrade
10.	Campus Environment	Development of strategies for maintenance/upgrade of campus aesthetics
11.	Resources Development	Design of strategies for continuous human capacity building
12.	Linkages and Partnership	Review of partners and friends of the University; review of existing policies on partnership strategies for viable linkages

S/N	SUB-COMMITTEE	TERM OF REFERENCE
13	Harmonisation/Preparation of Draft Plan	Report writing levels, viz: i. The Draft Plan ii. The Final Plan.
14.	Monitoring/Implementation Framework	Design of monitoring strategies and implementation schedule
15	Editorial	To proof read the draft
16.	Validation	Critical review of the Draft Plan

Generally, the sub-committees adopted the following procedures:

1. Identification of strategic issues to be covered by the sub-committee.
2. Requests to Units for input into the report by submitting position papers (on their Directorate/Unit) with adequate information on current status, challenges, level of implementation of preceding Strategic Plans, expectations and vision for year 2020.
3. Direct interactions with relevant stakeholders.
4. Collection of quantitative data from Units and the Directorate of Planning, Budgeting and Monitoring.

In compliance with the stakeholder participation policy adopted by the Planning committee, the first draft of the proposed Plan was circulated to members of the community for perusal and input. After comments from the community, the draft of the Plan was circulated to all members of Senate and presented by the Chairman of Senate on March 30, 2016. After Senate had approved in principle, members were asked to send their comments to the Strategic Plan Secretariat for consideration. The Strategic Planning Committee reconvened to consider comments from Senate members. The final draft was forwarded to the University Governing Council for approval.

Required Follow-up Action

To ensure adequate implementation, monitoring and evaluation of the current Plan,

1. the University shall promptly set up a Strategic Planning Unit (in the Directorate of Council Affairs), which shall prepare bi-annual reports for Congregation, Senate and Council;
2. there shall be a seven-member Monitoring and Evaluation Committee which will include at least two members of the Strategic Planning Committee, a representative elected by Senate, the Chair of the University Quality Assurance Committee, a non-Senate representative elected by Congregation, a representative of the students and an external member of Council (elected by Council). The Chairperson and non-Council members shall be appointed by the Council following recommendations from the University Senate.

3. each academic, administrative or service Unit shall develop its own Strategic Plan identifying with the set broad objectives in the University Plan and with an implementation framework which shall be the basis of progress reports to the Monitoring and Evaluation Committee as may be required.

OAU STRATEGIC PLAN 2016-2020

CHAPTER TWO: TEACHING, LEARNING AND ACADEMIC SUPPORT

Obafemi Awolowo University is a conventional university that places a premium on teaching and learning. Effective teaching and learning are germane to fulfilling the primary function of this University; that is, to producing knowledgeable and high-level skilled graduates in line with global needs.

In addition to providing students with learning opportunities to meet curriculum outcomes, Obafemi Awolowo University also emphasises the development of values to guide students in their social relationships. Lecturers employ practices that develop positive self-concept in students.

Goal

The goal of the current Plan, as regards teaching and learning is to make OAU a leading global centre of academic excellence through enriched and innovative teaching experiences. The University, in its bid to bring the quality and delivery of instructions at par with international best practices, will endeavour to provide smart lecture rooms and equip academic staff with the requisite skill to use them.

Undergraduate Programmes

Teaching

Departments will be required to fully run the course unit system by making all compulsory courses available for teaching in the two semesters; in the classroom for first time registration, and online for repeating candidates. The University will ensure that there are corresponding numbers of teachers/lecturers according to the number of students in each Department/Unit by reviewing the Full Time Equivalent (FTE) of each course/Department/Unit and filling vacancies as appropriate. As much as possible, courses should be taught by more than one lecturer, and questions and answer scripts should be properly moderated.

Teaching methods experientially derived through continuous research will be applied to attain high quality teaching standards. Workshops and seminars will be organised to ensure that good teaching practice is adopted by teachers and good academic practice is taught to the students in the University.

Review of Programmes

The current Strategic Plan is to build adaptable, integrative curricula and pedagogies by ensuring five-year reviews of the curricula to encourage and reinforce improvements in the quality of teaching and learning.

Facilities for teaching

Due attention will be paid to optimum class size for lectures, tutorials and practicals. ICT would be deployed for multi-site teaching and there will be increase in the use of multimedia facilities in teaching and learning.

Facilities for Practical/Field Experience

The University will set up laboratories for science-based faculties for multi-disciplinary usage and enhance further the use of iLabs. The University will further commit itself to enriching learning and teaching experiences at external teaching sites such as teaching farms, health institutions, demonstration schools and Students Industrial Work Experience Scheme (SIWES) posts.

Communication and Writing Skills

The University will enhance good academic practice by students through seminar presentations and technical report writings. Soft skills will be developed among students, that is, leadership, communication, presentation, team work and time management.

ICT and E-Learning

The University is to increase access and efficiency of Information and Communication Technology (ICT), multimedia facilities and other emerging technologies to enhance the instructional excellence. More programmes will be developed and provided online as e-learning modules.

Internal Assessment Processes

Effective, structured evaluation of teaching and learning quality and outcomes informed through feedback from students, scholars and other stakeholders will be ensured. Evaluation outcomes will be accessed by individual instructors for personal improvement and by Departments to recognise training and mentorship needs.

Entrepreneurship

The University will work to foster and enhance a state of mind in our students that is both inquiring and entrepreneurial.

Postgraduate Programmes

The goal will be to focus on the attributes desired in a research-led University that simultaneously develops skilled graduates that can engage with developmental issues and compete in the global marketplace. The focus of our postgraduate teaching and learning will be to develop independent learners who fit the profile of a research-intensive University.

Enrolment, Training and Programmes

The University will aim towards increasing the postgraduate enrolment from the current 16.6% to the national target of 52% by the end of the plan period. This will be achieved through building and reviewing curricula to support timely degree completion and ensuring that the University remains a hub of knowledge and research production to the global academic community. Co-supervision will be encouraged. List of eligible supervisors will be compiled by the Departments based on experience and track records of the prospective supervisors and sent to the postgraduate college annually. Wide ranges of postgraduate programmes that are demand-driven are to be introduced. More on-line postgraduate programmes to meet global standards are also to be introduced. There will be monitoring of the number of postgraduate students registered and who completed their programmes in each Department and Unit.

Teaching Facilities

The University will work towards providing a stimulating, high quality environment (physical facilities, research equipment and reagents) as well as study and teaching methods to enhance postgraduate performance which is closely tied to the strategic goal of raising the University's international profile through research. Smart technologies are to be deployed to make learning and research more effective and result- oriented.

Postgraduate Students Mentoring and Administrative Services

Greater individual attention will be given to postgraduate students to foster intellectual and research development, as postgraduate research students are a major engine for producing new knowledge. Teachers of postgraduate courses and supervisors will be required to act as mentors. Final choice of the supervisor is to be made with active involvement of students. Efficient administrative services are to be provided by streamlining the Postgraduate College services and procedures. Delays due to excessive administrative procedures should be removed. Payment of tuition fees will stop after the defence of thesis.

International Programmes

The current Plan will target and attract more foreign students and scholars by adapting the teaching curricula to meet the needs of the international community. It is also intended to increase external exposure of OAU staff particularly to ensure adequate training of young academics. Towards this end, the DLSR will be strengthened to enable it to continue the internationalisation initiatives of the University; Departments and Units will aim at 5% foreign students enrolment on their academic programmes; Faculties will be supported to enlist at least a foreign visiting scholar each session; Faculties will be encouraged to establish network/linkage programmes involving faculty/students exchange and research collaboration; post-doctoral fellowship programmes will be established for locally trained academics; the CDL will be assisted to develop more on-line programmes and more split-site research based programmes at the postgraduate level that will attract international students. The University will establish international students' office within the Division of Students Affairs as well as a dedicated hostel for international students and decent accommodation for visiting scholars.

Academic Support

1. Library

The goal in the current Plan is to expand journal subscriptions and enhance on-line access to libraries and databases globally. Strategically, this will involve completion of the digitisation of theses, newspapers and other manuscripts in the library collection; maintenance of facilities and services in the library; provision of adequate funding and resources for acquisition of e-books and e-journals for the library; organisation of training programmes for members of University staff and students on copyright and appropriate use of library resources and capacity building for library staff; establishment of E-Libraries in Faculties and development of institutional repositories for academic publications.

2. Research/Teaching Laboratories and Workshops

The current strategic Plan will ensure adequate access to research and teaching laboratories and workshops through building more teaching and research laboratories/workshops; upgrading and

maintaining relevant structures and facilities; enhancing the capacities and skills of laboratory staff through training programmes and provision of basic materials and equipment.

The Vice Chancellor shall appoint the Chairman of the CSL Board and the Board should address staff matters, provide opportunities for an inclusive contribution and be responsive to the need of all the user Faculties as represented in the composition of the Board.

3. Information and Communication Technology (ICT)

In the new plan, the focus is to increase access to the internet and enhance wireless service coverage all over the University campus. The bandwidth will be increased from the present 840Mbps (aggregate) to 4Gbps (aggregate). ICT will be increasingly deployed to support teaching, learning, research and administrative functions.

4. Centre for Distance Learning (CDL)

The Centre will be expanded by providing more courses for on-line mode and offering more professional programmes to meet diverse needs. This will necessitate the provision of appropriate facilities for the Centre and training of staff members in this mode of teaching and learning.

5. Industrial Training

The operational capability of Industrial Training Coordinating Unit will be enhanced to ensure ease of access to training facility and industries for SIWES posting. The University will provide facility and appropriate infrastructure for the Unit to improve liaison with industries.

Table 2: Implementation Framework for the Teaching, Learning and Academic Support

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time	Priority
1. Not all compulsory courses are run every semester at present.	1.1. To provide online opportunities for students who failed compulsory course(s) to retake at the earliest possible time.	1.1.1. Running compulsory courses every semester and providing online modules for repeating students.	Directorate of Academic Affairs and PG College	1-3 years	High
2. ICT and multimedia facilities in lecture rooms and laboratories are not sufficient in relation to the population of students and number of lecture rooms and laboratories	2.1. To improve the teaching and learning environment	2.1.1. Installation of ICT facilities in all lecture rooms and multimedia facilities in classrooms and laboratories	INTECU and Directorate of Academic Affairs	1-3 years	High
3. Supply of electricity and water to academic areas is epileptic	3.1. To ensure regular supply of electricity and water to academic areas in the university estate	3.1.1. Installation of alternative means of power generation, like solar, winds, and hydro energy. 3.1.2. Provision of centrally installed and controlled generators for each zone in the academic areas. 3.1.3. Storage facilities for the supply of water for uninterrupted teaching and learning	DWMS	1-2 years	High
4. Skills of staff in facilitating the teaching and learning experience are not adequate.	4.1. To ensure that global best practices are deployed to make teaching and learning effective	4.1.1. Workshop/seminar and voluntary courses for various categories of academic, technical and administrative staff.	Deans of Faculties, ACSE and STDU	1-5 years	Low
5. Facilities for teaching are deemed to be grossly inadequate coupled with very low level of the use of ICT by lecturers.	5.1. To adopt technology-driven teaching methods by all Departments.	5.1.1. Provision of ICT equipment to lecture theatres, laboratories and other teaching facilities. 5.1.2. Internet facilities made available at all times in all	Directorate of Academic Affairs, INTECU	1-5 years	High

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time	Priority
		places on the campus. 5.1.3. Increase in funding and improvement in the maintenance culture. 5.1.4. Giving lectures through telepresence and radio broadcast.			
6. Facilities for practical and technical skills for science based courses are not adequate.	6.1. To improve graduates' competitiveness and effectiveness in the labour market.	6.1.1. Upgrade and maintain existing workshops, laboratories and studios. 6.1.2. Build additional teaching laboratories. 6.1.3. Increase funds to Departments for laboratory consumables and teaching equipment. 6.1.4. Provision of transport facilities for fieldwork and teaching practice allowance.	Faculties and Departments, DVC (Academic)	1-3 years	High
7. Some undergraduate and postgraduate programmes are due for review.	7.1. To review our courses to meet current national development needs and international standards. 7.2. To respond to the reports of NUC and professional bodies. 7.3. To process accreditation reports up to Senate level.	7.1.1. Adopt modular structure for courses for ease of review. 7.1.2. Encourage split-site programmes at postgraduate level. 7.1.3. Enhance collaboration with national and foreign universities.	Departments, Faculties and Directorate of Academic Affairs, Quality Assurance Committee	1-5 years	Medium
8. Delay in processing of administrative Forms from Departments, Faculties to PG College, especially Form A	8.1. Remove delays due to excessive administrative procedures.	8.1.1. Direct electronic submission and tracking of Forms to PG College by students and supervisors/supervisory	PG College	1 year	Very High

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time	Priority
		committee. 8.1.2. Modify routing of Forms through Faculty Postgraduate Committees. 8.1.3. Strengthen Departmental Postgraduate Committee. 8.1.4. Making PG College's milestone and deadlines available to students at the point of entry and adhering strictly to the timelines by the College.			
9. Strain between supervisors and students.	9.1. Students and lecturers should participate in the final choice of research supervisors.	9.1.1. Final choice of supervisor is to be made with active involvement of the student. 9.1.2. Organise regular workshops to increase knowledge of proper mentoring and responsibilities of mentees	PG College, Departments Faculty Postgraduate Committee	1 year	High
10. Internationalisation of staff and students of the University is on-going.	10.1. To develop a global community of both students and staff within the University.	10.1.1. Strengthen DLSR to enable it continue the internationalisation initiatives. 10.1.2. The Departments and Units are to attract the enrolment of foreign students. 10.1.3. Support Faculties to enlist at least a foreign visiting scholar each session. 10.1.4. Establish international students' office.	DLSR and Directorate of Academic Affairs	1-5 years	High

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time	Priority
		10.1.5. Establish dedicated international students hostel.			
11. Students' communication and writing skills need improvement.	11.1 To improve communication skills of undergraduate and postgraduate students and teach students good academic practice in general.	11.1.1. Re-establish the School of General Studies as an Institute to coordinate and improve teaching of special elective courses. 11.1.2. Include teaching of research methodology in all disciplines. 11.1.3. Include teaching of Technical Report Writing in all postgraduate programmes.	Departments, Faculties, and College	1-3 years	High
12. E-Learning Programmes need improvement.	12.1. To extend the horizon for Obafemi Awolowo University E-learning Programmes.	12.1.1. Expand e-learning within the next five years after making e-teaching an appropriate teaching strategy.	INTECU, Faculty of Technology iLab	1-5 years	High
13. Opportunities for training in entrepreneurship are currently not adequate.	13.1. To increase opportunities for training of students and for short courses targeted at practicing professionals.	13.1.1. Deploy available facilities and resources in every Department to provide training in entrepreneurship 13.1.3. Establishment of pilot scale facilities in every Faculty and Unit as listed in their Strategic Plan.	IFEDS, Dept of Management & Accounting	1-5 years	High

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time	Priority
14. Internal assessment process and students' feedback mechanism are not adequate.	14.1. Improve the existing method of internal assessment to identify strengths and weaknesses.	14.1.1. Provision of Department's or programme peculiar parameters in the assessment criteria. 14.1.2. Assessment Results will be made available to those assessed. 14.1.3. Departments to review assessment for necessary intervention.	ACSE, Quality Assurance Committee	1-3 years	Medium
15(a) HO Library has not been fully computerized. 15(b) Library services are centrally located.	15.1. To make library resources accessible on-line to the entire University and the outside world. 15.2. To meet NUC accreditation requirement of making library services available at Faculty level.	15.1.1. Complete the computerisation of the Library for full on-line access. 15.2.1. Establish a standard library (incorporating e-library facility) which would be manned by a professional Librarian in each Faculty.	INTECU, HO library	1-3 years	High
16. Centre for Distance Learning on-line programmes on-going but needs to be expanded.	16.1. To facilitate quality delivery of the University's Part-time and professional programmes by the distance and open mode.	16.1.1. Expand operations by providing more courses for on-line mode and offering more professional programmes that meet the needs of various target groups.	The University Administration	1-3 years	High

CHAPTER THREE: RESEARCH AND INNOVATION

Research includes pure research, basic research and applied research. Innovation is the process of bringing out new products and services. Obafemi Awolowo University has carved a niche for itself as a public research institution with impressive research output which has impacted positively on the nation. The academic staff members are prominent in national discourses and are often relied upon to provide critical inputs to national policies. However, there is need to improve on dissemination of research results, innovations or patents or products of research for wider use and uptake.

Goal and Objectives

The goal of 2016-2020 Plan is to sustain OAU as an acknowledged leader in research and innovation that is able to make strategic contributions to national and international development. To ensure that this happens, the university during the plan period will:

- operationalise the Central Office of Research (COR) and the new research policy;
- leverage on existing core competences in five areas — software engineering (Centre of Excellence), cultural studies, biotechnology, sickle cell research, and soil conservation — making them Centres of Excellence;
- re-position the Research Institutes/Centres/Units and Laboratories to enable them respond effectively to their statutory research mandates;
- encourage research collaboration with industries and other external stakeholders and strengthen partnerships between researchers and the organised private sector for effective research uptake;
- improve strategies for dissemination of research findings through book/journal publications, research fairs organised and the popular media;
- use the ICT-driven Knowledge Park project to realise the OAU Knowledge Park;
- recognise and reward research leading to innovation;
- make major investments in basic infrastructure (power and water) for academic research;
- ensure that no less than 60% of time allocation is available to junior academic staff (Lecturer I and below) for research;
- increase University budget allocation for research to 10% of overhead; and
- increase the proportion of staff involved in externally funded research projects.

Table 3: Implementation Framework for Research and innovation

Situation analysis	Goals/objectives	Strategies / activities	Responsibilities	Time	Priority
1. Research and Innovation definition and capacity					
1(a) Research questions and themes and demand-driven research for innovation (R4I) not well understood.	1.1. To enable staff and students to understand these principles.	1.1.1. Organise regular workshops to increase capacity through awareness of previous, existing and potential research themes, facilities and support systems.	Dept/Faculty/ University Research Committees	Once every Session	High
1(b) Eagerness by staff and students to be involved in R4I exists but there is lack of preparation of students and low capacity of staff to conduct R4I	1.2. To increase capacity of staff and students for R4I.	1.2.1. Use laboratory practicals and class individual and group assignments to train students in R4I.	DVC (Acad) Lecturers and Technologists HODs	Every Semester	High
	1.3. To attain 50% of staff and 10% of students with R4I experience by 2020.	1.3.1. Provide mandatory training in R4I.	Dept/ Faculty/ Univ. Selection Panels	2017	High
1(c) The University research theme identification process is not yet finalised.	1.4. Establish 3-year research themes	1.4.1. Initiate COR annual colloquium of university-wide research focus.	COR DVC (Academic)	During session break every year	High
1(d) Number of staff dedicated solely to research unknown.	1.5. Increase research- only staff by 40%	1.5.1. Initiate structural changes in employment, salary and promotion structure process, capacity development, and then monitoring of output.	Grants and Agency & Personnel Division	1 – 5 years	High
2. Research and Innovation Culture and History					
2(a) Very poor research culture among postgraduate students who should be actively engaged in research for innovation.	2.1. To improve quality of PG students and their capacity for innovative research .	2.1.1. Remove all hindrances to carrying out groundbreaking research during PG studies. 2.1.2. Open registers of research breakthroughs and innovations in the various Departments and Units.	PG College HODs; Heads of Unit	1 – 5 years	High

2(b) Some academic staff barely recognise research as a pertinent town & gown issue	2.2. To link OAU research to national priorities and emerging issues.	2.2.1. Fully resuscitate OAU Annual Research Report by COR with submissions by Faculty Research Committee. 2.2.2. Establish annual researchers-clients accountability dialogue at each Faculty level.	COR Senate Governing Council	Start in 2017	High
2(c) There are few staff research seminars.	2.3. Recreate a vibrant Community of Scholars at OAU.	2.3.1. Publish titles of weekly departmental staff seminars on University Bulletin both electronically and hard copy.	COR/PRO/Corporate office/INTECU	Start in 2017	High
2(d) Overemphasis on publication and conference presentation for communicating research results.	2.4. Apply ICT for communicating OAU research results.	2.4.1. Use electronic, Internet and mass media, OAU Radio FM, informational posters/bulletin, exhibitions, fairs and open day programmes.	CRO/PRO/Corporate office/INTECU	Start in 2017	High
2(e) Many staff and students are uninformed about patents, commissioned works and products of OAU research.	2.5. To encourage dissemination of research outputs and patents.	2.5.1. Publish backlogs of all research results up to 2015 in form of Research Reports and henceforth annually. 2.5.2. Communicate OAU research findings to non-specialist audiences.	COR/PRO/Corporate Services/INTECU OAU FM and other media houses	2017	High

2(f) There is no Inventors' Club.	2.6. To promote curiosity and research among staff and students.	2.6.1. Establish an Inventor's Club at the University level.	Governing Council VC	2017	High
3. Research and Innovation Infrastructure					
3(a) There are several functioning laboratories, research groups and national and international centres.	3.1 To increase awareness and access to research and innovation facilities for members of the University community	3.1.1 Use every available promotional mixes such as OAU Web, Internet and mass media, OAU Radio FM, informational posters/bulletins.	PRO/Corporate office/INTECU/OAU FM	6 months	Medium
3(b) The lack of a maintenance culture undermines the effectiveness of these facilities.	3.2 To develop maintenance culture among staff and students of the University	3.2.1 Using various jingles to preach maintenance as a way of life.	PRO/Corporate office/INTECU/OAU FM	6 months	High
3(c) OAU has at least four research extension and outreach stations and one informal inventors (mentoring) group.	3.3 To create awareness for the University's research extension and outreach stations, and the informal inventors (mentoring) group	3.3.1 Use heavy advertising and effective promotion	PRO/Corporate office/INTECU/OAU FM	1-2 Years	High
3(d) There is no Science and Technology Park.	3.4. To use the ICT-driven Knowledge Park project to realise the OAU Knowledge Park.	3.4.1 Working with industries and corporate bodies on how researches could be funded and research findings could be up-taken by industries.	PRO/Corporate office/INTECU/OAU FM	1-3 Years	High
		3.4.2 Communication of researches to non-specialist audiences.	PRO/Corporate office/INTECU/OAU FM	1-2 Years	High

4. Availability and Access to Research Funds					
4(a) There is a lack of equal access to available URC research funds.	4.1. Ensure greater transparency and timeliness in URC process.	4.1.1. Create open access for all staff engaged in research to receive available URC funds.	Senate, URC, DVC (Acad)	6 months	High
4(b) Ignorance of non-URC sources of research funds.	4.2. Increase to 25% staff and students receiving non-URC (external) research grants, contracts and agreements.	4.1.2. Establish the University Central Office of Research and a Research and Innovation Directorate.	Governing Council and VC	6 months	High
		4.1.3. Mount regular grants proposal workshops	DRC, FRC, URC	Every Semester	High
5. Research and Innovation Management and Administration					
5(a) Very poor knowledge by staff of patents of the university that have been commercialised; varieties/products registered/released; commissioned art –work/exhibitions.	5.1. Create a real-time information source on OAU experiences in intellectual property rights and detailed guide on registering IPRs.	5.1.1. Provide all necessary information (on IPR matters and procedure such as Petty Patents, Trademarks, Traditional Knowledge, Copyrights and Industrial Designs) to the OAU community.	Governing Council VC's Office IPTTO	High	High
		5.1.2. Opening of innovation registers at various units in the University.	HODs; Heads of Units	High	
5(b) There is a high level of ignorance of: OAU inventions in use on the campus, nationally and internationally; OAU patent office (IPTTO).	5.2. To make such information available in real time.	5.2.1. Create a webpage on the OAU website specifically for this purpose.	IPTTO INTECU		Very High
5(c) There is no reward system to appropriately honour and/or reward innovation, patents, varieties, and copyrights.	5.3. Develop sustainable rewards for R4I apart from promotion and IP rights.	5.3.1. Institute prizes, cash awards, honours and other rewards for staff and students involved in R4I. A&PC should implement	Governing Council, Senate, Faculty Boards, Dept/Centre/ Unit Boards		Very High

		existing differential in publication weighting for promotion in research centres and institutes			
5(d) There is no research for Innovation (R4I) office under the COR.	5.4. Establish an Office for R4I in COR.	5.4.1. Establish a R4I Office.	VC		Extremely High
5(e) Inadequate budgeting and funding for research (amount spent on research is negligible).	5.5. To increase the allocation to research to 10% of overhead.	5.5.1. Allocate external administrative charges to internal research grant. 5.5.1. Make available guaranteed start-off grants to new staff.	DVC (Academic) COR		High
5(f) People overburdened by non-research assignment.	5.6. OAU will commit to reducing the time allocated to non-research purpose by junior academic staff.	5.6.1. Allocate more research time to junior research staff.	HODs		Very High
5(g) There is a dangerous trend in which research and innovation units are being turned into teaching units, ideally they should spend more time on research while mounting teaching courses in related Faculties.	5.7. To increase research outputs.	5.7.1. A research institute should commit 70- 80 % of time and resources to research.	University Administration/ Research Institutes		Very High

CHAPTER FOUR: HUMAN RESOURCES DEVELOPMENT AND STAFF WELFARE

Human resources afford the University the means to ensure efficiency and optimal performance in the accomplishment of its tripartite functions of teaching, research and community service. The University like any other reputable organisation derives its strength from the quality of its human capital. It prides itself on the size, quality and productivity of both the academic and non-academic staff. This is reflected in the research output, teaching programmes and quality of its graduates.

During the last Plan period (2011-2015), the University's administrative processes and procedures have undergone some restructuring in order to enhance effectiveness. However, the need to keep abreast of rapid technological changes has raised new challenges which need to be addressed. For example, staff capacity in the use of ICT is still generally low. Additional challenges include inadequate facilities, insufficient understanding of the primary goals of the University, unprofessional conduct, low morale and poor work ethics.

The University has continued to see the welfare of members of staff as an essential factor in staff motivation. It is committed to regular payment of salaries, other emoluments and the implementation of all pay awards. The University is committed to staff development as well as training and re-training of its work force in order to expose them to modern management techniques in consonance with 21st century demands of the work place.

In the new Strategic Plan period (2016-2020), the goal is to enhance productivity and efficiency of staff and attain the high quality performance essential for achieving the desired goals of the institution. To achieve the goal, the University will:

- commit to competitiveness, transparency and merit in recruitment and promotion procedures;
- ensure that all staff understand their role, value and importance and so develop a sense of commitment to the success of the day-to-day operation of the OAU system;
- train and adequately equip staff at all levels to enhance their capability;
- provide opportunities for knowledge update through regular workshops and training; and create an enabling environment for coaching/mentoring;
- create an enabling working environment through the provision of adequate office facilities and non-salary incentives to improve staff morale and productivity; and
- make mandatory the acquisition of appropriate ICT skills.

Table 4: Implementation Framework for Human Resources Development and Staff Welfare

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
1. Human Resources Identification and Mobilisation					
<p>1(a) Recruitment/Appointment: There is a growing problem of in-breeding with some departments and units having 100% OAU graduates.</p>	<p>1.1. To ensure that there is fair balance between graduates of OAU and other universities in the process of appointment.</p>	<p>1.1.1. All vacancies for permanent positions must be advertised. 1.1.2. Criteria for short-listing must be well publicised. 1.1.3. There must be interviews for all positions. Relevant experts/professionals must be on the interview panels. 1.1.4. OAU shall follow international best practices such that any qualified person from anywhere could apply.</p>	<p>Registrar, Deans of Faculties, Heads of Departments/Units, DPA</p>	<p>1-2 years</p>	<p>High</p>
<p>1(b) Orientation: There is no well-established orientation programme for new staff and new office holders including the Principal Officers.</p>	<p>1.2. To ensure that all new staff undergo orientation programme that will be available twice a year.</p>	<p>1.2.1. A standard orientation package will be produced and provided to every new staff, and will include among others brochures showing the purpose of OAU, how each staff is expected to contribute to it, code of conduct, and conditions of service booklet. 1.2.2. Orientation programmes for new staff, as well as training and re-training workshops for all staff should be mounted as needed. 1.2.3. Senate, convocation and congregation meetings should be used as platforms to make the OAU purpose known. 1.2.4. Orientation programmes for newly appointed Principal Officers</p>	<p>Registrar, DPA</p>	<p>1-2 years</p> <p>Before swearing in</p>	<p>High</p>
<p>1(c) Staff Motivation – Work Environment, ICT, Welfare:</p>					<p>High</p>

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
(i) There is inadequacy in the availability of space, furniture, equipment, toilets, water, power (including backup power), and safety facilities for staff.	1.3. Work environment and ICT infrastructure shall be improved for Internet facilities, computers and accessories and furniture.	1.3.1. Provision of furniture, equipment and other facilities should be planned for, and put in place before resumption of any staff for duty.	Deans of Faculties, HODs/Heads of Units	1-4 years	
(ii) Information about entitlements and criteria and processes for leave (annual, sabbatical, absence) and promotion are not adequately accessed by staff. (iii) Opportunities for in-service training are irregular. (iv) The opportunity for re-training and conversion to another cadre is good and should be sustained.	1.4. To improve staff commitment to the University goals and ideals.	1.4.1. Publications on administrative guide and conditions of service should be available in hard and soft copies, offline and online (on the web site) 1.4.2. In-service training should be more frequent and more transparent. 1.4.3. Post-training, careful monitoring of the skills of staff should be done (by the immediate supervisor) to evaluate the effectiveness of the in-service training.	Registrar, DPA	1-2 years	High
(v) Supervision/mentoring/coaching is inadequate or not clearly established.	1.5. To establish and operationalise formal mentoring system as well as strengthen informal mentorship.	1.5.1. The responsibility of supervision/ mentoring/coaching of staff should be domiciled nearer to the staff. For example, a senior academic/accounting/ executive/technical staff should play the role of a supervisor for a junior staff in the same cadre.	Deans of Faculties, HODs/Heads of Units.	1-2 years	High
(vi) Inadequate provision of work facilities (e.g. ICT to academic staff) leading to low morale, low productivity and lack of motivation)	1.6. To deploy ICT for productivity among staff.	1.6.1. The use of ICT tools (institutional e-mail services) should be incorporated into the work of various categories of staff in the University.	Registry, Departments, Units, Faculties, Colleges.	1-5 years	High

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
<p>1(g) Retention of Staff; Building Job Satisfaction:</p> <p>(i) Demeaning jobs for which there are mechanised and computerised alternatives and a lack of comprehensive job descriptions promote job dissatisfaction.</p>	<p>1.7. To work out individual staff time allotment so as to avoid burn out and excessive stress.</p>	<p>1.7.1. Provision of job descriptions with clear identification of time allotment and the clients being served will promote a sense of fulfillment.</p>	<p>Deans of Faculties, HODs/Heads of Units</p>	<p>1-2 years</p>	<p>High</p>
<p>(ii) OAU staff work load is approximately 60% teaching 20% research and 20% services due to several constraints (funding, time and other non-human resources).</p> <p>(iii) There is a crop of experienced top-level staff (academic, technical and non-academic) that is retiring. There is a generation and skill gap between this crop and the staff who should succeed them.</p> <p>(iv) There are still difficulties in retirement preparation.</p>	<p>1.8. To make the work-retirement transition seamless and painless.</p>	<p>1.8.1. Ensure that all staff understand their role, value and importance in the day-to-day operation of the University system. 1.8.2. Initiate mentorship programmes 1.8.3. Recruit and equip new staff 1.8.4. Plan and hold regular orientation and motivation workshops for all staff 1.8.5 Short-term seminars should be organised for confirmed officers.</p>	<p>Council, University Administration, University Quality Assurance Committee, Committee of Deans, HOD/HOU Registry, STDU Pension Office</p>	<p>1-5 years 1-5 years 1-5 years</p>	<p>High High Medium</p>
<p>(e) Training and Review of Staff:</p> <p>(i) The standardised annual review policy is not followed.</p> <p>(ii) ICT application to University</p>	<p>1.9. To complete review processes and announce promotion within the review year.</p>	<p>1.9.1. A S.M.A.R.T and open review process will improve staff morale, efficiency and productivity. 1.9.2. Objective, time-bound methods using metrics should be employed. 1.9.3. The person being reviewed must be duly informed of every step especially if there is a delay and why.</p>	<p>Deans of Faculties, HODs/Heads of Units</p>	<p>1-2 years</p>	<p>High</p>

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
operations is still at a low level. In-house software packages developed for some procedures are not functioning satisfactorily.	1.10. To ensure that staff are ICT-compliant.	1.10.1. Train staff in ICT applications. 1.10.2. All financial forms such as EAA should be computerised and made available online	Registry, Computer Centre, STDU Bursary, INTECU	1-5 years In 2016	Very High Extremely High
(f) Building a Harmonious Industrial Relations (i) Many of the University processes are opaque (thus not clearly understood by all staff). Non-salary incentives and welfare services are not clearly identified. (ii) An adversarial relationship exists between University administration and staff unions.	1.11. To ensure that all University processes are well publicised.	1.11.1. Make all University processes completely transparent. 1.11.2. Online application, submission, tracking and approval of processes should be put in place. 1.11.3. Identification, delivery and management of existing non-salary incentives and welfare services should be improved.	Registrar Bursar	1-2 years	High
	1.12. To advocate for transparency and mutual respect between University officials and staff unions.	1.12.1. International best practices should always be utilised. 1.12.2. Equitable dissemination of information at all levels. 1.12.3. Practice complete transparency and professionalism at all levels. 1.12.4. Union and management leaders should be trained on effective means of conflict resolution and peace building.	Registrar	1-2 years	High

CHAPTER FIVE: UNIVERSITY UTILITY AND MUNICIPAL SERVICES

Since inception, the Obafemi Awolowo University has put in place some support service centres and units. These centres and units are set up to provide services that will enhance the productivity of the university staff and students. In the current Plan period, the University will ensure that these support service centres are made functional, effective and efficient so as to deliver on their mandates and contribute maximally to the welfare of the community.

1. Information and Communication Technology Services

The arms of the University currently providing the Information and Communication Technology (ICT) services are the Computer Centre as well as Information Technology and Communication Unit (INTECU). The Computer Centre is responsible for developing and maintaining the in-sourced university information systems resources, developing business logic for university policies, and building capacity for university community information systems literacy and proficiency. INTECU is responsible for conceiving, designing and implementing ICT policies and strategies, development of human capacity and provision of critical ICT infrastructure and network services.

Since the application of ICT is playing an important role in teaching and learning as well as in the efficient administration of the university, the goal of the current Plan will be to improve the human capital, the facilities and the workings of the ICT service units of the university. To achieve this, the University will:

- i. improve the physical infrastructure and facilities;
- ii. restructure the management and operations of the ICT service units;
- iii. enhance the capacity of the staff of ICT service units;
- iv. adopt and deploy the Integrated Personnel System.

2. Bursary

The Bursary is the financial hub of the University. Among other duties, the Bursary is responsible for the development and implementation of measures for efficient management of revenue. The increasing complexity of Bursary operations however requires various strategies to ensure continued efficient performance. Bursary has reorganised its management structure into three directorates and is currently computerising its operations so as to tackle its complex operations. With the completion of the university secretariat extension, majority of the Bursary units are now located in a place. However, there are still challenges in the work flow in the Bursary because of bureaucratisation of its services, anachronistic financial procedures, inadequate office equipment and facilities as well as poor level of professionalism.

Therefore, the goal in the current Plan is to have a responsive Bursary system with adequate professionals who have the capacity and relevant resources to achieve timely and efficient processing of financial documents. Hence, the university will:

- i. complete the on-going computerisation of bursary operations,
- ii. undertake a comprehensive review of the financial procedures of the University,

- iii. organise regular workshops and in-house trainings for the staff of the Bursary Department and the Directorate of Audit to enhance professionalism.

3. Medical and Health Services

Health services in the university are provided by the University Health Centre. The Centre has grown from a small health facility to one which provides both primary, and more recently, secondary health care services to members of the university and the general public. Newer services such as surgical, dental, maternity and electrocardiographic tests are now provided at the Centre to an extent. The Centre has 12 functional units and provides 24-hour coverage for medical services. It also has a Youth Friendly Centre supported by Eco Bank under the auspices of the National Action Committee on AIDS.

During the current Plan period, the University will enhance the quality of health care services on the campus through:

- (i) Reviewing its human resources status and needs.
- (ii) Strengthening its capacity for clinical service delivery.
- (iii) Expanding the scope and coverage of its health promotion and disease prevention portfolio and operations
- (iv) Enhancing capacity for disease surveillance and response system.
- (v) Strengthening its operational capacity through enhanced logistics management system for essential supplies and improved health technology.
- (vi) Strengthening partnerships with health-focused academic units to enhance its resource base and operational capacity.
- (vii) Institutionalising review and audit system for improving quality of care, clients' satisfaction and health outcomes.
- (viii) Adopting and deploying a suitable health information system platform.

4. Obafemi Awolowo University Staff School

Obafemi Awolowo University Staff School continues to fulfill its mandate of providing quality primary education for children and wards of members of the University and the immediate community in Osun State. However, the current policy of Federal Government to disengage from the funding of primary schools owned by federal educational institutions poses a great threat to its continued provision of quality primary education. Therefore, to maintain the quality and standard of Obafemi Awolowo University Staff School in the Plan period, the University will:

- i. Restructure the management and operations of the School.
- ii. Appropriately price its services.
- iii. Attract support from the national Universal Basic Education (UBE) programme.

5. Obafemi Awolowo University International School

The Obafemi Awolowo University International School continues to stand out as one of the best secondary schools in Nigeria, and its outstanding performance in various examinations attests to this. The school, however, requires more classrooms, laboratories and an administrative block. It also needs sporting facilities. The environment of the school requires landscaping to reduce the present high rate of erosion going on in the school premises.

During this Plan period, the OAUIS Governing Board will:

- i. mobilise resources to build additional facilities
- ii. provide funds for landscaping and perimeter fencing of the School
- iii. develop in-house sporting facilities
- iv. assist in upgrading laboratories, studio and workshops
- v. provide opportunities for continuous staff development

6. Division of Works and Maintenance Services

The Division of Works and Maintenance Services (DWMS) provides electrical, civil, and mechanical services for the University community. The Division also provides water supply and maintains the beauty of the University through horticultural services and maintenance of lawns. During the current Plan period, the University will enhance the quality of maintenance on the campus through:

- i. Restructuring of the management of the Division.
- ii. Attaining compliance with appropriate national and international standards (ISO).

7. Security Services

The University Security service is charged with the responsibility of providing security of life and property. The University is vulnerable not only to peculiar campus security challenges but also to those arising from spill-over effect from the larger or global community. In addition, the campus is rapidly expanding physically and in population. In the Plan period, the unit will be strengthened to be proactive in meeting these challenges and provide rapid intervention, when required.

Specific activities to be carried out during the Plan period include the following.

- i) Recruit additional qualified staff.
- ii) Deploy ICT resources for surveillance, crime tracking, and examination invigilation, as well as collaborate with relevant units in developing appropriate home-grown technologies.
- iii) Provide additional training to staff in crime watch, traffic control, fire fighting and rescue.
- iv) Designate fire emergency assembly points for each existing building or facility.
- v) Sensitise members of the community on fire risks and conduct fire drills.

- vi) Hold regular meetings of the University Security Committee and the Religious Harmony Committee to involve a wide selection of stakeholders in the community as represented in the committees.
- vii) Identify and support neighbourhood vigilante groups within the staff residential area.
- viii) Adequately equip the unit to facilitate communication, mobility, training, documentation, rapid response and safety of fire/security personnel.

In addition, the University Council will ensure that, as a matter of policy, issues concerning physical security, emergency fire engine access, escape routes and location of fire assembly points are fully addressed in the design of any new building or facility within the estate.

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Table 5: Implementation Framework for Services

Situation analysis	Goals/ Objectives	Strategies/activities	Responsible agent(s)	Time frame	Priority
<p>1. Information and Communication Technology Services Administrative processes of the university are not fully computerised and hence not efficient.</p>	<p>1.1. To mandate all Units to provide their plan for full computerisation within Strategic Plan period.</p>	<p>1.1.1. Harmonise provision of ICT services throughout the University through an oversight of the University ICT Committee.</p>	<p>Vice-Chancellor's office.</p>	<p>½ - 1 year</p>	<p>High</p>
		<p>1.1.2. Invest in new capabilities that support emerging requirements for service delivery and community engagement; this includes using the perspective of the Centre's clients and stakeholders for internal assessment.</p>	<p>INTECU</p>	<p>3-4 years</p>	<p>High</p>
		<p>1.1.3. Complete and fully deploy IPS platform.</p>	<p>Registrar INTECU</p>	<p>1 year</p>	<p>High</p>
<p>2. Bursary The bursary services procedure is cumbersome and is not completely</p>	<p>2.1. To complete the on-going computerisation of the bursary operations.</p>	<p>2.1.1. Procure and deploy appropriate software to improve service delivery.</p>	<p>Bursar</p>	<p>1 year</p>	<p>High</p>

Situation analysis	Goals/ Objectives	Strategies/activities	Responsible agent(s)	Time frame	Priority
computerised.		2.1.2. Upgrade all the ICT equipment in the Bursary Department.	INTECU	1 year	High
		2.1.3. Fully digitise all bursary procedures.	Bursar	1 year	High
		2.1.4. Man ICT support services with staff who have accounting and computer skills.	Bursar	1 year	High
	2.2 To organise regular workshops and in-house trainings for the staff of the Bursary Department and the Directorate of Audit to enhance professionalism.	2.2.1. Develop the capacity of bursary staff in relevant accounting software.	Bursar STDU	1 year	High
3. Medical and Health Services The Health Centre provides both primary and secondary health services to a community of about 50,000. It requires strengthening to further improve the services.	3.1. To provide comprehensive healthcare to students, members of staff and their dependants (to a maximum number of four children).	3.1.1. Creation of opportunities for training and re-training of staff. 3.1.2. Employment of adequate staff as required.	Director, Health Centre	1 year	High
	3.2. To ensure environmental healthcare by removing and disposing of refuse wastes, monitoring of the quality of water on campus, inspection of food items like meals being cooked for students in the “Bukaterias”, disinfection and deracination of vermin in the hostels and staff residential areas.	3.2.1. Provision of adequate equipment and supplies. 3.2.2. Constitution of Standing Committee on Epidemic and Emergency Management	Director, Health Centre	1 year	High

Situation analysis	Goals/ Objectives	Strategies/activities	Responsible agent(s)	Time frame	Priority
4. Obafemi Awolowo University Staff School Obafemi Awolowo University Staff School continues to fulfill its mandate of providing quality primary education for children and wards of members of the University and the immediate community in Osun State. The current policy of the Federal Government to disengage from funding of primary schools owned by the federal educational institutions poses a great threat to its continued provision of quality primary education.	4.1. To continue to provide quality primary school education in keeping with the demands of the 21 st century.	4.1.1. Fusion of the management of Staff School and International School. 4.1.2. Management of the School to decide the appropriate pricing of the services.	VC	1 year	High
	4.2. To maintain the present enrolment figure, and plan for continuous expansion.	4.2.1. Attract support from the national Universal Basic Education (UBE) programme for the staff school. 4.2.2. Design a transition from federal to self-sustaining funding for the OAU Staff School.	VC	1 year	High
5. Obafemi Awolowo International School Obafemi Awolowo University International School continues to stand out as one of the best secondary schools in Nigeria. The school, however, requires more classrooms, laboratories and an administrative block as well as sporting facilities and landscaping.	5.1. To provide qualitative education that stands it out as one of the best secondary schools in Nigeria.		Principal OAUIS	1 year	High

Situation analysis	Goals/ Objectives	Strategies/activities	Responsible agent(s)	Time frame	Priority
<p>6. Division of Works and Maintenance Services The Division of Works and Maintenance Services (DWMS) provides essential services to the university community relating to electrical, civil, mechanical, water supply as well as maintaining the beauty of the university through horticultural services and maintenance of lawns.</p> <p>(i) Electric Supply: Supply of power is inadequate and epileptic especially to all life sciences buildings.</p> <p>(ii) Water Supply: Provision of water supply on campus is inadequate.</p>	<p>6.1. Supply of reliable power to all feeders at the minimum level of interruption as well as cost.</p> <p>6.2. To provide adequate potable water to meet the needs of 100,000 members of OAU community.</p>	<p>6.1.1. Making provision for:</p> <ul style="list-style-type: none"> a. Both high tension and low tension cables for replacement and repair b. Additional feeders to ring with existing feeders c. Cable trenches from power house to Road 2 sub-station exit. d. New and effective feeder panels and transformers. <p>6.1.2. Redistribution of power network on campus to relieve some over loaded feeders.</p> <p>6.1.3. Independent power plant based on renewable energy to be initiated on the campus.</p> <p>6.1.4. Provide centralised backup generators in zones within academic area.</p> <p>6.2.1. Dredge the dam, and overhaul the water treatment and distribution system with dense PVC pipes to significantly increase water provision.</p>	<p>Director, DWMS</p> <p>Director, DWMS</p>	<p>1 year</p> <p>1 year</p>	<p>High</p> <p>High</p>

Situation analysis	Goals/ Objectives	Strategies/activities	Responsible agent(s)	Time frame	Priority
<p>(iii) Sewage Management: Existing university oxidation pond and treatment facilities in lowland areas of Mozambique, Angola, Awolowo Annex and new growth area are not up to capacity.</p> <p>(iv) Civil: Inadequate staff, tools, equipment, vehicle and repair materials do not allow standard maintenance schedules to be done.</p> <p>(v) Mechanical: Productivity and job quality is inadequate</p>	<p>6.3. To upgrade the oxidation pond and treatment facilities.</p>	<p>6.2.2. Construction of screen barriers along the catchment streams to prevent influx of deleterious materials.</p> <p>6.2.3. Provision of additional elevated service reservoirs to supply water by gravity.</p> <p>6.2.3. Introduction of new technologies for water treatment to remove heavy metals.</p>	<p>Director, Health Centre Director, DWMS</p> <p>Director, DWMS</p>	<p>1 year</p> <p>1 year</p>	<p>High</p> <p>High</p>
	<p>6.4. To maintain all the existing infrastructure and building in line with best practices.</p>	<p>6.3.1. Setting up of separate sewages treatment facility.</p> <p>6.3.2. Creation of Lift/pumping stations.</p> <p>6.3.3 Advanced Integrated waste water pond system (AWIPS).</p>	<p>Director, DWMS</p>	<p>1 year</p>	<p>High</p>
	<p>6.5. To improve the</p>	<p>6.4.1. Develop a database of tested artisans within Ife community who can handle the maintenance service on campus.</p> <p>6.4.2. DWMS should be divided into Works and facilities Management.</p> <p>6.4.3. The DWMS as well as PPDU to work towards ISO certification.</p> <p>6.4.4. Create a Facility Maintenance Unit with a supervisor who will be responsible for arranging for the maintenance of university's</p>	<p>Director, DWMS</p>	<p>1 year</p>	<p>High</p>

Situation analysis	Goals/ Objectives	Strategies/activities	Responsible agent(s)	Time frame	Priority
<p>(vi) Parks and Garden: The beauty of OAU campus is not as it used to be.</p> <p>(vii) Fire Fighting: Inadequate equipment prevents rapid response to fire emergency.</p>	<p>productivity and job quality.</p> <p>6.6. To recover OAU position as the most beautiful campus in Africa through continuous beautification.</p>	<p>facilities.</p> <p>6.5.1. Make the Section a cost centre.</p> <p>6.5.2. Make available kick-off fund to provide facilities to work and then be made self-sufficient.</p> <p>6.5.3. Reward the Section for exceeding revenue target.</p> <p>6.5.4. Faculties, Departments and Units to make budget for maintenance which will be disbursed through DWMS for the maintenance of their facilities.</p> <p>6.6.1. Parks and Garden to become a cost centre.</p> <p>6.6.2. Raise horticulture centre for generating income.</p> <p>6.6.3. Within the first, second and third years; the Unit should be able to cover the cost of materials, cost of materials and salary, and cost of materials and salary and other investments, respectively.</p> <p>6.6.4. Provide modern tools and financial resources for the running of the Unit.</p>	<p>Director, Parks and Garden</p>	<p>1 year</p>	<p>High</p>
	<p>6.7. To train staff and provide state-of-art equipment to prevent fire disaster.</p>	<p>6.7.1. Installation of fire hydrant in appropriate locations.</p> <p>6.7.2. Provision of new fire truck and fire fighting equipment.</p>	<p>CSO</p>	<p>1 year</p>	<p>High</p>

Situation analysis	Goals/ Objectives	Strategies/activities	Responsible agent(s)	Time frame	Priority
		6.7.3. Ensuring there are two main exits in the laboratories. 6.7.4. Resuscitate regular fire drills.			
<p>7. The University Security Service The Security Unit is charged with the responsibility of providing security of life and property. The University is vulnerable not only to peculiar campus security challenges but also to those arising from spill-over effect from the larger or global community. In addition, the campus is rapidly expanding physically and in population.</p>	7.1. To strengthen the Security Unit to be proactive in meeting these challenges and provide rapid intervention, when required.	<p>7.1.1 Recruit additional qualified staff 7.1.2 Deploy ICT resources for surveillance, crime tracking and collaborate with relevant units in developing appropriate home-grown technologies. 7.1.3 Provide additional training to staff in crime watch, traffic control, fire fighting and rescue. 7.1.4 Designate emergency assembly points for each existing building or facility 7.1.5 Sensitise members of the community on fire risks and conduct fire drills. 7.1.6 Hold regular meetings of the University Security Committee and the Religious Harmony Committee to involve a wide selection of stakeholders in the community as represented in the committees. 7.1.7 Identify and support neighbourhood vigilante groups within the staff residential area. 7.1.8 Adequately equip the unit to facilitate communication, mobility, training, documentation,</p>	<p>VC VC, USC, CSO, USC CSO, DWMS CSO VC CSO, USC VC</p>	<p>1-5 1-5 1-5 1-5 1-5 1-5 1-5</p>	<p>High High High High High High High</p>

Situation analysis	Goals/ Objectives	Strategies/activities	Responsible agent(s)	Time frame	Priority
		rapid response and safety of fire/security personnel. 7.1.9. Provide fire hydrants, modern fire fighting vehicles and equipment.			
2. While most of the buildings on the campus inadequate provisions have been made for emergency fire access route, escape route or fire assembly point and control of access points to enable effective security cover. There is need to urgently address this issue as more structures and facilities are emerging at various areas within the estate.	7.2. To ensure that the designs of new buildings or other facilities on the campus are made compliant with safety, security, fire and rescue measures	7.2.1. Make adequate provision for physical security, perimeter emergency fire engine access, escape routes and designated fire assembly points in the design of any new building	VC, PPDU	1-5	High

CHAPTER SIX: MANAGEMENT OF THE UNIVERSITY ESTATE

The University estate is located in Ile-Ife, a centre of ancient civilisation in south-western Nigeria. It covers a vast landmass of about 11,350 hectares out of which only 5,850 hectares is currently developed. The estate has been ranked as one of the ten most beautiful real estates in the world and adjudged the most beautiful university campus in Africa. It was originally well planned with central core for academic activities, the east wing for residential accommodation and the western wing for student hostels. The estate has suffered some challenges in recent years. These include encroachment of unplanned and unauthorised settlements within and around the estate, pressure on its existing facilities and aging infrastructure due to rapid expansion in staff and student population compounded by high cost of maintenance and paucity of funds. The goal of the Plan is to recover and sustain the beauty of the University estate and improve its aesthetic.

Campus Environment and Master Plan Review

Over the years, the campus environment has been encroached upon and challenged by growing commercial activities while infrastructures had deteriorated due to inadequate maintenance and ineffectiveness of maintenance programme and policy as well as inadequate facilities in critical areas. Also, the recently reviewed Master Plan requires careful implementation. The goal is to improve on the infrastructures, expand and sustain them. The University in the current Plan will

- implement the strategy suggested in the *OAU Master Plan Review* (see Page 203) by using new development projects to delineate the perimeter of the university estate;
- implement the strategy suggested in the *OAU Master Plan Review* (see Page 203) by constructing a commercial bus terminal with recreational facilities at the frontage of the University and use it as an avenue for internally generated revenue;
- constitute an Estate Management Unit with the responsibility of ensuring the compliance of staff quarters' residents with maintenance standards;
- devise a phased plan of clearing blocked drainages and restoring aging bridges and culverts;
- develop an annual "sinking" fund from rent accruing from existing staff quarters and use the fund solely for maintaining the staff quarters;
- sink boreholes and harvest rain water as alternative means of water supply;
- create students' hubs and natural open spaces with trees, concrete seats and flowers;
- procure waste disposal bins designated for different uses: biodegradable materials, non-biodegradable materials and bottles and plastics; and
- design new buildings to be energy efficient, having no need of electric lighting during the daytime and adequate natural ventilation.

Sustaining the Beauty of the Estate

Over the years the capacity of the Parks and Gardens unit to sustain the maintenance of the beauty of the University estate has been hindered by declining ability occasioned by ageing and retirement of permanent staff, the attendant increase in the number of casual staff, and inadequate training and exposure of staff. Besides, the uncoordinated commercial activities on the campus have negatively affected its aesthetics. This informed the setting up of Campus Aesthetic and Trading Regulatory Committee (CATREC) to streamline these activities and to maintain the beauty of the estate by ensuring efficient working relationship with relevant stakeholders. In spite of this, the campus trading and aesthetic situation has been deteriorating in the last two years. The goal of this Plan is to maintain the position of the University as Africa's most beautiful campus. In the current Plan, the University will

- run the Parks and Gardens Unit as a cost operating centre;
- ensure that the Parks and Gardens unit works to recover its operating cost in the first year, cost of materials and salaries in the second year and enough money to meet operating cost, staff salary and new investment in the unit subsequently;
- mobilise the Parks and Gardens unit to undertake the construction of walkways on both sides of the road from Fajuyi Hall to Road 7 junction as well as from University Hall to Central Business Area;
- upgrade CATREC from a committee to a unit with a functional secretariat to ensure its visibility on ground. The unit will operate in a way similar to the Physical Planning and Development Unit (PPDU) model but will retain its committee to drive its policy;
- enforce traffic regulations by adjusting signage obstruction (sight impinging road signage) and resuscitate non-functioning traffic lights;
- provide additional car parks and institute payment of parking fees for visitors;
- provide adequate support equipment like refuse dinosaurs all over the University estate and refuse disposal for the Health Centre;
- mend and repair all road networks in the campus;
- clear or remove silt in the drainage network in the campus;
- provide proper road networking, perimeter fencing and installation of conveniences for the Ede Road market;
- ensure regular inspection of markets and the entire University estate;
- widen road shoulders particularly the Equipment Maintenance/Secretariat junctions and Road 7 around Moremi High School area and construct two additional bus stops along Road 1 and lay-bys along Road 7;
- increase intra-campus shuttle fleet and regulate town-campus public transportation;
- rehabilitate and construct new roads and create road safety awareness; and
- sensitise the University community on the need to respect the traffic light system.

Sewage and Waste Management

Existing University oxidation pond and treatment facilities are inadequate given the university community population of about fifty thousand. Also the waste to wealth project is not being fully operated. The goal is to upgrade existing oxidation pond and develop treatment facilities to meet the need of a projected population of one hundred thousand residents. In the current Plan the University will

- set up separate sewage treatment facility;
- create lift/pumping stations;
- integrate new buildings (new Faculty of Administration Building, ICAN and Music Department Building) into the existing sewage treatment;
- build/develop advanced integrated waste water pond system;
- construct modern incinerator and employ health assistants;
- procure water sampling equipment, new tractors, power X, refuse disposal lorries and waste separators; and
- operate fully the waste to wealth project.

Table 6: Implementation Framework for University Estate

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time Frame	Priority
<p>1. Campus Environment and Master Plan Review</p> <p>(i) The campus environment has been negatively affected by encroachment, growing commercial activities and poor maintenance standard.</p> <p>(ii) The reviewed University Master Plan requires implementation</p>	<p>1.1. To prevent encroachment on the University estate.</p> <p>1.2. To overhaul infrastructure maintenance policy and standards.</p> <p>1.3. To embark on comprehensive maintenance of old infrastructures and provision of new ones.</p>	<p>1.1.1. Implement the strategy suggested in the <i>OAU Master Plan Review</i> (see Page 203) by using new development projects to delineate the perimeter of the university estate.</p> <p>1.1.2. Implement the strategy suggested in the <i>OAU Master Plan Review</i> (see Page 203) by constructing a commercial bus terminal with recreational facilities at the frontage of the university and use it as an internally generated revenue avenue for the University.</p> <p>1.1.3. Constitute an Estate Management Unit with the responsibility of ensuring the compliance of staff quarters residents with maintenance standards.</p> <p>1.1.4. Devise a phased plan of clearing blocked drainages and restoring ageing bridges and culverts.</p> <p>1.1.5. Develop an annual sinking fund from rent accruing from</p>	<p>Physical Planning and Development Unit (PPDU) DWMS DVC (Adm)</p>	<p>1-3 years</p>	<p>High</p>

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time Frame	Priority
		<p>existing staff quarters and use the fund solely for building new staff quarters</p> <p>1.1.6. Sink bore holes and rain water harvesting as alternative means of water supply.</p> <p>1.1.7. Create students' hubs and natural open spaces with trees, concrete seats and flowers.</p> <p>1.1.8 Procure waste disposal bins designated for different uses: bio degradable materials, non-biodegradable materials and bottles and plastics.</p> <p>1.1.9. Design new buildings to be energy efficient, having no need of electric lighting during the daytime and adequate natural ventilation.</p> <p>1.1.10. Design new buildings with more enduring roofing and low maintenance external walls without sacrificing aesthetics.</p>			
<p>2. Parks and Gardens Unit (i) The beauty of the campus is not as it used to be.</p>	<p>2.1. To maintain the position of the university as Africa's most beautiful campus</p>	<p>2.1.1. Run the Parks and Gardens Unit as a cost operating centre.</p> <p>2.1.2. Ensure that the Parks and Gardens unit works to recover its operating cost in the first year, cost of materials and salaries in the second year and enough money to meet operating cost, staff salary</p>	<p>University Council/Vice Chancellor</p> <p>Coordinator, DWMS</p>	<p>1-2 Years</p>	<p>High</p>

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time Frame	Priority
		<p>and new investment in the unit subsequently.</p> <p>2.1.3. Mobilise the Parks and Gardens unit to undertake the construction of walkways on both sides of the road from Fajuyi Hall to Road 7 junction as well as from University Hall to Central Business District Area</p>			
<p>3. Campus Aesthetic and Trading Regulatory Committee</p> <p>The Campus Trading and Aesthetic situation has been decaying in the last two years.</p>	<p>3.1. To maintain the beauty of the University estate.</p> <p>3.2. Regulate all trading activities within the University precinct.</p>	<p>3.1.1. Upgrade CATREC from a Committee to a Unit with a functioning secretariat to ensure its visibility on ground. The Unit will operate in a way similar to the Physical Planning and Development Unit (PPDU) model but will retain its committee to drive its policy.</p> <p>3.1.2. Enforce traffic regulations by adjusting signage obstruction (sight impinging road signage) and resuscitating traffic lights.</p> <p>3.1.3. Provide additional car parks and institute payment of parking fees for visitors.</p> <p>3.1.4. Provide adequate support equipment like refuse dinosaurs all over the university estate and refuse disposal for the Health Centre.</p> <p>3.1.5. Mend and repair the faulty</p>	<p>DVC (Administration)</p>	<p>1-2 years</p>	<p>Very High</p>

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time Frame	Priority
		<p>road network in the campus.</p> <p>3.1.6. Clear or remove silt in the drainage network in the campus.</p> <p>3.1.7. Provide proper road networking, perimeter fencing and installation of conveniences for the Ede Road market.</p> <p>3.1.8. Ensure regular inspection of markets and the entire university estate.</p> <p>3.1.9. Widen road shoulders particularly the Equipment Maintenance/Secretariat junctions and Road 7 around Moremi High School area ;construct two additional bus stops along Road 1.3.1.10.Increase intra-campus shuttle fleet and regulate town-campus public transportation.</p> <p>3.1.11. Rehabilitate and construct new roads and create road safety awareness.</p> <p>3.1.12. Sensitise the university community on the need to respect the traffic light system.</p>			
<p>4. Sewage and Waste Management Existing University oxidation pond and treatment facilities are inadequate</p>	<p>4.1. To update existing University oxidation pond</p> <p>4.2. To develop treatment facilities in lowland areas of Mozambique, Angola,</p>	<p>4.1.1. Set up separate sewage treatment facility.</p> <p>4.1.2. Create lift/pumping stations</p> <p>4.1.3. Integrate new buildings (new Faculty of Administration Building, ICAN and Music</p>	<p>Coordinator, DWMS</p>	<p>1-3 years</p>	<p>High</p>

Situation Analysis	Goals/Objectives	Strategies/Activities	Responsibilities	Time Frame	Priority
	Awolowo Annex and new growth areas	<p>Department Building) into the existing sewage treatment.</p> <p>4.1.4. Build/develop advanced integrated waste water pond system.</p> <p>4.1.5. Construct modern incinerator and employ health assistants.</p> <p>4.1.6. Procure water sampling equipment, new tractors, refuse lorries and waste separators.</p> <p>4.1.7. Operate fully the waste to wealth project and ensure sorting of wastes at source.</p>			

CHAPTER SEVEN: GOVERNANCE ISSUES

Obafemi Awolowo University is a public institution; the Federal Government of Nigeria is the proprietor. Its internal governance and administration necessarily draw input from government policies and other regulatory agencies. The University is governed by a hierarchical structure made up of a number of institutions and structures that are common to all public universities in Nigeria. These include the following:

- the Visitor, who is normally the President or Head of State;
- the Chancellor, appointed by the Visitor, who presides at convocation ceremonies for the award of degrees;
- the Pro-Chancellor and Chairman of the Governing Council, appointed by the Visitor;
- the Governing Council, made up of members appointed by the government and internal members elected by Senate and Congregation, serves as the highest governing authority;
- the Senate, made up of the professoriate and other non-professorial members elected by Congregation and Faculties, which is the highest body regulating academic matters, including the award of degrees, diplomas, honours and certificates;
- Colleges and Faculties, Departments, Institutes and Units with specific academic, research and administrative functions.

The government is responsible for the making of broad national educational policies which are implemented through the Federal Ministry of Education and other agencies charged with specific roles. These agencies include the National Universities Commission which sets, enforces and monitors minimum standards; the Joint Admissions and Matriculation Board, charged with the responsibility of organising and administering common entrance examinations into the nation's tertiary institutions; the Education Trust Fund which is charged with the task of collecting, administering and disbursing education tax revenues collected from companies and corporations which are the end-users of products of the universities, etc. Even though a measure of university autonomy exists, these agencies still play pivotal roles in university governance.

The governance and the day-to-day administration of the University is headed by the Vice-Chancellor with the Principal Officers, namely the Deputy Vice-Chancellors (Academic and Administration), Registrar, University Librarian and Bursar. The Provosts, Deans, Directors and Heads of Departments also administer their various Colleges, Faculties, Units and Departments, respectively, reporting directly to the Vice-Chancellor or, in some cases, through the respective Deputy Vice-Chancellor in charge of their Units.

The University laws and statutes define, to a great extent, the powers and functions of the Chief Executive, that is, the Vice-Chancellor. By these, a lot of the day-to-day administration of the University rest squarely on the shoulders of the Vice-Chancellor. With the gradual expansion of the University population and scope of academic endeavours and services along with the attendant diversification and ramification of administrative processes, the workload of the Chief

Executive has become cumbersome, stressful and over-stretched. There is therefore, an urgent need to revise the university laws and statutes with a view to relieving the Vice-chancellor of some of the not too-important roles currently undertaken by him/her in order to improve efficiency, speed of administration as well as reduce executive stress.

The Registry, under the supervision of the Registrar, has also grown over the years in scope and functions with a lot of bureaucracy and bottlenecks that slow down response to administrative processes. Although efforts are being made to fully computerise administrative procedures and functions, these need to be completed and made functional. The Registry also needs to adopt best practices that befit a 21st century University.

The Bursary unit is under the supervision of the Bursar. Also, there are lots of bureaucratic bottlenecks that reduce the efficiency of this organ of the University. Almost all requests and processes must pass directly through the Bursar, thereby slowing down responses to requests and disbursement of funds.

The University Librarian oversees the day-to-day running of the University library. In recent years, the e-library has been introduced. However, there is room for expansion of access of students to computers linked to the internet. Some Faculties and Departments in the University have their own libraries catering, to a large extent, for their students. This arrangement needs to be encouraged and adopted where they are presently non-existent.

Generally, the University is run through the committee system with over 30 committees currently in place. Most of these committees are chaired by the Vice-Chancellor or delegated to the Deputy Vice-Chancellors and Provosts of Colleges. The functions of some of these committees require urgent review to determine their relevance in the context of a 21st century University as well as determine the devolution of powers and chairmanship to competent professors, thereby relieving the principal officers and making their other statutory duties more efficiently delivered.

The deployment and effective use of ICT, in its ramifications, in the general administration of the University cannot be over-emphasised as this impinges on the effectiveness of the workforce. Rapid and timely dissemination of information to both staff and students as well as response to public enquiries will be highly facilitated by effective deployment of ICT by the relevant units responsible for such functions.

Goals and Objectives for Governance Structure

This Strategic Plan will address the issues of over-stretched functions and powers of principal officers of the university with a view to making them more efficient in the execution of their statutory duties, resulting in a superbly run University of the 21st century.

Industrial harmony and means of elimination of students' unrest will be vigorously pursued in order to restore undisrupted and regular academic calendar.

Efforts will be made to enlist the confidence of members of the community in the governance of the University. This will further enhance trust and the desired harmony among stakeholders.

The corporate image of the University will be enhanced so as to give it its deserved position among the top-rated Universities in the world.

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Table 7: Implementation Framework for University Governance Structure

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
<p>1. The Administrative Structure</p> <p>(i) The current governance structure is overcentralised, burdensome and stressful.</p> <p>(ii) The present composition of A &PC is not representative enough of all Faculties.</p> <p>(iii) The A&PC focuses more on promotion matters and less on policy issues.</p>	<p>1.1. To make administration and governance less bureaucratic, less stressful and more efficient</p> <p>1.2. To make A&PC truly representative.</p> <p>1.3. To make A&PC focus equally on policy issues.</p>	<p>1.1.1. Review of University laws, statutes and administrative procedures to promote efficiency and reduce executive stress.</p> <p>1.1.2. Implementation and activation of Senate-approved Central Office of Research (Senate paper 4441).</p> <p>1.1.3. Delegation of chairmanships of committees headed presently by principal officers to relevant professors who then report to the appropriate principal officer. For example, the Vice Chancellor need only preside on professorial cases at the Appointments and Promotions Committee.</p> <p>1.2.1. A&PC to include all the Deans.</p> <p>1.3.1. A sub-Committee of A&PC on policy issues be constituted and chaired by the Vice Chancellor.</p>	<p>Council/legal unit</p> <p>DAA/PBM</p> <p>Council, Senate, Vice Chancellor</p>	<p>1-2 years</p> <p>1-6 months</p> <p>1-6 months</p>	<p>High</p> <p>High</p> <p>High</p>
<p>(ii) Many staff members do not have adequate/functional office accommodation and research laboratories.</p>	<p>1.2. To provide good and well-furnished office accommodation adequately furnished; and functional research</p>	<p>1.2.1. Provide funds to build and equip more office accommodation and laboratories.</p>	<p>Council/Vice-Chancellor</p>	<p>1-2 years</p>	<p>High</p>

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
	laboratories for relevant staff to improve effective delivery of their duties				
(iii) The bureaucratic bottlenecks in the Registry, Bursary and Audit units have resulted in slowing down many processes to the discouragement of staff members seeking access to information and services from these units.	1.3. To improve request processing time in the Registry, Bursary and Audit units.	<p>1.3.1. Effective use of ICT to be deployed in all sections of the Registry, Bursary and Audit units.</p> <p>1.3.2. Enforce the use of ICT resources to replace manual operational procedure.</p> <p>1.3.3. Empower the Directors in Registry to act more on behalf of the Registrar such that certain administrative processes stop at their desks.</p> <p>1.3.4. Empower the Directors and Deputy Bursar in Bursary to take final decisions on the disbursement of funds within certain limits while such transactions are periodically reported to the Bursar.</p>	<p>INTECU/Vice Chancellor Registrar, Bursar</p> <p>Registrar</p> <p>Bursar</p>	<p>1-2 years</p> <p>1-2 years</p> <p>1 year</p>	<p>High</p> <p>High</p> <p>high</p>
2. Crisis, Conflict, and Complaint and Grievance management to ensure peace, harmony and progress and eliminate disruption of academic calendar.					
(i) The University has	2.1. To ensure that	2.1.1. Hold retreats/workshops with	DPA/DCA	1 year	High

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
witnessed too many industrial and student crises that have caused frequent closure thereby disrupting the academic calendar on several occasions. Thus, students cannot be sure of when exactly they will graduate from the university despite their meeting all academic requirements for graduation.	leadership at every level of governance are proactive in preventing crisis through fairness, transparency, demystification and elimination of mistrust.	stakeholders on how to ensure industrial harmony and achieve stable academic calendar.			
(ii) Some of the University Standing Committees have not been functioning optimally thereby hampering the effective execution of governance.	1.2(a) To identify and remove the lapses in the current committee system by ensuring that all the committees are fully functional and all recommendations are duly processed. 1.2(b) To review all committees with a view to ensuring effectiveness.	1.2.1. Publish the schedule of meetings of all statutory committees in the University administrative calendar. 1.2.2. The functions of the committees are to be reviewed for relevance and efficiency.	Registrar Vice-chancellor/ Registrar	1 year 1 year	High High
(iii) Complaints and grievances, in some instances, follow the appointment of HODs, which sometimes lead to disaffection among members of a Department and acrimony against the	1.3. Appointing staff to academic Headship in the academic Departments and units must give due consideration to rank and overall capacity to command leadership.	1.3.1. The VC will ensure that the nomination of HODs by Deans is to include full staff profile of the respective Departments and adequate justification to guide the office of the VC in making final appointment. 1.3.2. The Deans in consultation	VC, Deans	1 year	High

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
<p>appointed HOD. Appointment of HODs need to be more transparent.</p>		<p>with members of the Departments will send nominations to the VC. 1.3.2. There should be interaction in case of any alterations by the VC.</p>			
<p>(iv) There is no visible independent complaints and grievances unit in the University to which members of the community can officially lodge their complaints with assurance of getting the necessary attention and response from the authority.</p>	<p>1.4. To create confidence in aggrieved members of the community and assurance of the University management's attention in attending to their complaints.</p>	<p>1.4.1. Strengthen the extant statutory complaint system by the establishment of the office of an Ombudsman to receive complaints or grievances from staff members against any level of authority and assist the Council by identifying cases that warrant further investigation and attention. 1.4.2. To emphasise his/her independence, the Ombudsman will be appointed by the Council with a secure tenure and will report directly to Council.</p>	<p>Council</p>	<p>1—2 years</p>	<p>High</p>
<p>(v) The external information processing system needs urgent attention to ensure that official requests or enquiries concerning the institution, students' records, staff research and travel grant applications are promptly attended to.</p>	<p>1.5. To protect the image of the University and enroll the confidence of students, staff and the alumni.</p>	<p>1.5.1. Create a functioning information desk manned by an Information Officer as the first point of call. 1.5.2. Access to the Officer by designate, publicise and functioning official phone and e-mail address. 1.5.3. Ensure that the officer documents, acknowledges, responds to and refers all enquiries/requests as may be necessary.</p>	<p>VC/DPA</p>	<p>1 year</p>	<p>high</p>

Situation analysis	Goals/objectives	Strategies/Activities	Responsibilities	Time	Priority
		1.5.4. Adopt available ICT resources for efficiency by the Officer.			
<p>(vi) There has been a slack in the manner the University image and identity have been portrayed nationally and internationally.</p> <p>A standard format of the University official letter head no longer exists as staff members have designed their own letter heads for official communication.</p> <p>Complimentary cards used by staff of the University for official use are of diverse designs and forms.</p> <p>Signage and advert bills/banners hung especially at the main gate entrance need to be standardised for aesthetic purposes.</p>	<p>1.6(a) To improve the overall corporate image of the University so as to enjoy the confidence of the public in all official communications.</p> <p>1.6(b) The aesthetics of the estate should not be compromised</p>	<p>1.6.1. Revamp the Corporate Services Office to adequately respond to issues pertaining to the corporate image/identity of the University as well as corporate communications.</p> <p>1.6.2. Provide the standard format of the University official letter head to staff members.</p> <p>1.6.3. Supply each member of staff with appropriate complementary cards yearly.</p> <p>1.6.4. Provide standard for signage and advert banners to be erected and hung on the University estate.</p>	DCS	1-2 years	high

CHAPTER EIGHT: FUND GENERATION, MANAGEMENT AND INVESTMENT

Funding is a major challenge to the University as government subvention has been grossly inadequate for the running of the University. The sporadic and insufficient financial allocations from the Federal Government of Nigeria to public universities including Obafemi Awolowo University, have affected service delivery capability in teaching, research and community social responsibility. The declining government subvention and the pressures of expansion, coupled with unwillingness of students to pay commensurate tuition fees, worsened by decaying infrastructures, have necessitated the need to explore alternative funding sources.

The National Universities Commission's guideline of generating a minimum of 10% of government subvention as internally generated revenue (IGR) was attained in 2011/2012 (13.0%) and 2012/2013 (10.6%) sessions. However, it should be noted that there was a reduction in the University IGR for the same period. Proceeds from investment, undergraduate student charges and postgraduate students' bench fees and external grants, are also included in the IGR and a large percentage of the student charges and bench fees is remitted to the Departments to improve and strengthen financial capacity and performance in the Faculties and Departments.

University funds, regardless of the source, are managed by the Bursary. The 2014/2015 annual budget was ₦11,652,559,187.00. The internally generated revenue (IGR) was about N1.26 billion which was over 10% of the annual budget. This IGR was reportedly made up of returns from the OAU Investment Company (a holding company for all the University's commercial ventures), undergraduate student charges and postgraduate students' fees. The fluctuating forex as well as unstable fiscal and monetary policies have made management of finances quite challenging. An example is the recent implementation of the Treasury Single Account (TSA) which saw all funds in all the University's various bank accounts, regardless of the source, swept into the TSA with the Central Bank of Nigeria. In the weeks and months following this TSA implementation, liquidity became an extreme problem and salaries and other payments were inevitably delayed. The obvious challenge of fund management is to ensure cash back-up for academic activities – teaching and research, and for services. Personnel funds are managed directly by the Federal Government through IPPIS. In 2012/2013, the expenditure on teaching (N295.3 million) and research (N13.6 million) came to less than N310 million. There are opportunities for creative fund management and investment considering that there are currently 33 research grants, contracts and agreements which provide additional funds sometimes in forex. There is also the potential or real income from the University Estate as well as escrow accounts for the OAU Foundation and the OAU Endowment.

2. Fund Generation

The University Advancement Office, charged with fund-raising using alumni connections and friends of the university, has continued to perform its functions but need to be empowered to do more.

In the new Plan, the University will further enhance fund raising prospects for its flagship programmes from various Federal Government agencies and parastatals who have partnered with the University in specific areas and also received grants and donations from foreign agencies and development partners. It would also continue aggressive fund generation drive to augment the University's IGR and make the institution less dependent on dwindling government subventions.

The OAU Investment Company, a holding company for all the University's commercial ventures, will further diversify the university's income sources and perform optimally.

To sustain the University's fund drive, the level of aggressiveness will be quantified and guided and the Heads of Departments/Units will be requested to find means of generating funds through their Alumni and other sources and their inputs will be sought in preparing University budget in the spirit of participatory budgeting system. The goals for the current Plan are to:

- i. develop financial strategy to address the inadequacy of funds;
- ii. improve funding mechanism for infrastructural development, teaching and research;
- iii. sustain the implementation of revenue-generating ventures.

3. Fund Management and Investment

Fund Management

Bursary procedures for fund management have not kept up with recent advances in the financial industry. In the current plan period, the University will:

- completely reorganise Bursary operations to bring light and transparency to fund management within the University;
- ensure prompt remittance of fees, charges and funds to end users throughout the University;
- ensure that all fund requests are fully satisfied within 48 hours;
- insist that fund management services to research grantees are provided with enhanced level of professionalism according to the financial industry best practices.

Fund Investment

In the current plan period, the University will:

- invigorate and support the Investment Unit to explore all the investment possibilities available to an institution;
- endeavour to acquire shares, stocks and bonds by direct purchase from the stock exchange or indirectly through bequeaths, gifts and annuity from the University's friends and alumni
- explore to the fullest the investment equity that the University real estate constitutes
- capitalise on the forex gain arising from the administrative charges of externally funded research and development projects;
- continue short term fixed deposits of available unallocated funds while ensuring sufficient liquidity for all academic and service needs.
- support spin-off companies arising from commercialising the results of research done within OAU;
- working with IPTTO, explore the commercial value of all patents and intellectual property rights acquired by staff of OAU;

- update herself on the state of the OAU Foundation funds and proactively but wisely invest the funds;
- ascertain the status of the OAU Endowment and optimise the investment value of the fund.

Table 8: Implementation Framework for Fund Generation, Management and Investment

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
Fund Generation					
1. Government Subvention Government subvention has reduced since last Plan, while internally generated revenue (IGR) for the same period has not increased significantly.	1.1. To make the University less financially dependent on the Government.	1.1.1. Engage in strategic fund raising for advancement	Council, VC, Bursar, Advancement Office	1 – 2 years	High
	1.2. To generate more IGR to cover operational costs.	1.2.1. Diversify the University ventures and strengthen its investment portfolio.	Council, VC, OAUIC	1 – 2 years	High
2. Internally Generated Fund The existing fund generation and management structures need improvement	2.1. To review existing fund generation and management structures for efficiency.	2.1.1. Upward review of postgraduate and undergraduate fees to cover departmental and hostel charges at appropriate rates. 2.1.2. Charge appropriate rate per square metre for leased land. 2.1.3. Charge appropriate economic rent for staff quarters. 2.1.4. Sensitise and encourage all Departments within the University to	Council, VC, Bursar, Advancement Office, IPPTO	1 – 2 years	High

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
		<p>generate fund, 70% of which should be kept by the Department, Faculties and Colleges and 30% accrues to the University</p> <p>2.1.5. Reach out to industries for collaborations in areas of ICT, copyright, patent, infrastructure, research, equipment & manpower development.</p> <p>2.1.6. Graduating students should be required to pay convocation fee with their school fees.</p> <p>2.1.7. Introduce parking fee for visitors, staff and students.</p> <p>2.1.8. Undertake upward review of contractors' registration fees.</p> <p>2.1.9. Introduce prepaid meters on all buildings on campus.</p> <p>2.1.10. Introduce water</p>			

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
		meter at the staff quarters.			
<p>3. The Advancement Office The Advancement Office and the Alumni Unit play significant role in fund generation in the University.</p>	<p>3.1. To enhance the role & administration of the Advancement and Alumni Unit in generating funds for the University</p>	<p>3.1.1. The Alumni Unit should solicit for fund from notable persons in the society, keep tab on Alumni both at home and in the diaspora update the database of the University's Alumni and hold meetings with them regularly.</p> <p>3.1.2. Revitalise Advancement Office to maintain comprehensive database of Alumni.</p> <p>3.1.3. Train and support Heads of Units in fund raising.</p> <p>3.1.4. Ensure synergy between the Advancement Office, Division of Student Affairs, Postgraduate College and MBA Office.</p> <p>3.1.5. Hire professional advancement officer, and use professional fund raisers as required, in Advancement Office.</p>	<p>VC, Bursar, Advancement Office</p>	<p>1 – 2 years</p>	<p>High</p>

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
		<p>3.1.6. The Advancement Office should be re-organised in line with the original mandate with which it was established.</p> <p>3.1.7. The Advancement Office should organise regular training for members of staff on fund generation</p>			
<p>4. Management of External Fund The existing management of fund is less efficient. There is difficulty in accessing grants.</p>	<p>4.1. To enhance the role of the Grants and Agency Unit in the administration of Externally Funded Projects</p>	<p>4.1.1. The Grants and Agency Unit should be given autonomy to manage external grants with oversight function by the Bursar through quarterly report.</p> <p>4.1.2. Review financial procedures to ensure flexibility for efficient management of externally granted fund.</p> <p>4.1.3. Improve Management/Bank relationship.</p>	<p>VC, Bursar, Advancement Office, URC</p> <p>DLSR</p>	<p>1 – 2 years</p>	<p>High</p>

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
		<p>4.1.4. Grants and Agency Unit should produce a handbook of information on procedures and processes required of the grantees.</p> <p>4.1.5. Re-orientation of Grants and Agency Unit, such that grantees are appreciated and acknowledged.</p> <p>4.1.6. Training of staff on grantsmanship to facilitate obtaining of grants from appropriate agencies.</p> <p>4.1.7. Regular training of staff on proposal writing by the University.</p>			
<p>5. University Business Venture Currently the OAU Investment Company contributes very little to University funds.</p>	<p>5.1. To revitalise the OAU Investment Company as source of additional funding to the University.</p>	<p>5.1.1. The Investment Company should be run as a profit making company so that at least 30% of its profit should accrue to the University.</p> <p>5.1.2. All the University limited liability companies should be paying ground</p>	<p>VC, Bursar, OAUIC</p>	<p>1 – 2 years</p>	<p>High</p>

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
		rent and service charges.			
6. Fund Management					
(i) Thick opacity of the fund management approach by the Bursary in relation to Units and activities	6.1. To bring light and openness to fund management within the University.	6.1.1. The Bursary should publish all receipts from subventions, accruals and income from fees, charges and investments. 6.1.2. The Bursary should publish University budgets after approval by Senate and Council	Council, VC, Bursar	1-2 years	High
(ii) Fees and charges collected on behalf of Units and activities are partly or totally unremitted without explanations	6.2. All funds generated from fees should be promptly remitted to the University.	6.2.1. Publish the policy, ratios and procedure governing all fees and charges. 6.2.2. Publish exact amount of collectibles and remittances and dates of remittance	Bursar	1-2 years	High
(iii) Processing of fund requests by various arms of the University is cumbersome and very slow.	6.3. All authentic fund requests to be fully satisfied within 48 hours.	6.3.1. The Bursary should computerise and automate fund management procedures.	Bursar	1-2 years	High
(iv) Release of research grants to beneficiaries are	6.4. To provide Bursary services with professionalism	6.4.1. Grants and Agency should provide online	Bursar, Central Office of	1-2	High

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
disappointingly slow and often time adversely affects programme execution; yet charges are collected for keeping the research funds.	to research grantees according to the financial industry best practices	access to research account to the grantees. 6.4.2. Deduct charges after each transaction and not as a lump sum upfront. 6.4.3. Pay interest on sums not expended at agreed time rates.	Research (COR)		
7. Fund Investment					
(i) Many of the University investments appear not to be profitable	7.1. To invigorate and support the Investment Unit to explore all the investment possibilities available to an institution.	7.1.1. Train and support staff of the Investment Unit through consultants to sharpen their professional investment skills.	Investment Unit	1-3 years	Moderate
(ii) The University portfolio does not seem to include sufficient capital market products	7.2. Endeavour to acquire shares, stocks and bonds by direct purchase from the stock exchange or indirectly through bequeaths, gifts and annuity from the University's friends and alumni	7.2.1. Engage a top flight stock broker to advice staff of the Investment Unit in the purchase and trading in stocks and shares. 7.2.2. Mount a campaign to solicit from alumni and friends shares and stocks	Investment Unit	1-3 years	Moderate
(iii) The OAU has the largest University real estate in Nigeria but it has not been profitable.	7.3. To explore to the fullest the investment equity that the University real estate constitutes	7.3.1. Enter into PPP with leading real estate management experts to explore ways of benefitting from the real estate	Council, VC and Investment Unit	1-3 years	Moderate
(iv) External grants	7.4. To capitalise on the forex	7.4.1 Train a staff in	Bursar, Central	1-2	High

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
denominated in forex seem to be fixed for a term and forex gains are not exploited	gain arising from the administrative charges of externally funded research and development projects	monitoring forex and making calls on the most profitable time to sell. 7.4.2. Target a 50% ROI for forex sales	Office of Research (COR), Investment Unit	years	
(v) Short term fixed deposits are the predominant investment corridor for uncommitted funds.	7.5. Continue short term fixed deposits of available unallocated funds while ensuring sufficient liquidity for all academic and service needs.	7.5.1. Train a staff to specialise in term deposits with a target of 20% - 40% returns for funds in this corridor.	VC, Bursar, Investment Unit	1-2 years	High
(vi) No OAU research results have been supported into commercialisation	7.6. Support spin-off companies arising from commercialising the results of research done within OAU	7.6.1. Create a Spin-Off Section of the Investment Unit to explore this highly lucrative but risky route	Bursary, Central Office of Research (COR), Bursar, Investment Unit	1-2 years	High
(vii) The number of patents and intellectual property rights owned by the University is not known and none have been exploited.	7.7. Working with IPTTO, explore the commercial value of all patents and intellectual property rights acquired by staff of OAU	7.7.1. Develop collaboration with IPTTO and private IPR experts to explore this highly lucrative and less risky investment channel	Central Office of Research (COR)	1-2 years	High
(viii) The OAU Foundation was inaugurated many years ago but has been dormant ever since.	7.8. To investigate and confirm status of the OAU Foundation funds for profitable investment.	7.8.1. Records and key informants will be used to trace the state of this Foundation to bring it back into life	VC, Bursar, Investment Unit	1-2 years	High
(ix) The Endowment is even older than the Foundation and is equally moribund.	7.9. To investigate and confirm the state of the OAU Endowment fund for profitable investment.	7.9.1. Using records and key informants, bring back to life the Endowment. 7.9.2. Work with the	VC, Bursar, Investment Unit	1-2 years	High

Situation analysis	Goals/ Objectives	Strategies/ Activities	Responsibilities	Time	Priority
		Alumni to achieve this			

CHAPTER NINE: MONITORING AND EVALUATION

The major thrusts of this Strategic Plan are:

- development of human resources;
- improvement of academic programmes (teaching and research);
- enhancement of the governance structure;
- sustainable management of the university estate;
- welfare of staff and students; and
- fund generation, management and investment.

Upon the approval of the Plan by Council, the University shall set up a Strategic Planning Unit to coordinate the immediate take-off. The University shall set up a seven-member Monitoring and Evaluation Committee which will include at least two members of the Strategic Planning Committee and a representative of the students. The chairperson and other members should be appointed by the Council following the recommendation from the University Senate. The Strategic Planning Unit shall be the secretariat for the Committee which shall be directly responsible to Council through Senate.

Each College, Faculty, Department/Unit shall develop its own implementation plan within the scope of the University strategic plan within three months of Council's approval, and submit same to the Monitoring and Evaluation Committee

The Committee will undertake the following activities:

- a) Develop an implementation framework and calendar for the Strategic Plan.
- b) Develop the M&E framework that will guide the monitoring and evaluation of the Strategic Plan.
- c) Facilitate the development of annual work plans in each Faculty/College/Directorate/Unit.
- d) Monitor the implementation of work plans.
- e) Obtain and review quarterly and annual progress reports from the officers responsible for each activity.
- f) Undertake or commission a mid-term review as well as end of Plan evaluation.
- g) Prepare implementation briefs and progress reports for submission to the university management for decision making.
- h) Provide technical guidance as required to officers responsible for each activity.
- i) Ensure that appropriate Information, Education and Communication (IEC) activities/programmes are carried out.
- j) Recommend appropriate intervention measures.

For the purpose of measuring progress and monitoring the implementation of the Strategic Plan, performance indicators, targets and baselines have been developed for each objective under the

Strategic Thrusts. Certain key performance indicators will be used to assess the achievement of the objectives and strategic thrusts (Table 9).

These will be used for operational monitoring as well as for developing annual work plans at the Departments/Unit level. In addition, a full mid-term evaluation will be carried out and reported to Senate and Council. The mid-term and final reviews should involve the input of external M&E professionals.

Table 9: Strategic Thrusts and Key Performance Indicators

Strategic Thrust	Key Performance Indicators
Strategic Thrust 1: Enhancement of academic programmes (teaching and research)	<ul style="list-style-type: none"> - Be ranked among the top universities in the world on the <i>Quacquarelli Symonds (QS)</i> ranking - Number and quality of research contracts and consultancies undertaken. - The number of research outputs and innovations successfully developed into socially useful and relevant products - The number of successful spin-off companies - Number of MOU's and formal partnerships signed, locally and internationally - Staff and students exchange programmes - International conferences organized - International and local grants won - Awards and recognition - Number of publications in high impact journals. - The impact of publications (measured by the number of citations by staff per year excluding self-citations) - Number of undergraduate and postgraduate programmes and courses reviewed, developed and implemented. - The undergraduate and postgraduate cohort completion rate in regular time - Increase in library capacity - Number of existing lecture theatres and laboratories rehabilitated and equipped with modern equipment
Strategic Thrust 2: Development of human resources	<ul style="list-style-type: none"> - Performance Management System implemented. - Metrics based performance review implemented. - Human Resource Policy developed and implemented. - 100% computer literacy by all staff. - 100% access to ICT facilities by all students. - Continuous Professional Development (CPD)

	programmes introduced
Strategic Thrust 3: Welfare of staff and students	<ul style="list-style-type: none"> - Retention of high-quality staff - Deployment of IT systems to address operational efficiency - Number of processes optimized for self-help by the use of IT - Compliance with approved workloads derived from FTE - Meet undergraduate and postgraduate enrolment targets across all programmes as a function of carrying capacity
Strategic Thrust 4: Sustainable management of the University estate	<ul style="list-style-type: none"> - Buildings renovated and restored - Lecture theatre seats provided - Seminar/lecture rooms made ICT compliant - Hostels upgraded - Staff offices provided and appropriately equipped - Buildings put on smart integrated power systems/ provided with back-up power
Strategic Thrust 5: Enhancement of the University governance structure	<ul style="list-style-type: none"> - The existence and availability of documented standard operating procedures for all key functions. - The widespread availability of documented policies, regulations and guidelines covering all aspects of the University operations - Operationalised quality assurance framework - Zero down-time/shutdown from student unrest and local staff strikes
Strategic Thrust 6: Fund generation, management and investment	<ul style="list-style-type: none"> - New endowments, bequests and donations - Diversification of investment portfolio - Amount of capital invested in business ventures - Percentage increase in income raised from self-generated business ventures or IGR. - Committed alumni in database

GLOSSARIES

ACSE	Academic Staff Establishment
AWIPS	Advanced Integrated Waste Water Pond System
CATREC	Campus Aesthetic and Trading Regulatory Committee
CDL	Centre for Distance Learning
COR	Central Office of Research
CSL	Central Science Laboratory
CSO	Chief Security Officer
CTLW	Central Technological Laboratory and Workshops
DAA	Director of Academic Affairs
DCA	Director of Council Affairs
DCS	Director of Corporate Services
DLSR	Directorate of Linkages and Sponsored Research
DPA	Director of Personnel Affairs
DRC	Departmental Research Committee
DVC	Deputy Vice-Chancellor
DWMS	Division of Works and Maintenance Services
EAA	Expenditure Authorization and Approval Form
EDM	Faculty of Environmental Design and Management
FRC	Faculty Research Committee
FTE	Full Time Equivalent
HODs	Heads of Departments
HOU	Head of Unit
ICT	Information and Telecommunication Unit
IFEDS	Institute for Entrepreneurship and Development Studies
IGR	Internally Generated Revenue
INTECU	Information Technology and Communications Unit
IPS	Integrated Personnel System
IPPIS	Integrated Personnel and Payroll Information System
IPR	Intellectual Property Right
IPTTO	Intellectual Property and Technology Transfer Office

ISO	International Standard Organisation
IT	Information Technology
MBA	Master of Business Administration
MoU	Memorandum of Understanding
NUC	National Universities Commission
OAU	Obafemi Awolowo University
OAUIC	Obafemi Awolowo University Investment Company
OAUIS	Obafemi Awolowo University International School
OAUTHC	Obafemi Awolowo University Teaching Hospitals Complex
PBMU	Planning, Budgeting and Management Unit
PG	Postgraduate
PPDU	Physical Planning, Budgeting and Development Unit
PPP	Public Private Partnership
PRO	Public Relations Office
R4I	Research and Innovation
ROI	Return on Investment
S&T	Science and Technology
S.M.A.R.T	Specific, Measurable, Achievable, Realistic and Time-bound
SP	Strategic Plan
STDU	Staff Training and Development Unit
TSA	Treasury Single Account
USC	University Security Committee
URC	University Research Committee
VC	Vice-Chancellor
VSAT	Very Small Aperture Terminal

LIST OF APPENDICES

Appendix 1 - Vice Chancellor's Inauguration Speech

Appendix 2 - Strategic Planning Committee Members

Appendix 3 - Terms of Reference

Appendix 4 - Sub- Committees and Members

Appendix 5 - Sub-committees' Reports (contents will be in volume 2)

APPENDIX 1

VICE-CHANCELLOR'S INAUGURATION ADDRESS

Protocols:

It is my great pleasure to inaugurate the 2016-2020 Strategic Planning Committee of the University today. As we are all aware, the Strategic Plan constitutes a major phenomenon for the purpose of mapping out strategies for developing a university over a specific period of time. The idea is a universal phenomenon and is age-long. Here at Ife, the phenomenon dated to the 1960s and was known as the *quinquennial plan*. In 2003 the university adopted the format of the Strategic Plan as current in the Western World. The first Strategic Plan covered the period 2004-2008 and was followed by a Second Strategic Plan which spanned the period from 2011 and was expected to last for five years. In order to prevent a repeat of the gap between the first and second plan periods, the university management thought it expedient to put in place a properly structured and realistic plan for the third period, 2016-2020.

Prior to this inauguration ceremony, I have constituted a Committee comprising of 44 members with the following Terms of Reference:

1. To undertake a review of the Strategic Plan 2011-2015 with a view to preparing the plan for the next plan period 2016-2020:

- (i) Propose a new strategic focus for the University to enhance its service delivery and capacity to drive national economic development;
- (ii) Propose the elements of the University's strategic re-branding;
- (iii) Propose ways of implementing the revised University Master Plan.

2. To provide the financial basis and strategy for the successful implementation for the plan and propose a model for the strategic resource mobilization for University advancement.

3. To provide a basis and mechanism for effective monitoring of the plan's implementation.

A comparative look at the earlier Plans indicates that there were improvements in the second edition over the first. It is hoped that the next edition which this committee is to produce will significantly improve on the earlier ones and address pertinent issues that capture major aspects of university administration including:

- (a) Academic Programmes and Support
- (b) Governance
- (c) Fund Generation and Management
- (d) Student and Staff Welfare
- (e) Municipal Services
- (f) Security
- (g) The University Estate

- (h) Linkages and Partnerships and
- (i) Human Resources Development and Management

I wish to state that you have been specially selected to be members of this Committee because of your demonstrated mature commitment to the advancement of this institution. I have no iota of doubt about your ability to carry out the assignment creditably and on time.

As you are aware, the Obafemi Awolowo University has a vision for high quality education for students. Our salumni are already making positive impact in the world around them due to the quality of our programmes and support services. We need to sustain and indeed to enhance the quality of instructions we give to our students. Our research efforts have also produced acknowledged results over the years as evidenced by award-winners from this institution. And our faithful commitment to the third mandate of universities, community service, is reflected in our impact on communities in our local and national catchment areas. The level of achievement attained to date is a testament of the magnificent vision of all of us. The need to sustain and improve upon this is the responsibility of and challenge to this Strategic Planning Committee. It is hoped that the Committee will eventually develop a plan that will significantly endure beyond our lives and reach many generations to come.

In pursuing the assignment of the Committee, please bear these in mind:

1. The role of Strategic planning as a key tool for a rational and systematic approach to change management and for building institutional capacity for daily operations;

2. The need to carry along all members of the university community in the planning process. This is imperative given the fact that the specific nature and mode of operation of a university require that the academic community accepts and embraces the Strategic Plan as an instrument that can provide direction and facilitate progress.

3. The need to design the strategic planning carefully in order to ensure collaborative implementation, make the Plan a glue that holds the system together and a tool to strengthen the organisational culture that will enable the university to become the institution it wants to be.

In closing, I would like to express my appreciation to all members of the Committee for accepting to serve Also, I thank in advance all sub-committee members you may decide to co-opt I wish you fruitful deliberations.

Thank you.

Prof. Bamitale Omole
Vice-Chancellor

11 August, 2015

APPENDIX 2

STRATEGIC PLANNING COMMITTEE MEMBERSHIP LIST

S/No.	Names
1.	Vice-Chancellor, Prof. Bamitale Omole
2.	DVC (Academic) , Prof. A. T. Salami
3.	DVC (Admin.), Professor A. Ajayi
4.	Registrar, Mr. D. O. Awoyemi
5.	Bursar, Mrs. J. A. Akeredolu
6.	Librarian, Mrs. B. Asubiojo
7.	Professor A. Adediran
8.	Professor E. B. Sonaiya
9.	Professor F.O.I. Asubiojo
10.	Professor C.T. Akanbi
11.	Professor A.O. Fatusi
12.	Professor W. Muse
13.	Professor P. O. Jegede
14.	Professor (Mrs.) E. A. Adejuyigbe
15.	Professor T. Asaolu
16.	Professor G. A. Aderounmu
17.	Professor S. O. Oke
18.	Professor M. A. Durosinmi
19.	Professor S. A. Amole
20.	Professor (Mrs.) O. Orafidiya
21.	Professor M.O. Balogun
22.	Professor Tiwa Olugbade
23.	Dr. (Mrs.) L. Durosinmi
24.	Professor S. A. Ajayi
25.	Professor (Mrs.) O. Adedeji
26.	Professor T. A. Kuku
27.	Professor Sat. Obiyan
28.	Dr. (Mrs.) G.O. Akinola
29.	Professor M. Adeyeye
30.	Professor M.A. Akanmu
31.	Dr. E. T. Babalola
32.	Professor B. I. Popoola
33.	Dr. Jide Afolabi
34.	Dr. A. O. Fatula
35.	Professor H. A. Odeyinka
36.	Mr. S. O. Adeoye
37.	Mr. E. O. Afolabi
38.	Mr. S. O. Adeyefa
39.	Mrs. Adedokun, O.O.
40..	Mr. J. A. Ayodeji
41.	Mrs. A.O. Ajibola

42. Mr. B. G. Adeyekun
- 43 Professor M. O. Adediran
44. Dr. E. A. Agbaje (Secretary)
45. Professor E. R. Adagunodo
- 46 Professor B.I. Popoola

Secretariat

1. Dr. E. A. Agbaje
2. Dr. A.O. Adesoji
3. Dr. I.O. Abereijo
4. Engr. O.A. Adewara
5. Mrs. A.O. Segun Olasanmi
- 6 Mrs. F.O.Akinwale
7. Mr. P. Ojomuyide
- 8 Mr. M. S. Ochi
9. Mr. S. Yusuff

APPENDIX 3

TERMS OF REFERENCE

1. To undertake a review of the Strategic Plan 2011-2015 with a view to preparing the plan for the next plan period 2016-2020.
 - (i) Propose a new strategic focus for the University to enhance its service delivery and capacity to drive national economic development.
 - (ii) Propose the elements of the University's strategic re-branding.
 - (iii) Propose ways of implementing the revised University Master Plan.
2. To provide the financial basis and strategy for the successful implementation for the plan and propose a model for the strategic resource mobilisation for University advancement.
3. To provide a basis and mechanism for effective monitoring of the plan's implementation.

APPENDIX 4

LIST OF SUB-COMMITTEE MEMBERS

S/ N	NAME OF SUBCOMMITTEE	CONVENER	MEMBERSHIP	TERM OF REFERENCE
1.	Consultative Group	Prof. A. A. Adediran	Prof. G.A. Aderonmu, Prof. C.T. Akanbi, Prof. S.O. Oke, Prof. P.O. Jegede, Prof. S.A. Amole, Prof. S. A. Ajayi, Prof. T.O. Asaolu, Prof. A.O. Fatusi, Prof. W.A. Muse, Prof (Mrs.) O. Adedeji, Prof. M.A. Akanmu, Dr. (Mrs.) L.M. Durosinmi, Mr. S.O. Adeyefa,, Dr. E.A. Agbaje, Prof. T.A. Olugbade, Prof. E.B. Sonaiya, Prof. M.O. Adediran, Prof. M.A. Durosinmi, <i>Secretariat</i>	Mapping out of Strategies for the execution of the assignments and overall coordination of the activities of the main body and the sub-committees.
2	Data Collation and Analysis	Mr. S.O. Adeyefa	Mr. O.D. Abidoeye, Mr.F.C. Awosope, <i>Mrs. A.O.Segun-Olasanmi</i>	Collation and analysis of data collected by the sub-committees and current situation report
3.	Academic Teaching Programmes	Prof. C.T. Akanbi	Prof. (Mrs) E.A. Adejuyigbe, Prof. (Mrs.) O. Adedeji, Prof. B.I. Popoola, Dr. E.T.O. Babalola, Mr. E.O. Afolabi, Prof. E.R. Adagunodo Dr. S.O Ajadi, <i>Mrs. A.O.Segun-Olasanmi</i>	Collation and preparation of Faculty/Unit briefs
4.	Research and Innovation	Prof. E.B. Sonaiya	Prof. H. Odeyinka, Prof. M.O. Popoola, Prof. R. O. Salawu, Prof. (Mrs.) E.A. Adejuyigbe, Dr. (Mrs.) G.O. Akinola, Dr. E. Obuotor, Dr. B. O. Bateye, Dr. T. O. Idowu, Dr. O. A. Makinde, Dr. M.O.Popoola <i>Mrs. A.O.Segun- Olasanmi</i>	Review of existing research policy and strategy
5.	Academic Support	Prof. P.O. Jegede	Prof. S. A. Ajayi, Prof. C. Obafemi, Prof. E.R. Adagunodo, Mrs. Adewale, Dr. G. Fasiku, Mr. B. G.M. Adeyekun, <i>Mrs. A.O. Segun-Olasanmi</i>	Review of current academic support units
6.	Governance	Prof. T.A. Olugbade	Prof. S. Obiyan, Mrs. A.A. Ajibola, Dr. (Mrs.) L. Durosinmi, Prof. W. Muse, Dr. A. M. Oladoyin, Mr. Y.N. Ayantola, Prof. F.O.I. Asubiojo, <i>Mrs. F.O Akinwale</i>	Review of existing Governance structures
7.	Fund generation and management	Prof.T. Asaolu	Prof. M. Adeyeye, Prof. E.B. Sonaiya, Mrs. O.O. Adedokun, Mrs. A.A. Ajibola, Professor A.A.	Review of existing fund generation and management structures; mapping out of

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			Agboola, Mrs. R.B. Fakunle, Mr. S. Itakpe, Prof. R. O. Salawu, Mrs. O. O. Adedokun, Mrs. O.A. Olufemi, <i>Mrs F.O. Akinwale</i>	strategies for sustainable fund generation and financial management upgrade.
8.	Welfare	Prof. S.O. Oke	Dr.(Mrs.) L.M. Durosimi, Mr. S. Adeoye, Dr. R. Adebayo, Prof. O. A.Ajayi, Dr. (Mrs.) O. Irinoye, Dr. A. Adedeji, Mrs. A.O.L. Adeniyi, Mrs. A. Soyoye, Mr. Amusat Olajide (Student Rep.), Miss. Ashimolowo Olajumoke (Student Rep.), <i>Mrs.F.O. Akinwale</i>	Situation analysis and review of existing welfare packages, staff and students
9.	Services	Prof. T.A. Kuku	Prof.M.O. Balogun, Mr B.M. Adeyekun, Prof. T.A. Badmus, Dr. A.I. Irinoye, Mrs. O.A. Olufemi, Mr. A.T. Oyeniran, Prof O. Osasona, Prof (Mrs) C.O. Osasona, Prof. (Mrs) K.A. Taiwo, <i>Mrs. A.O.Segun-Olasanmi</i>	Review of general municipal services.
10.	Security	Prof. T.A. Olugbade	Prof. S.A. Ajayi, Dr. A.D. Fatula, Prof. O.A Adesina, Dr. E.O, Rotimi, Mr. P.B. Ogidi, Prof. O. Osasona, <i>Mrs. A.O.Segun-Olasanmi</i>	Situation Analysis, review and system upgrade
11.	Campus Environment	Prof. S.A. Amole	Prof. H.A. Odeyinka, Mr. J.Ayodeji, Dr. I. Oke, Dr. (Mrs.) O. Babalola, <i>Mrs.F.O. Akinwale</i>	Development of strategies for maintenance/upgrade of campus aesthetics. Proposals on the Revised University Master Plan
12.	Human Resources Development	Prof. E. B. Sonaiya	Prof. M. Balogun, Prof. E. R.Adagunodo, Prof. S. I. Oladeji, Mr. S. O. Adeoye , Mr. S. Afolabi, Prof. M. O. Okotoni, Dr. R.O. Akinwale, Dr.O. Mejiuni, Dr. A.O. Shittu, Dr. O.O. Osoniyi, <i>Mrs. A.O.Segun-Olasanmi</i>	Design of strategies for continuous human capacity building
13.	Linkages and Partnership	Prof. A.O. Fatusi	Dr. E.F. Adesola, Prof. 'Lade Adeyanju, Prof. S.R. Adewusi, Prof. (Mrs.) O.O. Ojo, Prof. (Mrs.) S.M. Odeyinka, Mr. G, Ogunajo, Prof. W. Siyanbola <i>Mrs. F.O. Akinwale</i>	Review of partners and friends of the University; review of existing policies on partnership strategies for viable linkages
14	Harmonisation/ Preparation of Draft Plan	Prof. A.A. Adediran	Prof. (Mrs.) O. Adedeji, Prof. E.B. Sonaiya, Prof. M.A. Akanmu, Prof. (Mrs.) Orafidiya, Mr. S.O. Adeyefa, Dr. E.A. Agbaje, Dr. A.O Adesoji, Dr. R.O. Osoniyi, Dr. I.O. Abereijo, Mr. O.A. Adewara	Report writing levels, viz: i. The Draft Plan ii. The Final Plan.

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15.	Monitoring/ Implementation Framework	Prof. M.A. Durosinmi	Dr. (Mrs.) G.O. Akinola, Dr. (Mrs) D. Amole, Dr. O.O. Osoniyi, Prof. (Mrs.) O. Ojo, Mrs. K. Jagboro, Mr. T.O. Ajayi, <i>Mrs. F.O. Akinwale</i>	Design of monitoring strategies /schedule and implementation framework
16.	Validation	Vice- Chancellor	DVC (Academic) DVC (Administration) Registrar Bursar Librarian Chair, Com. of Deans Prof. A.A. Adediran Prof. E.B. Sonaiya Prof. T.A. Olugbade Prof C.T. Akanbi Prof. A.O. Fatusi Prof. M.A. Durosinmi <i>Secretariat</i>	Critical review of the Draft Plan
17	Editorial	Prof. A.S. Obiyan	Prof. B.I. Popoola Prof. (Mrs.) E.A. Adejuyigbe Dr. E.T.O. Babalola <i>Mrs. F.O. Akinwale</i>	To proof read the draft