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FOCAL POINTS ON UNIVERSITY OF BENIN QUALITY ASSURANCE POLICY

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Introduction

This document forms an attempt to incite interest in the curious reader by giving a bird-eye-view into the University of Benin Quality Assurance policy document. It therefore forms an abridged summary of some key parts of each policy area of the document. It is meant to fulfill the requirement of the Quality Assurance Agency (QAA) and to serve as a smart introduction and awareness document for staff as well as other interested relevant community members. It also contains rough sketches of standard Operating Procedures (SOPs) of some departments and units. Details on the University of Benin Quality Assurance policy are available in the full copy of the original document. Similarly, full SOPs developed for a few relevant departments and units are made available in their full texts.

Quality Assurance Policy

Motivation

*“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”**.*

(University of Benin, Quality Assurance Policy, 2025)

“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 of Benin, Quality Assurance Policy, 2025).

Introduction

Quality Assurance is a policy framework designed to safeguard the University academic standards and integrity, while enhancing the quality of the students’ experience.

As the population astronomically rises and the university industry is becoming more competitive, there is a need for proven **value for money** by enhanced **quality** in order to compete favorably in the market. To achieve this:

- The quality of education in Nigerian universities must be maintained.
- Continuous effort at improvement to meet international standards of tertiary education must be made.
- Its products must be prepared for the rapidly expanding world of research and innovations in development.

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
- adequate support services with the aim of maintaining and improving upon set standards.

The need to ensure this extoled attributes in the University of Benin education outputs resulted in the establishment of the Directorate of Quality Assurance and Strategic Planning. Formerly an arm of the Directorate of Academic Planning was carved to be Directorate of Quality Assurance in 2020 and in 2025 became Directorate of Quality Assurance and Strategic Planning.

Its motto is: doing the right things the right way all the time.

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.

University of Benin Quality Assurance Policy Statement

The University of Benin is committed to upholding the highest standards of excellence in teaching, research, and service delivery. Through a comprehensive quality assurance framework, we strive to continuously improve our academic programs, administrative services, and research output, ensuring they meet both national and international benchmarks.

We aim to create a learning environment that promotes innovation, creativity, and critical thinking, while also preparing students to be competent professionals dedicated to service and community development. The University of Benin holds itself accountable for maintaining and enhancing the quality of its degrees, ensuring that its graduates are highly skilled, ethically driven, and globally competitive.

Through this policy, we affirm our dedication to fostering a culture of excellence, transparency, and continuous improvement across all facets of the University, in alignment with the institution's vision and mission of contributing to societal advancement through knowledge and service.

Objectives of the Quality Assurance Policy

- The University of Benin Quality Assurance Policy aims to: ensure the continuous enhancement of academic and administrative standards across all university activities.
- maintain and improve the quality of teaching, learning, and research in line with the highest international benchmarks, fostering academic excellence and promoting continuous improvement in all programs and curricula.
- Uphold full accreditation for all undergraduate and postgraduate programs, ensuring compliance with standards set by the National Universities Commission (NUC) and other relevant professional bodies.
- It aims to secure international accreditation for postgraduate programs at Centres of Excellence, thereby raising the institution's global standing.
- Ensure that the number of students admitted to programs does not exceed approved quotas, fostering a balanced and well-managed academic environment.
- Foster a research culture that addresses both local and global challenges with a view to meeting national and international standards while promoting the commercialization of research findings and fostering collaborations with industry.
- Attracting, recruiting, and retaining qualified staff with a view to promoting continuous professional development and building human resource capacity through training, mentoring, and other forms of support.
- Enhance the overall student experience by fostering a conducive environment for teaching and learning by providing adequate resources, infrastructure, and support services, as well as encouraging student-centered learning approaches that promote active participation and academic success.
- Ensure the accountability of academic and administrative processes with hope of strengthening both internal and external quality assurance mechanisms to guarantee the delivery of services that meet stakeholder expectations.
- Promote community engagement and social responsibility that benefit both the institution and society, encouraging staff and students to engage in volunteerism and foster a sense of social responsibility.
- Ensure continuous monitoring and evaluation, by the establishment of robust systems to assess academic programs, administrative processes, and research output. Regular reviews and updates of quality assurance policies and procedures ensure their relevance and effectiveness.
- Ensure the effective use of resources and guarantee that academic and non-academic resources, including infrastructure, library services, and technology, are utilized efficiently to support the core activities of the University.
- Enhance the University's brand by projecting it as a center of excellence in education, research, and service with a view to maintain and strengthen the University's reputation locally and globally, ensuring excellence in all operations and engagements.

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.

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Mission:

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

Policy Values

Excellence, accountability, and continuous improvement in all its activities form the fulcrum of the University of Benin Quality Assurance Policy. They therefore determine the goals and strategies of the policy that guide the approach to maintain high standards in teaching, research and service delivery. The values are:

- **Excellence:** The policy emphasizes the pursuit of excellence in all academic and administrative activities. This is with a view to ensuring that the quality of education, research, and community service meets the highest international standards.
- **Accountability:** This is to promote transparent processes in decision-making, governance, and resource management by ensuring that all stakeholders, including management, staff, and students, are responsible for upholding the quality standards of the institution..
- **Integrity:** This is to promote honesty, fairness, and respect for academic and institutional standards in both internal and external engagements.
- **Continuous Improvement:** This is to ensure consistent reviewing, assessing and improving on the academic programs, research initiatives, and administrative processes to remain relevant and competitive in teaching, research and administrative services.
- **Inclusivity and Diversity:** This is to provide equal opportunities for all students, staff, and stakeholders, promote diversity within the academic community and, ensure that everyone has access to quality education and services regardless of background.
- **Collaboration:** This includes collaborations with industry, government, and international organizations to enhance the quality of academic and research output.
- **Innovation:** This is to endow the graduates with the attitude of creative and forward-thinking in teaching, research, and community engagement. It is hoped that the graduates will be imbued with the character of adaptability and problem-solving. Thus becoming effective contributors to societal advancement.
- **Responsiveness:** This emphasises adaption of curricula, research focus, and service delivery to meet emerging trends and challenges of the students, society and global academic community .

Policy Alignment

The focus here is to ensure:

- Consonance, complements, and agreement with key internal and external frameworks, standards, and strategic objectives.
- Coherence with broader institutional goals and adheres to national and international educational benchmarks.

The key aspects of policy alignment include:

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1. **University's Quality assurance Vision and Mission:**

- The policy ensures that all academic programs and administrative processes are consistent with the institutional goals.
- Thus the policy supports the University of Benin's vision of:
**"Being a model institution of higher learning that ranks among the best in the world".*
- It aligns with the mission:
**"To develop creative, innovative, and research-oriented graduates who contribute to societal development".*

2. **National Standards (NUC):**

- The policy adheres to the standards set by the **National Universities Commission (NUC)**, Nigeria's regulatory body for higher education.
- The policy ensures that the University consistently meets or exceeds the minimum standards set by the NUC for academic excellence.

3. **International Standards:** This ensures that the academic programs meet international benchmarks for teaching, research, and service delivery.

- It aligns with international best practices in higher education quality assurance.
- By:
 - *Fostering accreditation
 - *Collaborations with global institutions
 - *Pursuing external reviews.

Internal University Policies:

- This ensures a correlation approach to quality across all areas of the institution.
- Hence it integrates with other internal policies and strategies at the University of Benin.
- This includes:
 - *Human resource development.
 - *Research and innovation policies.
 - *Curriculum development frameworks.

External Professional Bodies:

- This is to ensure that graduates meet the professional standards necessary for practice in their respective fields.
- It ensures alignment with the accreditation requirements of professional regulatory bodies such as:
 - *COREN for engineering.
 - *CLE for law.
 - *MDCAN for medical disciplines.

Stakeholder Expectations:

- This ensures that the University’s academic and research programs are relevant to:
 - *Societal needs.
 - *Demands of both local and global challenges.

Continuous Improvement Initiatives:

- This is to ensure that the University evolves with changing educational trends and societal demands by fostering an adaptive and forward-looking approach
- It aligns with the institution's commitment to continuous improvement through:
 - *Regular evaluations.
 - *Feedback mechanisms
 - *Reviews of academic and administrative processes.

Approach to Quality Assurance at the University of Benin

University of Benin integrates external and internal mechanisms in order to sustain and enrich quality of her quality assurance policy in her:

- Academic programs.
- Administrative services.
- Research activities.
- Community engagements.

This is with a view to ensuring that the University meets and surpasses national and international standards which enables her fulfill her mission of:

“developing creative, innovative, and research-oriented graduates dedicated to service”.

The prong of external quality assurance ensures the goodness-of-fit of the University’s:

- regulatory compliance and accreditation
- accreditation Processes
- Professional bodies accreditation.

This is ensured by strict alliance with:

- External bodies such as, National Universities Commission and professional bodies
- The five-year cyclical accreditation process and Core Curriculum Minimum Academic Standard.
- Other professional bodies’ requirements to guarantee professional qualification for practice.

That of internal quality assurance ensures the perfect blend and conformance of the day-to-day activities of teaching, research and administrative activities within the University system through relevant organs such as:

Directorate of Strategic Planning and Quality Assurance under the Vice Chancellor is meant to:

- Support all quality assurance mechanism in all units and departments in the University.
- Lead **and oversee the development and** implementation of University-wide quality assurance initiatives
- Develop tools and procedures for performance evaluation.

- Ensure compliance with academic briefs and standards.
- Review and coordinating the University's quality assurance and enhancement of policies and practices.

Quality Assurance committees at; University, Faculty and Departmental levels meant to:

- Promote a culture of quality.
- Monitor, and evaluate quality parameters.
- Assist in implementing quality assurance strategies

Evaluation Instruments: The Directorate develops and updates assessment instruments, including:

- Monitoring course content and teaching methods.
- Evaluating student experiences through feedback forms.
- Assessing staff performance periodically.
- Gathering feedback from external examiners, regulatory bodies, and end-users.
- Utilizing alumni feedback for continuous improvement.
- Reviewing outcomes of NUC accreditation exercises.
- Analyzing feedback from internal and external quality reviewers.
- Assessing reports from external examiners.

Among the key components of the Quality Assurance Approach is:

Leadership and Governance which is responsible for provision of the right ambience for operation. Thus:

- The Vice-Chancellor and University management are responsible for ensuring that quality assurance measures are implemented in all University affairs.
- The Governing Council and the Senate formulate policies aligned with the University's goals of excellence in teaching, research, and service

Scope:

Quality Assurance Policy applies to all departments and units, covering:

- Academic programs.
- Courses.
- Services.
- Staff quality.
- Student assessments.
- Resources.
- Facilities.
- Research.
- Consultancy.
- Community service.

So it covers both academic and administrative activities of the University of Benin.

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Departmental Standard Operating Procedure for Quality Assurance

Introduction: To actualize the vision and mission of the University through the instrumentality of Quality Assurance (QA), then the departmental QA must be aptly and accurately instituted for effective implementation of all QA policies. The input for QA and the expected out for QA are all resident in the department. So the department forms the implementation point of every policy initiative. Hence getting it right at the department means getting it right at the faculty and hence the entire University.

Abbreviations: Below are the common abbreviation used in this document and their respective meanings.

QA: Quality Assurance.

DQA: Departmental Quality Assurance.

FQA: Faculty Quality Assurance.

DSP&QA: Directorate of Strategic Planning and Quality Assurance.

HoD: Head of Department.

AIM: This standard operating procedure for departmental quality assurance is meant to guide a smooth, efficient and qualitative academic service delivery at the departments, in particular, faculty and the University at large.

OBJECTIVE

This SOP is meant to enhance:

- Quality and promptness in academic service delivery at the departmental level.
- Efficiency in academic service delivery at the departmental level.
- Alliance and compliance to Local, national and international standard in academic service delivery at the departmental level.
- Alliance and compliance of academic programme implementation professional regulation at the departmental level.
- Respect and orderliness in daily performance of duty.

Duties of Departmental QA Committees.

To enhance the above objectives, the departmental committees have to bring to commune with the heads of departments about the state of:

- Quality of examination questions with regards to their state of:
 - External moderation.
 - Effecting relevant correction.
 - Submission and preservation of marking guide.
- The sustenance of commended ideals in the department by accrediting bodies and implementation of correction made by them.
- Compliance of course allocation to QA prescription of:
 - At least, two lecturers to a course.
 - Allocation of courses by PhD specialization.

- Equitable distribution of scoring among course lecturers who taught a course. Eg where the two are professors scoring should be 50:50, if prof to younger lecturer 60:40. If more, 50:30:20.
- Prompt preparation of course compact and submission and dissemination to respective students.
- Prompt resumption of classes.
- Adequacy of physical input
- Alignment of all academic inputs with the strategic planning.
- Adequacy of academic input according to prescribed standard.
- Assess the output of the sessional work. E.g
 - Percentage student pass per course.
 - Percentage student pass overall per semester.
 - Percentage graduation results.
- Evaluate the output through:
 - Student feed back
 - Alumni feed back
 - Market feedback
 - Community service feedback
- List number of courses accredited by National University Commission (NUC) and any other international body(ies).
- List number of professional accreditation bodies earned by the department.
- Ascertain currency of references in teaching materials.
- Publish lecturers' visibility.

Administrative Structure.

The departmental QA is appointed by the Head of Department (HoD). It is made up a chairman a non-academic staff who is secretary to the committee. The functions of the committee are as enumerated above. The departmental chairman represents the department in the faculty QA. The faculty QA is appointed by the Dean. Faculty QA is made up a Chairman members and a secretary, who should be a non-academic staff. The faculty QA committee oversees the overall QA affairs at the faculty levels advises the Dean accordingly. He also takes correspondence between the faculty and the Directorate of Strategic planning and Quality Assurance (DSP&QA). He represents the faculty at the working committee of the DSP&QA. They meet intermittently to plan out their iternery and keep such minute.

During accreditation they submit to the accreditation team a file containing their appointment letters, minutes of their meetings and report of their activities.

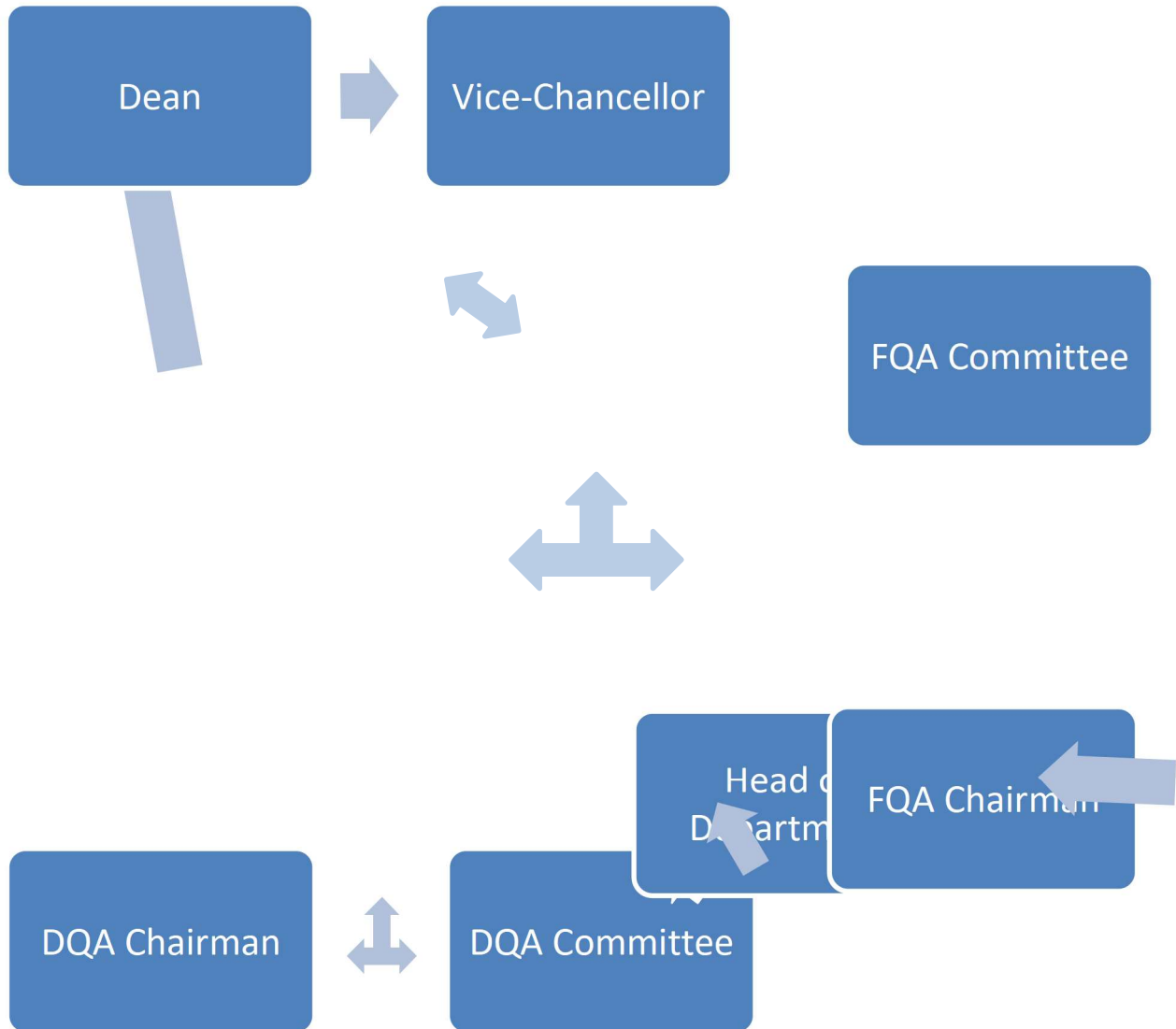
In their administrative structure:

HoD appoints the departmental QA with a chairperson who:

- Heads a departmental QA committee.
- Reports and advises the HoD on departmental QA matters.
- The Dean appoints the faculty QA with a chairperson who
- Heads a faculty QA committee
- Reports and advises the Dean on faculty QA matters.

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Fig. I: Departmental Quality Assurance Administrative Chart in Upward Flow



Evaluation Framework and Modus Operandi

The evaluation framework is pronged on two fronts. They are external front and internal front. On the external, it looks at the department and the individual. On the departmental prong it watches for the department's qualification and alignment of programmes with external regulations by some key external regulatory bodies such as National University Commission (NUC) other professional bodies like COREL for Engineers, NMBA for medical students, LEA for the Law students NES for the economists, ICAN for accountants etcetera. So the focus is the programme duly accredited by these regulatory bodies? If so what is the status of accreditation, is it full accreditation or interim? The other area is how does the department keeps to the comment made by the regulatory bodies when accreditation was conducted? What effort is being made to sustain the commendation observed by the regulatory authority? What efforts are being made to implement the recommendation made the bodies? Do the

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courses taught correspond to the current Core Curriculum Minimum Academic Standard (CCMAS)? Etcetera.

On the individual level, the focus is on the individual academic qualifications; such as professional certificates apart from University degree. What is the level of visibility by way of research and publication, what is professional status, by way of, membership of relevant professional bodies? Regularity to class work ,in terms of, updated course compact, currency of reference materials, regularity and punctuality to class alignment of teaching and courses taught to national and global syllabi, etcetera.

The internal prong is looked at, from the input, output and output evaluation perspectives. Input is further seen as physical and academic inputs. They are generally those resources made available for academic work to be done. So the watch is on adequacy of these resources. The physical resources include; infrastructure like; state of lecture theatre, seats, toilets, writing board and other materials, public address systems etcetera. The academic input includes; Identification of each strategic plan, Key action to perform to actualize the plan, time line for completion of action, the **course allocation system**. It is believed that if the department gets it right at this point then output will be of good quality. If otherwise then there will be problem. The rule is:

- not less than two (2) lecturers to teach a course, it could be three, four or more where manpower is available **but not less than two at least**.
- Courses should be taught by those who specialize in them.
- Specialization is spelt by elective courses offered by the affected lecturer in PhD certification.
- Where the lecturers are both Professors scores should be shared equally (1:1) but where one is Professor and other younger the scores should be $1:1\frac{1}{2}$.
- Generally scoring should be shared equitably among the lecturers according to seniority.
- This will deliberately weaken the possibility of one lecturer monopolizes a course and possible bias to grading.

The output are: Key Performance Indicator (KPI), Departmental fulfillment of the required planned action, adequate and current course compact, current references, punctual and regular lectures, quality and standard questions or tests that cover the course outline adequately and high percentage passes etcetera. Output is evaluated by student feedback, alumni feedback, labour market linkage etcetera.

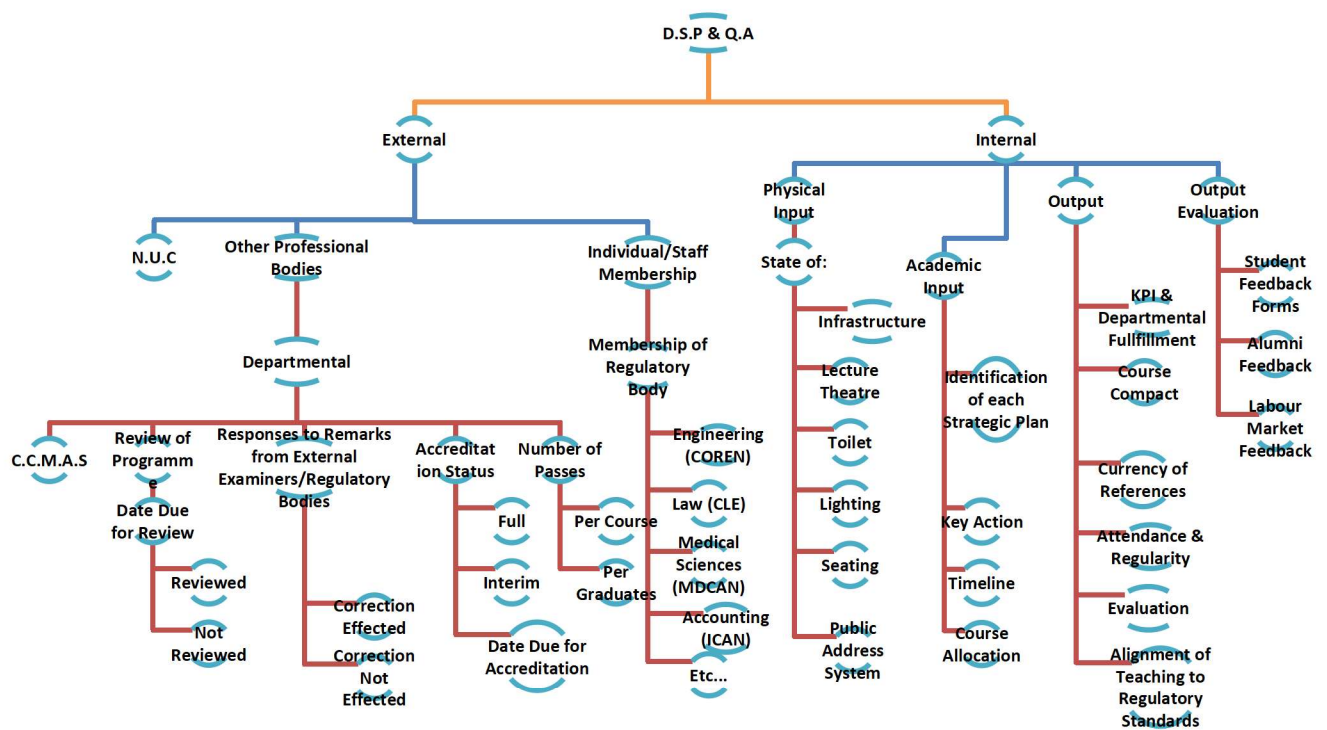
The indices above form the key policy indicators for monitor by the Directorate. Each indicator of interest in the framework would determine the type of questionnaire to be designed for its investigation. Simple but comprehensive and clear questionnaires shall be designed for investigation. Such questionnaires could be binary, multinomial or otherwise depending on what is being investigated. The results shall be used in designing a dash board of performance either in percentages, mere numbers, graph for growth or pie charts or composite bars in case of proportions. These will form bases for policy engineering by the relevant bodies in the University.

It is also important to know that crucial in the modus operandi of Quality Assurance is the interest of management of the University of Benin made up the Vice Chancellor, the Principal officers, the relevant

committees, National University Commission and the University senate. They are responsible for provision of right ambience operation. They are therefore watching to ensure that quality assurance measures are implemented in all University affairs. They are also ready to give **prompt effective backing** to all statutory Quality Assurance Assignments. By giving University wide circulars or publicity through the registry and prompt and ready provision of fund, where needed, for QA programmes. The Governing Council and the Senate formulate policies aligned with the University's goals of excellence in teaching, research, and service. Fig. II is a flow chart showing the Quality Assurance evaluation framework.

Fig. II: Quality assurance Evaluation Framework See appendix

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APPENDIX I: UNIBEN Strategic Implementation Plan (2025–2030)

Strategic Goal 1: Strengthening Academic Programmes						
Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
<p>To modernize and continually review curricula across all faculties, ensuring alignment with global standards and industry needs</p>	<ul style="list-style-type: none"> • Implement 3–5 year curriculum review cycles across all faculties. • Active engagement of industry experts, regulatory bodies, alumni, and students. • embed African knowledge systems into academic programs as part of curriculum decolonization • Create partnerships with industry professionals for mentorship 	<p>Short-term (2025): Conduct a comprehensive review Establish a curriculum review committee Develop new programmes, Review of Courses and pre-requisite and submit to the DAP and APPC.</p> <p>Mid-term (2026-2027): Establish an Annual Review cycle, Faculty training, Foster partnership with industry partnership</p> <p>Long-term (2028-2030): Continuous Monitoring, Curriculum updates, Ensure all programmes meet accreditation requirements</p>	<p>Number of programs reviewed annually; Stakeholder satisfaction score (employers, alumni, students). Mentorship programmes for students in place</p>	<p>Academic Planning Division; Deans of Faculties. Student Affairs</p>	<p>Annual curriculum review reports; Graduate employability studies.</p>	<ul style="list-style-type: none"> • Departments will establish curriculum review committees to engage industry experts, alumni, employers, and final- year students. • African knowledge systems and global standards will be embedded into curricula. • Each department will submit a revised curriculum report every review cycle to the Academic Planning Division.

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
<p>Introduce flexible, market-driven short courses and certifications.</p> <p>Implement OER policy</p>	<ul style="list-style-type: none"> • Develop curriculum for AI, data science, smart agriculture, public policy and climate change programmes etc. • Establish a Continuing Education Centre to offer market-relevant certificate programs. • Faculty of Management Sciences, Institute of Public Administration & Health Service Management and Institute of Education to propose several short-term certificate programs • Develop a university-wide Open Education Resource (OER) policy 	<p>Short-term (2025): Identify market needs Develop course content Establish partnerships</p> <p>Mid-term (2026-2027): Launch pilot programmes Develop flexible modes Establish certification framework.</p> <p>Long-term (2028-2030): Expand course offerings Enhance Industry Engagement Evaluate Program Effectiveness</p>	<p>Number of short courses introduced; Enrollment and completion rates.</p> <p>New degree programmes launched</p> <p>Cost-effective learning resources available Students satisfaction Industry partnerships Job placement</p>	<p>Centre for Distance Learning; ICT Unit; Relevant Deans. Academic Planning Division</p>	<p>Course performance reports; Participant satisfaction surveys.</p>	<ul style="list-style-type: none"> • Departments will propose at least two certificate/short courses in high-demand sectors (AI, smart agriculture, public finance). • Faculty members will collaborate with the Centre for Distance Learning to structure online/hybrid formats. • Departmental ICT focal persons will oversee content upload, learner support, and feedback mechanisms.

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Enhance digital learning	<ul style="list-style-type: none"> • Establish a robust Learning Management System (LMS) • Improve internet connectivity • Implement e-learning platforms and provide access to online resources • Expand accredited online degree offerings • Reinvigorate Distance Learning Institute • Deploying a university-wide Enterprise Resource Planning (ERP) system • Provide training and support for faculty members and students. 	<p>Short-term (2025): Conduct a thorough needs assessment Upgrade digital infrastructure Faculty training.</p> <p>Medium-term (2026-2027): Develop digital learning platform Develop E-Learning policy Provide technical support and training for students</p> <p>Long-term (2028-2030): Continuous Evaluation and Improvement Expansion of Online programmes Collaboration and partnerships</p>	<p>Increase in online course offerings</p> <p>Students participation and assignment completion with digital learning materials</p>	<p>ICT Unit</p> <p>Distance Learning Institute</p>	<p>Tracking student engagement</p> <p>Evaluation of student performance through exams, quizzes and assignment</p> <p>Evaluate digital literacy skills of faculty members</p>	<p>Department utilizing learning management systems to create and administer online exams, quizzes and track performance.</p> <p>Use video conferencing tools to facilitate group work and peer review</p>

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Reposition the College of Postgraduate Studies	<ul style="list-style-type: none"> Review and refine the governance structure to ensure efficient decision-making and implementation. Update postgraduate programmes to ensure relevance Upgrade facilities and infrastructure Ensure adequate funding and resource allocation Timely payment of all accrued postgraduate teaching, supervision allowances and examiners' honoraria. ICT/Central Records Processing Unit (CRPU) to be established in the College of Postgraduate Studies Commencement of executive online postgraduate programs Implement sessional performance and evaluation for both postgraduate lecturers and students. 	<p>Short-term (2025): Conduct a needs assessment Develop a strategic plan Establish partnerships with industry, research institutes, alumni</p> <p>Medium-term (2026-2027): Curriculum review and update Research and Innovation Capacity building</p> <p>Long-term (2028-2030): Internationalization Alumni engagement Continuous evaluation and Improvement</p>	<ul style="list-style-type: none"> Uninterrupted academic calendar. Timely payment of all accrued postgraduate allowances and honoraria. Increase postgraduate enrollment Increased number of high quality research output Graduate employability Internationalization Alumni engagement 	<p>College of Postgraduate Studies</p> <p>Bursary Department ICT/CRPU Unit</p> <p>Directorate of Quality Assurance and Quality Control</p> <p>Heads of Academic Departments</p>	<p>Assess students and staff perceptions and experiences</p> <p>Track progress and identify trends.</p>	<p>Departments should develop and implement training programmes tailored to the specific needs of postgraduate students</p> <p>Regularly review and update postgraduate curricula to ensure relevance, incorporating industry needs and soft skills development</p>

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Student Orientation & Support	<ul style="list-style-type: none"> • Implement a virtual orientation programme for new students • Ensure that Online resources such as student portal are readily available and easily accessible to new students before their arrival on campus • Orientation programs for fresh students should be made mandatory • Students Affairs Division to provide students with necessary support • Expand Student Work-Study Programme • Establish mentorship programme that pair new students with experienced students or faculty members • Strengthen Guidance and Counseling Services Unit • Provisions of physical structures for physically challenged students 	Yearly	<ul style="list-style-type: none"> • Track the number of students attending orientation programmes • Increase in the number of students utilizing support services, such as academic advising, counselling and mentorship programmes. • Increase in number of students engaged in campus activities, clubs and organizations • Better GPAs as a measure of the impact of support services on academic performance • Increased number of students graduating within a specified timeframe • offer of scholarships to the best student in every department after their first year 	<p>Student Affairs Division</p> <p>ICT Unit</p> <p>Guidance and Counseling Unit</p> <p>Director of Physical Planning</p>	<p>Assess the effectiveness of the orientation programme from students</p> <p>Evaluate students satisfaction with support services</p>	<p>Department should organize department –specific orientation programmes to familiarize students with departmental policies, procedures and expectations</p> <p>Department should provide academic and advising services to students</p> <p>Departments are to ensure students are aware of and have access to departmental resources.</p>

Strategic Goal 2: Enhancing Research, Innovation, and Entrepreneurship

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
To drive research commercialization	<ul style="list-style-type: none"> • Establish Innovation Hubs and Technology Transfer Offices (TTOs). • Strengthen IPTTO • Organize hackathons and innovation competitions • Foster partnership with industries to identify research priorities, provide funding and facilitate knowledge transfer • Implement innovation-focused support systems • Support researchers in transitioning their ideas into startups. • Establish mentorship programmes pairing experienced professionals with researchers and entrepreneurs 	<p>Short-term (2025): Establish a Commercialization Desk, Foster Industry Partnership, Conduct Market Research</p> <p>Medium-term (2026-2027): Develop a Business Plan, Secure Funding, Product Development</p> <p>Long-term (2028-2030): Launch Marketing and Sales Initiatives, Evaluate Commercialization Performance, Expand Industry Partnerships</p>	<p>Number of research papers published, citation received by researcher and the amount of funding secured for research projects</p> <p>Number of patents filed and granted; licensing agreements signed, Startups incubated; IP-related income.</p> <p>Number of joint research projects with external partners</p> <p>Number of publications resulting from collaborations</p> <p>Increased student participation in innovation</p>	DRID; IPTTO; Centre for Entrepreneurial Development.	<p>Annual innovation audit; Commercialization tracking.</p> <p>Revenue growth</p> <p>Number of startups incubated</p> <p>Return on Investment for research and commercialization activities</p> <p>Success rate of securing funding for research projects</p> <p>Number of entrepreneurship training programmes offered</p>	<p>Departments will identify at least one innovative idea per year with commercialization potential.</p> <p>Internal pitch sessions will be held to vet ideas before submission to IPTTO.</p> <p>Research leads will mentor students/staff on patenting and startup processes.</p> <p>Foster collaboration among faculty members</p> <p>Provide support for researchers in writing grant proposals</p> <p>Mobilize resources including equipment, facilities and expertise to support research and commercialization.</p>

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
To foster robust collaborations to enhance its research impact.	<ul style="list-style-type: none"> • Promote active partnerships with industry and government • Reactive exchange linkages for both staff and students • Collaborate with renowned international organizations like the European Organization for Nuclear Research (CERN), to access cutting-edge research facilities, expertise and resources • Promote interdisciplinary research • Offer capacity building and training in grant proposal writing, research fundraising and entrepreneurship • Develop partnership with local communities, cultural institutions and industries • Mobilise resources from development partners, international organizations etc. 	<p>Short-term (2025): Establish Partnership, Secure Funding, Capacity Building</p> <p>Medium-term (2026-2027): Research Commercialization, Interdisciplinary Research, Publication and Dissemination.</p> <p>Long-term (2028-2028): Internalization, Evaluation of Research Outcomes and Impact, Sustainability</p>	<p>Number of research papers published from collaborations, citation received by researcher and the amount of funding secured for research projects</p> <p>Number of partnerships established with industries, academia etc.</p> <p>Number of patent and intellectual property, licensing agreements and industry adoption.</p> <p>Number of startups and spin-offs, Innovation Index and entrepreneurship training programmes offered.</p> <p>Success rate of securing funding for research projects, return on investment for research and collaboration activities</p>	URDC, DRID; IPTTO;	<p>Allocation of resources to support research and collaboration</p> <p>Monitor research performance and impact, and establish feedback mechanism</p>	<p>Department should facilitate collaboration by encouraging interdisciplinary research, building partnerships.</p> <p>Provide access to research resources, offer support for grant writing and funding applications, mentorship and guidance to junior faculty members and students</p> <p>Promote research culture by organizing seminars, workshops, offer incentive for research and research ethics and integrity</p> <p>Facilitate industry partnerships,, protection of intellectual property and encourage the dissemination of research findings</p>

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
To devote more internally generated funds to research activities	<ul style="list-style-type: none"> • Allocate 10% IGR to fund internal research. • Create special funds to support active researchers to publish their research work in Q1 and Q2 journals. • Establishment of a research grant support office. 	Annually from 2025–2030.	Grants disbursed; Q1/Q2 journal publications; Interdisciplinary projects supported	DRID; Bursary; College of Postgraduate Studies.	Quarterly grant utilization reports; Research productivity scorecards.	<ul style="list-style-type: none"> • DRID will collaborate with Heads of Departments (HoDs) to mentor junior researchers in grant writing. • Internal peer review panels will be set up in departments to assess proposals. • Each department will maintain a research output dashboard.
To provide an enabling and conducive environment for the growth and sustenance of the entrepreneurship and development program	<ul style="list-style-type: none"> • Expanding the Entrepreneurial Centre • Establish an equipped laboratory and workshop • Develop postgraduate programs in entrepreneurial development and entrepreneurial innovation. • Develop a curriculum that aligns with industry needs and societal problems which enables students to be self-employed and self-reliant 	Quarterly, Bi-annually from 2025–2030.	<p>Graduates are self-employed and becoming employers of labor themselves</p> <p>Student’s success and engagement in the entrepreneurship-training, workshop etc.</p> <p>Number of jobs created, revenue generated by startups and entrepreneurs</p> <p>Industry partnerships and collaboration</p>	Centre for Entrepreneurial Development, IPTTO	<p>Reports from programme participants, site visits and data collection on programme outputs</p> <p>Evaluate impact and effectiveness of the programme, conduct surveys and gather feedbacks</p> <p>Monitor number of startups, job creation, revenue generation and</p>	<ul style="list-style-type: none"> • Department to develop curriculum, design and implement programmes that cater to the needs of students, entrepreneurs and industry partners. • Teach entrepreneurship courses and provide mentorship and guidance • Collaborate with industry partners to provide students with internship opportunities,

<ul style="list-style-type: none"> • Establish innovation hubs, incubation centers and technology parks • Collaborate with organization to offer training, coaching and access to strategic mentorship networks • Offer funding support in form of grants, seed capital and access to funding platforms • Establish mentorship and networking programmes that pair experienced professionals with students and entrepreneurs • Foster a culture of innovation, entrepreneurship and risk-taking within the university community. • Engage with the local community, promoting entrepreneurship and development initiatives 		<p>Innovation and incubation products services developed and number of patents filed and granted.</p> <p>Funding and grants secured, revenue streams generated by the entrepreneurship programmes and return on investment</p>		graduate employability	<p>mentorship, networks and access to resources and expertise.</p> <ul style="list-style-type: none"> • Conduct research on entrepreneurship, encourage innovation and creativity among students
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Strategic Goal 3: Improving Staff and Student Welfare

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Strengthen mental health services	<ul style="list-style-type: none"> Establish a Student Mental Health and Wellness Centre. Transforming and Expanding the UNIBEN Health Centre Strengthening Health Centre Personnel and Resources Ensure counselling centre on campus are proactive, easily approachable and equipped to handle mental health issues Establish school-based mental health programmes that promote positive social behaviour and emotional well-being among students Organize training programmes, workshops and seminars for staff and students on mental health awareness issues Establish or upgrade mental health facilities on campus and ensure students and staff have access to them. Strengthen partnerships with mental health institutions like Federal Neuro-Psychiatric Hospital, Benin City and UBTH Conduct research and evaluate mental health issues Develop and implement policies that prioritize mental and well-being, and support students with mental health issues 	<p>Short term (0-6) months: Needs Assessment; Develop Comprehensive Mental Health Programme and Train Staff</p> <p>Medium-term (6-18) months Programme Implementation, Monitoring, Evaluation and Partnerships with Mental Health Organization</p> <p>Long-term (1-5 years) Ensure Sustainability, Expansion and Community Engagement</p>	<p>Centre operational; Number of student consultations; Staff/student awareness levels.</p> <p>Reduction in the rate of symptom and effectiveness of treatment</p> <p>Overall patient satisfaction</p> <p>Operational efficiency of the mental health facilities</p> <p>Patient engagement and retention</p>	<p>Student Affairs Division; Guidance Counselling unit in the Faculty of Education.</p> <p>University Health Centre</p> <p>Department of Mental Health</p> <p>Multidisciplinary Mental Health Team made up of Psychologist, Psychiatrists, Social Workers and Counsellors</p>	<p>Annual mental health usage reports, service accessibility; Outcome assessments; Patient satisfaction; operational efficiency.</p>	<ul style="list-style-type: none"> Faculties will nominate mental health focal persons. Wellness seminars will be co-organized with departments each semester. Departments will develop referral protocols for distressed students.

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Expand student accommodation	<p>Renovate existing student hostels, Optimize hostel allocation and increase transparency in hostel allocation.</p> <p>Construct new hostels, explore public-private partnerships and engage with alumni, friends of the university and other stakeholders</p> <p>Regular maintenance of the hostels, collect student feedback, provide training and capacity-building programmes for staff involved in hostel management</p> <p>Leverage on Tetfund and other funding organizations, Alumni and government for funding</p>	<p>Short-term: 2025–2026: Renovation of existing hostels, optimize hostel allocation, increase transparency</p> <p>Medium-term (2027-2028): Construct new hostels, and explore PPP developers, Alumni engagement and friends of the university to secure funding</p> <p>Long-Term (2029-2030): Regular maintenance, capacity building expansion and upgrade</p>	<p>Number of beds added; Occupancy rates; Reduced off-campus housing reliance Students satisfaction; operational efficiency Return of investment</p>	<p>Physical Planning Unit; VC’s Office; Private Developers Student affairs division</p>	<p>Construction milestone tracking; Facility usage audits, quality of accommodation facilities</p>	<ul style="list-style-type: none"> • Departments will assist with annual hostel demand analysis and allocation support. • Departmental reps will serve on hostel committees to monitor conditions. • Student leaders will work with departments to maintain hygiene and report issues.
Institutionalize continuous professional development and support for staff Welfare & recognition	<ul style="list-style-type: none"> • Institutionalizing staff development and training and Sabbaticals • Encouraging Participation in Conferences and Workshops • Expanding External Linkages and Research Opportunities 	<p>Short-term (2025-2026): conduct needs assessment, policy development and training programme.</p>	<p>Training participation rate, training effectiveness and career advancement</p>	<p>Registrar’s Office</p>	<p>Implementation of staff development and welfare initiatives Regular progress update</p>	<p>Design and implement training programmes</p> <p>Identify training needs</p>

	<ul style="list-style-type: none"> • Staff welfare: reintroduce soft car loans, housing loans, and furniture loans for staff • institute a mechanism to guarantee appropriate incentives and rewards for exemplary diligence and dedication to duty 	<p>Medium-term (2026-2027) Implementation, welfare initiatives and monitoring and evaluation</p> <p>Long-term (2027-2030): continuous improvement, expansion and sustainability</p>	<p>Staff welfare and satisfaction</p> <p>Performance and productivity of staff</p> <p>Return of investment</p>			
Promote gender mainstreaming and capacity building among women	<ul style="list-style-type: none"> • Develop and implement policies that promote gender equality • Centre for Gender Studies will be invigorated to play a pivotal role in promoting gender equality • promote the use of day-care and nursery centers where children can be cared for during working hours • Create more opportunities for women to participate in gender-related training, mentorship, seminars, workshops, and international conferences. • Establish women support groups and career development opportunities • Collaborate with both internal and external organizations, NGOs or government agencies 	<p>Short-term (2025-2026): Conduct need assessment, training and mentorship programme.</p> <p>Medium-term (2027-2028): Women’s leadership conference, capacity building initiatives and networking opportunities</p> <p>Long-term (2029-2030): Policy development, monitoring and evaluation and ensure sustainability.</p>	<p>Percentage representation of women in leadership positions, Number of women in STEM, Participation in capacity-building programme</p> <p>Education and career advancement of women.</p>	VC’s Office Centre for Gender Studies	Progress towards gender mainstreaming and women’s empowerment goals Feedback from women and other stakeholders	Promote gender mainstreaming and women empowerment

Strategic Goal 4: Modernizing Infrastructure and Administration						
Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Modernization of physical and digital infrastructure	<ul style="list-style-type: none"> • Hostel renovations and upgrading • Build new hostels for students through Build-Operate-Transfer (BOT) partnerships and alumni-backed projects. • Continue the ongoing internal road construction • Renovate the back gate bus park • providing new or repairing existing computers, printers, and other accessories • Strengthened and utilized more effectively the Equipment Maintenance Centre (EMC) for the servicing and rehabilitation of laboratories and other equipment. • Implement free Wi-Fi connectivity across the campus, develop and integrate digital learning platforms, implement robust data management system • Collaborate with government agencies, private sector partnerships for grants and funding opportunities 	<p>Short-Term (2025): Implement infrastructure upgrade, solar Minigrad project, and digital initiatives</p> <p>Medium-term (2026-2027): continue upgrading road network, complete renovation of hostel, develop, and integrate digital learning platforms.</p> <p>Long-Term (2027-2030): Expand and develop new facilities, ensure the long-term sustainability of modernization effort</p>	<p>Quality of construction and maintenance projects,</p> <p>Percentage of projects completion within scheduled timelines,</p> <p>Cost of project,</p> <p>Safety during project execution and</p> <p>User satisfaction.</p> <p>Digital infrastructure system uptime, response time, accuracy,</p> <p>Latency and CPU utilization</p> <p>Data security</p>	<p>Directorate of physical Planning, Director of Works Office, ICT Unit, Both Federal and Edo State government, philanthropists</p>	<p>Progress of infrastructure upgrade projects,</p> <p>Effectiveness of modernization efforts</p> <p>System uptime and performance, user adoption and satisfaction and data security of digital infrastructure</p>	<p>Departments should identify their specific needs, provide inputs, and ensure that modernized facilities are utilized effectively</p> <p>Departments should adopt tools such as LMS, online resources and other platforms for teaching, learning and research. Promote digital literacy among students and staff. Leverage on modernized digital infrastructure to support innovation and research. Provide training and support to staff and student</p>

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Establish an administration that minimizes bureaucratic delays and fosters professionalism.	<ul style="list-style-type: none"> • Deploy a university-wide Enterprise Resource Planning (ERP) system. • Revamp and expedite the disciplinary processes such that disciplinary cases are disposed of timely • Reorganize and reposition the Bursary, Registry, Works, and other Service Units • Leverage technology to automate routine tasks, reduce paperwork and enhance efficiency • Foster professionalism through training and development, performance-based evaluation and merit-based promotion • Improve communication about university policies, procedures and services and implement feedback mechanism • Enhance accountability • Ensure good governance and appoint leaders that are competent, dedicated and committed. 	<p>Short-Term (0-6 Months): Conduct a thorough review, develop a strategic plan and establish a task force</p> <p>Medium-term (6-18 Months): Implement digital solutions, simplify procedures, and provide training and development opportunities.</p> <p>Long-Term (2026-2030): Monitor and evaluate progress, foster a culture of transparency and accountability, continuously improve.</p>	<p>Departmental ERP usage rate;</p> <p>Administrative process turnaround time.</p> <p>Service delivery and waiting time at service points</p> <p>Staff and student satisfaction with services.</p> <p>Transparency of administrative processes, compliance with relevant laws, regulations and policies</p> <p>Adoption of technology and innovation</p>	<p>Vice Chancellor and his management team</p> <p>Provosts/ Deans and Directors and Heads of Departments.</p> <p>ICT Unit; Registry; Bursary.</p>	<p>ERP dashboards; Staff satisfaction surveys.</p> <p>Administrative processes; communication feedback; Staff performance and development; Technology and Innovation; Accountability and transparency; Student experiences; Continuous improvement.</p>	<ul style="list-style-type: none"> • Each department will appoint a trained ERP focal person. • Departmental records will be digitized and regularly updated. • Feedback will be collected every semester to improve usability. • Identify inefficiencies, streamline processes and implement best practices • Ensure clear communication, feedback mechanism and respond to feedback • Provide staff development and training and conduct regular performance evaluation of staff • Interdepartmental Collaboration and teamwork • Accountability and transparency

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Ensure reliable and sustainable electricity supply across all campuses	<ul style="list-style-type: none"> • Conduct an energy audit and install solar energy systems in academic and critical service areas. • Implement effective metering for all consumers • upgrade overloaded transformers replace existing obsolete facilities • Leverage renewable energy integration – Solar energy and wind energy • Implement infrastructural development-Micro grid systems, power distribution system. • Implement energy efficiency: Energy– saving measures, Energy audits. • Collaborate with government and private sector partnerships. • Regular maintenance and sustainability planning 	<p>Short-term (2025): Completion of the Solar Minigrid Project and Alumni-Driven Solar Electricity Project.</p> <p>Medium-term (2026): Completion of Benin’s Solar Power Capacity Expansion Project.</p> <p>Long-term (2027-2030): Powering by Renewable Energy of all Federal Tertiary Institutions, Including The University of Benin.</p>	<p>Megawatts of solar installed; Energy cost reduction.</p> <p>Reliability and efficiency of power</p> <p>Sustainability of energy</p> <p>Operational performance</p> <p>Financial performance</p>	<p>University Management; BEDC;</p> <p>Regulatory Agency like NERC;</p> <p>Works & Services Department;</p> <p>Energy Strategy Taskforce.</p>	<p>Monthly energy audits;</p> <p>Power reliability logs.</p> <p>Energy consumption tracking</p> <p>Renewable energy generation</p> <p>Grid reliability, power quality and percentage of energy saving.</p>	<ul style="list-style-type: none"> • Departments will list power-dependent labs/offices for prioritization. • Officers-in-charge will support installation coordination and performance tracking. • Energy management awareness will be built into departmental operations. • Department of electrical and electronic engineering can contribute to the design and implementation of industrial off-grid photovoltaic systems. Also conduct research and development in renewable energy technologies including solar energy. • NCEE can conduct cutting-edge research and development activities in alternative energy technology.

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Scale up broadband internet access and achieve full digital transformation	<ul style="list-style-type: none"> Extend the national fiber optic network to cover the university campus Partner with telecom providers to expand broadband access Deploy a university-wide ERP system Training departmental ICT focal points to support ERP adoption Develop digital literacy programme Ensure regular network maintenance Foster partnerships with government agencies, like the Ministry of Digital Economy and communication, private sectors Provide computers to faculties, departments, every academic and appropriate non-academic staff Establish innovation hubs or tech labs on campus, and encourage research and development activities focused on digital technologies. 	<p>Short-term (2025-2026): Upgrading of existing infrastructure.</p> <p>Explore partnerships with government agencies, private sector companies and internet service providers (ISPs).</p> <p>Medium-term (2027-2028): Develop literacy programmes</p> <p>Establish innovation hubs or tech labs on campus.</p> <p>Long-term (2029-2030): Full digital transformation</p> <p>Sustainability and maintenance.</p>	<p>Percentage of campus covered by fiber optic cables</p> <p>Internet penetration rate</p> <p>Network availability</p> <p>Speed and quality of service</p> <p>Digital inclusion and adoption</p> <p>Sustainability and maintenance</p> <p>User experience and satisfaction</p>	<p>Edo state government</p> <p>University management</p> <p>Private sector partners</p> <p>Faculty and staff by developing digital literacy programmes</p>	<p>Internet penetration rate</p> <p>Network availability</p> <p>Digital Literacy and Adoption rate</p>	<p>Departments should incorporate digital literacy into curriculum and develop digital content, such as online courses, tutorials and educational resources to support teaching and learning.</p> <p>Utilize digital tools and resources to enhance teaching and learning</p> <p>Encourage digital research</p> <p>Promote the use of open educational resources (OERs)</p>

Strategic Goal 5: Fostering Internal and External Relations

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Leverage the expertise and resources of alumni and corporate organizations for institutional growth and sustainability	<ul style="list-style-type: none"> Establish strong Alumni Network using the Directorate of Alumni Relations and Endowment, develop Alumni database Launch structured alumni engagement and mentorship programs. Engage alumni in fundraising, annual reunion and networking events, mentorship, governance, and program development. Foster Industry-Academia collaboration Collaborate with corporate partners to provide internship and job placement opportunities for students Endowment fund 	<p>Short-term (2025-2026): Alumni Engagement, Corporate Partnership and Diaspora Fellowship</p> <p>Long-term (2027-2030): Alumni Reunion and Engagement</p>	<p>Number of alumni events; Contributions raised; Mentorship sessions.</p> <p>Alumni feedback and satisfaction</p> <p>Revenue generated from corporate partnerships, partnership retention rate, collaborative research outputs</p> <p>Students internship and job placement, student skill development</p>	<p>Advancement & Development Office; Alumni Relations Unit.</p> <p>Various branches and chapters of UBAA</p>	<p>Annual alumni report; Engagement index review.</p> <p>Assess Alumni participation rate, feedback and satisfaction and contributions</p> <p>Revenue growth, partnership retention rate and collaborative research output from corporate partnership.</p> <p>Assess Students Internship and job placement rates, skill development and Alumni career progression</p>	<ul style="list-style-type: none"> Each department will maintain and regularly update an alumni database. At least one alumni webinar or mentorship talk will be organized annually. An alumni liaison officer will be appointed per department.

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental- Level Activities
Cultivate strong, collaborative relationships with staff unions, alumni, development partners, and host communities	<ul style="list-style-type: none"> Regular meetings with staff unions, open communication channels and joint problem-solving Activate co-creation platforms with industry, unions, and host communities. Cultivate mutual trust Unions partnerships with private sector actors organizing workshops for stakeholders within the University Implement a university wide feedback system Organise events to promote university community relations 	<p>Short-term (6-12 months): Establish Communication Channels, Organize Alumni Events, Identify Potential Development Partners, Engage with the Host Community.</p> <p>Medium-term (2026-2027): Develop Strategic Plan, Implement Collaborative Projects, Encourage Alumni to Contribute to Development, Explore Partnership Opportunities with Local Organization</p> <p>Long-term (2028-2030): Evaluate Effectiveness, Expand Partnership and Sustain Momentum</p>	<p>Number of MOUs signed; Number of co-designed projects; Stakeholder feedback score.</p> <p>Employee satisfaction rate, Conflict resolution and staff development rate.</p> <p>Alumni participation rate, feedback and satisfaction and contribution</p> <p>Partnership retention rate and collaborative research output from corporate partnership.</p> <p>Community outreach participation rate, feedback satisfaction and partnership opportunities</p>	<p>Vice Chancellor’s Office;</p> <p>Directorate of External Linkages.</p> <p>Directorate of Alumni relations and Endowment</p> <p>UBAA</p>	<p>Biannual stakeholder reviews; Implementation tracking.</p> <p>Effectiveness of collaborative relationship</p>	<ul style="list-style-type: none"> Departments will map industry partners and propose joint projects. They will organize roundtables or public engagement sessions every two years. Partnership results will be documented and shared with the Directorate.

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Enhance UNIBEN's visibility and reputation within national and global higher education spaces	<ul style="list-style-type: none"> • Improve online presence • Encourage Research and Innovation • Develop high quality academic programmes and faculty development • Establish partnerships with global institutions and NGOs • Encourage Faculties/schools, departments and Institutes to organize conferences, seminars, and workshops • Undertake regular public enlightenment programmes • Leverage Alumni network and expertise 	<p>Short-term (2025): Launch initiatives to strengthen academic degree programmes</p> <p>Medium-term (2026): Develop and Implement High-Quality Academic Programmes, Ensuring Accreditation. Establish Innovation Hubs and Incubators</p> <p>Long-term (2027-2030): Achieve significant improvements in global ranking. Establish Uniben as a leading institution in Nigeria. Sustain momentum</p>	<p>Research output, student outcome and attendance rate.</p> <p>Research Income and Endowment market value.</p> <p>Global ranking, web presence and international outlook</p>	<p>Vice Chancellor</p> <p>Governing Council</p> <p>Management team</p> <p>Provosts/Deans/Directors and Heads of Departments.</p> <p>Academic and non-academic staff</p> <p>Alumni association</p>	National and Global Ranking	<p>Curriculum development and delivery</p> <p>Research and Innovation</p> <p>Faculty development and support</p> <p>Student engagement and support</p> <p>Quality Assurance and Accreditation</p>

Objective	Key Action	Timeline	KPIs	Responsible Units	Monitoring and Evaluation	Departmental-Level Activities
Strengthen the core mandates of the University's Institutes, focusing on research and extension services.	<ul style="list-style-type: none"> Restore Research and Extension Services as core activities of the Institutes Establish research hubs Collaborate with industry partners Secure funding Build capacity Community engagement Curriculum development Upgrade research facilities 	<p>Short-term (2025): Establish a commercialization desk, Develop a Research Framework, Capacity building</p> <p>Medium-term (2026-2027): Establish Research Hubs, Capacity building and Community Engagement</p> <p>Long-term (2028-2030): Increase Research output, Foster Innovation and Commercialization, Establish Partnerships with Industry Partners, International Organizations</p>	<p>Increased number of Research Publications in reputable journals, Citation Impact, Research Grants and Innovation and Commercialization.</p> <p>Community engagement, partnerships and Collaborations, knowledge transfer and Impact on Community.</p> <p>Increased number of staff training and development, student involvement and Infrastructural development.</p> <p>Amount of Research funding, Grant success rate and return on investment</p>	Vice Chancellor and his Management, DAP, CERHI, IOE, ICH, IPAHSM and every other autonomous institutes, Faculty of Agriculture,	<p>Capacity and qualification of the Human Resources, Financial Resources and Infrastructure.</p> <p>Track the number and quality of trainings and events, evaluate the use of ICT tools and the development and dissemination of research products.</p> <p>Monitor outcome indicators e.g. Farmer adoption of new practices, impact of training, influence on policies.</p>	<p>Department to conduct cutting-edge research, develop innovative solutions and collaborate with industry partners.</p> <p>Develop and deliver high-quality academic programmes.</p> <p>Offer training and development programmes for faculty and staff.</p>

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John Harry Library Policy

The policy of John Harry Library is to collect information resources in all formats and provide other information services to the user community.

She organizes, stores, preserves and disseminates the information in support of University's teaching, learning and research programme

Her policy applies to all users of the John Harris Library at the University of Benin. This includes students, academic and non-academic staff, alumni, and external researchers.

The application also encompasses the library's physical and digital resources, facilities, services, and operational guidelines aimed at supporting academic learning, teaching, research, and knowledge dissemination.

Her objectives includes, inter-alia,:

- Provide a framework for the effective management and utilization of the John Harris Library's resources and services.
- 2. Ensure equitable access to library resources for all users in support of the University's academic and research goals.
- Promote the adoption and integration of modern technologies to enhance library services and user experience
- Establish guidelines for the acquisition, preservation, and dissemination of library materials to support teaching, learning, and research.

Her SOP flows as follows:

1. The Vice Chancellor
2. The Librarian
3. Collection Development Committee (CDC)
4. Acquisition Librarian Serial Librarian
5. Subject/faculty Librarian
6. Course Lecturers

Information Communication Technology (ICT)

These are a body of deliberate principles meant to guide and direct the purchase and use of information, communication technology (ICT) facilities in the University of Benin.

The objective of the policy is to inform and guide departments procuring ICT related goods and services.

The, key objective of ICT Policy include deployment of ICT Resources to maximize student and staff productivity and service delivery, to enhance teaching and learning and to improve quality of research.

This is all in efforts to:

- establish University of Benin as a Centre of Academic Excellence.

- the development of the University of Benin ICT status to meet with global standard.
- to make contributions to the sustainable development to both the University and the society through sustained ICT policies”.

Therefore it is meant to provide:

- A set of ICT policies that guide the development of various ICT resources to assist the University to achieve its set goals in local, national & International frontiers.
- a framework for development and management of ICT network services that shall ensure its availability enhanced performance and security.
- An outline of rules and guidelines that ensure users’ PCs and other hardware are in serviceable order, specifying best practices and approaches for preventing failure.

The rules and regulations governing procurement of goods and services for the Republic of Kenya which are also applied by the University of Kenya, forms the basis of the policy statements on procurement of goods and services.

Policy on Grievance Remedy

These are concerted principles meant for the provision of clear, fair and consistent processes of redressing complaints and offences in the University of Benin.

They are geared towards the provision of supportive and respectful work place.

The scope of the policy extends from all students, academic staff, non-academic staff, to other stakeholders within the University of Benin community.

It also covers grievances relating to academic matters, administrative issues, workplace concerns, discrimination, harassment, and other matters affecting the well-being or rights of individuals.

The Procedure starts from:

1. Filing a grievance through:
2. Written statement clearly describing the issue, those involved, place and possible evidence to the grievance officer or office within 30 days.
3. Initial Review to determine the validity and substance of the issue.
4. An attempted informal resolution, through dialogue, mediation and negotiation facilitated by the grievance officer.

Where informal resolution fails;

1. A committee is initiated to formally investigate within 30 days.
2. Decision is communicated.
3. Appeal is allowed within 15 days when not satisfied with judgment.
4. The grievance officer monitors to know the level of compliance.

The SOP is:

1. Grievance office: to lodge a complaint within 30 days.

2. Informal resolution.
3. Grievance committee
4. Investigation within 30 working days for investigation.
5. Communication of Decision
6. Appeal
7. Evaluation

Addition to the Quality Assurance Policy:

Student Complaints and Grievances

The University of Benin recognizes the importance of maintaining an open and transparent system for addressing student complaints and grievances. Students are encouraged to voice concerns regarding academic or administrative matters, including issues related to teaching, assessments, facilities, and student services. The University is committed to resolving complaints fairly, promptly, and in accordance with established procedures to ensure that all students' rights are upheld.

Policy Statements:

1. **Accessibility and Transparency:** The University shall ensure that students have easy access to a clear, transparent, and formal process for submitting complaints.
2. **Fair and Timely Resolution:** Complaints will be addressed promptly and fairly, with every effort made to resolve the issue at the earliest opportunity.
3. **Confidentiality and Protection:** The identity of students making complaints will be protected to the fullest extent possible, ensuring no retaliation or adverse actions for submitting complaints.
4. **Continuous Improvement:** Feedback from complaints will be used as a tool for continuous improvement in academic and administrative processes.

Objectives:

- To provide a mechanism through which students can express concerns in an official capacity.
- To ensure that complaints are handled in a manner that respects the rights of all parties involved.
- To use feedback from complaints to continuously improve the student experience.

Standard Operating Procedure (SOP) for Handling Student Complaints

SOP Title: Handling Student Complaints and Grievances

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Objective:

To establish a clear and structured process for addressing and resolving student complaints, ensuring fairness, transparency, and timely resolution.

Scope:

This SOP applies to all students, staff, and faculty at the University of Benin involved in the complaint resolution process.

Procedure:

1. Submission of Complaints:

- **Who can submit complaints:** All students enrolled at the University of Benin.
- **Nature of Complaints:** Complaints relating to results i.e missing results, missing CA, absent cases etc. shall first be channeled to the Department in charge of the exams. All other complaints (i.e integrity of the exams, integrity of staff etc) shall be channeled through the Head of Department/Dean or in the alternative, the Directorate of Quality Assurance of the University of Servicom.
- **How to submit complaints:** Complaints relating to results shall be submitted as follows:
 - By a typed letter addressed to the Head of Department which houses the Course directly in the case of a student still in that department or through the Head of Department of the current department of the student.
 - The letter must include the following details: Name and Matriculation number of student, Name of Course complained about and the course code, session, and particular complaint.
 - Upon submission, said letter shall be addressed by the Head of Department within 24 hours of receipt of the letter and investigation shall commence immediately.
 - Such complaints shall be resolved within 7 working days and the student shall be informed of the result of the complaint.
 - Where the student is not satisfied with the resolution, he/she can appeal to the Directorate of Quality Assurance.
 - Complaints that are not resolved at the Department or of any other nature shall be channeled to the Directorate of Quality Assurance or Servicom via the following Channels:
 - ✓ **Online portal:** A dedicated section created on the University's website for submitting complaints.
 - ✓ **Email:** Complaints can be sent to a designated email address (e.g., complaints@uniben.edu, servicom@uniben.edu).
 - ✓ **In-Person:** Students may submit complaints at the Quality Assurance Directorate, Servicom Office or Faculty Office.
- **Complaint Form:** A formal complaint form shall be prepared for the purpose of complaints and same should be filled out by the student, including:
 - Student's full name, registration number, and contact details.

- A clear description of the complaint, including the nature of the issue, any relevant dates, and involved parties.
- Desired resolution or outcome (if known).

2. Acknowledgment of Complaints:

- **Timeline for acknowledgment:** All complaints will be acknowledged within **3 working days** from the submission date.
- The acknowledgment will include:
 - A reference number for tracking purposes.
 - An overview of the complaint process, including timelines for resolution.
 - Contact details for follow-up.

3. Investigation of Complaints:

- **Initial review:** The Quality Assurance Directorate/Servicom or relevant administrative body will conduct an initial review to determine the validity of the complaint and gather any necessary information.
- **Investigation timeline:** Investigations should be completed within **10 working days** from the acknowledgment of the complaint.
- **Follow-up with the complainant:** The student will be updated on the progress of the investigation periodically (e.g., every 3 days) during this period.

4. Resolution of Complaints:

- **Proposed Resolution:** After the investigation, the Directorate or relevant office will propose a resolution, which may involve actions such as:
 - Revisiting assessments or grades.
 - Modifying a process or procedure.
 - Providing remedies such as reexaminations, refunding fees, or formal apologies where applicable.
- **Timely communication:** The student will be informed of the resolution within **5 working days** after the investigation is completed.
- **Appeal process:** If the student is not satisfied with the resolution, they can appeal the decision by submitting an appeal in writing within **5 working days**. The appeal will be reviewed by the Quality Assurance Committee.

5. Final Decision:

- The **Final Decision** will be made by the Quality Assurance Directorate in consultation with relevant stakeholders (e.g., academic department heads, faculty,

or student affairs) within **7 working days** from the submission of an appeal (if any).

- The decision will be communicated to the student and, where appropriate, to the department or faculty involved in the complaint.

6. Record Keeping:

- All complaints, investigations, and resolutions will be documented and stored securely by the Quality Assurance Directorate for a minimum of **2 years**.
- A **complaint database** will be maintained for tracking and future reference.

7. Feedback and Continuous Improvement:

- **Data analysis:** Periodic reviews of complaints will be conducted to identify recurring issues or patterns.
- **Continuous Improvement:** The information gathered from student complaints will be used to inform improvements in university policies, procedures, and services. The Quality Assurance Directorate will report on these findings to senior management and make recommendations for necessary changes.

Roles and Responsibilities:

- **Quality Assurance Directorate:**
 - Oversee the entire complaint process and ensure compliance with this SOP.
 - Maintain records and monitor trends to suggest improvements.
- **Complaints Officer:**
 - Review and acknowledge complaints.
 - Coordinate the investigation process and communicate outcomes to the student.
- **Departmental/Faculty Head:**
 - Provide support in investigating complaints related to academic matters.
 - Assist in implementing any required changes.
- **Student Affairs Office:**
 - Provide guidance and support to students in submitting complaints.
 - Ensure that students are aware of their rights and the complaint process.

This **SOP** ensures that student complaints are handled effectively, providing transparency and a clear pathway for resolution. It can be included in the Quality Assurance Policy document to address the gap in the current policy.

Policy on Mitigating Circumstances

Definition and Purpose:

- Mitigating circumstances are unforeseen events beyond a student's control that prevent them from completing an assessment or affect their performance.
- The policy outlines the conditions under which students can request mitigation, including the types of assessments covered, the submission of claims, and the handling of these requests.

Eligibility:

- This policy applies to students enrolled in taught degree programs (undergraduate and postgraduate) and specific research programs that include taught components.
- Mitigating circumstances are only considered when they have directly impacted a student's ability to meet assessment deadlines or their performance during an assessment.

Scope:

- The policy applies to all forms of summative assessments contributing to module marks.
- The policy does not cover long-term conditions for which students can request reasonable adjustments but may cover the unforeseen worsening of such conditions.

Evidence Requirement:

- Students are required to provide evidence for subsequent mitigation claims after the first claim in an academic year, which does not require evidence (self-certification).
- The first mitigating circumstances claim in an academic year is treated as self-certification, while subsequent claims require supporting documentation.

Decision-making:

- The University Mitigating Circumstances Panel has the authority to review and decide on mitigation claims, with decisions confirmed by the Sub-Boards of Examiners.
- Mitigation will not result in an automatic improvement of marks but may provide extensions, deferrals, or opportunities for reassessment without penalty.

Confidentiality:

- The University will use the information provided for processing claims and will ensure confidentiality in handling the data, destroying original copies after the required retention period has lapsed.

Strategies:

Mitigating Circumstances Definition:

- Mitigating circumstances refer to unforeseen events that interfere with a student's ability to take an assessment or meet a deadline. These may include illness, family emergencies, or other unexpected events.

Submission Process:

- Students must submit mitigation claims no earlier than two weeks before and no later than two weeks after an assessment or deadline.
- Claims should be submitted to the student's Head of Department (HOD) and should include all necessary information and evidence (if required).

Handling Long-term Conditions:

- Students with long-term conditions or disabilities should inform the University early to receive reasonable adjustments through a Study Support Plan (SSP) or Personalized Examination Provision (PEP).

First Claim Self-certification:

- The first mitigating circumstances claim in an academic year does not require supporting evidence, but students must provide sufficient details to justify the claim. Subsequent claims must be supported by evidence.

Late Submission Policy:

- Students can submit coursework up to two weeks after the deadline without mitigating circumstances, though this will result in a reduced mark.

Panel Review Process:

- Mitigating Circumstances Panels will meet regularly to assess claims. They will:
- Review claims to ensure they meet the policy's criteria.
- Decide on outcomes such as granting extensions, deferrals, or reassessments without penalty.
- Request additional evidence if needed and refer students to support services where appropriate.

Possible Outcomes:

- If a claim is accepted, the student may be granted an extension, deferral, or reassessment without penalty.
- If the claim is rejected, the student may proceed with regular assessment procedures, with the possibility of appeal through the University's Appeals Policy.

Appeals:

- Students who wish to challenge a Panel's decision may appeal following the University's Appeals Policy, which requires supporting evidence.

SOP:

- University Mitigating Panel
- Faculty Mitigating Board.
- Departmental Mitigating Board.
- Mitigated Student

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Policy on Public Information Management

This forms a number of deliberate items that define the type of information to be placed in public domain.

The University's senate, standing on the university's legal foundation, that requires accountability and transparency, carefully selected them.

Among the focal concerns of the University of Benin are transparency, good governance and promotion of public confidence through the development of human minds to be creative, innovative, and competent.

The policy emphasizes:

- The management of both hard and soft copies of information.
- Compliance with the Nigerian Freedom of Information Act (FOIA) of 2011
- Information related to academic programs, policies, services, strategies, third-party contracts, and partnerships.

Exceptions to Disclosure Requirements.

Acknowledging the need for confidentiality, the University therefore opted for the protection of the following types of information which are therefore exempt from disclosure:

- Information that compromises the integrity of the University.
- Information that compromises the administrative processes or competitiveness of the University.
- Information that would endanger the safety or confidentiality of University stakeholders.

Proactive Disclosure of Information

The University will proactively disclose information related to routine programs and events such as:

- Convocation ceremonies
- Matriculation ceremonies
- Inaugural and valedictory lectures
- The University's website will be a primary medium for public access to such information.

Request for Information

- The University is the custodian of staff and students' personal data and will maintain confidentiality.
- In line with the FOIA, the University is required to comply with any valid request for information that is not exempt from disclosure.
- Information requests must be sent to the Registrar via email, and a written response will be provided if the information is available and not exempt.
- The University may refuse repeated requests for the same information or requests for exempt information.

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SOP: Information providing unit

Registrar's office

Information request.

Policy on Responsibility of Academic Staff

INTRODUCTION

This is a body of rules and principles that spells out the responsibilities of academic staff so as to ensure clarity, accountability, and alignment with institutional goals, fostering a culture of professionalism and commitment.

Objectives

Acknowledging the pivotal role of academic staff in achieving its mission of excellence in teaching, research, and community service, it intends to:

- Give concise, comprehensive and structured definition of academic staff responsibilities.
- Provide a framework for their roles in teaching, research, mentorship, and administrative duties.
- Establish standards that enhance the quality of education, promote academic integrity, and support the University's vision.

Scope

- The policy applies to all academic staff within the University of Benin, including full-time, part-time, and adjunct faculty.
- It encompasses responsibilities related to teaching, research, curriculum development, mentorship, administrative duties, and community engagement.
- The policy is applicable across all faculties, departments, and units of the University.

Responsibilities.

This includes:

- Enhancement of the learning environment by engaging:
 - Classroom teaching
 - Academic advising
 - Curriculum development
 - Applied Research
- Service to the University community that align with the University mission.
- Foster collegial relationships with supervisors, peers, students, and the broader University community.
- Participation in student recruitment and initiatives aimed at academic success.

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Management and Syllabus Requirements:

Faculty must:

- Meet all scheduled class sessions and provide students with a comprehensive Course Compact/syllabus by the tenth day of class.
- Course compacts must be reviewed and updated each semester to ensure academic rigor and relevance.
- Provide a minimum of ten student support hours per week, ensuring that students have access to academic guidance outside of class.
- Faculty shall prioritize these interactions and offer flexibility in scheduling.

Participation in Ceremonies

Faculties shall ensure participation in University commencement ceremonies, because they reflect their role in the academic achievements of their students.

ADMINISTRATIVE DUTIES:

Faculty shall share in the governance of the University by participating in duties such as:

- Committees,
- Curriculum development.
- Other decision-making processes.

Note:

- i. Such involvement must not interfere with the primary responsibilities of teaching and academic advising.
- ii. Deans and department heads hold significant responsibility for ensuring that academic units run effectively. They must balance teaching loads, reassigned time and administrative duties to support the University's mission and goals.

Performance Review:

Faculty performance shall be evaluated annually through the University's formal evaluation process. The targets of evaluation shall include:

- Teaching.
- Research.
- Service
- Collegiality.

Note: All faculty must adhere to the Faculty Evaluation Policy.

Workload Assignments:

Faculty workloads are assigned based on a clear set of guidelines ensuring:

- Fairness: Emphasize area of subject specialization by PhD electives.

- Transparency. Not less than two lecturers to a course. Where the two are of the same rank the scores shall be of equal proportion.
- Alignment with the University's educational objectives.
- Full-time faculty shall carry a standard teaching load of 15 credit hours per semester, with adjustments made for academic rank and qualifications.

Note: Faculty members who exceed the normal teaching load shall receive overload pay, subject to available funding.

The University ensures fairness in compensation for additional responsibilities undertaken by academic staff.

Policy on the Development of Teaching Staff.

Introduction.

- These are body of deliberate rules made to create a framework for professional development, performance enhancement and career progression of teaching staff.

It is meant to establish a structured and sustainable approach to the recruitment, development, retention, and evaluation of teaching staff.

It aims to create a supportive environment that fosters academic excellence, innovation, and professional growth, aligning with global standards in higher education.

Objectives.

The objectives of this policy are as follows:

- To attract, recruit, and retain highly qualified and motivated teaching staff.
- To ensure continuous professional development opportunities that enhance teaching and research competencies.
- To promote innovative and student-centered teaching practices.
- To establish clear pathways for career advancement and recognition of teaching excellence.
- To foster a culture of collaboration, mentorship, and lifelong learning among teaching staff.

Scope

- This policy applies to all teaching staff within the University of Benin, including full-time, part-time, and adjunct faculty.
- It encompasses activities related to recruitment, onboarding, training, mentorship, evaluation, and career progression.
- The policy also extends to initiatives aimed at improving teaching methodologies, research skills, and the overall academic environment.

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Strategy:

- New faculty members are to be chosen for their interest and capacity in teaching as well as in research.
- Hiring practices in the university will recognise the ways candidates demonstrate their teaching expertise, especially on what students will do to learn rather than on what instructors will do to teach.
- In other words, ability to focus on student-centered-learning forms the core qualification and desired strength to be sharpened in each teaching staff.

Policy on the development of teaching staff covers:

- The core discipline
- Teaching skills
- Hybrid teaching especially digital skills
- Administrative skills.

Teaching Skills

The University of Benin is committed to:

- Equipping new faculty members with the necessary teaching skills to foster high-quality, student-centered learning.
- Ensuring the provision of:
 - i. Formal training,
 - ii. Mentorship.
 - iii. Professional development opportunities.

Formal Training in Teaching and Learning:

In order for faculty members to understand:

- Their learning community.
- Their role in fostering effective learning.
- The importance of pedagogic content knowledge in delivering excellent teaching.

The University has mandated that the new faculties be equipped with the following:

- Certified training in Postgraduate Diploma in Education from a recognized institution of Education.
- Certificate of attendance of formal instructional workshops focused on essential teaching practices.
- Evidenced mentee ship under experienced mentors.
- Strict adherence to the University's Teacher's Code,

POLICY ON THE PROFESSIONAL DEVELOPMENT LEAVES POLICY FOR ADMINISTRATIVE AND SUPPORT STAFF

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1.0. Policy Statements

1. Purpose

To provide administrative and support staff with opportunities for professional development that enhance their competencies, contribute to career advancement, and align with the University's objectives.

2. Eligibility for Professional Development Leave

- Staff members must have been employed continuously for at least six (6) years to qualify.
- Leave may be granted for a maximum of twelve (12) months, provided the absence can be accommodated without disrupting the department's function.
- The leave must be for University-approved professional development purposes.
- The staff member must return to the University for at least one (1) year after the leave, or they will repay all salaries and fringe benefits received during the leave.

3. Suitable Activities for Leave

Professional development leave may be used for activities such as:

- Research, study, or applied learning in the staff member's specialized field.
- Vocational activities that enhance skills or knowledge.
- Leading task forces or engaging in service-sector activities to remain current or learn new methods.

4. Objectives of Professional Development Leave

Activities pursued should aim to:

- Enhance the staff member's knowledge and effectiveness within their role or related fields.
- Contribute to the goals of a particular University area, department, or division.
- Provide direct benefit to students or departmental operations.
- Support staff members in pursuing initiatives of benefit to the University or community.

5. Leave Compensation

- The University will pay up to 70% of the employee's salary for a maximum of four (4) months. If the leave exceeds this period, the remaining time will be unpaid.
- Payments may be reduced if the staff member receives other compensation that exceeds their normal salary.

2.0. Strategies for Implementation

1. Application Process

- Staff members must submit a completed application for professional development leave to their immediate supervisor at least six (6) months prior to the start of the leave.
- The application must include a detailed statement of objectives, activities, timeframes, and benefits for the University and the staff member.

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2. Evaluation of Applications

- The Leave Committee, chaired by the HR representative, will evaluate applications based on:
- Relevance to University objectives.
- Relevance to the staff member's professional development and role.
- The quality of the leave proposal and the staff member's employment profile.
- Applications endorsed by the HR Committee will be forwarded for approval to the Vice-Chancellor through the appropriate Deputy Vice-Chancellor.

3. Reporting and Monitoring

- Staff on leave must provide progress reports every four (4) months to their immediate supervisor, who will forward them to the HR Committee.
- A final report summarizing the leave outcomes must be submitted within one (1) month after the leave, detailing the success of the activities, any deviations from the original proposal, and personal benefits gained.
- Staff are expected to share the knowledge gained through mechanisms such as workshops, newsletters, or project reports.

4. Budget and Compensation

- The University will ensure adequate budget planning to support professional development leaves, with clear procedures for calculating salary adjustments during the leave period.
- Departments must plan staffing to accommodate staff absences during professional development leaves, ensuring minimal disruption to operations.

5. Communication and Documentation

- The Registrar will notify applicants of the disposition of their application at least three (3) months before the start of the leave.
- Staff whose applications are denied will receive written reasons for the denial.
- All leave requests and outcomes will be documented and retained for administrative and statistical purposes.

6. Post-Leave Integration

- Upon returning, staff members must integrate the skills and knowledge gained from their leave into their roles, benefiting their department, students, and the broader University community.

Supervisors are responsible for facilitating the reintegration of staff after their leave and ensuring that the new competencies are utilized effectively.

1. The suggested SOP flow is:
2. Application is originated from applicant

3. To the supervisor.
4. The supervisor endorses and submit to Human resources committee.
5. Human resources committee submits to Deputy Vice Chancellor.
6. Deputy Vice Chancellor submits to the Vice chancellor.
7. Vice chancellor approves

POLICY ON COMMUNITY DEVELOPMENT

1.0 Introduction

The University of Benin recognizes community development as an integral aspect of its mission to advance learning, research, and societal impact. This policy emphasizes the institution's commitment to addressing social and environmental challenges through active engagement with its surrounding communities. By leveraging its intellectual and material resources, the University aims to contribute to the improvement of health, education, infrastructure and economic opportunities. The policy also highlights the importance of instilling a culture of social responsibility and volunteerism among students, staff, and alumni to build a more inclusive and sustainable society.

2.0 Objectives

The objectives of this policy are to:

1. Promote the University of Benin as a hub for impactful community development through research, teaching, and service.
2. Foster partnerships between the University and local, national, and international organizations to address societal challenges.
3. Encourage the participation of students and staff in community-oriented programs that enhance life skills, leadership, and civic responsibility.
4. Ensure that community development initiatives align with sustainable development goals (SDGs) and the University's mission.

3.0 Purpose

The purpose of this policy is to provide a structured framework for the planning, implementation, and evaluation of community development initiatives at the University of Benin. It seeks to:

1. Define the roles and responsibilities of stakeholders involved in community development programs.
2. Encourage the integration of community service into academic curricula to foster experiential learning and social impact.
3. Create a platform for collaboration and knowledge sharing between the University and the wider community.

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4.0 Policy Thrust

The policy thrust is guided by:

- Security of:
 - Student.
 - University staff.
 - Campuses.
- University motto Knowledge for Service.
- University mission statement.

Hence the University shall maintain and promote positive and mutual relationship with the host surrounding communities to ensure respect and cooperation.

5.0 Framework for community Policy

The framework on community policy is guided by focus on:

- Transportation.
- Student engagement
- Community engagement.
- Special concession to community.

5.1 Transportation

The policy here is that University shall allocate and manage land use in surrounding communities in a manner that upholds the security and interests of the University.

Strategy:

The University has allocated a parcel of land (15.15m x 30.5m) to the Ekosodin Community to be used for a motor park. This allocation is subject to strict assurances that the operators of the motor park will not compromise the University's security.

5.2 Students' Accommodation and Community Relationship

Policy Statement:

The University shall establish and support mechanisms that facilitate students' accommodation within surrounding communities.

Strategies:

- The University has established an Off-campus Students' Accommodation Committee, which will:
- Identify suitable hostels in the surrounding communities near both campuses.
- Liaise with landlords and agents to ensure affordable and comfortable accommodation options for students.

- Develop and implement strategies to collect accurate data on students living off-campus for proper record-keeping.
- Regularly interact with community leaders, landlords, and agents of off-campus hostels to monitor and ensure student safety.
- Closely monitor the security and safety of students residing off-campus.

5.3 Community Engagement

Policy Statement:

The University shall engage in regular and meaningful dialogue with community leaders and stakeholders.

Strategies:

- The University will hold regular consultations, interactions, and dialogues with community leaders, security agencies, and youth and religious leaders to address matters related to the well-being and welfare of the surrounding communities.
- The University will employ young individuals from the community on contracts for security, cleaning, and other related services within the campus.

5.4 Special Concessions to the Community

Policy Statement:

The University shall provide special admissions considerations to candidates from its immediate host communities.

Strategy:

The University will offer special admissions consideration to candidates from the surrounding communities for undergraduate degree programs, fostering inclusivity and strengthening the University's relationship with these communities.

5.6 Scope

This policy applies to all community development initiatives undertaken by the University of Benin, including projects, programs, and activities involving students, staff, alumni, and external stakeholders. It encompasses initiatives aimed at improving the social, economic, and environmental well-being of the University community and its surrounding areas.

POLICY AND STRATEGY ON UNIVERSITY OF BENIN ADMISSIONS

1. Purpose

This forms the body of deliberate rules and resolves that guide the admission processes in the University of Benin on National University Commission's accredited courses and programmes.

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The policies are guided by equality, as provided by Federal government of Nigeria on quota system rules, and inclusiveness.

Hence it ensures equanimity, all-inclusiveness, rationality and unambiguity of protocols for admissions in all categories of admission.

It is meant to provide information on criteria and requirements on admission matters in the University. This includes undergraduates and postgraduates as well as Colleges, Faculties, Schools, Institutes, and Centers.

2. Scope

The scope includes provision of minimum admission requirements, terms and conditions, selection process, roles and responsibilities, transfers, progression, certification, feedback, complaints and appeals related to the admission of prospective students.

3. Guiding Principles.

The University appreciates that a trainable student that will become a productive graduate, useful to the Nigeria society and the world at large must be sure footed even at the point of admission into the University. To that end, the University does not waive on the laid down admission requirements that have been set down by the University Senate.

Hence the University of Benin admission policy is guided by principles of:

- Policy of keeping the highest standards for the admission of students into her various programmes of study.
 - Which include: Merit (which involves candidates whose scores meet the Departmental cutoff marks)
- Respect for catchment Area
 - This includes States that are situated around the vicinity of the institution as well as neighboring States before considering other States.
- Regard for less educationally disadvantaged States
 - This includes applicants from States of the nation categorized as those who are not well educated and need to be encouraged.

1. TERMS AND CONDITIONS

These are prerequisites for admissions and they form the implied contract contained herein for all undergraduate and postgraduate applicants upon admission.

- They are student-oriented friendly offers and are to be accepted by each student upon admission.
- The terms and conditions are clear, simple and based on the University of Benin environment.
- The information is available at the University of Benin website (www.uniben.edu).

5. Admission Oath

Matriculation Oath which captures the roles and responsibilities of the students is as follows:

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"With my signature appended below, I hereby subscribe to the following Oath of Matriculation: On admission to membership of the University of Benin, Benin City, I solemnly and sincerely promise and declare that I will pay due respect and obedience to the Vice-Chancellor and Officers of the University and that I will faithfully observe all regulations which may from time to time be issued by them for its good order and governance."

Question

1. Upon what principles is the University of Benin admission based?
2. Recite the Admission oath.