UNIVERSITY OF BENIN
DIRECTORATE OF QUALITY ASSURANCE
Office of the Vice-Chancellor
P.M.B. 1154, Benin City

Book of Rules

Motto: Quality Assurance
...doing the right things the right way all the time

June 2023

Book of Rules

UNIVERSITY OF BENIN DIRECTORATE OF QUALITY ASSURANCE
OFFICE OF THE VICE-CHANCELLOR
P.M.B. 1154, BENIN CITY

Motto: Quality Assurance . . . doing the right things the right way all the time

June 2023

1. Quality Assurance Policy

Foreword

Quality Assurance (QA) is a vital element in the provision of standard educational services and the production of graduates that are highly sought after as top-notch talent with high moral compass. It is a practice that ensures that academic standards and quality scientific research and services rendered to the society are maintained and improved upon. Thus, the importance of Quality Assurance Policy as a road map for the realization of a university's mandate cannot be overemphasized.

The University of Benin as a reputable tertiary institution, desires a Quality Assurance Policy and Strategy that will sustain its high tempo delivery of quality tertiary education in diverse fields. This document describes the Quality Assurance Policy of the University, its corresponding objectives, and outlines strategies for its implementation. It contains fourteen sections covering all the processes involved in the smooth running of the University to serve students and other stakeholders in the expected delivery of quality standards that are consistent with the University's vision and mission.

The University functions as a member of the comity of tertiary institutions by keeping at par with global trends which demands frequent re-evaluation thus requiring accountability and quality assurance. It is within this context, that this policy document is hinged to assure stakeholders that the University management's provision fulfils their expectation of standard global best practices in the tertiary institution.

This policy document is the product of an intense and sustained participatory process involving all segments of the University with a view to ensuring a sense of ownership of the document. The University appreciates the tireless effort of the pioneer Director of Quality Assurance Directorate Prof J.O. Abolagba, the substantive Director Prof Eki Oghre and their team.

This document will serve as a robust roadmap for the University of Benin community to ensuring total quality management, improvement and assurance as well as to be used by other institutions of higher learning.

Prof Lilian I. Salami
Vice Chancellor

THE UNIVERSITY OF BENIN QUALITY ASSURANCE POLICY

Members of University Quality Assurance Committee
1. Prof. Eki Oghre - Director/Chairman.
2. Mr. B.O. Omere - Registry.
3. Mr. S.E. Enadeghe - Bursary.
4. Mr. I.M. Aliu - Library.
5. Dr. J.C. Nwaka - Faculty of Arts.
6. Dr. Andrew A. Erakhrumen - Faculty of Agricultural Sciences.
7. Dr. Regina B. Danner - Faculty of Education.
8. Engr. Prof. K. Ogbeide - Faculty of Engineering.
9. Dr. C.P. Ogbu - Faculty of Environmental Sciences.
10. Barr. (Mrs.) E. Iyamu-Ojo - Faculty of Law.
11. Prof. F.O. Ekhaise - Faculty of Life Sciences.
12. Prof F. K. Emeni - Faculty of Management Sciences.
13. Dr. (Mrs.) J. Ofeimum - Faculty of Pharmacy.
14. Dr. C.I. Nkeki - Faculty of Physical Sciences.
15. Dr. Peter I. Sede - Faculty of Social Sciences.
16. Dr. O.K. Ekeolu - Faculty of Veterinary Medicine.
17. Prof. M. A. Emokpae - School of Basic Medical Sciences.
18. Dr. (Mrs.) J. Enabulele - School of Dentistry.
19. Dr. D.H. Kayoma - School of Medicine.
20. Prof (Mrs.) Ayebo E. Sadoh - Institute of Child Health.
21. Prof. K. Aluko - Institute of Education
22. Dr. S.O. Uhunmwangho - Institute of Public Admin and Extension Service
23. Prof. I.O. Osamwonyi - Director, Academic Planning.
24. Prof. Victor Ogie Igbineweka - Director, Centre for Entrepreneurship Dev.
25. Dr. Etinosa O. Igbinosa - Director, General Studies.
26. Engr. Eromosele Okojie - Estate Department.
27. Dr. L.O. Iniaghe - SERVICOM.
28. Ms. MaryAnne E. Dede - CRPU/ICTU.
29. Dr. (Mrs.) A.J. Longe-Agho - University of Benin Health Centre.
30. Mr. Eguasa Omagbon - Member/Secretary.

Students Representative in the University Quality Assurance Committee
1. Oladipupo Jolayemi AMOO (M) - Undergraduate 500 Law
2. Shirley Ekenomefu ANDREW (F) - Postgraduate Arts (English and Literature)

Staff of University Quality Assurance
1. Mr. Osa-Irughe O. Darlynton
2. Mrs. Ubong-Okon, Ogechi Chizuruoke

Preamble

Good quality research and education is the bedrock of development of any country. As the Nigerian population continues to increase, with proliferation of Universities, it becomes increasingly important to ensure that the quality of education in Nigerian universities is not only maintained, but is continuously improved upon to meet international standards of tertiary education and prepare its products for the rapidly expanding world of research and innovations in development. The University of Benin is committed to ensuring that her students obtain higher education experience that are of the highest international standards while meeting her objectives of advancing knowledge, wisdom and understanding through teaching and research with the ultimate purpose of service to humanity, hence the Motto, "Knowledge for Service". To achieve this, the University of Benin has a strategic plan that determines the direction it would follow to maintain the quality of its products and services as it responds to the changing needs of the society. In pursuance of this commitment, the University has developed an effective and efficient quality assurance framework designed to safeguard our academic standards and integrity, while enhancing the quality of the students' experience. The quality assurance framework is directed at fostering accountability in academic programmes and processes, through a systematic and structured process of curriculum development and approval, student admissions, progression and welfare, effective teaching, learning and assessments, research development and adequate support services with the aim of maintaining and improving upon set standards. The University of Benin is dedicated to a culture of excellence that contributes service to society through the pursuit of knowledge, research, and education at the highest national and international levels. The University is accountable for the quality and standards of the degrees and awards made in its name, and for ensuring that the quality of the teaching, research and learning experience is appropriate to meet its set standards.

University Vision and Mission Statement Vision:
To be a model institution of higher learning which ranks among the best in the world and is responsive to the creative and innovative abilities of Nigerian People.

Mission:
To develop the human mind to be creative, innovative, research oriented, competent in areas of specialization, knowledgeable in entrepreneurship and dedicated to service.

Brief history of the University of Benin

The University is the last of the six first generation of tertiary institutions to be established in Nigeria. It occupies 1748 hectares at the Ugbowo area of Benin City, and a smaller though older campus at Ekehuan road occupying 24 hectares. It was founded on Saturday, 23rd November 1970 by the General Yakubu Gowon led military government with the first batch of 108 students drawn from all parts of Nigeria, admitted into a three Faculties. From that humble beginning, the University has steadily grown to an institution with 14 Faculties, three Institutes and five Centres of Excellence with over sixty thousand students from Nigeria and neighbouring countries.

From the outset, the University has committed itself to ensuring her products and services are of the highest quality to meet societal needs, hence the Motto, "Knowledge for Service". The Vice-Chancellor of the University of Benin, Prof L. I. Salami established the Directorate of Quality assurance in June 2020, as the apex quality management outfit of the University, which hitherto was a unit in the Academic Planning Division.

Purpose of the quality assurance policy
The purpose of the University of Benin quality assurance policy is to maintain and enhance the quality of core activities of teaching, learning and research to promote service delivery to our community as well as the national and international community.

Mission of the quality assurance policy
To provide guidance to our staff, students and stakeholders on the quality benchmarks for various academic and administrative activities in the University, to promote confidence that the learning, research and community service activities of the University are of the highest international standards, and to safeguard and enhance the integrity of certificates awarded by the University.

Vision of the quality assurance policy
To deliver a quality assurance policy and philosophy that meets the highest standards of international tertiary educational delivery.

Policy and Strategy
The University has a range of policies and procedures for assuring the quality of the academic standards of its awards and enhancing the quality of education it provides. These comprise both external and internal measures. The Directorate of Quality Assurance was established to coordinate the implementation of the University quality assurance policy. In the Nigerian University system, the National Universities Commission (NUC) is largely responsible for the implementation of the external quality assurance measures through the development of basic minimum academic standards for academic programmes, as well as periodic external peer accreditation and audits of programmes.

External Quality Assurance

The major external quality assurance agency for Nigerian Universities in the Nigerian Universities Commission (NUC). There are also accreditations done by major statutory regulatory bodies for the various professions. The NUC has responsibility for the following:

- Coordination of accreditation visits to academic programmes at undergraduate and postgraduate levels in all Nigerian Universities and degree awarding institutions.
- Coordination of institutional accreditation in the Nigerian University System.
- Obtaining annually, the list of approved Full- Time/Part-Time Undergraduate, Postgraduate and Distance Learning academic programmes from the Department of Academic Standards to determine programmes that are mature for accreditation.

NUC is a quality assessment agency which primarily assesses degree and research programmes offered by universities in Nigeria. NUC uses peer review mechanism of university education and research. The NUC is also responsible for resource verification in Nigerian universities.

The Academic Planning Directorate has coordinating responsibility for both resource verification and accreditation activities in the University.

Resource verification for new programmes:

- This is done when a programme has been approved in the university system.
- Request is made to NUC, followed by the requested funding and information.
- Academic Planning Directorate ensures that appropriate documentations are provided and the processes followed.
- The NUC sets a date and sends a team for resource verification of the programme.
- If approved by NUC Management and Board, admission into the programme is conducted and matriculation takes place.

Accreditation Cycle:

- There is a five-year cyclical accreditation programme usually initiated by the University or the NUC based on the data base of accreditation programmes. This report is based on the outcomes of an external review of NUC for matured programmes or resource verified programmes that have become matured when they get to three hundred levels.
- The process includes the University preparing a self-evaluation report (Self – Study) with department inputs (from departments) and university inputs (from the Directorate of Academic Planning), and a site visit being undertaken by an external review panel constituted by the NUC.
- During the site visit the panel will interview the internal stakeholders who provided the panel with the oral and written evidence upon which this report is based.

The Self-study form provides a substantial portion of the evidence that the panel employs to form its conclusions. The panel conducts a site-visit to validate fully and score the information contained in the self-study form and clarify any points at issue.

Finally, the review panel produces the final report based on the self-study form and information from the site visit and its findings. In doing so, it provides an opportunity for NUC to comment on the factual accuracy of the draft report. The accreditation framework lists themes, which programmes are evaluated against. They include:

- Curriculum
- Students
- Staff
- Facilities
- Internal quality assurance
- Alumni
- Results

Each theme is divided into standards with criteria formulated. This accreditation framework guides the entire NUC degree programme assessments process.

Accreditation by Professional bodies:
This is done by mostly statutory regulatory bodies such as Council for the Regulation of Engineering in Nigeria (COREN) for Engineering, Institute of Chartered Accountants of Nigeria (ICAN) and Association of National Accountants of Nigeria (ANAN) for accounting, Medical and Dental Consultants' Association of Nigeria (MDCAN) for doctors, and the Council for Legal Education (CLE) for law. They agree with the departments when they are coming for accreditation. The Directorate of Academic Planning supervises the process, the staff, facilities, and internal quality especially from the professional perspective. After payment is made, the panel of the professional body arrives for accreditation. Thereafter, they send their recommendations to the Vice-Chancellor.

Other elements of external quality assurance include:
1. Obtaining international accreditation for its courses, and for the University in general.
2. Engaging external examiners for vetting examinations.
3. Engaging external examiners for the award of research degrees.
4. Engaging external examiners to vet the publications of staff applying for promotion.

Internal Quality Assurance
The internal quality assurance relates to internal mechanisms for meeting all the standards that apply globally to higher educational institutions. These mechanisms relate to maintenance and improvement of the quality of students' intake, academic programmes, teaching and learning, assessments, students' experience, staff recruitment and training, research and consultancy services, resources and facilities, support services, customer community feedback, community outreaches, partnerships and collaborations. Consequently, the University of Benin mobilizes a variety of quality management initiatives such as: Internal continuous capacity building and resource mobilization for work on quality with the overall objective of fostering and sustaining a culture of academic excellence in basic and applied research at all levels, as well as producing practice-oriented graduates who can contribute effectively to the academic, intellectual and social development of the society.

The management of the University headed by the Vice-Chancellor is responsible for

ensuring that Quality Assurance measures are implemented in all the affairs of the University, while the Governing Council as well as the Senate of the University are responsible for formulating policy in line with the University's goal of excellence, that contributes service to society through the pursuit of knowledge, research and education at the highest national and international levels. The Quality Assurance Directorate of the University exists to coordinate, implement and support quality assurance mechanisms in the various departments of the University thereby enhancing high quality education and management processes which help to maintain globally recognized standards. It advises Management, on the establishment of a framework of principles, policies, priorities, procedures and good practice for the promotion of outstanding quality in teaching, research, service and administration across the University and reviews the range of quality assurance mechanisms used both at University, Faculty/School/Institute, Department and Unit levels. It is therefore the responsibility of the Directorate of Quality Assurance to coordinate all processes required to deliver quality assurance functions.

The quality assurance policy is based on the provisions set out in the strategic plan of the University, accreditation requirements, University regulations, prospectus or students handbooks and the desire to meet the needs of stakeholders. Maintenance of quality is a collective effort that involves the Management, Staff, Students and External Stakeholders.

Functions of the quality assurance directorate The Directorate of Quality Assurance (DQA) was established to coordinate the quality assurance policies of the University of Benin, thereby developing a culture of quality and excellence that permeates all aspects of the University for the benefit of its students, staff, national, and international communities. It involves:
1. Monitoring the implementation of the University's strategic plan while ensuring that the quality assurance and enhancement activities remain closely aligned to and compliant with the university's strategic objectives and mission.
2. Developing, applying, and periodically reviewing the quality benchmarks/parameters for various academic and administrative activities of the University.
3. Developing and ensuring the implementation of appropriate procedures for the identification, assessment and management of risks in order to safeguard and sustain the integrity of the university's academic excellence.
4. Developing self-assessment strategies to encourage self-assessment of programmes and staff of the University of Benin.
5. Coordinating training of staff in line with global standards of quality.
6. Providing tools for systematic coordination of quality assurance and improvement strategies.
7. Providing feedback mechanisms for students, employers, and other stakeholders on quality assurance issues.
8. Organizing inter and intra institutional workshops, seminars on Quality Assurance related themes.
9. Preparing check lists of procedures for performance evaluation.
10. Monitoring and assessing quality, adequacy, currency of facilities and resources in Departments, Faculties, Schools and Institutes.
11. Administering and analysing results of teaching portfolio instruction.
12. Monitoring and ensuring compliance to academic brief, staff-student ratio, quality and mix, teaching and research quality.
13. Developing and updating criteria and format for assessing teaching quality and

effectiveness through peer and student review.

Scope
This Policy applies to:
1. All Departments and Units of the University (both teaching and non-teaching), including research and learning centres.
2. Academic programmes, courses and services offered by the University of Benin.
3. Quality of staff, Students' assessments, resources and facilities, research, consultancy and community service activities of the University.

Internal Mechanisms
These include mechanisms to improve the quality of:
1. The University's brand.
2. Academic Programmes.
3. Curriculum development, Teaching and Practicals.
4. Library Services.
5. Student Admissions.
6. Teaching, learning and Infrastructural resources.
7. Research and Innovations.
8. Staff Matters: Recruitment, Training and Promotion.
9. Human Resource and Capacity Development.
10. Community Service.
11. Verification of Results, Certificates and Transcripts processing.
12. Punctuality.
13. Health Services.
14. Security and Environment.

Quality Assurance evaluation instruments
The directorate is required to develop and continuously update assessment instruments for the outlined areas via:
1. Monitoring and evaluation of course contents and didactic methods by academic staff.
2. Monitoring and evaluation of student's experience (forms to be filled by students for feedback).
3. Monitoring and evaluation of Students retention, attrition and completion data form.
4. Monitoring and evaluation of periodic performance of staff.
5. Monitoring and evaluation of feedback from the experience of our independent external peers and organisations, which include external examiners, the NUC, professional and regulatory bodies as well as external assessors in both internal and external reviews.
6. Monitoring and evaluation of feedback from the experience of end users of our products and services.
7. Alumni feedback assessment forms.

Duties of the Director of Quality Assurance
The Director of Quality Assurance of the University of Benin is responsible to the Vice-Chancellor in the general superintendence over all academic and administrative affairs of the Quality Assurance unit. The duties shall include the following:
1. Review and coordinate the University's Quality Assurance and Enhancement Policies and Practices.

2. Provide leadership for Quality Assurance and Good Practice at the University.
3. Lead, co-ordinate and support Quality Assurance and Enhancement Management System across the University.
4. Lead the development and oversee the implementation of University-wide Quality Assurance initiatives.
5. Be accountable for implementing the Quality Assurance initiatives, managing its details and bringing it to successful implementation.
6. Identify, develop and promote the University's quality assurance protocols and mechanisms.
7. Set up and chair a Quality Assurance Implementation Committee.
8. Participate in the review of academic programmes of the University and evaluation of proposals for new academic programmes.
9. Organize regular capacity building and skill acquisition workshops for academic and non- academic staff.
10. Participate in the preparation of the University's annual budget.
11. Carry out other duties assigned by the Vice- Chancellor.

University Quality Assurance Committee *Membership of the University Quality Assurance Committee:*
i. Director of University Quality Assurance.
ii. One representative each from every Faculty, School and Institute.
iii. Registrar's representative.
iv. Bursar's representative.
v. Librarian's representative.
vi. One representative each from Support Service Units.

This committee assists the Directorate to promote a culture of quality in the University as well as in the monitoring and evaluation of quality parameters.

Faculty Quality Assurance Committee *Membership of Faculty/School/Institute Quality Assurance Committee:*
i. Faculty representative at the University Quality Assurance Committee.
ii. One representative each from all Departments.
iii. One representative of Support Staff.
These committees assist the Directorate to promote a culture of quality in the Faculties, Schools and Institutes by monitoring and evaluating quality parameters.

Monitoring and Reviewing Mechanisms Directorate of University Quality Assurance conducts frequent reviews of the University's approach to quality in order to ensure continued suitability and its effectiveness. The effectiveness is assessed through a variety of mechanisms, such as:
1. Review of outcomes of NUC accreditation exercise.
2. Review of outcomes of other external accreditation exercises by professional bodies.
3. Feedback from external and internal quality reviewers.
4. Reports from external examiners.
5. Spot Assessment of on-going lectures.
6. Teaching attendance template (Students and Teachers).
7. Feedback forms from staff and students.
8. Course experience questionnaire.

9.   Graduate destination survey form.
10.   Employers and Alumni feedback forms.

QUALITY ASSURANCE POLICY ON THE UNIVERSITY BRAND

Preamble
The quality of our University is first judged by the image it projects to the society. The University prides itself as being a model institution for higher learning that ranks among the best in the world and as such is one of the most sought after in Nigeria. It is therefore imperative to maintain and enhance the qualities that reflect this image and project it to society.

Policy
To ensure that all Department and Units in the University pursue excellence in order to promote the image of the University as a citadel of knowledge that meets society's needs effectively, with integrity and professionalism.

Objectives
1.   To project the University as a center of excellence in learning, research and service delivery.
2.   To ensure that service delivery by all Departments and Units project a positive image of the University.
3.   To sensitize staff and students on the need to project a positive image of the University.
        To inculcate in staff a sense of pride in the University.

Strategies
1.   Ensuring that the University website is constantly updated, user-friendly and meets the needs of users and reflects the image of the University adequately.
2.   Ensuring that all Departments and Units that interface directly with the public are effective and efficient and reflect a positive image of the University.
3.   Ensuring that all University personnel who attend to visitors, guests and the general public comport themselves in a way that reflect the University positively.
4.   Creating awareness among staff, students and stakeholders about all positive activities going on in the University.
5.   Encouraging Units and Departments to create momentoes and branded souvenirs that reflect the University positively.
6.   Publicizing the University Mission and Vision Statement and Monitoring compliance with Mission and Vision Statement.
7.   Identifying and rewarding Departments and Units that are most effective in implementing University policies.

QUALITY ASSURANCE GUIDELINES IN ACADEMIC PROGRAMMES IN THE UNIVERSITY OF BENIN

Preamble
The quality of academic programmes of a University plays a major role in determining the quality of awards and products of that institution. The University of Benin places high premium on ensuring that the quality of its awards compare with the best

international standards by constant monitoring and periodical review of its academic programmes in line with best practices.

Policy
The University shall establish and sustain a culture to attain full accreditation of all undergraduate and postgraduate programmes by National Universities Commission (NUC) and for Centres of Excellence, to secure international accreditation of at least one of its postgraduate programmes.

Objectives
1. To ensure full accreditation status of all undergraduate and postgraduate programmes at all times and for all Centres of Excellence to secure international accreditation.
2. To ensure the optimal spread of courses in a way that would guarantee the best performance of students in programme – both in teaching and examination.
3. To promote effective and efficient allocation of human resources.
4. To encourage the application of the university Academic Regulations and Teacher's Code in teaching and conduct of examination.
5. To ensure that research output meets local, national and international community needs and expectations.
6. To facilitate the delivery of programmes that are multinational and industry-centric while simultaneously meeting the expectation of local industry.

Strategies
1. Statutory review and update of all academic programmes every 4 years to ensure currency with national and international standards.
2. Review of outcomes and feedback of NUC accreditation to ensure all curricula meet approved Basic Minimum Academic Standards (BMAS) at every point in time and that workload/credit units are evenly distributed.
3. Review of outcomes and feedback of other external reviews by professional bodies to guarantee quality and quantity of teaching and technical staff and adequacy of teaching facilities.
4. Review of outcomes and feedback from external and internal quality reviewers to guarantee quality of teaching and assessments.
5. Review of reports from external examiners, guaranteeing quality of assessments and awards.
6. Update resource materials in the library.
7. Obtain certification of international rating agencies to secure internationalization of postgraduate programmes undertaken at the Centres of Excellence.
8. Creating enabling environment for optimum student performance through a robust, flexible and student-centred teaching and learning.
9. Developing appropriate arrangements for enhancing teaching staff knowledge of pedagogy through training and re-training programmes such as participation in local, national and international workshops, symposia, conferences.

CURRICULUM DEVELOPMENT, TEACHING AND PRACTICALS

a.   Curriculum Development Policy
Based on the vision and mission of the University, the policy of Curriculum Development is to drive innovation, research culture and entrepreneurship through a

body of relevant courses.

Objectives
1. To contribute to the University's mission of developing creative and innovative minds through research for both staff and students.
2. To promote pragmatism that will create and sustain entrepreneurship.
3. To reduce dependence on white collar jobs, thereby enhancing economic growth.

Strategies
1. Development of curricula for new courses and programmes that are relevant to societal needs.
2. Review of existing curricula to include current courses and emerging technologies with due permission from the appropriate authorities of the university.
3. Update curricula to include innovative ideas that will help graduates be entrepreneurs who can provide labour and depend less on paid employment.

b. Teaching and conducting practical experiments

Objective
1. To impart students with needed cognitive expertise for competence acquisition and psychomotor skills for efficient delivery of services.
2. To stimulate the students into efficient innovative entrepreneurship thinking and disposition.
3. To promote academic excellence and mitigate mediocrity by reducing the politics in course allocation.
4. To develop a dual mode of learning that will incorporate both online and in-person methods.

Strategies
1. Ensuring courses are allocated by the Heads of Departments for each of the semesters of the academic sessions on the basis of qualifications (at the PhD level) of the respective lecturers and reviewed periodically.
2. Where two or more lecturers are to teach a course, the team lead shall be at least a Senior Lecturer specialized in the subject area.
3. Attendance registers shall be completed by both lecturers and students. These shall be sent to the heads of departments.
4. Instructional materials shall be suitable, adequate and affordable.
5. Ensuring that Faculties and Units develop practical and research manuals to guide staff and students in the conduct of practicals/research.
6. At the beginning of every semester, lecturers shall submit their course outlines and expected outcomes to the Head of Department.
7. Continuous assessment results should be submitted before the commencement of examinations.
8. Mandatory attainment of 70% attendance to lectures and 80% to practical classes should be enforced.
9. Encouraging international corporations and collaborations.

LIBRARY SERVICES

Preamble
No University grows above its library. In other words, the strength of the library's collection determines the academic prowess and quality of the University teaching staff and students. So, the academic library essentially plays a supporting role to the parent body (the University) in the realization of its main objectives of teaching, learning and research.

Objectives
1. To provide print and electronic resources that meet global standards to support the teaching and learning process.
2. To provide world standard resources to assist the personal development of staff and students.
3. To meet the specialized information needs of the immediate community, as well as the national and international community.

Strategies
1. Ensuring digitalization of the University library in line with global best practices.
2. Ensuring the internet and IT facilities at the library are constantly maintained and in good working order.
3. Strengthening the print and electronic resources through acquisition.
4. Ensuring up to date subscriptions to print and electronic resources.
5. Ensuring that teaching staff are fully involved in selection of books and journals for their respective specialty areas.
6. Cooperating with libraries in other Universities and institutions globally.
7. Ensuring staff and students deposit their research output in the library.
8. Retraining library staff to meet with current trends in information management systems.

STUDENT ADMISSIONS

Preamble
Different categories of students are admitted into various Departments, Faculties, Colleges, Schools and Institutes of the University of Benin into full- time, part-time, JUPEB, sandwich and post- graduate programmes. Every programme has its own quota, requirements and carrying capacity. Admission of students into programmes in the University of Benin must be done in line with the stipulated guidelines with respect to merit, catchment area and physical challenges, and must not exceed the approved number of students.

Policy
Students' admission into the University of Benin shall be competitive and transparent without breaching the admission guidelines of the relevant regulatory bodies.

Objectives
1. To ensure transparency, consistency and high standards of merit throughout admission process following the laid down guidelines.
2. To ensure that students admitted into the Departments in the University of Benin do not exceed the required quotas.
3. To provide flexible, high quality and lecturer- student-centred teaching and

learning environment in the University of Benin.

4. To provide suitable, well equipped classrooms, laboratories and suitable facilities for effective and efficient teaching of students including physically challenged students.
5. To ensure as much as possible, inclusivity and diversity in the distribution of admitted students.

Strategies

1. To ensure that the admission processes into various programmes of the university are transparent and consistent with the laid down rules and do not exceed the stipulated number of students each programme can accommodate.
2. Shall provide well-furnished, suitable classrooms and laboratories conducive for learning, and able to accommodate physically challenged students.
3. Shall provide flexible, high quality and lecturer-student-centred teaching and learning environment.
4. Shall provide an enabling environment that will attract both local and international students into the University of Benin.

TEACHING AND LEARNING INFRASTRUCTURE

Preamble
This includes students' registration of courses, lecture hours, examination time, teaching and learning settings, practical and laboratory settings, students continous assessments, setting, moderation, conduct, marking and processing of exams, quality and number of academic and support staff, external examiners.

Policy
The University shall ensure that all resources and processess employed in all academic programmes will culminate in the provision of quality services, thereby ensuring that academic integrity and excellence is guaranteed.

Objectives

1. To ensure that all instructional processes leading to the award of degrees of the University of Benin meet the stipulated standards.
2. To ensure that all assessment processes leading to the award of degrees of the University of Benin meet the stipulated standards
3. To ensure that all facilities that are needed to support teaching, learning and research in the University are of high sustainable standards.

Strategies

1. Registration of courses to be completed within a month of commencement of lectures.
2. Classrooms, practical workshops and laboratory settings shall be conducive for academic work
3. Setting, moderating, administration and processing of examination shall be in strict compliance with university regulations.
4. Examinations shall be moderated at Departmental levels, and evidence to that effect provided at Departmental meetings.
5. Deadlines for the submission of examination questions and examination results shall be established at the beginning of each semester of studies.
6. Marked scripts submitted to Departmental examination officers shall be

accompanied by
i.   Question papers with distribution mark.
ii.   Results with analysis of marks.
ii   marking scheme showing allocation of marks.
iii   continuous assessment tests mark sheets.
vi a copy of attendance register.

7. Heads of Departments to ensure that external examiners considered for appointment are experienced persons with expertise in the field of specialization.
8. The Library should be conducive and equipped with up to date information materials that will aid students and staff in meeting literary goals.

RESEARCH AND INNOVATION

Research and Innovation are tools for enhancing the high potential for human development. Hence, the University is determined to provide the substantial input and efforts required to elevate that potential to active human capital in order to achieve its desired objectives.

Policy
To strengthen research and innovation activities by staff and students and to foster an environment that is conducive for research that meets international standards, to solve societal problems.

Objectives
1. To develop an effective research culture that ensures that actions related to research are targeted at addressing local problems.
2. To ensure that staff and students are able to carry out their research activities with the most modern technological tools.
3. To ensure that all techniques and systems used in research follow approved ethical considerations and regulatory requirements.
4. To foster national and international research partnerships.
5. To promote research that meets societal needs.
6. To promote commercialisation of relevant research findings.

Strategies
1. Ensuring that researchers give assurance that all systems and procedures used in research follow approved ethical considerations and regulatory requirements.
2. Acquiring and developing new technologies for teaching, learning and research.
3. Ensuring a functional eco-friendly energy source (such as solar systems) as an alternative source of power supply to address the incessant power failure in the University.
4. Ensuring that all resources and instruments used for research are in good working conditions, safe and appropriate to conduct research.
5. Providing access to research funding information.
6. Training of researchers on how to write grant-winning proposals and conduct innovative research that are problem-solving and oriented to attract the highly needed finances to execute their research projects.
7. Provision and access to ICT-based facilities for qualitative research and the training of the academic and supportive staff to update their knowledge in the

handling and operation of the equipment to aid research.

8. Promoting and ensuring the recognition of researchers with innovative research works.
9. Seeking legislative support to back up policies on research development so as to promote the implementation of research findings.
10. Conducting effective public awareness on the benefits and contributions of research in the University through seminars, conferences and workshops.
11. Ensuring qualitative research of staff and students through the strict compliance with ethical standards and also ensuring these standards are maintained and surpassed to encourage global competitiveness.

STAFF MATTERS: RECRUITMENT AND PROMOTION

Policy
The University of Benin is a globally visible and first generation university in Nigeria; the need to recruit and retain qualified and competent staff is of vital importance as workforce is a valuable asset.

Objectives
1. To ensure that qualified staff with relevant levels of skills and competence are recruited.
2. To ensure transparent recruitment process.
3. To ensure that recruited staff are given orientation on their job schedule.

Strategies
1. Declaration of vacant positions by relevant faculties, schools, departments and units.
2. Notification of the Registrar for necessary advertisement placement.
3. Assessment of the applicants' suitability for the advertised position(s) through the various heads.
4. Shortlisting of qualified applicants.
5. Interviewing of shortlisted applicants by a duly constituted interview panel.
6. Organizing orientation programme for all newly recruited staff.

STAFF PROMOTION – PROCEDURE

Objectives
1. To ensure that promotions are merit driven.
2. To ensure that staff promotions are carried out when due and delays are avoided.
3. To avoid delays and/or non- payment of external assessors' *honoraria*.
4. To provide scoring criteria and forwarding addresses to the external assessors.
5. To reduce delays in the processing of staff assessment by external assessors.

Strategies
1. Timely submission and processing of papers required for promotion of staff from one level to another.
2. Submission of scoring criteria and return envelopes to assessors.
3. Prompt payment of external assessors' honoraria.

HUMAN RESOURCES AND CAPACITY BUILDING

Preamble

Training is a tool for enhancing the high potential for human capital development which is in line with the University's mission. Hence, the University is determined to provide the substantial input and efforts required to elevate that potential to achieve its desired objectives.

Policy

The University is committed to continued enhancement of the productive capacity of its staff and students and shall inculcate in staff the need for continued improvement and responsiveness in acquisition of knowledge, useful skills, and competencies necessary to sustain the quality of its awards and products, in line with relevant emerging technologies.

Objectives

1. To ensure that admissions, promotions, appointments and recruitments are performance driven.
2. To foster a culture of continuous staff development in all sectors.
3. To build an appropriate balance of human resource base and provide the enabling environment for all individuals to be fully engaged and contribute to the University's developmental efforts.
4. To provide opportunities for all staff to develop to their fullest potentials through education, training and motivation.
5. To develop new approaches and methods of learning and teaching of new concepts in the professional practice of education to improve the efficacy of teaching.

Strategies

1. Ensuring a well-designed curriculum that is regularly monitored and periodically reviewed in line with global best practices.
2. Providing the human and infrastructural resources for continuous staff professional development.
3. Identifying, promoting and encouraging local and international development opportunities for staff.
4. Organizing regular basis capacity building programmes for staff and students.
5. Encourage academic staff to grow their competence in higher education, teaching and Learning.

COMMUNITY SERVICE

Preamble

Community Service embraces unpaid service by a person or group of persons, which may be voluntary or mandatory, intended for the benefit of a specific group or for the community at large. University of Benin as a citadel of tertiary education recognizes and embraces social responsibility and volunteerism within its own community and neighboring local, national and international communities.

In line with this, the University is committed to fostering a deep culture of community service to these communities, leveraging on its vast resources and the capabilities of its networks of vibrant students, members of staff (including former and retired ones)

and the global reach of its distinguished alumni.

Policy
The University strives to build an entrenched culture of Community Service by nurturing an environment which recognises and encourages selfless service by members of the University through innovative and creative activities that will benefit both the university community in particular and humanity at large.

Objectives
1   To develop a culture of selfless service in every student enrolled at the University.
2.   To improve life skills, widen the world view, develop leadership skills and the values of empathy and philanthropy in staff and students.
3.   To engage staff in volunteer activities in which their expertise may be deployed for the benefit of members of the University community and society in general.

Strategies
1.   Involving relevant departments and units in developing and implementing strategies for a robust, devised and beneficial community services.
2.   Promoting relevant departments that are key to the University Community Service Scheme.
3.   Creating channes through which strategic advocacy that will drive community service will be maintained.
4.   Promoting and encouraging the creation of community service opportunities by departments, students' associations and socio-cultural organizations in the University.
5.   Assigning volunteer mentors from other disciplines to community service groups to enhance stronger bonds within the university community, deepen life skills and improve career prospects.
6.   Encouraging highly skilled technocrat members of staff to avail their professional expertise *pro bono* to the University of Benin Consultancy Services.
7.   Encouraging members of staff to engage in philanthropic causes.
8.   Liaising with national and international non- governmental associations.
9.   Creating a platform including a webpage for showcasing University of Benin Community Service activities.
10.   Engaging alumni positively to project the ideas of conscious services.

VERIFICATION OF RESULTS, CERTIFICATES AND TRANSCRIPTS PROCESSING

Policy
The University shall ensure timely processing of results and delivery of certificates and transcripts in line with global best practices.

Objectives
1.   To encourage timely production and collection of statements of results, transcripts and certificates
2.   To ensure that results are prepared timeously and presented to Senate for approval.
3.   To ensure that the University graduates do not lose admission, employment and

other opportunities due to delay in processing/collection of transcripts, certificates and response to verification requests.

Strategies
1. Sessional results compilation and presentation to Senate should be flawless and a Central database created for storage of raw scores for easy retrieval by Examinations and Records Unit.
2. Speedy processing of statements of results and transcripts, and simplification of processes for their timely collection.
3. The Head of Examinations and Records Division should have certified true soft and hard copies of raw scores for results presented to Senate to minimize delays in transcript processing.
4. Ensure that certificates are ready for collection on the day of convocation.

PUNCTUALITY

Policy
The University of Benin shall endeavour to instil in staff, students and stakeholders the culture of being prompt to classes, meetings, University functions and business.

Objectives
1. To ensure that the culture of time consciousness for University of Benin events is adhered to.

Strategies
1. Ensuring that the right work culture including timeliness is entrenched throughout the university.
2. Appropriate sanctions for tardiness shall be enforced to serve as deterrent and a reward system implemented.
3. Encouraging timeliness in the discharge of duties by reducing to the barest minimum delays occasioned by bureaucracy and/or lackadaisical attitude.

HEALTH SERVICES

Preamble
The Health Services Department exists to cater for the health needs of the university community, to ensure and maintain wellness and safety, and to ensure a clean and safe environment so that teaching and learning can be optimised.

Policy
To provide health care services to staff and students in a methodological, timely and safe manner to assure stakeholders that their health and safety is not being jeopardized.

Objectives
1. To provide quality, timely, courteous and standard health and safety services to students, staff and staff dependents in line with National Health Insurance Scheme (NHIS) and other national health regulatory bodies.
2. To provide laboratory screening services and subsequent immunizations where necessary for students upon admittance into the university.
3. To provide and maintain a clean and safe environment for teaching and

learning.

Strategies
1. Statutory periodic Immunization for maintaining wellness and disease prevention to specified vulnerable groups.
2. Medical clearance for new staff and students to obtain baseline medical parameters, screen for communicable diseases and treat where necessary.
3. Treatment and management of ill health of the University staff, students and referral for expert review and management where/ when necessary.
4. Issuing medical report/excuse duty, sick leave, maternity leave where necessary.
5. Issuing medical reports for students who miss out on continuous assessment or examinations on account of ill health.
6. Validating and authenticating medical report, sick off brought from other health facilities by staff.
7. Offering specialised and emergency medical services during social or sporting activities on campus.
8. Ensuring a standard clean and safe environment in teaching and housing spaces on campus through fumigation and other related services.

SECURITY AND ENVIRONMENT

Preamble
The environment shall be scenic, aesthetically pleasing, welcoming and secure to conduct teaching and learning, including being supportive of the health and wellbeing of staff, students, service providers on campus and all stake holders.

Policy
The University shall ensure that the security, planning, designing, building and management of its physical environment meet both national and international standards.

Objectives
1. To provide a safe environment for persons, facilities and property on campus.
2. To ensure a quick and effective way of reaching staff and students in times of emergency.
3. To ensure a safe and welcoming physical environment for staff and all stakeholders.
4. To ensure provision of adequate physical facilities for teaching, learning and recreation that can accommodate the needs of physically challenged persons.
5. To promote a culture of respect by staff, students and all stakeholders for the University's physical environment.
6. To entrench an appropriate waste management culture on campus.
7. To entrench a culture of proactive 'intelligence gathering' for the purpose of preventing continuing crime.
8. To ensure a total surveillance of both campuses at all times.

Strategies
1. Establishing an efficient and high quality security unit on campus.
2. Ensuring that the prohibition of the possession of fire arms and other offensive weapons by students and staff is strictly enforced by the security unit.

3. Installation of firearms detectors at entry and exit points gates of both campuses.
4. Creating and maintaining a log of all crimes reported to the campus security unit.
5. Preparing an annual crime and fire safety report.
6. Providing adequate physical space and facilities to accommodate the needs of the physically challenged persons (toilet and bathrooms, etc.) for teaching and learning, research, administration and recreation.
7. Development and sustaining a serene and aesthetically pleasing physical environment.
8. Organizing seminars, symposia and workshops on improving and sustaining the physical environment on campus.
9. Implementing a waste management policy on campus.
10. Reducing noise and other forms of pollution on campus.
11. Entrenching the culture of respect for green areas and not crossing of lawns.
12. Installing surveillance cameras at strategic locations within the University.
13. Establishing a help desk for the physically challenged persons.

POLICY REVIEW
This policy will be reviewed every five years or as soon as practicable after there has been a material change in any matter to which this policy refers.

CONCLUSION
This quality Assurance policy provides a fundamental set of principles, which serves as a reference document for internal and external quality assurance systems in the University, which will support key stakeholders in delivering the highest standards across our academic departments, academic support services, research, innovation and community service.

Quality Assurance Good Practices

Rationale
In the past few years, the general profile of University of Benin has been continually changing with large increases in the student population; the number and disciplines of degree and non-degree programmes and the number of academic and administrative staff. Under these circumstances, there is need to have in place a system that will continue to assure quality of both academic and administrative matters. The quality assurance good practices are aimed at ensuring harmony in the conduct of University activities at all levels. The quality assurance good practices have been developed to address both internal and external quality assurance needs. However, practices for both internal and external quality assurance systems may overlap, in some cases, and therefore, become difficult to distinguish between the two. The good practices in this section are comprehensive but must be used together with other existing Policies, Rules and Regulations that have been approved by Council, Senate, Boards or other relevant body mandated to do so. Specifically, where quality standards have already been set, they must be adhered to and where they do not exist, engage into processes to have them set in order to propel UNIBEN to higher levels of academic excellence, accountability and good governance. It is expected that all UNIBEN internal stakeholders will play their individual roles while carrying out quality assurance processes based on good governance using the Quality Assurance Policy (QAP) and other articulated policies, structures and processes, which shall be widely

disseminated to stakeholders.

2. GOOD PRACTICES FOR ACADEMIC QUALITY

1.0 University Quality Assurance

1.0.1 Design, approval, implementation, and review of academic programmes

Both non-degree and degree programmes will be designed following institutionally and nationally prescribed guidelines and procedures and in accordance with the University Qualification Framework (UQF). The Curriculum Development Officer shall be overall responsible for programme quality assurance guided by Expected Learning Outcomes (ELOs). The ELOs will be described at two levels: at the programme level, also called programme competences and at the course level. ELOs are measurable results of a learning process which makes it possible to ascertain to which extent or level a given competence has been developed and/or enhanced.

University of Benin Quality Framework

Regular	Annual	Periodic	External
• Course and Programme Design and Approval	• Annual monitoring of teaching and research	• Periodic course/ programme review	• Accreditation by NUC/ Professional Bodies
• Student Feedback and Representation	• Engagement of external examiners	• Undergraduate and postgraduate programmes' review	
• Departmenta l/ Schools/Centre s/ College Academic Committees which involve both staff and students		• Administrative/ technical Review	

1.0.2 Student admission and progression
- Descriptions of non-degree and degree categories and what is expected (Certificate, Diploma, Bachelor's, Postgraduate Diploma, Master's, PhD, and Post Doc)
- Quality of students admitted
- Pass and failure rates
- Plagiarism
- Completion and dropouts
- Granting of awards
- The above shall be as per University guidelines and regulations

1.0.3 **Student support services**

(a) Accommodation

The University shall:

i. Provide suitable accommodation for students. Priority in accommodation allocation shall be given to students with special needs as well as foreign and female students during their first semester of study at UNIBEN.

ii. Enter Private Public Partnerships to ensure adequate accommodation is provided within her campuses or nearby the campuses.

iii. Provide information on accommodation services offered by the University and campuses.

iv. Ensure that the University of Benin Student Affairs Division is the overall responsible for student accommodation. However, in case the University accommodation falls short of the total demand, the Student Affairs division shall assist students by collecting and making available information on suitable privately-owned accommodation.

(b) Catering services

The University shall ensure that:

i. Suitable buildings/space are/is available for catering services as per number of students and staff, and convenience of reach.

ii. Caterers serving the University and her campuses provide services in accordance to NAFDAC guidelines and requirements.

iii. Food of the right quality is served in all University food outlets.

iv. Best practices for catering services are followed to protect the health and safety of students, staff and guests of the University.

v. Caterers abide by University's expectations regarding waste management.

vi. Caterers comply with Government and University's rules and regulations regarding alcohol, retail and food service operations.

vii. Caterers pay the University a service fee as per agreement.

viii. Special venue restrictions for caterers are issued for specific requirements such as where food or drinks may not be allowed and or dress code required for entry into the venues/eating areas.

ix. If caterers intend to subcontract any portion of their agreement, the subcontractor must be approved by the University in writing after meeting the same specifications and guidelines of the approved caterer.

x. Self-catering services are available in designated places.

1.0.4 **Teaching and learning environment** Generally, learning takes place better when the environment is conducive. Therefore, the University shall:

i. Provide a conducive environment for teaching and learning by ensuring adequate space, furniture, lighting, power, teaching aids, laboratory and field facilities and other relevant amenities such as rest places.

ii. Ensure all teaching facilities are accessible to all including students and staff with special needs.

iii. Always make sure that teaching space matches class size.

iv. Ensure adequate library space and facilities are available to cope with increasing student population.

v. Provide dedicated space for postgraduates (i.e. a graduate school).

vi. Establish an international liaison office and employ an officer to cater for the

needs of international students and researchers. The office and officer will deal with international students' affairs, such as culture and language barriers encountered during their arrival.

vii. Make sure that the DQA works in close collaboration with the Estates Department, the Centre for Information and Communication Technology (ICT) and other relevant offices to ensure that all teaching spaces are in an acceptable usable state.

1.0.5 **Student-centered teaching and learning** The University shall promote and emphasize the application of student- centered teaching and learning (SCTL) strategies as a primary necessity for efficient delivery of quality knowledge to learners. To fulfill this target, the following shall be emphasized:

i. That the instructor engages the students to explicitly acquire skills and ability to think, solve problems, evaluate evidence, analyze arguments and generate hypotheses by explaining the importance or significance of the knowledge to be learned and providing clear, specific expectations for assignments related to the topic under offer.

ii. The instructor encourages reflection by students on what they are learning by including specific assignments through which the students can reflect, analyze and critique what they are learning.

iii. That instructors encourage self-reflection and assessment of individual performance over the duration of the course by providing frequent and immediate feedback to students on their performance and adopting mechanisms to appreciate students' performance during lectures and after tests or quizzes.

iv. Accurate course advice, within delegated authority, is provided to students in a timely manner. In addition, any question requiring further action should be referred to the appropriate person/office as required.

v. Career counselling to students through formal mentorship programmes.

vi. Production of a workable timetable in a timely manner.

The University shall further see to it that curricula are designed in such a way that:

i. Instructions and assessments are not only linked but also complement one another.

ii. Instructional strategies match individual student's needs (e.g. need for remedial programmes) to improve student performance.

iii. Student progression is based on mastery of content.

iv. University policies, rules and guidelines are adhered to.

1.0.6 **Assessment of teaching by students**

To enable academic staff improve their teaching, students evaluation of teaching at the University shall ensure that students:

i. Are aware of the need to be objective in the assessment.

ii. Assess teaching based on the course learning outcomes.

iii. Provide an honest assessment of the instructor's availability for consultation outside class hours.

iv. Provide an honest assessment of the instructor's engagement of students in the learning process.

v. Provide an honest assessment of the instructor's general presentation of the course.

vi. Can propose areas for improvement in the course content when the same is next reviewed.

vii. Can suggest areas where the instructor needs to improve for effective students learning.
viii. Provide honest feedback on the course work assessment.

1.0.7 **Teaching space/rooms and teaching aids**
(a) **Teaching space**
The importance of teaching room/space for students' comfort, concentration and hence, understanding cannot be overemphasized. Accordingly, teaching rooms should not only be places that provide a stimulating environment for students to learn from the training they are given by the instructors, but also for instructors to be able to offer the training effectively and conveniently. Therefore, the University shall ensure:
i. Consistency in provision across the University of adequate good quality teaching space/lecture/classrooms of the relevant standard and specification as per intended session (e.g. lecture, seminar, examinations, practical training).
ii. That teaching space/lecture/classrooms meet health and safety and disability regulations/needs of people with special needs.
iii. University teaching rooms should be equipped with necessary facilities including modern and comfortable chairs for students, power cables or outlets, AC or at least they should be well ventilated to allow free movement of air.
iv. Teaching space is included in the institution's long term strategic planning and funding.
v. There is a clear funding model so that budget holders and those supplying services for teaching space are not only accountable but demonstrate value for money.
vi. The Directorate of Quality Assurance is more closely involved with the committees that contribute to the standard of teaching and learning within the University and Campuses.
vii. The Directorate of Works undertakes a facilities management role to improve service and improve value for money.

(b) **Teaching aids**
These include LCD projectors, microphone or public address systems and modern white boards or smart boards.

1.0.8 **Standard class size**
Class size has been reported to have a negative influence on students' performance. Generally, students do worse in big classes i.e. students receive lower marks in courses with larger classes, everything else equal. In accordance with the standard class size:
i. The University shall endeavour to have standard class sizes for all teaching and laboratory training.
ii. In case of large class sizes, efforts will be made to hire additional staff/teaching assistants or the staff involved will be compensated for the extra workload.
iii. Classes for seminar sessions should not exceed 20 students.
iv. Laboratory sessions must be conducted in such a manner that allows all students the possibility to have hands on experience and not be spectators.
v. Laboratories should provide an environment which allows students to work more effectively and safely.
vi. Outside laboratory practicals should also be conducted in such a way that the Instructor/ Technician/Technologist/Field Officer can effectively communicate and supervise all the work being done.

Practical training

Practical training is an important aspect for imparting skills to students therefore, the University shall make sure that teaching is offered in the most practical way as detailed in the table below:

Type of activity/ training	General Requirement	Good Practice
General training	Matching learning needs with appropriate methods	Draw out students' experiences and perspectives through a variety of stimulating activities.
		Actively engage students in their learning experience through discussion and a variety of activities.
		Develop training based on participants/ market needs.
		Training content and skills should be directly relevant to participants' needs/ experiences to enable learning.
		Use multiple training methods that address knowledge, attitudes, and skills.
		Use training methods that enable participants to establish this relationship and integrate new material.
		Use training methods that allow students to practice new skills and receive prompt, reinforcing feedback.
		Use training methods that promote student's active participation.
		Encourage sharing of expertise and experiences.
Good laboratory practice training	Adhering to good science	Careful definition of experimental design and parameters.
		Performance of experiments based on valid scientific procedures.
		Control and documentation of experimental and environmental variables.
		Careful, complete evaluation and reporting of results.
		Assuring that results become part of accepted scientific knowledge.
	Good Organization	Provision of adequate physical facilities.

Type of activity/ training	General Requirement	Good Practice
		Availability of adequately qualified staff.
		Proper planning of practical training.
		Allocation of sufficient resources for equipment and practical training.
		Proper description of staff responsibilities.
		Regular training of staff on new technologies/practices and equipment.
		Good record keeping and organised archives.
		Having a process for the verification of results.
		Compliance with good laboratory practice.

1.0.9 **Learning resources**

The University's Learning Resources Centres (LRCs) are your one-stop- shop for all your study materials, computing facilities, printing and much more. Library

The University must ensure that the library:
i.   Has adequate funding to allow it to perform its duties as per technological and knowledge advances.
ii.   Accommodates at least 25% of the student population.
iii.   Provides access to electronic resources (e.g. journals and books) including virtual library services.
iv.   Has adequate space for work for small groups as they use resources within the library that cannot be taken out.
v.   Provides learning resources that support and which are consistent with simple and confined programme curriculum.
vi.   Offer adequate support to students, staff, researchers and general public on how best to access online resources.
vii.   Conduct training to students and staff on effective use of library resources and literature search.
viii.   Prepare and widely distribute library induction materials from time to time.

(a)   ICT Resources

The University must ensure that:
i.   The ICTU is adequately financed to enable provision of the required services to students, staff and researchers. The ICTU must make sure that digital resources meet the tests of usability and functionality and that the same assist the students in achieving the prescribed learning outcomes.
ii.   The ICTU will further ensure that uses of IT resources are practical in terms of content, context and larger learning environment.

iii.   The ICT resources should facilitate teaching and learning, research and innovation for all academic units in the University.
iv.   The ICTU offers ICT services and support in terms of internet connection, video conference services and support, mail services, portal system (intranet), Application and Management systems [Students, Human Resource, Accounts and Finance], IP Phone services and support and maintenance of all ICT hardware and software.
v.   The ICTU must make sure the University and her Campuses have wireless connection [Administration, Laboratory & Library, Students Centre, Cafeteria, Hostels] and also there is cable network connection in all buildings including students' hostels through the support of the optical fibre.
vi.   The ICTU must endeavour to facilitate establishment of open forum platforms where students, staff and general public can offer feedback in relation to services and products offered by the University.
vii.   The ICTU will offer training in ICT related matters to students and staff to enable them use ICT services more effectively.
vii.   The ICTU will ensure that learning material can be easily accessed through the local area network and that this can be shared across platforms or retrieved using standard internet tools.
ix.   The ICTU will ensure availability of software to detect incidences of plagiarism.
x.   The ICTU will ensure that sources of information are clearly listed and clear distinctions should be made between internal links to other parts of the resource and external links that access other resources.

(b)   Laboratories
The University shall endeavour to:
i.   Have world class laboratories which are ISO certified to enable recognition of results/findings from the same by the International Community.
ii.   Adequately finance and equip our laboratories with the necessary equipment and other requirements for effective practical training and research.
iii.   Re-train technicians and technologists on new innovations/ practices/ equipment/ facilities.

2.0   **Best Practices**

2.0.1   **Practices for Academic Staff**
i.   Disseminate course information to students in a timely and effective manner.
ii.   Teaching requirements are met.
iii.   Provide accurate academic/research reports within required timeframe.
iv.   Make special examination arrangements for students as may be required by University guidelines.
v.   Maintain strict confidentiality in regard to students' academic matters.
vi.   Keep accurate student records/information and transmit to central administration and/or to College/School/ Department/ Directorate/ Centre/Unit's office in a timely and effective manner.
vii.   Handle students' enquiries with care and in a timely manner.
viii.   Make sure effective supervision of postgraduate students is done as per University guidelines.
ix.   Timely reporting of academic and research progress.
x.   Promote academic excellence through teaching and research.

xi.   Provide pastoral care to students.
xii.   Be a team player.
xiii.   Timely provision of feedback in relation to students' work.
xiv.   Inspire students to aim for academic excellence.
xv.   Adhere to University policies, rules and guidelines.

2.0.2   Practices for technical staff

i.   Ensure teaching laboratories are set up in accordance to requirements of the particular subject/instructor.
i.   Properly prepare and coordinate laboratory/field practicals.
ii.   Properly guide students in their laboratory/field practicals.
iv.   Assist academic staff in laboratory and field trials.
v.   Keep accurate records of practicals and field trials.
vi.   Ensure safety of all those participating in laboratory/field practical and trials.
vi.   Take record of condition of laboratory equipment and facilities and report the same to course instructor and head of department
vii.   Use laboratory equipment and facilities diligently.
ix.   Maintain laboratory equipment and facilities in accordance to recommended practice.
x.   Safekeeping of chemicals and hazardous materials.
xi.   Be an inspiration to students.
xi.   Promote academic excellence through teaching and research.
xii.   Adhere to University policies, rules and guidelines.

2.0.3   Practices for administrative staff

i.   Timely completion and submission of reports.
ii.   Upgrading of systems/processes on a regular basis as need arises.
iii.   Develop and effectively implement operating procedures/guidelines.
iv.   Advice students and staff correctly and timely.
v.   Advise and assist head of department and other staff on human resource (HR) issues.
vi.   Maintain and readily avail appropriate records for easy access.
vii.   Ensure all necessary first aid and firefighting equipment are available.
viii.   Ensure all injuries are recorded and monitored for appropriate action (e.g. insurance claim or other compensation as may be required).
ix.   Being a team player.
x.   Government and University policies, rules and guidelines are adhered to.

2.0.4   Practices for finance office staff

i.   Ensure all University assets are registered and an up-to-date and accurate list exists.
ii.   Prepare budgets and forecasts in an efficient and provided timeframe.
iii.   Ensure University / College / School / Departmental / Centre / Unit commitments and resources are understood when developing the budget by considering environmental factors that may impact on the above.
iv.   Provide budget information to staff members in details, accurately and timely.
v.   Sound and timely financial advice within delegated authority is provided to head of department, academic staff and students.
vi.   Data are entered into the University accounting system correctly and efficiently.
vii.   Accounts payable and receivable are maintained accurately.

viii. Reimbursements and advances are processed and questioned if necessary.

ix. Departmental petty cash are managed.

x. Academic staff and other University staff get assistance in the management of research accounts in relation to budgeting, costing work sheets and reporting.

xi. Financial records are kept in an orderly manner to allow proper tracking by concerned staff.

xii. Government and University policies, rules and guidelines are adhered to.

2.0.5 Practices for general administration

i. Archiving of University/College/School/ Departmental/ Centre/ Unit documents in accordance to University policies, rules and guidelines. Archived documents should be easily accessible when required.

ii. Provision of clear Job Descriptions that abide by guidelines and which truly reflect size and level of a position.

iii. Proper planning and management of event logistics in accordance to set budget.

iv. Providing visitors, staff and students with requested information.

v. Making sure that University/College/School/ Departmental/Centre/ Unit needs are identified and met. In case of contracts with external providers, negotiation should aim at benefiting the University.

vi. Clear boundaries of delegated authority must be maintained.

vii. Information to central administration and/or to College/School/ Departmental/Centre/ Unit / individual is provided in a timely and effective manner as per service delivery charter.

viii. E-mails and phone calls should be answered/returned in a timely manner.

ix. All correspondence should be addressed and acted upon.

x. Prudence and confidentiality shall be maintained at all times with regard to correspondence.

xi. Excellent and friendly customer service shall be provided.

xii. All staff shall greet and assist visitors to the University/College/ School/Departmental/ Centre /Unit in a friendly and professional manner.

xiii. All enquiries shall be dealt with in a helpful and friendly manner and advice provided as required.

xiv. Effective and timely dissemination of information to students and staff.

xv. Dealing with departmental day-to-day administration issues in a timely manner.

xvi. Prioritization and delegation of tasks in an effective manner as needed.

xvii. Emergency situations shall be managed effectively.

xviii. As regards meetings, correct agenda and relevant documentation shall be prepared and distributed to participants.

xix. Meeting minutes shall be taken accurately and distributed within a short timeframe after the meetings.

xx. Meeting action points shall be monitored and followed up in a timely manner.

xxi. University/College/School/Departmental/Ce ntre/Unit policies shall be updated and developed regularly as required.

xxii. Correct University/ College/ School/ Departmental/ Centre statistical data are collected as required.

xxiii. Government and University policies, rules and guidelines are adhered to.

2.0.6 Practices for students

i. Endeavour to make full use of the first days of each Semester/ Course session

to get a good understanding of the course content of the courses and the related course material. In addition, students should aim at being partners in learning.

ii. First year students should make sure they meet with their academic advisors within the first two weeks of the start of the semester.

iii. Aim at getting involved in not only their classes but in all other campus activities or programmes (e.g. sports and games, seminars and workshops offered by University staff and guests from outside the University, and other Student Clubs and activities for particular degree programmes).

iv. Endeavour to get clear academic, personal and career goals advice from their academic advisors and identified counsellors as availed by the University from time to time.

v. Aim to be active learners through problem focused discussions, group work, writing assignments and by participating in academic debates.

vi. Prepare through independent study for discussions or other classroom activities before they arrive for class.

vi. Be active participants and contributors to group assignments of their courses.

vii. Objectively evaluate their instructors and course contents to allow improvement.

viii. Students need to make sure they do not miss more than two classes in succession.

ix. Ensure that University Policies, Rules/By- laws and Guidelines are adhered to.

2.1 Capacity Building for Staff

2.1.1 Capacity building of academic staff

Quality and commitment of staff are critical in maintaining and enhancing the high quality of learning and teaching. Therefore, the University will in collaboration with all staff ensure that all staff, both academic and support, are continuously reflecting upon and seeking to improve practice in all areas of their work to advance learning and teaching and research in their disciplines to produce good quality graduates with the requisite knowledge, technical and soft skills required for a vibrant economy. For the above to be reality, the University management, Principals, Heads of Schools, Directors, and Heads of Department have to:

i. Ensure that all initiatives to foster quality teaching involve instructors/technicians/ technologists from the outset as well as deans, heads of programmes and other team leaders who are drivers of change.

ii. Allocate adequate resources for staff development.

iii. Develop appropriate tools to monitor teaching quality: the tools should be well-designed to provide useful, constructive and timely feedback to instructors.

iv. Encourage instructors to link innovations in their teaching practice in accordance with the University's educational model.

v. Identify and articulate pedagogical competencies required for quality teaching which reflect the University's mission and core values.

vi. Ensure that all academic staff attend at least one tailor made module geared towards improving their teaching and/or other competencies.

vii. Define a set of indicators of excellence in teaching (as well as in other areas) that the institution may use to encourage improvement, evaluate performance, and consider in decisions concerning tenure and promotion.

viii. Provide opportunities for paid sabbatical leave for academic staff every seven years.

ix.   Newly-recruited teaching staff must receive initial training organised by the University Teaching and Learning Improvement Committee (UTLIC) before commencing teaching or during the first year.

x.   Assign teaching mentor to newly-recruited teaching staff.

xi.   Support full-time teaching staff to manage their changing workloads and student mix.

2.1.2 University Teaching and Learning Improvement Committee

The University shall make sure that:

i.   Enough resources are allocated for the smooth organizing and running of the University Teaching and Learning Improvement Committee (UTLIC).

ii.   UTLIC conducts regular training needs assessment of academic staff.

iii.   UTLIC collaborates with heads of department/centres to conduct peer-evaluation and that constructive feedback is provided on a timely manner.

iv.   UTLIC organizes regular training that aims at among other things, to train newly recruited academic staff, upgrade pedagogical skills, and improvement of other staff competencies as needed for their professional growth.

v.   UTLIC provide an effective venue for discussions and experience sharing on teaching and learning practices (e.g. a Learning and Teaching Centre) that is visible and valued by the academic community, either at institution, department or programme level.

vi.   Monitors the effectiveness of professional development through its impact on teaching quality. Adapt professional development to different places and paces according to the mission of the institution its programme specialities and niches.

2.1.3 Capacity building of technical staff

i.   Orientation to the University by Human Recourses Office in collaboration with responsible College/School/Departmental/ Centre/Unit.

ii.   On-the-job training in the relevant area.

iii.   Formal training in a higher Level for increased productivity.

iv.   Training in Occupational Health and Safety.

2.1.4 Capacity building of administrative staff

i.   Orientation to the University by Human Recourses Office in collaboration with responsible College/School/Departmental/ Centre/Unit.

ii.   Training on standard customer care practices.

iii.   On-the-job training in the relevant area.

iv.   Formal training in a higher Level for increased productivity.

v.   Training in Occupational Health and Safety.

vi.   Adequate training on the University accounting system for finance staff and other vote holders if required.

2.2 Management of Information

The University shall manage all information in a manner that it is safe and not accessible to unintended persons. Therefore, the University shall ensure that:

i.   It captures, manages, preserves, stores and delivers the right information.

ii.   There is an official spokesperson for the University.

iii.   The Marketing and Promotion Unit does its work in accordance to its mandate.

iv.   Information that is not sensitive is shared without bureaucracy.

v. Sensitive staff and students information is not shared to third parties without their informed consent

vi. Staff are accountable to capture, manage, store, share, preserve and deliver information appropriately and responsibly.

vii. Proper training is provided to all those handling mass information, that they are familiar with the policies/Acts, processes, technologies and best practices in information management.

viii. The University network is fully protected from cyber-attacks.

2.3 Research and Innovation

To promote good practice in the above, the University shall:

i. Aim to be a centre of excellence in agriculture allied researches.

ii. Promote ethical conduct of research by students and staff as per University policy and guidelines.

iii. Continuously monitor and evaluate quality of research done both at the University and in the field/industry.

iv. Recognize students and staff outstanding contribution to research.

v. Promote Public-Private Partnership (PPP) funding of research.

vi. Promote contract research with industry.

vii. Promote problem solving research.

viii. Ensure timely dissemination of research results/findings.

ix. Enhance through training, coaching and mentorship students and staff's grant winning research proposal writing skills.

x. Disseminate innovations developed by students and staff through outreach programmes.

xi. Ensure that students and staff provide accurate information on research funding/grants.

xii. Ensure students and staff; meet the required deadlines as per research funding criteria/Institution.

xiii. Provides administrative assistance to students and staff preparing applications for research grants.

xiv. Ensure that students and staff effectively liaise with the Directorates of Postgraduate Studies, Research, Technology Transfer and Consultancy.

xv. Accurate records are maintained.

xvi. Publications added to database to meet relevant timelines.

xvii. Accurate records for funding and publication are maintained.

xviii. Communication of results/findings with relevant stakeholders is timely and effective.

xix. Relevant reports are provided as required.

xx. Promote PPP in her production (improving milk production, meat processing, crop production etc.) and services (e.g. maintenance of machinery and equipment) to ensure students and staff learn and acquire the best practices in the same.

xxi. University policies, rules and guidelines are adhered to.

2.4 General matters for Students and Staff

(a) Health Services

One's health is important for high learning and work outcomes. Therefore, the University shall ensure that:

i. University Health facilities are properly manned.

ii.   University Health facilities are adequately funded.

iii.   University Health facilities have the requisite facilities and medication always.

iv.   Health personnel are of the right qualification and mix.

v.   Professionalism is always maintained in provision of health services to students and staff.

vi.   Confidentiality of students and staff sickness/illness information is Always maintained.

(b)   Counseling Services for Students and Staff Generally, Universities have an important role to play in providing support for students and their staff in relation to mental health difficulties. Therefore, this sub-section offers general guidance on how the University shall ensure students and staff are always, in good mental health and are not under emotional distress so as to enhance their learning and productivity, respectively. To achieve the above, the University shall:

i.   Establish a Counseling unit for both students and staff.

ii.   Employ competent counselors to provide counseling services to students and staff.

iii.   Ensure that the Counseling unit is allocated with adequate funding to enable it offer effective and efficient services to both students and staff as may be required.

iv.   Device ways by which students and staff with counseling needs can be identified.

v.   State procedures to be followed by staff and heads of department/unit in referring students and staff for counseling services.

vi.   Counseling should be offered to discontinued students and staff whose working tenure has been terminated on various reasons.

vii.   Develop a manual to offer resources, intervention strategies and guidance when working with emotionally distressed students/staff or students/staff whose psychiatric/psychological needs exceed the services offered on campus.

(c)   Students and Staff with Special Needs

The University shall make sure that:

i.   All University Policies are cognizance of students and staff with special needs.

ii.   A favourable environment with respect to admission/employment, learning/training, and course assessment/examinations for students and staff with special needs is provided.

iii.   University buildings/infrastructure and other facilities ensure easy access to students and staff with special needs.

iv.   A good and convenient working environment is provided for students and staff with special needs to enhance their productivity.

v.   All University buildings have the requisite facilities for students and staff with special needs.

vi.   Students and staff with special needs are adequately represented in various University committees and forums.

(d)   Healthy Living Students and Staff Generally, taking responsibility for students and staff health and well- being is vital to getting the most out of them and this enables them to make valuable contributions to the mission of the University.

Therefore, the University shall encourage both students and staff to adopt and maintain healthy lifestyles. To achieve the above, the University Shall:

i.   Encourage students and staff to engage in healthy lifestyle practices thus allowing them to be in control of their own health decisions.
ii.   Make sure trained staff are available for consultations, workshops and programs on a variety of topics including:
  •   Stress management,
  •   Nutrition,
  •   Sleep management,
  •   HIV/AIDS/Sexual health, and
  •   Sexual harassment/Sextortion.
iii.   Provide services solely or in partnership with others that encompass the seven dimensions of wellness; physical, intellectual, occupational, emotional, social, spiritual and environmental.

(e)   Sports and Recreation

The University shall promote physical activity and recreation among the students and staff as an important element for their physical, ethical and social development. To achieve the above, the University shall:

i.   Offer services that help the students and staff to enjoy their leisure time.
ii.   Provide adequate infrastructure that allows students and staff to participate in sports and games (e.g. football, basketball, netball, table tennis, Lawn tennis, Cricket, Volleyball, Athletics (track events), badminton, weight lifting, swimming, and indoor games etc.).

(f)   Transportation/Travel

i.   Transport for staff and students to move between the campuses and for excursions should have designated picking points with special amenities (e.g. shades).
ii.   University shall hire transport as per needs in accordance to procurement procedures and guidelines.
iii.   Proper maintenance of University vehicles.
iv.   Maintain a University Transport pool to allow efficient use of available vehicles.
v.   In case of air travel, the University Procurement Management Unit (PMU) should ensure timely procurement of tickets.
vi.   Government/University policies, rules and guidelines are adhered to.

(g)   Safety and Security

By their very nature, university campuses are open and accessible to all. Although this fosters an ability to learn, it also presents security challenges that must be addressed. Therefore, safety and security of the University will be maintained at high standards to allow students, staff and University visitors to study and work without fear and under minimum stress. To achieve the above, the University shall:

i.   Have a written policy that deals specifically with campus safety and security.
ii.   Students and staff shall be taught the elements of the University safety and security policy.
iii.   Focus on prevention and preparedness initiatives for critical safety and security incidences on campus.
iv.   Use surveillance cameras (CCTV) to monitor activities around the University and Student Hostels.

v.   Have multiple systems to alert students and staff of critical incidents on campus.
vi.   Provide adequate staffing to the current security personnel
vii.   Provide adequate funding for University security.
viii. Use a visitor management system to verify that guests are authorized to visit the University/SMC through use of sign-in guest logs or any other relevant method.
ix.   Build/install fences that are difficult to cut or climb around sensitive areas.
x.   Place doors in locations that can be seen and supervised.
xi.   Control movement of traffic by none-university staff and students particularly during the night.
xii.   Ensure our Auxiliary Police patrol those areas where safety is low.
xiii. See how the University could work with the Police to reduce incidences of theft and other criminal activities at the University
xiv.   Estates and Works Department should ensure the availability of adequate street lights and pavements for walking and cyclists.

(h)   Business Centre/Shopping Mall
The University shall provide space for establishment of a business centre/shopping mall in accordance with UNIBEN Strategic Plan through its Company and /or in collaboration with private sector through PPP arrangement. This shall carter for decent shopping area for groceries, pharmacy, among others.

2.5   External Quality Assurance (EQA)
(a)   Programme Assessment
The University shall carry out internal assessment of all programmes every 5 years, review and invite experts to conduct external assessment of at least 10% of the programmes in each College/School/ Directorate/ Institute/Centre/Unit. Assessments shall aim at discovering strengths for enhancement and weaknesses for improvement.

(b)   Institutional Assessment
Institutional assessment reports shall constitute the key document to be used for external assessment either for purposes of accreditation or any other purpose as may arise.

3.   Strategic Plan of University of Benin 2018-2028

STRATEGIC PLAN 2018-2028

UNIVERSITY OF BENIN OFFICE OF THE VICE-CHANCELLOR
P.M.B. 1154, BENIN CITY

EXECUTIVE SUMMARY

This document, the third in the series on the University's quest for a well-balanced and comprehensive development, is a follow-up to the earlier planning documents. This particular plan document is another round of the next ten years of a strategic plan, and it is the product of a wide range of consultations from within and outside the University. This plan, just like its previous ones, focuses on the staff of the University, where the University should be and the methodologies required to get to the proposed destination.The common vision and mission statements of the University remain the fulcrum and crux of this plan which are to be a model institution of higher learning of world standard organized to develop the human mind to be creative, innovative, research-oriented, knowledgeable in entrepreneurship and geared towards the actualization of the University's traditional philosophy of service to the society.The plan identifies the strengths of the University, including the high-quality staff on the ground, the strengths of its leadership, backed by an effective and efficient administration, quality variety of programmes, the diversity of staff and students, the strategic location of the University, peaceful and accommodating culturally-rich surrounding communities and the reputation as well as the acclaimed achievements of the University alumni.

The challenges facing the University are no less formidable: they include the dwindling public allocations of funds which have resulted in insufficient and unmaintained infrastructures, rapidly expanding student population, disruptions in the academic calendar, insufficient student accommodation, resulting in overcrowding, and inconsistent government policies. It is in light of the above that the goals and objectives were formulated. These goals seek to create a conducive academic environment,enhance staff and postgraduate research, foster a sense of community among students, promote gender mainstreaming, excellence in science and technology, foster interdisciplinary approaches in the health sciences, strengthen the creative and innovative values and entrepreneurial capacities in the humanities, establish a strong, effective and efficient administration, upgrade the information and communication technology infrastructures, stimulate general entrepreneurial competencies in the University, and strengthen the Institutes in the University. Under each broad goal and objective, the Plan identifies the peculiar strengths and challenges before proceeding to suggest action Plan for each specific objective that was derived from the main strategic goal.

For creating a conducive academic environment, the Plan envisages diversification of the sources of funds, providing opportunities for personal growth and development, instituting an appropriate reward and recognition system, devising measures to guarantee a regular academic calendar, completing the next phase of the health centre, evolving strategies to check the spread of covid-19 pandemic and ensuring improved library services were seen as required actions. The frontiers of knowledge and teaching are expandable with the consolidation of the degree programmes by new degree programmes. Besides, the quality of staff research is to be enhanced upwards by devoting more internally generated funds to research activities, collaborating more with external research organizations and dedicating a fixed proportion of University Research and Development Committee (URDC) funds for Postgraduate research.

The students of the University of Benin will continue to be given acompletely new orientation to develop values consistent with good citizenship through the

reorganization of the Orientation Programmes. The best student in the various departments after the first year shall be designated University Scholars and awarded appropriate scholarships. The General Studies programme will continue to be strengthened to inculcate the values of national loyalty and interdependence. Besides, the Student Work-Study programme will be extended to accommodate more the full-time undergraduate student population. The Students Affairs Division and the Counseling Unit will continue to be supported to provide better guidance and counselling services to meet the needs of all the students especially those that are socially and physically challenged.

The University shall continue to promote mutual trust in the Health Sciences. To this end, professionals in the Health Sciences will be engaged to boost service capacity and be able to meet the challenges of some new diseases, such as the Covid-19 pandemic, lassa fever and other ailments, within the next two years. The construction of phases 2, 3 and 4 of the Faculty of Management Sciences as designed by the Physical Planning Unit shall be pursued in the 2023/2024 session to accommodate additional departments and proposed departments already created or to be created. The Faculty of Management Sciences does not have adequate space for the following departments/programmes, such as Accounting, Taxation, Banking and Finance, Insurance, Business Administration, Industrial Relations and Personnel Management and Marketing, and the recent world bank-sponsored Sustainable Procurement Environmental and Social Standards Enhancement Project(SPESSE) designed for professionals for procurement courses.

Envisaged programmes in the Faculty of Management Sciences include Forensic Accounting, and the Centre for Forensic Studies, among others.

The University will continue to maintain its leading role in Gender Mainstreaming in the post-graduate programmes beginning in the 2023-2024 academic session. Besides, there shall be fruitful partnerships and sustainable linkages with the private sector to create room for intensive staff training and retraining. Interestingly, the Senate has considered the Gender and Sexual Harassment Policy under similar Acts of the National Assembly. The University will continue to create more opportunities for women to participate in gender-related seminars, workshops and international conferences. The University administration will be strengthened to minimize bureaucratic delays by reorganizing the Registry, Bursary, Works and other Service Units, including the revamping of the disciplinary system to expedite the disciplinary processes and adopting a leadership style that fosters leadership by example in punctuality, diligence, personal integrity and commitment to excellence. The telecommunications system in Ugbowo and Ekehuan campuses will continue to be reinforced. The University will promote the development of business culture as a practical response to the challenges of dwindling funds from public sources.

Information and Communication Technology has become the engine of development. The University will continue to ensure the development and utilization of information and communication technology by actively developing alternative sources of energy to the power supply by the Benin Electricity Development Company.

The University has remained unequivocal in the reaffirmation of the mandates of the Institutes by restricting their academic activities to non-degree programmes and restoring their extension and research services. The Institute of Child Health will

continue to carry out community-oriented interactive development activities in areas of population concentration. The Institute of Education will continue to intensify the production of teachers for the pre-primary, primary and post-primary schools, and promote professionalism in the teaching profession to advance the aspiration and welfare of teachers.

Signed: Professor James M.Okuo
Chairman, Strategic Planning Committee December 2022

1. BACKGROUND TO THE PLAN

1.1 The Evolution of the University of Benin

The University of Benin attained University status in July 1971when it was recognized by the National Universities Commission and became known as the University of Benin. Before then, it was known as the Midwest Institute of Technology founded on November 23, 1970, by the Midwestern State. In August 1975, the University was taken over by the Federal Government. In November 2021, the University was fifty-one years old with fifty-one years of solid achievements and expanding national and international reputation built upon a sense of enterprise, resourcefulness, creativity, innovativeness, astute diplomacy, patriotism, excellence and service.

The University of Benin has remained faithful to its founding philosophy which is encapsulated in the motto**:** "Knowledge for Service". Its original objective was to produce high-level human resources in the scientific and technological fields; but this perspective quite early assumed a wider focus to embrace the humanistic branches of Arts, Social Sciences, Management Sciences, Education and Law. The roots of knowledge increasingly became deeper, but the general orientation of the products has always been the same and that is to offer exemplary service to the immediate community, to the nation, to the international academic community and humanity as a whole.

The University started in 1970 with the Faculties of Science, Engineering, Medicine and Pharmacy. The number of Faculties increased to five in 1974 and 1975 with the Faculty of Education. In 1975, the Arts and Social Sciences Faculties was added. In 2007, the Faculty of Management Sciences was added to the number of Faculties with Environmental Sciences in 2014. As of 2021, there were 11 Faculties in all. The University has continued to grow by leaps and bounds, given the rising number of departments as well as the diversity of academic programmes. In the 2020/2021 academic session, the academic structure of the University was as follows:

(a) College of Medical Sciences
i.   School of Dentistry
ii.   School of Medicine
iii.   School of Basic Medical Sciences

(b) School of Post-Graduate Studies

(c) Faculties
i.   Faculty of Agriculture
ii.   Faculty of Arts
iii.   Faculty of Education
iv.   Faculty of Engineering
v.   Faculty of Environmental Sciences
vi.   Faculty of Law
vii.   Faculty of Life Sciences
viii.   Faculty of Management Sciences
ix.   Faculty of Pharmacy
x.   Faculty of Physical Sciences
xi.   Faculty of Social Sciences

xii.   Faculty of Veterinary Medicine

(d)   ***Autonomous Institutes***
i.   Institute of Child Health
ii.   Institute of Education
iii.   Institute of Public Administration and Extension Services

The University of Benin is committed to intellectual traditions and high standards of teaching and research as well as its dedication to service. All of these have combined to enhance its image as the most sought University by potential students. It has become a bastion of learning with a potentially great future. It is not surprising that a former President of Nigeria once remarked that the University of Benin has been transformed from UNIBEN to UNIBEST.

1.2   History of the Strategic Planning Process

In 2001, the University of Benin commissioned a ten-year strategic Plan to establish a clear and consistent direction and indeed, a road map for the future. The idea was to formulate a purposeful blueprint for the realization of the University's Goals and Objectives in an environment of change and uncertainty. It was to be a plan that reflects the views and aspirations of the generality of the University community.

In July 2001, a Strategic Planning Committee with Professor Adebayo Akerele (blessed memory), a Professor of Business Administration, as Chairman, was inaugurated by the then Vice-Chancellor, now Professor Emeritus A. R. Anao. Members of the University's Governing Council, the Senate, Provost, Deans and Directors, and Heads of Administrative Units as well as the Vice-Chancellor's Office, the Registry, Bursary, Works and Services Unit, and Health Services were at various times sensitized to the importance, contents and processes of strategic planning. Thereafter, the participants in the syndicate considered the stakeholders in and outside the University, the philosophy, values, vision and mission of the University as well as the strengths, challenges (weaknesses), opportunities and threats of the institution with suggestions on how to enhance the strengths, reduce the weaknesses, exploit the opportunities and confront and contain the threats.

The Strategic Planning Committee collated the discussions and conclusions of the various groups and their syndicates and a Sub-committee was set up to distil with the assistance of internal consultants, the reports of the consultations. This Sub-committee produced a planning document entitled "Building Blocks For A Strategic Plan."At a point, it became necessary to increase the pace of the Strategic Planning process and a Task Force on Strategic Planning was set up in April 2002. The Task Force accelerated the planning processes by undertaking sustained follow-up actions to assemble relevant contributions from faculties and departments and to clarify procedures for further action. The Task Force also set up new subcommittees which had interactive discussions on various aspects of the University's activities based on approved guidelines. The reports of the sub-committees were critically analyzed and scrutinized and a Drafting Sub- committee was given the task of putting the Strategic Plan together. The Strategic Plan was further and finally considered by the appropriate organs of the University before it was presented to the Governing Council of the University for approval. The 2018-2028 Strategic Plan followed the same trajectory as the 2002-2012 and 2010-2015 planning processes.The current Strategic Plan is

holistic in its coverage and reflected the inputs from both internal and external stakeholders.

The University through this Strategic Plan decided on a study to ascertain what outsiders think about the University, how its products have been doing in the labour market and what they suggest the University should do to be more competitive. Consequent reviews of the Plan will benefit greatly from the outcome of the ongoing research. The major attraction of the planning philosophy is the necessity that successive administrations would implement the Plan with possible adjustments to reflect changes in the environment but are always guided by the fact that the Strategic Plan represents the consensus of the generality of the University Community.

2   VISION AND MISSION STATEMENTS

2.1   Vision
The Vision of the University of Benin is to be a model Institution of higher learning which ranks among the best in the world and is responsive to the creative and innovative abilities of the Nigerian people.

2.2   Mission
The Mission of the University of Benin is to develop the human mind to be creative, innovative, research-oriented, competent in areas of specialization, knowledgeable in entrepreneurship and dedicated to service.

3.   PHILOSOPHY, STRENGTHS AND CHALLENGES

3.1   Philosophy
The guiding philosophy of the University is the propagation of knowledge for service which is based on hard work, industry, diligence, innovativeness, discipline, honesty, fairness, equity and scholarship

3.2   Strengths
The University of Benin has to its credit many advantages that distinguish it from other institutions in Nigeria.

These include:
i.   Availability of vast land for expansion and development. Site B is yet to be fully exploited.
ii.   Existence of high-quality academic programmes.
iii.   The strategic location of the University makes the Institution easily accessible and serves as a link between the different parts of the Country.
iv.   The hard-earned Name - "**UNIBEST**" is serving as a direction to serious-minded parents to prefer the University of Benin to any other institution in Nigeria.
v.   The excellent reputation of graduates of the University and a good crop of Alumni in positions of authority and influence in the country.
vi.   Availability of high-quality academic and non-academic staff within and outside the country.
vii.   The age-long historical and cultural attractions in Benin City as tourism centres.

viii. Federal Government's financial support for expansion and development through TETFUND.

ix. The ICT-driven processes in the University.

x. Availability of support services, including functional in- and out-patient health centre, good sporting facilities, banking facilities as well as staff club for relaxation

xi. Good leadership with effective and efficient administration.

xii. Availability of a Central Library with annexes in the various faculties.

3.3 Challenges

There are formidable challenges facing the University which put the identified strengths to the test but which the University accepts and willingly confronts. These challenges include but are not completely restricted to:

i. Insufficient infrastructural facilities for learning, teaching and research, such as lecture theatres, classrooms, laboratories/studios, library facilities, and office accommodations.

ii. Inadequate financial resources resulting from insufficient funding from public sources.

iii. The rapid expansion of the student population resulting in a high staff/student ratio.

iv. Insufficient students accommodation on campus resulting in overcrowding which could lead to indiscipline, depression and violence.

v. Occasional disruptions of the University activities through industrial actions by the various unions.

vi. Inconsistent government policies on University administration, conditions of service, funding, and industrial relations.

vii. Encroachment on University land in Site B, etc.

4. GOALS AND OBJECTIVES

The University is very proud of its achievements since its inception in 1970 and since the development of the previous plans, beginning from 2002 to 2012 plan. However, there are many more things that could have been done and others that needed to have been done in the plans preceding this current plan. In the next ten years of the 2018-2028 strategic plan, the University will continue to concentrate its energy and resources on the following broad goals and objectives which were not achieved by the implementation of the previous plans: These include:

i. To create an ambience of an academic environment that is stimulating and conducive to effective teaching and research;

ii. To advance the frontiers of teaching and learning through an effective and judicious combination of degree, part-time as well as distance learning programme;

iii. To enhance staff and postgraduate research to entrench an enduring research legacy and tradition;

iv. To foster in the student body a sense of community and a new orientation consistent with the University's primary purpose of producing disciplined, upright, cultured and patriotic citizens,

v. To promote gender mainstreaming at all stages of the development and implementation of policies, plans and programmes;

vi. To promote excellence in science and technology to meet the challenges of the

present world;

vii. To expand the frontiers of training and service through the promotion of multi-disciplinary approaches in the health sciences;

viii. To strengthen the creative and innovative values and entrepreneurial capacities of the social sciences, humanities and education to make them more relevant to the national development process;

ix. To establish a strong, effective and efficient administration;

x. To upgrade information and communication technology infrastructures to make them easily accessible to members of the University community;

xi. To stimulate entrepreneurial competencies in the University community, and

xii. To strengthen the Institutes for organized research and extension services in the University.

4.1 Creating an Ambience of a Conducive Academic Environment

Introduction

Any university's starting point on the road to fame is the atmosphere of intellectual vibrancy that surrounds it. The environment of the University of Benin should stimulate and challenge the intellect and arouse a creative impulse to critical thought and action. The University desires to constantly monitor and review policies and programmes which impact its image to ensure that the academic environment remains lively and stimulating, and that staff and students derive maximum satisfaction from working and studying at the University. As much as possible, the University strives to ensure that no room is created for stagnation,low morale among students and staff which when allowed can lead to dare consequences that may threaten the academic environment

The Strengths of the University

The University has a crop of highly trained and experienced academic and non-academic staff many of whom are dedicated and committed to the traditions of the University and high standards of scholarship. A well-established relationship among academic departments, faculty boards, the University senate and management, facilitates a sound academic organization. A nationally respected Chancellor, a recognized Pro-Chancellor who presides over the Governing Council of the University whose members represent the civil society, the academic community of the University, the Alumni Association through Convocation and the Congregation of the entire staff of the University, provide the solid foundation for the administrative backup for a sound academic environment.The University has in place a wide variety of academic programmes at the undergraduate and postgraduate levels. Each of these programmes serves diverse disciplinary interests. The freedom of the University academic staff to teach and engage in scholarly pursuits without the prior directive or restraint of the authorities is universally recognized and highly internalized in the University of Benin. The University provides good support services which include in-patient and out-patient health centres which is near the University of Benin Teaching Hospital and good recreational facilities, such as a sports complex and playground for various sports activities, athletic facilities,and a basketball court.There also exists a University printing press, a staff club with recreational facilities, a water factory, a bakery and a guest house complex.The different religious groups are streamlined to coexist harmoniously in the University, thus ensuring internal stability. The various amenities provided by the University, such as a network of good roads, an independent water

supply system, standby generators and the serene atmosphere of the Ugbowo and Ekehuan campuses make membership in the University community a rewarding experience.

The Challenges of the University

Notwithstanding the strengths available to the University, some dots of challenges cannot be avoided: these challenges include inadequate financial resources which have led to the inability of the University to provide sufficient infrastructure and accommodation to its on-campus students and staff. These lapses have in some ways impeded personal growth and intellectual development on the part of the staff. In addition, occasional disruptions of University activities through industrial actions by the various Unions have resulted in considerable uncertainty in the academic calendar. The library services are also not adequate even with the library extension which has been put to use. With the Health Service Support Centre, there is also continuous dependence on the University of Benin Teaching Hospital for routine healthcare, and uncomplicated surgical and laboratory services.

Specific Objectives

To realize the creation of an enabling academic environment, the following specific objectives are to:

(a)   Expand the University's sources of funds to reduce its dependence on the government;

(b)   Provide opportunities for personal growth and intellectual development.

(c)   Enhance the commitment to work by introducing a motivating reward and recognition system.

(d)   Initiate measures that would guarantee a regular academic calendar.

(e)   Improve library services to meet the increasing needs of the University community.

(f)   Reduce dependence on UBTH and join the global action against emerging diseases, such as the Covid-19 pandemic, Lassa fever, and Yellow fever,among others

Action Plan

To achieve the realization of the aforementioned objectives, the following action plans are required:

(a)   Diversification of Sources of Funds

i.   All income-generating activities of the University will be overhauled and reorganized in the short and medium term to ensure they are self-sustainable without dependence on the University for continuing funding;

ii.   The University will ensure that electricity consumed for domestic and commercial purposes is sufficiently metered and paid for by commercial users with adequate monitoring to avoid leakages;

iii.   The University will take advantage of its expansive land in Site B of the Ugbowo campus to engage in commercial farming and other income-yielding ventures.

iv.   Commercial shops in the various Faculties/Units will be reorganized to put them on revenue-generating parts for the University.

(b)   Provision of Opportunities for Personal Growth and Development

i.   The University will continue to implement existing policies on training leave,

study leave and sabbatical leave;

ii. The University will continue to encourage the participation of staff in local and international conferences;

iii. The University will pursue the expansion of its contacts with external organizations and institutions and reactivate exchange linkages, involving staff and students, and create opportunities through research grants and scholarships.

iv. Departments and faculties will continue to be empowered to carry out their academic functions by the provision of adequate facilities which are conducive to effective concentration and learning.

(c) *Reward and Recognition System*

i. The University will institute a mechanism that will guarantee appropriate incentives and rewards for exemplary diligence and dedication to duty to foster a sense of selfless service.

ii. Policies will be developed to guide the appropriate and equitable distribution of such incentives and rewards and communicated to staff at the start of the academic session.

(d) *Guaranteeing Regular Academic Calendar*

i. The University will continue to take the necessary steps to ensure a return to the tradition of strict adherence to the University's calendar which reflects all University activities and engagements for a particular session.

ii. The University will continue on the trajectory of consciously cultivating mutual trust and confidence between the Administration and the various Unions in the University

(e) *Improving Library Services*

i. The University will expand and extend the main library to the various faculties to increase not only its sitting capacity but to bring the library to the doorstep of the students at the faculties.

ii. The existing facilities at both the main library and the extension will be modernized and upgraded through extensive computerization and increased stock of current books and journals within the next three years.

iii. All faculty libraries would have been established by 2023 - 2024 Session and departmental libraries within 2027 – 2028 Session.

iv. The University will train and retrain library staff and by extension the University staff to keep them abreast of information and communication technology.

v. The University will continue to leverage the Virtual (Digital) Library that will serve as a node for the Distance Learning Programme.

vi. The various Units of the library will be provided with strong and steady connectivity, cloud technology and a fully computerized and fully digital library system to support internet services for all users including staff and students.

vii. The University will reactivate the Reprographics Unit and provide the needed equipment and staff to make the Unit not only productive but also a revenue-generating Unit

viii. The University will continue to partner with necessary research institutions and

organizations, such as the TETFUND on a research fund that will supplement existing library reading materials to enhance research by staff and students.

(f) ***Expansion of Facilities in the Health Centre***
i. The University will source funds to expand the Health Centre facilities to accommodate more offices, consult rooms, in and out-patient wards and surgical theatre space and well-equipped laboratories in the next three years. Such funds are expected to be sourced from a productive partnership with the University Medical Sciences alumni.
ii. The personnel of the Nursing, Pharmacy and Environmental Units will be beefed up and strengthened with more qualified hands employed to service the growing needs of the Health Centre.
iii. At least two new ambulances will be purchased to enable the Centre to respond to emergencies.
iv. The University will continue to take advantage of the donations of vaccines and purchase drugs against the spread of emerging diseases, such as the COVID-19 pandemic, Lassa fever, and HIV/AIDS.

4.2   Increasing the Frontiers of Teaching and Learning Introduction

The history of part-time at undergraduate and postgraduate levels has continued to enjoy patronage from workers and non-workers alike.These programmes began when Institutes of the University began providing in-service opportunities for professional and academic enhancement and self-development to workers. The success achieved was not only sustained but has also been continued with the result that the University, despite the constraints and ceilings by the National Universities Commission(NUC), still offers part-time degrees, and sub-degrees programmes in selected disciplines. These programmes have continued to be patronized, with regulation by the NUC. Though desirous to sustain the part-time and sandwich, and programmes, the University of Benin is desirous of sustaining the present experience in part-time education and in meeting up with the desire to provide education for the learning population in Distance Learning in line with global best practice.

Strengths

Part-time and self-sustaining sandwich programmes currently exist in some faculties with students drawn from various parts of the country. These programmes enjoy the expertise of qualified academic and non-academic staff on full-time employment. The University also parades a full complement of staff with expertise in Distance Learning and from relevant departments. Besides, there is the full support of Information, Communication and Technology staff who constitute an essential component of the Distance Learning programme. Various infrastructures, including lecture halls and laboratories used for full-time programmes in the University, are readily available for Distance Learning and part-time programmes

Challenges

Notwithstanding the success of part-time, sandwich and sub-degree programmes in the University in the past years, the departments involved are confronted with a series of challenges that must be addressed if the objectives of the programmes are to be met. These challenges include the coordination of teaching activities and examinations, the marking of scripts as well as the processing and releasing of results and transcripts, resurfaces of and intermittent strikes by the unions in the University.

Specific Objectives

(a) **Part-Time Programmes**:
- To enhance the educational opportunities provided to the working class who are in full-time employment.

(b) **Distance Learning**
- To bring university education closer to deserving learners at locations most convenient for them.

Action Plan
(a) Consolidating Educational Opportunities
i. The Centre for Part-time Studies in the University will be broadened to include more programmes
ii. The University shall liaise and collaborate with the Department of Accounting in the University to establish a Centre for Forensic Studies in the 2023/2024 academic session.This Centre will be expected to teach and award short-certificate courses that will allow participants to have pre-retirement and post-working life.

(b) Enhancing Educational Opportunities:
- The University will make conscious efforts to support the expansion and provision of infrastructures through the use of the resources generated from the pool of available non-full-time programmes to support the facilities of the departments or faculties affected.

(c) Bringing University Education Closer to Deserving Learners:
i. The Distance Learning Institute will be reinvigorated to begin in the next academic session, the 2022/2023 academic session
ii. The University will consider and implement the building plan of the Centre for Distance Learning. It is expected that the building will commence in earnest. It is expected that the building of a Distance Learning Centre will open a vista of opportunities for deserving learners.
iii. The University will liaise and collaborate, where necessary, with relevant agencies of government for a *Centre* for any programme that may be found to impact the workings and needs of such or similar agencies.
iv. The Centre for Forensic Studies in the Department of Accounting will interface with the graft agencies and provides a middle-level manner to Nigeria will be pursued.
v. Existing available facility Centres shall be boosted or expanded for intakes of potential students for short-course certificates.

4.3. Enhancement of Staff and Postgraduate Research Introduction:
Staff and Postgraduate (PG) students are the critical sources of research. No University grows beyond the worth of its staff and students, especially the PG student programme. Therefore our key factor in the building of a strong academic base and environment is the ability of the staff and students in the University to make significant contributions to their respective disciplines.

Strengths

The University of Benin has a vibrant School of Postgraduate Studies whose aim is to be identified with the highest standards possible and traditions of postgraduate training, scholarship and research that will lead to major advances and breakthroughs in the various disciplines of learning. The school produces high-level human resources who can fit into, not just the academia but also the Industry, or the Government or its agencies which are given the quality of training received in the school.

Being first generation tertiary institution in Nigeria, the University of Benin is endowed with good-quality staff, many of whom have important international linkages. Besides, the University has a large pool of postgraduate products holding positions of responsibility, authority and influence in government and industry. The Postgraduate School building facilitates the effective coordination of full-time studies. Besides, postgraduate degrees now regularly feature at Postgraduate Schools.

Challenges

Delay in the completion of postgraduate (PG) programmes still features due to students who take up jobs while on the postgraduate programmes despite the full-time requirement of all postgraduate programmes. There is also a preference for external bodies by governments and their functionaries in seeking solutions to basic problems facing society, and the reluctance of governments to commit a good size of funds for local research initiatives which have stultified indigenous research efforts.

Specific Objectives.

The specific objectives are to:

(a)   increase postgraduate enrolment and encourage more PG Programmes in the various departments.

(b)   enhance the quality and popularity of postgraduate studies as an engine of research for growth and development.

(c)   improve the quality of research by staff and postgraduate students.

Action plan

(a)   Increasing Postgraduate Enrolment

i.   The University will resuscitate the retention of any of its students who obtain first- class honours.

ii.   Sponsorship of postgraduate students from local and international sources will be intensified.

iii.   The institution of endowment funds for postgraduate studies and research will be encouraged.

iv.   Special scholarship will be awarded to indigent students interested in postgraduate programmes

v.   The University shall propose post-graduate studies for Distance Learning

(b)   Enhancing the Quality of Postgraduate Studies as an Engine of Growth and Development

i.   A percentage of the fees generated by the postgraduate school will be allocated to the school for its operations and appropriate support to students with clear-cut breakthroughs and for procurement of facilities, where necessary and sponsorship to conferences and seminars.

ii.   The University will undertake the publication of thesis/ dissertation abstracts

of all theses and dissertations at the end of every academic year. Comprehensive information about all postgraduate courses will be advertised on the internet, television, radio and published pamphlets to ensure wider publicity.

iii. The Postgraduate School will explore ways that will make it possible to attach postgraduate students of all fields to recognize research centres to enhance theory-practice linkages.

iv. The Postgraduate School will develop a set of criteria that could be used to identify centres of excellence in postgraduate work and the provision of necessary equipment and financial support. A strong linkage agreement will be negotiated between the University and research institutes to facilitate the exchange of postgraduate students.

v. Research grants and support shall continue to be made available for researchers and students including their supervisors. Such funds shall be available through the University Research and Development Committee (URDC) which will identify the national problems the research requiring support will address.

vi. There will be close monitoring of the utilization of research grants with appropriate sanctions.

4.4 Fostering a New Orientation of Discipline Introduction.

The University will foster a new orientation among students. This is to be achieved through uprightness, culture and patriotism. The University is a community of staff, scholars and students with common and shared values. The students, who are young, vibrant, and exuberant, may not be less burdened by the care of adult life. The students may sometimes find outlets to express their grievances in ways that may not be irrational. They may tackle problems of administration without adequate thought and reflection; and the image they sometimes present is that of an uncaring, difficult and uncompromising group. All of these pose a challenge to the University authorities and other members of the University community who are saddled with the management of students' problems. The students need to see themselves as viable members of the University community where the actions and activities of each member are geared towards the attainment of the common goal.

Strengths

The student population is made up of a large number of intelligent persons from diverse backgrounds capable of learning and willing to live in a multicultural society. The University has good sporting and other recreational facilities as well as excellent health services. There is provision for on-campus accommodation which is complemented by expanding off-campus opportunities with a growing network of commercial activities to meet the needs of students. An active Students Affairs Office exists which provides various services. The Students Work-Study Programme of the University provides opportunities for indigent students to earn some money while studying.

Challenges

There are active student organizations, which tend to promote deviant behaviour. The existing Scholarship and Bursary support from the public and private sectors for deserving students are grossly inadequate. There is a high rate of carryover of failed courses without any opportunity to ameliorate the situation and thus increase the length of stay of students in the University. Guidance and Counseling services for students and care for the socially and physically challenged in the University are

inadequate. Inadequate formal communication outlets for students, for example, newspapers and student-operated radio stations, e-mail, etc restrict the ability of students to communicate among themselves.

Specific Objectives
The Specific Objective is to:
(a) Inculcate in the students a sense of values consistent with good citizenship, patriotism and self-respect.
(b) Encourage academically qualified candidates to benefit from a University education.
(c) Assist students to reduce their length of stay in the University.
(d) Provide possible platforms for solving the problems of staff and students.
(e) Enhance the ability of students to communicate among themselves, other members of the University community and society at large.

Action Plan
(a)   Creating a Sense of Value that is Consistent with Good Citizenship
i.   The University will henceforth undertake a more effective organization of orientation programmes for fresh students, expected to begin before the commencement of lectures and to involve resource persons with the relevant expertise and experience
ii.   Given the poor orientation programmes of the past for most students, the University will ensure that the admission process is completed early enough for the orientation programme to reach the new students.
iii.   The University will strengthen the General Studies programme to inculcate in the students the virtues of self-dignity, national loyalty and interdependence.
iv.   The University will strengthen student organizations that are committed to the promotion of acceptable values in the University community.

(b)   Widening Access to Higher Education
i.   The University will activate the offer of Scholarships to the best student in every department after the first year. The beneficiaries will be called University Scholars.
ii.   The private sector will be actively encouraged to be involved in the University scholarship programme. The scholarship scheme by the Centre for Gender Studies will be activated for female students to foster gender empowerment.

(c)   Reducing the Length of Stay in the University
i.   Full-time students will be allowed to utilize opportunities provided by the Guidance and Counseling Unit to engage students to appreciate their needs.
ii.   The University will activate students' appraisal of staff and other measures to ensure effective teaching and supervision with effect from the 2023/2024 session.
iii.   Existing attendance regulations and continuous assessment requirements will be reviewed and rigorously enforced with effect from the 2023/2024 session.
iv.   Summer lectures will be allowed for students with carry-over to remedy their deficiencies

(d) **Platforms for Solving Students' Problems.**

1. **The Student Work-Study Programme**
i. The student work-study programme will continue to be expanded to accommodate the full-time undergraduate population.
ii. The student work-study programme and the entrepreneurial development programme shall be utilized and vigorously pursued/synchronized through a fruitful partnership with the private sector to allow students to learn the rudiments of running a business concern.

2. *Other Students Services*
i. The Guidance and Counseling Services Unit in the Faculty of Education and the Students Affairs Division will be strengthened and refocused to meet the needs of students.
ii. The University will establish Guidance and Counseling Units in each Faculty starting from the 2022 to 2023 academic session.
iii. Course Advisers will be required to apply themselves fully to their responsibilities and deal with students courteously and humanely. All of such course advisers shall be responsible to a very senior member of the department, who in turn shall report to the Head of Department
iv. The Students Affairs Office will continue to be strengthened to cope with the needs of socially and physically challenged students.
v. Physical structures in the University will take into consideration the special needs of the physically challenged.

4.5 **Promoting Excellence in Science and Technology Introduction**:
The role of Science and Technology in National Development cannot be over-emphasized. The sub-sector is vital to the achievement of the strategic goals and objectives of the nation in that it advances knowledge in the theory and practice of Agriculture, Engineering and Science. Indeed, Science and Technology are the gateway to economic development and form the bedrock of human advancement.

Strengths
At the University of Benin, Science and Technology have advanced the frontiers of creativity, innovation and adaptation. They have continued to dominate the provision of high-level human resources to the oil industry which is the mainstream of the Nigerian economy. There is a large pool of experienced academics who offer consultancy services to local and international agencies. The nearness to the rich biodiversity in the Delta area and relevant petroleum industries, mining and agricultural centres has enhanced the attraction of the academic programmes of the University. There are postgraduate programmes that draw students from diverse disciplines in the pure, applied and life sciences.

Challenges
The declining interest of potential students in the pure sciences constitutes a threat to rapid technological development. The obsolescence of equipment and broken-down infrastructures have impeded effective teaching and research. Funding has generally been inadequate and this has had negative consequences for creativity, innovation and adaptability. The physical separation of some facilities in Physical and Life Sciences has resulted in the poor coordination of academic activities and considerable

inconvenience to staff and students.

Specific Objectives
The specific objectives are to:
(a) encourage innovation and creativity in Science and Technology,
(b) increase awareness of the sciences as an essential foundation for scientific and technological advancement.
(c) encourage and increase food production.
(d) ensure that teaching and research are carried out with modern and functional infrastructures.
(e) produce graduates in Agriculture, Engineering, and Sciences who will be self-reliant as employers of labour

Action plan
(a) **Encouraging Innovation and Creativity.**
i. Special prizes for distinct innovation and creativity will be activated and awarded for inventions and breakthroughs in science and technology.
ii. Seminars and workshops will continue to be organized and expanded in Sciences with a focus on stimulating creative ability, innovativeness and adaptability.
iii. Inter-disciplinary research will be actively and vigorously pursued within and outside the University community to promote interest in applied research and innovations in Sciences.

(b) **Increasing Food Production and Sufficiency**
i. There shall be engagements in commercial farming activities. Capital-oriented farming with modern facilities shall be employed.
ii. The highly unutilized Site B will be explored for research and commercial farming.
iii. The University shall ensure that Phase 1 of the Faculty of Agriculture building is completed and put to use in the next two years.
iv. There shall be a deliberate effort of training and retraining on farming equipment.
v. Students of appropriate levels shall continue to be engaged in field and practical work, and while the demonstration farms shall expanded
vi. There shall be reinvigorated linkages and partnerships with the Ministry of Agriculture and other relevant agencies on new ways and techniques for farming
vii. The University shall encourage both the Faculties of Agriculture and Engineering to develop local and indigenously-adapted technology to enhance agricultural and construction techniques.

(d) **Teaching and Research Infrastructural facilities**
i. Obsolete and unserviceable laboratory equipment in relevant deparments will be replaced speedily and the broken-down ones that are salvageable will be rehabilitated
ii. The Equipment Maintenance Centre Unit (EMC) will be strengthened and utilized more effectively in the servicing and rehabilitation of laboratories and other equipment

iii. The University will provide Phase 2 for the Faculty of Agriculture and provide an administrative building with equipped laboratories.
iv. Faculties of Physical and Life Sciences shall be expanded with their laboratories equipped with modern facilities.

(e)   Production of Self-reliant Graduates
i. Entrepreneurial skills and orientation will be encouraged by utilizing the Entrepreneurial Centre which will be expanded to meet the present-day requirements of an Entrepreneurial Centre
ii. The University will collaborate with relevant agencies to appreciate, embrace and engage indigenous capacities in science and technologies through the productive involvement of the University-trained graduates

4.6   The Expansion of Frontiers of Training and Services in the Health Sciences Introduction
The Health Sciences programmes at the University of Benin are Dentistry, Medicine, Optometry, Pharmacy and Basic Health Sciences (Nursing, Medical Lab Science, etc) These programmes exist to train professionals in the various areas of health sciences, including Dentist, Medical Doctors, Optometrists, Pharmacists and Basic Health Sciences such as Nurses, Medical Laboratory Scientists, etc. The emphasis on Health Sciences programmes will continue to include the need for the various units to collaborate and engage in a meaningful and multidisciplinary way in research and education.

*Strengths***:**
There exists an excellent and diverse body drawn from various parts of the country. The Health Sciences enjoy a reputation for excellence and inventiveness as exemplified by the research efforts of leading academic staff and alumni which have produced patents and international recognition. The strength of the Health Sciences also lies in the important international linkages and reputation that some staff have established in different areas over the years. The ultra-modern complex for the College of Medical Sciences, now in its permanent site has largely decongested the University of Benin Teaching Hospital which was meant to accommodate staff.

Challenges
The existence of a '*crab syndrome or mentality'* among the different professionals in the Health Sciences frustrates the needed multi-disciplinary research collaboration and practices which have aided the advancement of health delivery in other parts of the world. Private practice by professionals which was meant to enrich the quality of teaching and research has now tended to undermine commitment to official duties. The problem of inadequate funding is reflected in the current poor laboratory and research facilities, insufficient staff in the Health Sciences resulting in high student/faculty ratios, poor infrastructures in some of the departments and obsolete equipment and structures that require substantial modernization and rehabilitation. The high demand for Health Sciences has resulted in an unjustifiable increase in the population of students without a corresponding increase in facilities and staff with the consequent decline in the quality of teaching and learning.

Specific Objectives
The specific objectives are to:
(a) Promote greater integration of the different professionals in the Health Sciences.
(b) Enhance multi-disciplinary scientific research and approach to solving health-related problems.
(c) Make a conscious effort to improve the quality of teaching and learning at the undergraduate and postgraduate levels in the Health Sciences.
(d) Provide effective continuing health education for health professionals and the community.

Action Plan
(a) Greater Integration in Health Sciences
- The University will initiate dialogue with the professional bodies in the Health Sciences to bridge whatever deficiencies exist in administrative and professional relationships and thus find a lasting solution to any issues of conflict.

(b) Enhancing Multi-disciplinary Research Approaches in Solving Health Related Problems.
i. The University will strengthen its research capability by intensifying scientific conferences, seminars and workshops.
ii. The University will support efforts to train relevant staff in grant-proposal writing to enhance the interest of staff and students in research collaboration in Tetfund- grant-sponsored research
iii. The University will continue to collaborate in research efforts with industries, and local and international research institutes through exchange programmes
iv. Staff and Students in the Health Sciences will be encouraged to undertake studies in the humanities and the social sciences to sharpen their managerial competencies.

(c) Improving the Quality of Teaching and Learning
i. The University shall establish measures to monitor strict adherence to relevant guidelines on private practice in Health Sciences.
ii. The University will provide a new Lecture Theatre Laboratory building to be located near the administrative building to accommodate and relocate the various Departments. The University will work towards providing required academic and non-academic staff in the departments where there are deficits of such Staff
iii. Staff development training and retraining will be pursued with vigour to update teaching skills and enhance the quality of staff.
iv. The lecturer/student contact ratio will be progressively reduced even with an increase in enrolment to enhance the effectiveness of teaching and the academic performance of students.
v. The University shall pursue and develop serious collaboration with relevant government, private and international health institutions, industries, organizations and professional bodies.
vi. Existing laboratories in the various departments shall be progressively

equipped with modern facilities in the next ten years.

vii. Departments requiring academic and non-academic or non-teaching staff will be granted the necessary attention in the next ten years.

viii. Teaching aids such as computer-aided learning techniques, aided visual equipment and regular tutorial classes, will be decisively improved in the needing departments, to enhance teaching/lecture delivery.

ix. The University will pursue the collaboration of the proposed College of Health Sciences with reputable private hospitals/clinics in the Benin areas for teaching centres for Medical and Dental Students.

4.7 **Strengthen *Creativity and Innovativeness in the Humanities, Education and Law***

Introduction
The term Humanities has been employed in this Strategic Plan to cover the non-science- based disciplines represented by the Faculties of Arts, Management Sciences and Social sciences. These disciplines share a common vision, which is to establish a parity of esteem between the Humanities, Education and Law on the one hand, and the Sciences as branches of learning which are of relevance in the national development process on the other. Increased knowledge and experience of the creative and innovative values and entrepreneurial capacities in the Humanities, Education and Law cannot but demonstrate the truth that scientific and technological development must be moderated by humanistic influence if African civilization is to flourish again and endure.

The basic concern of the Humanities is to elucidate the affinities between the different disciplines and to integrate the diverse field of intellectual inquiry. Education has teachers' education as its primary focus with pedagogy as its core. It forms the hub on which creative and innovation values must be grounded. In all of these, the fundamental focal point is the human being, his/her world and complex nature, thoughts, associations and the operational legal framework. The multi-disciplinary nature of the Humanities, Education and Law can contribute to a holistic investigation and explanation of the human condition and prepare the graduate for a life of service to the community, the nation and humanity.

Strengths.
Benin City is known for its historical, cultural and artistic achievements and attractions. This has created a strong base for the Visual/Creative arts discipline. There is a crop of very experienced, highly competent, resourceful and well-connected staff in some of the programmes, who have attained national and international recognition. In the Faculty of Management Sciences, full accreditations by the Institute of Chartered Accountants of Nigeria (ICAN) and National Universities Commission for Accounting and Taxation programmes and the fully accredited Business Administration-related programmes are of note. Besides, the World Bank-Sponsored Sustainable Procurement Environmental and Social Standard Enhancement Project (SPESSE) and Centre for Excellence in Reproductive Health Innovation(CERHI) are respectively, designed to provide short courses in procurement programmes and enhance research in reproductive health. The Faculty of Education and the Department of Economics in the Social Sciences have similarly enjoyed accreditation from the National Universities Commission (NUC). It is on record that the Department

of Economics collaborative PhD programme with the African Economic Research Consortium (AERC) for sub-Saharan Africa still subsists. Other agencies, such as UNESCO, the National Institute for Educational Planning and Administration (NIEPA), and the UNESCO arm of the International Institute for Educational Planning provide helpful infrastructure opportunities in education.

The Faculty of Law is blessed with a good pool of Federal and State Courts in Benin City, ranging from the Court of Appeal to Customary Courts, a large number of practising lawyers and chambers, all of which offer excellent opportunities for legal training

Challenges
There are challenges worth mentioning, such as inadequate infrastructures for learning and teaching such as lecture theatres. The first four phases of the Faculty of Management Sciences Building as designed by the Physical Planning Unit are barely completed, leaving much staff, senior and junior, the Dean and HODs without offices. Currently, the Faculty of Management Sciences' Dean', the HODs and a good number of members of staff are still in what is now being referred to as the Faculty of Social Sciences. Even with the emergence of new programmes in the three Faculties of Arts, Social Sciences and Management Sciences, there have been a compelling need and pressure on Management Sciences Faculty to move to yet to be completed building. This has put a lot of stress on both staff and students who grapple with the available spaces.

Currently, the following departments and programmes compete for spaces: The Faculty of Social Sciences currently has the following six departments and a programme:

Economics; Geography and Regional Planning; Political Science; Public Administration; Sociology and Anthropology; Social Work; and Psychology Programme. The Faculty of Management Sciences comprises: Accounting; Banking & Finance; Business Administration; Insurance; Marketing; Industrial Relations & Personnel Management; Entrepreneurship; Actuarial Science Programme, and Taxation. Forensic Accounting Programme is expected as a programme in the 2022-2023 academic session; Centre for Forensic Studies expected in 2023-2024 academic session; Public Sector & Governance Programme, expected in 2024-2025 academic session; Management Accounting & sustainability Programme expected in 2025-2026 academic session; Environmental Accounting Programme in 2026-2027 academic session; Global Business Management Programme expected in 2023-2024; Operations Management Programme expected in 2024-2025

The Faculty of Arts lacks an independent building of its own necessitating the physical separation of its departments and offices, some of which are located in the Ekehuan Campus and the ETF annexes in Ugbowo Campus.

The Faculty of Law still suffers from a shortage of academic staff and space as a result of growing student enrolment and programmes.

Specific Objectives
The specific objectives are to:
(a)   Ensure that each of the Faculties in the Humanities has a permanent and

adequate building of its own.

(b) Enhance infrastructural provisions for staff in the Faculty of Management Sciences.

(c) Establish the University as a National Regional and International Institution through social, cultural, economic, political and educational and legal interactions towards the resolution of problems.

(d) Promote and enhance professionalism in the Humanities, Education and Law.

(e) Promote greater awareness of the importance of education in national development.

(f) Produce professionals in humanities, education and Law who can stand the test of changes in leadership in the 21st century.

Action Plan

(a) Permanent and Adequate Faculty of Management Sciences Building

i. The second phase of the four phases of the Faculty of Management Sciences building should commence in the 2023/2024 academic session to provide accommodation to academic and non-academic staff.

ii. The third phase will commence in the 2026/2027 academic session, while the fourth phase (Phase 4)will be commenced by the 2029/2030 academic session.

iii. Infrastructures, such as office furniture and equipment,will be provided in the offices where they are non-existent and the Phase One of the Management Sciences will be refurbished and subjected to a structural integrity test given the leakages and cracks in the decking.

(b) Establishing the University as an International Institution for Multi-Disciplinary Research

i. The University will activate the Centre for Social, Cultural and Environmental Research (centre) or similar organizations as a forum for the interdisciplinary exchange of ideas and approaches on specific social, cultural, economic, political, educational and legal problems in conferences, seminars and workshops.

ii. The University will synergize with International Research Institutions, be it United Nations-related agencies, for exchanges of ideas on social, cultural, scientific and educational concerns.

iii. Productive synergies such as the World Bank-Sponsored Sustainable Procurement Environmental and Social Standard Enhancement Project (SPESSE) on procurement processes and procedures and the Centre for Excellence in Reproductive Health Innovation (CERHI) on reproductive health.

iv. The University will encourage the participation of staff in international conferences by at least offering all or part of the sponsorship, where resources are constrained.

(c) Enhancing Professionalism in the Humanities, Education and Law

i. The pool of senior and experienced academic staff in the Humanities and Education will continue to promote higher professionalism among humanists and educationists.

ii. The University will continue to ensure that the Faculty of Education has access to the University Primary, Demonstration Secondary Schools and accredited primary and secondary schools for practical teaching for students.

iii. The Faculty of Education and proposed Centre for Forensic Studies will continue to design short formal courses in Educational Psychology and communication skills (for the Faculty of Education) for teachers and Forensic accounting-related courses in the case of students of the Centre for Forensic Studies at the tertiary level.

iv. A Centre for Technology for the Departments of Accounting, Banking and Finance and Entrepreneurship each will be sufficiently equipped for the teaching and exposition of their students to practice and simulations.

v. The University will make deliberate efforts to strengthen the staff of the Faculty of Law, particularly at the higher level through a package of incentives to attract qualified hands to the Faculty

vi. The University will continue to uphold necessary and strict measures to monitor adherence to relevant guidelines on practice in Law and the effectiveness of teaching.

(d) *Importance of Education in National Development*
In collaboration with the National Orientation Agency, Faculty of Education as well as relevant unions of the University, the University will continue to spearhead a campaign for clearer consciousness among the populace and government functionaries of the crucial role which education plays in national development.

4.8 Gender Mainstreaming Introduction
Throughout the world, the issue of gender and its wider concept has aroused much interest and provoked considerable discussions and debates. The main concern has been the need to establish a new social order which rejects gender discrimination in any aspect of life. In the dawn of the 21st century, the empowerment of women is no more an isolated feminist campaign, but a global crusade aimed at establishing equal relevance in the developmental process between men and women. The University of Benin sees the new emphasis on the place of women as worthy of serious attention.

Strengths
The University routinely collects and collates gender-disaggregated data on the staff and students. These are analyzed and used by staff and gender-related organizations for presentations at local and international meetings and conferences. This new dispensation has been facilitated by the high level of gender-related issues. There are also many gender-related associations such as the National Association of Women in Academics (NAWACS), Gender and Science and Technology (GASAT), Third World Organization for Women in Science (TWOWS).Women occupy important leadership positions in the University. Women have distinguished themselves in some sensitive positions, such as the offices of the Vice-Chancellor, Deputy Vice-Chancellor, Registrar, librarian, and Bursar, among others. A Gender and Sexual Harassment Policy has been considered as a policy document and has been approved by the University.

The University has consistently supported women's programmes through sponsorship of gender-related conferences, seminars and workshops at national and international levels.

Challenges
The negative attitude towards gender equality in society is a concern, and it is partly

cultural and partly due to ignorance. This can be a major drawback to women's empowerment. Combining the rigorous demands of academic life with the pressure of she-is-a-woman complex tends to challenge women folks. Besides, the male-dominated academic community is capable of creating feelings of despair and uncertainty.

Specific Objectives
The specific objectives are to:
(a) Improve the attitude of society towards gender equality.
(b) Enhance the capability of the woman to cope with the duality of her intellectual and family responsibilities.
(c) Foster capacity building among women to engender self-confidence.

Action Plan
(a) Changing Society's Attitude Towards Gender Equality. The Centre for Gender Studies will be invigorated to :
i. Promote research into gender differentials in all fields
ii. Continue to promote and support gender awareness in teaching and research:
iii. Provide technical assistance and training services to grassroots women:
iv. Promote and popularize gender policies and programmes on women through the University Gender and Sexual Harassment Policy and other similar policies/acts of the National Assembly.
v. Facilitate documentation and retrieval of information about women
vi. Promote networking with other women's centres
vii. Solicit funds from national and international donor agencies and individuals to finance research and training activities, and
viii. Change the mindset and orientation of men and women in relation to women's education and employment, gender roles and equity in children's upbringing

(b) Coping with the Duality of Intellectual and Family Responsibilities
i. The University will continue to promote the use of day-care and nursery centres where children can be taken care of during working hours
ii. The University will upgrade the facilities in these Centres to make them comparable with similar facilities in modern times.

(c) Encouraging Self-Capacity Building among Women
i. The University will create more opportunities for women to participate in gender-related seminars, workshops, and national and international conferences.
ii. Gender-mainstreaming programmes at the post-graduate level are to commence in earnest.
iii. Through a mutual partnership with sustainable linkages with private and foreign partners, the University will reinvigorate and pursue intensive staff training and retraining

4.9 Establishing a Strong, Effective and Efficient Administration
The administrative machinery of the University is headed by the Vice-Chancellor as the Chief Executive who is ably supported by a management team of principal offices, namely, the three Deputy Vice-Chancellors (Academic, Administration and Ekehuan Campus), the Registrar and Secretary to Council, the Librarian, and the Bursar, all of

whom can be likened to Service Chiefs. The Support Service Units are the Health Services, Physical Planning Division, Estate and Works; and Information and Communication Technology Unit (ICT), Security and Fire Services Managing a huge and complex organization, like the University of Benin, requires competent leadership and administrative setup that is driven by purposeful, effective and efficient processes responsive to changes and challenges and sensitive to students and staff's expectations. Leading institutions place considerable emphasis on continually improving work ethics that are essential to achieving their vision. Increased attention to understanding the key processes, and the coordination, supervision and teamwork across functional units, is essential to achieving set objectives.

Strengths
The University has a good reservoir of well-educated and highly skilled professionals in all units; these include seasoned administrators, lawyers, engineers, architects, accountants, entrepreneurs, experts in finance and business, medical doctors, nurses technologists, journalists, and secretaries. There is a well-designed, structured administrative organogram that is sustained by good and effective leadership.

Challenges
Bureaucratically-induced service delivery is still a common sight in some of the service units. Such delays tend to discourage the tendency for innovation. Some Units' staff in administration lack adequate exposure to opportunities for training either locally or internationally with the result that they are unable to improve themselves on modern management techniques. Besides, the operation of a two-campus system, despite the Deputy Vice-Chancellor (Ekehuan Campus), imposes spillover strain on the Management, facilities, and funds

Specific Objectives.
The specific objectives are to:
(a)   Develop administrative processes that would de-emphasize bureaucratic practices and are oriented towards solving practical problems.
(b)   Create a suitable structure that will enhance professionalism in administrative and supportive services.
(c)   Ceduce the virtual isolation of the Ekehuan Road Campus.

Action Plan
(a)   Dealing With Bureaucratic Delays
i.   A continuous re-engineering exercise will be conducted in the entire University system to eliminate bureaucratic practices.
ii.   The University will reorganize and reposition the Bursary, Registry, Works and other service units to make them effective and efficient in service delivery.
iii.   The University will revamp and expedite the disciplinary processes such that disciplinary cases are disposed of timely.
iv.   The University will adopt a leadership style that emphasizes leadership through examples of punctuality, diligence, personal integrity and commitment to excellence.
v.   The University within the confines of its yearly vote will continue to ensure that staff undertake regular and intensive training programmes, especially in organizational interdependence.

(b) Enhancement of Professionalism

i. The University will recognize and restructure the workshops for the Departments of Estate and Works to make them more responsible to meet the maintenance needs of all University vehicles and infrastructures.

ii. The University will restore immediately the tradition of periodic maintenance of University buildings and infrastructures.

iii. The University will strengthen the Security Department through the provision of more operational vehicles and modern communication facilities

iv. The Security Division will be provided with improved infrastructures and expansion of existing annexes to boost security in the University.

v. The University will adopt a regime of training and retraining that will ensure that every staff in all units and departments is systematically exposed to appropriate training at least once in two years.

vi. Staff members of the University will be encouraged to belong to their professional bodies and participate actively in their activities.

vii. As much as possible, the University will assign each staff to duties that are relevant to his/her in the performance of their duties.

viii. The University will strengthen Fire Service Division to make the staff more professional

(c) Reducing the Isolation of the Ekehuan Campus

i. The University will reactivate the telecommunication system on both campuses of the Institution. A regular and reliable bus-shuttle system between the two campuses will be reactivated and reinvigorated.

ii. The University will rehabilitate the facilities and structures at the Ekehuan campus to enable it to cope adequately with the programme on the Ekehuan campus.

4.10 Stimulating Entrepreneurial Competencies Introduction

Expansion in educational facilities and the inability of the Nigerian economy to expand as fast as population growth has created an unacceptable level of unemployment. Consequently, the product of the educational system has continued to stay much longer at home in idleness which makes them ready tools for agents of mischief and other social vices. If they are able, on graduation, to undertake some viable business enterprise, they will eventually become self-sufficient and possibly emerge as employers of labour instead of setting their vision on paid employment which is increasingly difficult to obtain. It is, therefore, important that University students be exposed to the culture of business development and management so that they can respond to the challenges of self-employment after school.

Experiences in India, Pakistan, Brazil, China and Dubai and other developing economies, as well as Japan, show that a country can benefit tremendously from the promotion of small and medium-scale enterprises which are often for young school leavers. Thus, the promotion of entrepreneurial competence is designed to prepare graduates of the University of Benin for a future life productivity and independence.

Strengths

The entrepreneurial scheme is assisted by the fact that the University pioneered studies in entrepreneurial skills in the regular academic programme in the Nigerian

university system. There is a large pool of staff in the various faculties at the University of Benin who possess entrepreneurial development skills and experience. The existence of revenue-generating units which have acquired some measure of entrepreneurial competence and the positive disposition of the University administration and community towards entrepreneurship and commercialization are true sources of innovation and invention and remain added sources of strength. Besides, the Department of Entrepreneurship of the Faculty of Management Sciences is an attempt by the University to infuse entrepreneurship competence for a life of creative productivity and independence through research. Besides, the Centre for Entrepreneurial Development of the University is designed to cater for the entrepreneurial needs of students of University at large such that any graduand from any department or faculty of the University inspired entrepreneurially can exploit his or her talents

Challenges
Lack of adequate and relevant teaching facilities, such as computers, projectors and their accessories, and photocopiers in the University could however limit the opportunities for students to explore the field of entrepreneurship themselves. There are no defined equipped laboratories for students either at the Centre or the Department of Entrepreneurship to learn.

Specific Objectives
The objectives are to:
(a)   Provide an enabling and conducive environment for the growth and sustenance of the entrepreneurship and development programme both at the Department and the Centre.
(b)   Encourage the commercialization of inventions as well as the growth and development of enterprises.
(c)   Promote greater sensitivity to business opportunities whenever they occur.

Action plan
(a)   Providing an Enabling Environment
i.   The University will establish an equipped laboratory and workshop where students of the Department and Centre can be taught aspects of trade and skills.
ii.   The University will encourage the Department to develop post-graduate programmes to encourage potential entrepreneurs to take up higher degrees in entrepreneurship or related disciplines.
iii.   Develop and offer a wide range of courses, seminars, workshops and conferences.
iv.   The Department of Entrepreneurship will be encouraged to develop postgraduate programmes in Entrepreneurial Development and Entrepreneurial innovation.
v.   The University will engage appropriate staff, both academic and non-academic, for the Department of Entrepreneurship.
vi.   The University will pursue and promote experimental research in entrepreneurship at both the Centre for Entrepreneurial Development in conjunction with the Department of Entrepreneurship and make results known to the problem advanced to propagate Entrepreneurship
vii.   The Centre for Entrepreneurial Development will be repositioned to provide a

clin in entrepreneurship for non-degree students, staff and members of the public.

viii. The University will pursue the goal of preparing the Centre as a National Centre for the training and development of experts in entrepreneurship.

ix. The University will encourage the Centre and the Department to be truly entrepreneurial, solicit funds from national and international agencies, organizations and individuals to finance its activities, and build well-equipped laboratories for both students at the Centres and Department.

x. The University will continue to encourage fruitful collaboration with the students in the work-study programme to prepare participants for self-employment; and

xi. Carry out such other functional activities as may be relevant to its primary mission

(b) *Commercialization of Innovations, Informationand Inventions*

The University will vigorously pursue ang set up an Innovation Development Unit in the Entrepreneurship Development Centre and the Department of Entrepreneurship which will be charged with, among other things;

i. Identify all innovations and inventions resulting from staff and students' research and other sources in the University

ii. Assist interested innovators and inventors, among staff and students, in carrying out commercial and technical assessments of their ideas

iii. Assist the innovators and inventors in getting the necessary contact with potential business partners

iv. Provide technical and professional expertise to staff and students' innovators and inventors necessary for the grant of patents and further development ; and

v. Collaborate with the Intellectual Property and Technology Transfer Office (IPPTO) by strengthening IPPTO through a conducive environment and an appropriate policy to support and encourage the University to develop intellectual property culture and property rights for the scholarly work of staff and students

(c) **Greater Sensitivity to Business Opportunity**

i. The University will promote the development of business culture as a practical response to the challenges of dwindling funds from public sources in the framework of the University.

ii. The University will develop a fund raising and consultancy for entrepreneurship development in conjunction with the Centre and the Department.

4.11 Upgrading Information and Communication Technology
Introduction

The revolution in Information and Communication Technology (ICT) has transformed the human situation in virtually every sphere of life. Technological developments in information and communication have changed established practices and approaches. In education, these developments have radically changed the processes of learning and teaching in the pattern of knowledge delivery, documentation, storage and retrieval of information. The purpose of ICT development at the University of Benin is to ensure an effective and efficient information flow as well as promote purposeful learning and teaching through the resources provided by the global network of information. The

University, therefore, spares no efforts to ensure that the full benefits of ICT are appropriated for the maximum benefit of staff, students and the system.

Strengths

The University administration is favourably disposed to investments in ICT. This has been enhanced by the eagerness of members of the University community to embrace the new order. There is a pool of professionals who can effectively develop, propagate and sustain ICT ideas. Many ICT-related infrastructures already exist in the University, such as VSAT equipment and numerous computers. There is a website(http://www.uniben.edu) for information dissemination within and outside the University. The University services in Bursary, Library, the Registry and the Vice-Chancellors Office have some level of ICT-related infrastructure.

Challenges

Though the power supply is relatively available, instances still abound of disruption of services and disruption of expensive equipment due to sudden power cut-outs, resulting from inadequate power and electricity infrastructure. The University is also faced with the problem of inadequate and ineffective internal telephone systems and other communication infrastructures. The necessity to computerize all operations in the university still constitutes a major task.

Specific objectives

The objectives are to:
(a)   Provide alternative sources of power supply.
(b)   Improve internal and external communication systems.
(c)   Ensure that all operations in the university are computerized

Action plan

(a)   Alternative Sources of Power Supply

i.   The University will pursue and complete phase two of the Central Power Generating Project with some sense of vigour and urgency.
ii.   All University buildings will be effectively protected against lightning,
iii.   The feasibility of solar energy as an alternative source of power supply will be explored.

(b)   Improving the Internal and External Communication System.

i.   The University will replace existing obsolete telephone equipment with modern ones taking into account the growing needs of the University community.
ii.   The laying of a fibre optic cable network in the Ugbowo campus will be pursued vigorously.
iii.   The University will support efforts at ensuring that its activities are more visible through internet-related activities for staff and students.
iv.   The relevant technical staff will be reorganized and retrained to enhance efficiency, effectiveness and reliability in the University's quest to remain viable

(c)   Computerization of University Operations

i.   The University will provide computers to faculties and departments based on 30 students to one computer by the 2023/2024 session and 10 students to one computer by the end of the 2026-2027 session.

ii.   Every academic and appropriate non-academic staff will be provided with a computer by 2024-2026

iii.   The computerization process of the University concerning the major operations of the University will be pursued such that all students records, personnel records, financial records, library services, academic facilities, and records are fully computerized by the end of 2026-2027.

iv.   The University staff will be mobilized to embrace information and communication technology through specialized training, seminars and awareness campaigns to increase the level of computer literacy

4.12   Strengthening the Institutes Introduction:

The University leverages its existing Institutes whose primary function is to undertake full-time research, provide training opportunities for professional competence and continuing education and carry out extension services. The Institutes mount degree and post-graduate programmes and disseminate knowledge through conferences, seminars and workshops. The Institutes are the Institute of Education, the Institute of Public Administration and Extension Services and the Institute of Child Health. In recent times, the relevance of these institutes has come into critical focus and the need has arisen to take a hard look at their functions in order to refocus them and set them on a path of greater viability, visibility, vitality and vibrancy.

Strengths

The Institutes have a large pool of highly qualified and experienced professional staff who have established important linkages with national and international bodies. In addition, there is a conducive research environment as well as attractive academic programmes with national clientele.

Challenges

The preoccupation of the staff with teaching activities has undermined their commitment to research and extension services.Besides, the expansion of educational opportunities has resulted in a rising demand for high-quality teachers. The dearth of good healthcare delivery facilities in rural areas has heightened the demand for extension services. Above all, the emergent political culture of violence and the consequent threat to democratic values pose serious challenges.

Specific objectives

The objectives are to:

(a)   Re-channel the energies of the institutes to research and extension services and for other purposes for which they were established.

(b)   Project a positive image of teachers and the teaching profession.

(c)   Carry the results of research and experimentation to the communities for the general improvement of society.

(d)   Inculcate democratic values in the citizenry

Action plan

(a)   Rechanneling the Energies of the Institutes.

i.   The University will reaffirm the mandates of the Institutes by restricting their academic activities to non-degree programmes.

ii.   Research and extension services will be restored in the core activities of the

Institutes.

iii. The University will mandate the Governing Boards of the Institutes to work out the modalities for the achievement of the proposed programme of refocusing and restoration

(b) *Positive Image for Teachers and the Teaching Profession*.

i. The Institute of Education will intensify the training of teachers for pre-primary, primary and post-primary schools. Such teachers are expected to be well- integrated and imbued with knowledge, skills and values of patriotism, excellence and service essential for the modernization of society.

ii. The University in conjunction with the relevant unions of teachers, at the state and federal levels, and in line with laws in the country will ensure that professionalism in the teaching profession is promoted and enhanced and that maximum support will be given by the Institutes to the various interests involved in advancing the aspirations and welfare of teachers.

iii. Continuing professional education programmes will be initiated for teachers to update their knowledge and help them to imbibe acceptable professional and ethical practices.

(c) *Disseminating Results of Research and Experimentation*

i. The University will continue to encourage the Institutes to organize conferences, seminars and workshops where the results of research and new methods and approaches evolved from research and experimentation can be disseminated.

ii. The University, in line with the relevant national broadcasting code and the University policy, will support efforts by the Institutes to undertake regular public enlightenment programmes on radio and television and to encourage feedback activity

iii. The University support will be available for community-oriented interactive developmental activities to be carried out by the Institute of Child Health in centres of population and concerned concentrations.

(d) *Inculcating Democratic Values*

The University will continue to support the efforts of the Institute of Public Administration and Extension Services to organize conferences, seminars and workshops in collaboration with the relevant national agency and other democratic institutions to promote the democratic values of dialogue, consultation, mediation, tolerance, accommodation and moderation.

5. Conclusion

Strategic Planning remains a continuum, given that the environment is in a state of fluidity. The mission and vision may also remain relatively the same. What is espoused, however, is that certain values will remain constant if the society is to survive

The strategic plans for 2002/2003 to 2011/2012 on one hand, and for 2010 to 2015 on the other hand, were used to pursue the laudable objectives initially outlined. The current strategic plan for 2018 to 2028 consolidates the earlier plans, and it is further designed to meet the requirements of the environment. Interestingly, the participation of the different components of the University in the development of this new plan

makes it easier to obtain the cooperation of the stakeholders. It is the firm belief that this new strategic plan will assist in no small way to achieve the goals and objectives of the University in the next ten years.

The University looks forward to a future of success and wonderful attainment and readiness to confront new challenges of the times

MEMBERSHIP OF THE STRATEGIC PLANNING COMMITTEE, DRAFTING AND NEEDS-HARVESTING SUB-COMMITTEES

1.   Members of the Strategic Planning Committee
(i)   Prof. J. M.Okuo Chairman
(ii)   Prof. F. E. Okieimen Member Dean, Post-Graduate Studies
(iii)   Ven. (Prof.) I. O. Osamwonyi Member Director of Academic Planning
(iv)   Prof. F. L. Dabor Member Dean, Faculty of Management Sciences (upto January 15, 2023)
(vi)   Dr. V. U. Imagbe Member Bursar
(vii)   Prof. P. Igbinaduwa Member Dean of Students (Upto June 30, 2021)
(viii) Prof. C. Ighodaro Member Dean of Students (From July 1, 2021)
(ix)   Arc. T. C. Ikhisemojie Member Director of Physical Planning (Upto 2022)
(x)   Mr. A. A. Bobola Member Registrar
(xi)   Mr. I. K. Adejumo Secretary/Member Deputy Registrar,

2.   Membership of the Report Drafting Sub-Committees
(i)   Prof. J. M.Okuo Chairman
(ii)   Prof. F. E. Okieimen Member
(iii)   Prof. P.O. Ibadin Member

3.   Members of the Strategic Needs-Harvesting Sub-Committees
i.   Prof. P. O. Ibadin Chairman
ii.   QS Alfred Ekhasomhi Member
iii.   Angela Iordyeh Member
iv.   Dorothy Imafidon Member
v.   Ehirhemen Omofomah Member
vi.   Mr. I.K. Adejumo Member/ Secretary

4.   University of Benin Key Performance Indicators

University of Benin
Strategy 2018-2028
Key Performance Indicators
January 2018

OVERVIEW

A critical element in the successful achievement of the goals and objectives set out in the UNIBEN Strategic Plan 2018-2028 will be the identification, agreement and attainment of measureable indicators of successful performance or Key Performance Indicators (KPIs). Over the past number of months, work has been undertaken to identify and agree a set of indicators of performance.

The Strategic Plan 2018-2028 sets out ten key objectives which have been agreed as the basis upon which the University will achieve its vision over this period. For each objective, a number of Key Performance Indicators have been identified. These have been agreed with the University Management Team.

This document sets out three items:
- The process to date;
- The next steps to be taken;
- The KPI's, together with a glossary of definitions.

KPI'S – THE PROCESS TO DATE

- An analysis was undertaken of the ten key objectives set out in the Strategic Plan. A first draft or long-list of potential KPIs was mapped against each key objective. It should be noted that in a number of cases, specific measures of performance were already identified in the Strategic Plan. Each KPI was then analysed to identify the availability of data to support and measure it.
- The draft was discussed with the University Management Team and modified in the light of that discussion and a shorter list identified.
- A detailed definition for each KPI was prepared in consultation with the unit of primary responsibility associated with that KPI. For example, the definitions for research KPIs were agreed with UNIBEN Research, education KPIs were agreed with the Registrar's Office, financial KPIs were agreed with the Bursar's Office etc.
- The updated draft of KPIs together with associated definitions was agreed with the University Management Team. It should be noted that in a small number of cases, the detailed definition of the KPI has yet to be finalised.
- A total of 32 KPIs have been identified to measure progress against our 10 key objectives.

KEY PERFORMANCE INDICATORS

Set out in the tables below are the KPIs agreed by the University Management Team. A glossary of definitions for each KPI is set out in the Appendix

		Reporting Levels	Availability
1. Increase the quality, quantity and impact of our research, scholarship and innovation.			
1.1	Publication Volume	Institution, College, Schools	Available Now
1.2	PhD students (Incoming new entrants)	Institution, College, Schools	Available Now
1.3	Research Awards: Externally Funded Research Awards Value per year	Institution, College, Schools	Available Now
1.4	Field-Weighted Citation Impact	Institution, College, Schools	Available Now
1.5	Track esteem indicators and transformative contributions (Societal Impact): Altmetric mentions per article	Institution, College, Schools	Available Now
1.6	Number of new Spin outs.	Institution	In progress
2. Provide an educational experience that defines international best practice.			
2.1	Student - Faculty Ratio	Institution; College; School	Available Now
2.2	Student Satisfaction Index	Institution; Field of Study; Programme Area.	Available Now
2.3	Proportion of graduates seeking employment (Graduates)	Institute, College, Programme	In Progress
2.3	Proportion of graduates seeking employment (Undergraduate Degree Graduates Only)		Not Available
3. Consolidate and strengthen our core disciplines.			
3.1	Reputation Number of disciplines ranked in top 100 (Subject Rankings)	Institution, College, Subject Area	In Progress
4. Conduct strong interdisciplinary research and education in important areas of global need.			
4.4	Interdisciplinarity as measured by % of UNIBEN publications with Authors from more than one UNIBEN School	Institution, College, School	In Progress
5. Attract and retain an excellent and diverse cohort of students, faculty and staff.			
5.1	Proportion of under-represented students	Institution, College, Programme	In Progress
5.2	International Students	Institution, College, Programme	Available Now

5.3	Gender Equality: % Female Faculty	Institution; College; School	Available Now
5.4	% International Faculty	Institution; College; School	Available Now
6. Build our engagement locally, nationally and internationally.			
6.1	Number of industry co-authored papers	Institution, College, Schools	Available Now
6.2	Number of papers co-authored internationally	Institution, College, Schools	Available Now
7. Develop and strengthen our university community			
7.1	Number of alumni and friends participating in University events and the number of Global and campus events.	Institution	To be collected
7.2	Staff Satisfaction Measure		Available Now
7.3	Students' rating of educational experience	Institution; Field of Study; Programme Area.	Available Now
8. Further develop world-class facilities to support the vision.			
8.1	Annual Spend: Minor Works and Maintenance	Institution	To be Collected
8.2	Annual Capital Spend: New Buildings & Major Refurbishments	Institution	To be Collected
8.3	Number of accommodation beds available	Institution	Available Now
9. Adopt governance, management and budgetary structures which enable the vision.			
9.1	Academic Unit's Expenditure Budget as a proportion of total university expenditure budget.	Institution	To be Collected
9.2	Staff satisfaction measure with management budgetary and administrative functions	Institution	To be defined
10. Overcome financial, human resource management and other external constraints.			
10.1	Tetfund Funding	Institution	Available Now
10.2	Funding from private individuals and entities	Institution	Available Now
10.3	Grants for research projects	Institution, College, School	Available Now

APPENDIX – A GLOSSARY OF DEFINITIONS

1. Increase the quality, quantity and impact of our research, scholarship and innovation.

1.1	*Publication Volume*
	Publication Volume: The number of journal publications for UNIBEN per calendar year from the Scopus/SciVal, Academia.Edu, Research Gate, Google Scholar database. This is a widely used international database of publications and citation. These databases are used in THE world university rankings.
1.2	*PhD students (Incoming new entrants)*
	Number of PhD students registered to a Doctorate for the first time.
1.3	*Research Awards: Externally Funded Research Awards Value per year*
	Research Award Value: is the total direct and indirect value of research awards in Naira for externally funded research grants registered in a financial year as recorded by the UNIBEN Grants System
1.4	*Field-Weighted Citation Impact*
	FWCI (Field-Weighted Citation Impact over a five year interval (e.g. 2018 to 2023) is an indicator of mean citation impact, and compares the actual number of citations received by an article with the expected number of citations for articles of the same document type, publication year and subject field. The indicator is always defined with reference to a global baseline of 1.00. A Field-Weighted Citation Impact of 1.00 indicates that the entity's publications have been cited exactly as would be expected based on the global average for similar publications; the Field- Weighted Citation Impact of "World", or the entire Scopus database, is 1.00. A Field-Weighted Citation Impact of more than 1.00 indicates that the entity's publications have been cited more than would be expected based on the global average for similar publications; for example, 2.11 means 111% more cited than world average. A Field-Weighted Citation Impact of less than 1.00 indicates that the entity's publications have been cited less than would be expected based on the global average for similar publications; for example, 0.87 means 13% less cited than world average.
1.5	*Track esteem indicators and transformative contributions (Societal Impact): Altmetric mentions per article*
	'Alternative metrics' are non-traditional metrics that are complimentary to traditional citation impact metrics, such as impact factor and h-index. Altmetrics is a company which provide an indication of where papers are being used and it is a system that tracks the attention that research outputs such as scholarly articles and datasets receive online. It does this by pulling in data from three main sources: Social media like Twitter, Facebook, Google+, Pinterest and blogs Traditional media - both mainstream (The Guardian, New York Times) and science specific (New Scientist, Scientific American). Many non-english language titles are covered. • Online reference managers like Mendeley and CiteULike Important things to remember • Altmetric measures attention, not quality. People pay attention to papers for all sorts of reasons, not all of them positive. • Altmetric only tracks public attention. Papers are discussed in private forums, offline in journal clubs and by email but we cannot track this. • Altmetric tracks direct attention, that is to say attention focused on a specific research paper or dataset. More specifically for a newspaper article or blog post etc. to be counted by Altmetric it must contain a hyperlink to or formal citation of a scholarly work. This metric will report the number of mentions per article.

2. Provide an educational experience that defines international best practice.

2.1   *Student - Faculty Ratio*

This is the ratio of total Student per Academic Staff

2.2   *Student Satisfaction Index*

UNIBEN seeks to constantly collect information on student engagement. Students are asked questions about their experiences of higher education and results are collated and used to generate specific indices relating to student Engagement or Outcomes.

2.3   *Proportion of graduates seeking employment*

Figures are taken from the First Destination Survey results. The First Destination Survey is carried out
annually by each university
Proportion of graduates seeking employment - Undergraduate: The figure presented shows the proportion of those Undergraduate degree students who are seeking employment 9 months after graduation.
Proportion of graduates seeking employment - Graduate: The figure presented shows the proportion of those Graduate students who are seeking employment 9 months after graduation.

3. Consolidate and strengthen our core disciplines.

3.1   *Reputation: Number of UNIBEN Courses ranked in top 100*

The World University Rankings have been in existence since 2004. This metric shows the number of relevant subjects where UNIBEN appears in the top 100.

4. Conduct strong interdisciplinary research and education in important areas of global need.

4.4   *Interdisciplinarity as measured by % of UNIBEN publications with authors from more than one UNIBEN School*

Interdisciplinarity: The number of publication of all types that have more than one Co-authoring UNIBEN
school as a percentage of the total number of publications, per year

5. Attract and retain an excellent and diverse cohort of students, faculty and staff.

5.1   *Proportion of under-represented students:*

Under-represented students are defined as students who are mature, disadvantaged, report a disability.. Part-time and students entering from non-standard progression routes could also be considered as under-represented but will be reported separately.

5.2   **International Students**

International Students are defined as students who are not from the Federal Republic of Nigeria. International status is based on the student's nationality as stated on their student record.

5.3   *Gender Equality: % Female Faculty*

Proportion of faculty who are female. This statistic will be reported by Academic Grade

5.4   *% International Faculty*
Proportion of faculty who are have a Non-Nigerian nationality. This statistic will be reported by Academic Grade

6. Build our engagement locally, nationally and internationally.

6.1   *Number of industry co-authored papers*
The number of journal publications in Scopus/SciVal and other datatbases for UNIBEN that have industry co-authors per year. Academic-Corporate Collaboration calculates the number of outputs that have been co-authored by researchers from

both academic and corporate, or industrial, affiliations. Government departments or state hospitals are not included in this metric.

6.2	***b. Number of papers co-authored internationally***
	The number of journal publications in Scopus/SciVal for UNIBEN that have international co-authors per year.

7. Develop and strengthen our University community.

7.1	***Number of alumni and friends participating in University events***
	Numbers of alumni and UNIBEN friends who attend specified engagement events at home. Number of alumni engagement events will also be reported.
7.2	***Staff Satisfaction Measure***
	Survey to be developed and measures defined.
7.3	***Student Engagement Scores***
	This data will report the percentage of students who respond positively (*good or excellent*) to the question "*Overall, how would you evaluate your entire educational experience at your institution?*"

8. Further develop world-class facilities to support the vision.

8.1	***Annual Spend: Minor Works and Maintenance***
	Amount to include the annual spend on minor works and maintenance on campus and student residences. The Annual period covers the 12 months from October to September.
8.2	***Annual Capital Spend: New Buildings & Major Refurbishments***
	Amount to include the annual capital spend on new buildings and major refurbishments. The Annual period covers the 12 months from October to September.
8.3	***Number of accommodation beds available***
	Number of accommodation beds available. This figure excluded accommodation under renovation and is reported October each year.

9. Adopt governance, management and budgetary structures which enable the vision.

9.1	***Academic Units' Expenditure as a proportion of total university expenditure.***
	Academic Units' Expenditure is defined as expenditure under the heading "Academic Colleges and Schools" in the annual Funding Statement, which has been prepared on a harmonised basis approved by all universities. Total University Expenditure includes all recurrent expenditure per the Funding Statement, excluding Research Grants and Projects.
9.2	***Staff satisfaction measure with management budgetary and administrative functions***
	Survey to be developed and measures defined.

10. Overcome financial, human resource management and other external constraints.

10.1	***Tetfund Funding***
10.2	***Funding from private individuals and entities***
10.3	***Research grants***