

INTERNATIONALISATION AND THE UNIVERSITY OF IBADAN

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OUTLINE

- Definition of Internationalisation
- Phases of Development of UI, 1948-date
 - **Phase 1:** The University College Era, 1948-1962.
 - **Phase 2:** The Nascent University, 1962-1967.
 - **Phase 3:** The Turbulent Years, 1967-1999), including the civil war from 1967-1970 & the short-lived civilian dispensation from 1979-1983.
 - **Phase 4:** Revitalizing the University, 1999-date.
- Attributes of a World-Class University
- Concluding remarks

Internationalisation - definition

- (Knight 2004) ‘...is the process of integrating international, intercultural and global dimensions into the goals, primary functions and delivery of higher education at the institutional and national levels.’



Many meanings

- Student mobility
- Networks, partnerships and joint projects
- Delivering programmes abroad
 - Face to face or distance learning
- Introducing international elements into the domestic curriculum
- Improving rankings
- Recruiting the best students and staff

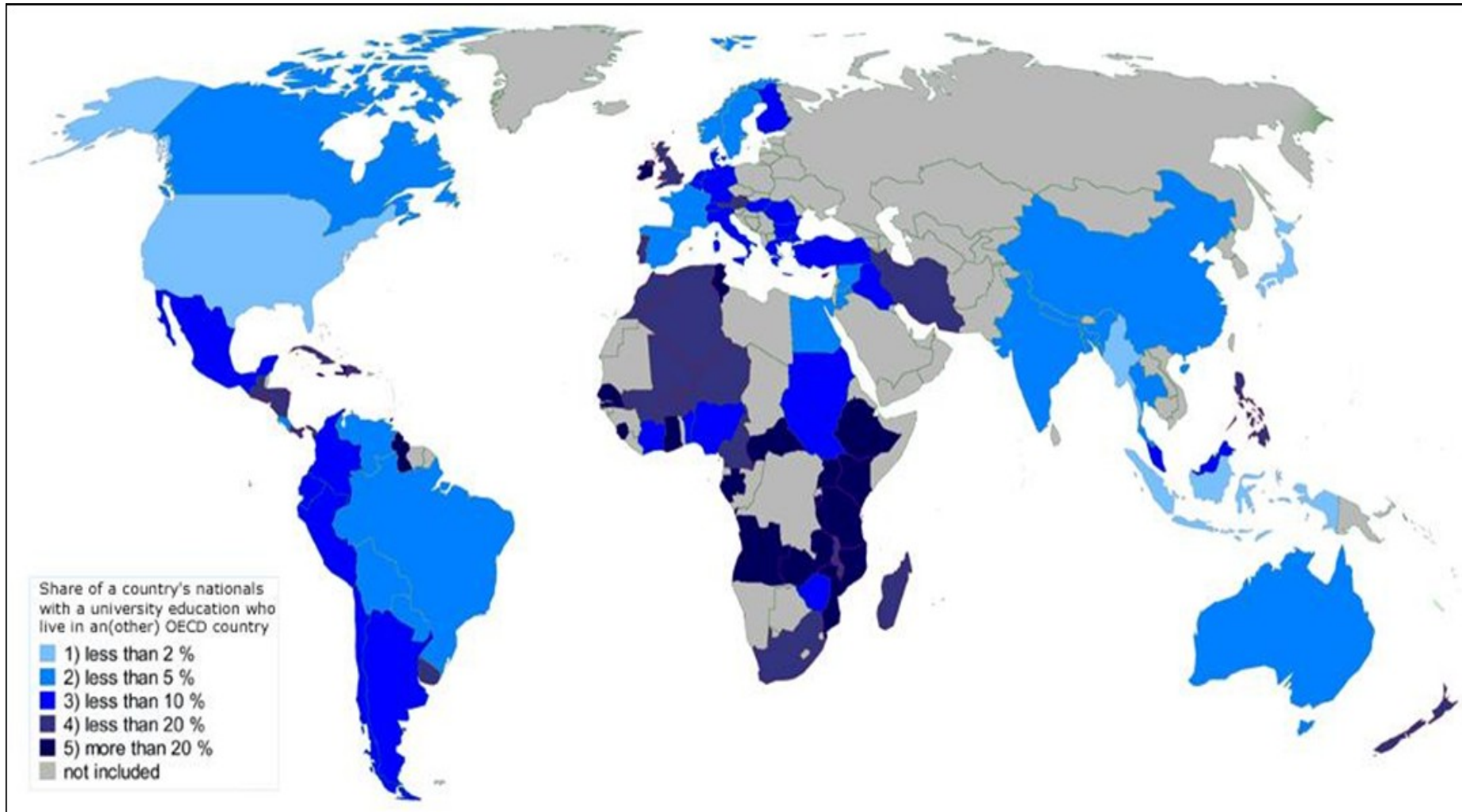
Growth rates

- Mobile students around 238,000 in the 1960s
- Estimated at 1.2 million in 2000, 3.3 million in 2008
- Projected that by 2025 international education will grow to 7.2 million students
- Singapore Ministry of Trade estimates HE sector to be a \$2.2 trillion market

Changing models

- Knight (2011) sees the following:
- Student hubs
- Skilled workforce training hubs
- Knowledge and innovation hubs
- Regional and national roles

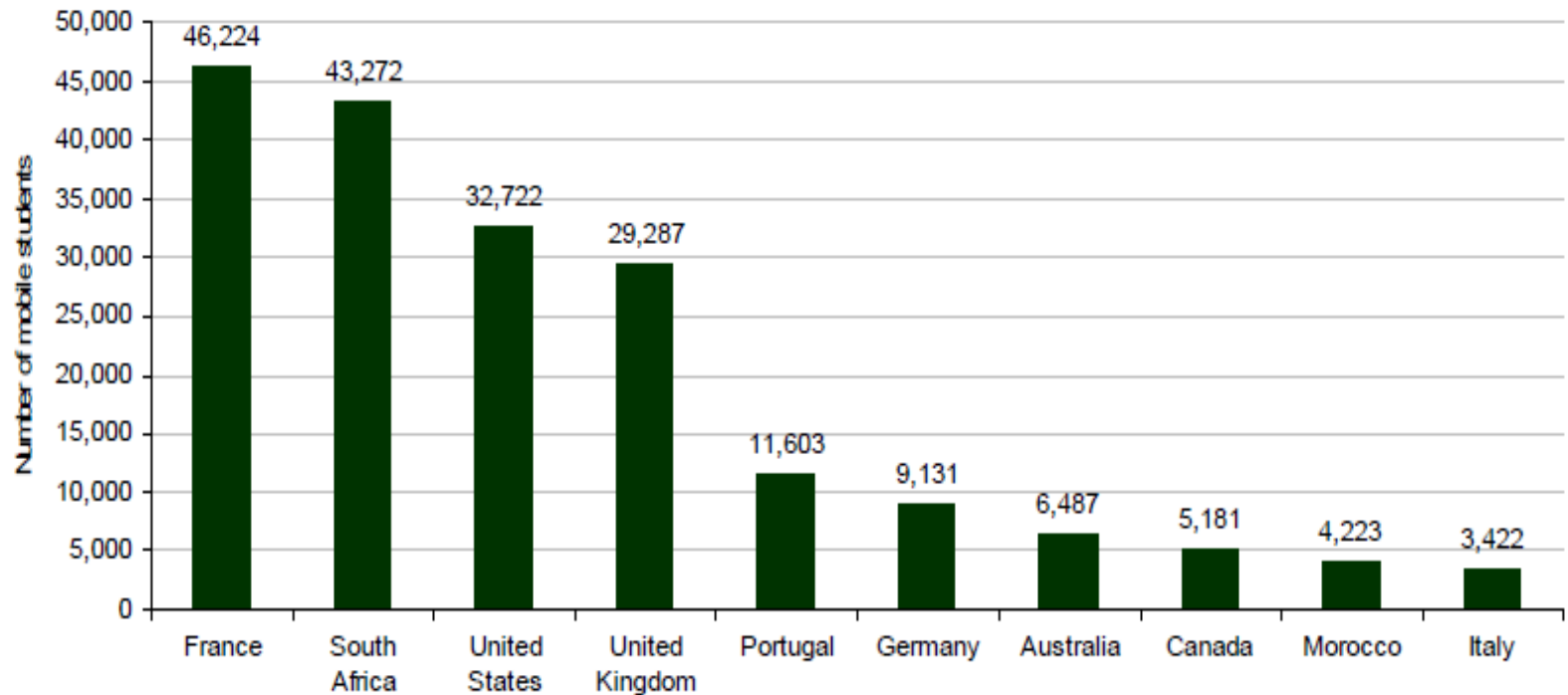
Brain Drain, Brain Gain or Brain Circulation?



Only 30 % of Africans studying abroad return to the region after graduation - Jamil Salmi

The Brain Drain: approx 200,000/yr

Top destinations of mobile students from sub-Saharan Africa, 2007



Source: UNESCO-UIS (forthcoming).

Motives of Internationalisation

- commodification of education
- commercialisation of education
- reaction to funding squeeze
- response to harmonisation processes
- academic conquest
- global visibility & prestige
- increased access to higher education

Partnership is not:

- about conquest
- new key to global competitiveness
- globalisation of educational opportunities
- about flouting national rules and regulations
- to exploit inadequacies in developing countries
- exploitation of innocent students and parents
- providing sub standard cross border education

Student hubs

- Aim to:
- Generate revenue from international student fees
- Increase access for local students
- Modernise domestic HEIs
- Increase profile in the international student market
- Example -- Malaysia

Skilled workforce hubs

- Aim to:
- Develop skilled labour and knowledge workers
- Increase economic competitiveness
- Example – United Arab Emirates

Knowledge and innovation hubs

- Aim to:
- Build knowledge based economy
- Educate skilled labour for knowledge and innovation
- Attract foreign direct investment
- Increase competitiveness and soft power
- Example -- Singapore

Lofty expectations

- These hubs have high expectations and many challenges
- Are they sustainable?
- Are the required plans in place?
- Is there a critical mass of support in government and society?
- Is it just another rhetorical fad?

DRIVERS OF THE INTERNATIONALISATION OF RESEARCH- 1

- World-class research is inherently international and important for the sustainability of a research-led university;
- Undergraduates, research students and postdoctoral researchers increasingly request international experience as part of their 'standard' education;
- Major corporate funders are changing their purchasing styles (value for money, stimulation of developing economies, new forms of partnership) favouring international collaborations;
- Collaborative research publications gain 2.5 to 5 times the citation impact of the field average for 'single-country' authored papers

DRIVERS OF THE INTERNATIONALISATION OF RESEARCH- 2

- Different perspectives promote knowledge
- Capacity-building without cost
- Research funding
- To develop solutions that resonate around the world
- Graduate student recruitment
- Reputation

Internationalisation in Research

- Start at the grassroots?
- Thinking about the doing of research
- But there are worrying statistics:
- Royal Society report indicates that over a third of articles in scientific journals are jointly authored by researchers from different countries

Internationalisation in Research (cont.)

- 1.1% of articles in international academic publications come from Africa
- Half of these come from South Africa
- How then to build collaboration in research?

Table 1: International Collaborative Research Output by Country and Partner Country, 1996-2000 (after Bone, 2008)

1996-2000	Total	CHINA	AUS	JAP	CAN	FRA	UK	GER	USA	ROW
CHINA	25,836		1,463	3,915	1,801	1,351	2,838	2,754	9,226	2,084
AUSTRALIA	30,743	1,463		1,986	2,433	1,772	6,039	2,729	10,679	3,251
JAPAN	54,346	3,915	1,986		3,069	3,119	4,988	5,485	23,711	6,997
CANADA	55,429	1,801	2,433	3,069		4,791	6,138	4,136	28,754	3,680
FRANCE	82,076	1,351	1,772	3,119	4,791		11,114	11,863	20,744	26,286
UK	97,592	2,838	6,039	4,988	6,138	11,114		13,490	30,874	20,742
GERMANY	106,821	2,754	2,729	5,485	4,136	11,863	13,490		32,095	32,556
USA	244,911	9,226	10,679	23,711	28,754	20,744	30,874	32,095		84,273

Table 2: International Collaborative Research Output by Country and Partner Country, 2001-2005 (after Bone, 2008)

COUNTRY	Total	UK	USA	CAN	FRA	GER	JAP	AUS	CHINA	INDIA	ROW
AUSTRALIA	46,502	9,573	15,999	3,672	2,753	4,388	2,964		3,663	776	2,714
CHINA	54,529	5,505	20,542	3,688	2,774	5,401	8,631	3,663		1,127	3,198
CANADA	75,659	9,248	38,913		6,423	6,464	3,933	3,672	3,688	981	2,337
JAPAN	77,197	6,658	31,148	3,933	4,646	7,464		2,964	8,631	2,262	9,491
FRANCE	107,729	15,502	27,135	6,423		16,609	4,646	2,753	2,774	1,530	30,357
UK	114,457		43,337	9,248	15,502	20,235	6,658	9,573	5,505	2,253	32,146
GERMANY	146,615	20,235	43,921	6,464	16,609		7,464	4,388	5,401	3,101	39,032
USA	334,662	43,337		38,913	27,135	43,921	31,148	15,999	20,542	7,021	106,646

International Collaborative Research Output: Share by Country

	PERIOD	
	1996-2000	2001-2005
COUNTRY	SHARE (%)	SHARE (%)
INDIA	<1	1.3
CHINA	2.9	4.6
AUSTRALIA	3.5	3.9
JAPAN	6.19	6.5
CANADA	6.3	6.4
FRANCE	9.3	9.1
UK	11.1	9.7
GERMANY	12.2	12.4
USA	27.9	28.4
Rest of the World	20.5	18.1

Internationalisation through...

- Networks and partnerships
 - What for?
 - Teaching collaboration
 - Research collaboration
 - Resource and service collaboration
 - ICT
 - Libraries; electronic resources
 - Management and systems

New and existing

- Forging new partnerships
- Tapping into existing networks
 - Of universities
 - Within disciplines
 - Within projects, themes and topics

UI- 1948 TILL PRESENT

- **Phase 1:** The University College Era, 1948-1962
 - Great Britain saw the development of higher education as essential for preparing colonies for emergence into self-ruled states with appropriate human resources to run political and economic affairs.
 - Student recruitment was stiffly competitive.

- The highly competitive and elitist student admissions procedures combined to enhance the prestige of the university all over the then-British Commonwealth.
- Staff composition was truly international, contributing to the rich academic and social culture of the University.
- Physical and pedagogical facilities were of high standards.

- Ibadan built a culture of research into its academic life from the beginning.
- According to Mellanby (1958), ‘the provision of teaching for our students and the prosecution of original research by our staff were our most important duties’.

- The wider Nigerian society felt the effect of Ibadan from the first decade of its existence. The university's recognition was further supported by the significant contribution of a number of graduates to the emerging African literature in English.

- **Phase 2: The Nascent National University, 1962-1968.**
 - Phases 1 and 2 were characterized with good academic prestige.
 - The university witnessed great intellectual ferment.
 - Ibadan became the 'mother' to Nigeria's newer universities in Ile-Ife, Nsukka, and Zaria.

THE UNIVERSITY OF IBADAN ACT 1962

- Section 1 (2). ***It shall be the general function of the University to encourage the advancement of learning throughout Nigeria*** and to hold out to all persons, without distinction of race, creed or sex, the opportunity of acquiring a liberal education; and for the purpose of carrying out that function it shall be the duty of the university, so far as its resources permit:

THE UNIVERSITY OF IBADAN ACT 1962 (contd.)

- (a) To provide such facilities for the pursuit of learning and the acquisition of a liberal education as are appropriate for ***a University of the highest standing***; and
- (b) To make those facilities available on proper terms to such persons as are equipped to benefit from the use of the facilities.

- There was consolidation of the earlier years
- There was a broadening of academic links with foreign institutions and foundations (mainly the Ford, Rockefeller, and Nuffield foundations) that funded programs and facilities and promoted staff development initiatives.
 - Academic staff remained abreast of developments in their disciplines through attendance at conferences, research and travel grants, and sabbatical leave attachment with internationally acclaimed centres of excellence.

- ‘lecturing at Ibadan was a status symbol that only the best of the best merited and it was the aspiration of many lecturers to have at least sabbatical engagement at this citadel of knowledgethe solid academic base of UI produced world-class graduates whose certificates were automatic meal tickets’.

(Adefuye, 2010)

The civil war years: 1967-1970

- Exodus of academic and other staff members who hailed from eastern Nigeria
- A large number of non-Nigerian staff members left because of the security threat.
- The VC resigned & UI had to be managed by the university librarian as acting vice-chancellor.
- Government funding dwindled because of the pursuit of war efforts.

- **Phase 3: The Turbulent Years, 1967-1999**
 - Highly unfavourable political and socio-economic climate
 - Brain drain
 - UI lost the services of many of its senior academics
 - Constant strikes by staff unions
 - Facilities depleted
 - Students' number increased astronomically
 - The number of universities grew exponentially.

- This marked the first period of direct confrontation between universities and the military authorities.
- ***It marked the beginning of Ibadan's decline in quality and prestige.***
- The emergence of other universities in the country entailed greater competition.

- Disputes over university autonomy and academic freedom under military dictatorship.
- Quota system was introduced into the admission of students, to the detriment of merit.

The second republic: 1979-1983

- New federal universities were established, leading to a loss of many experienced academics and administrators by UI.
- Despite critical resource constraints, expansion continued with the creation of new departments within existing departments.
- This led to a further overstretching of resources of the university and a heavy threat to standards.

The second era of military rule: 1983-1999

- Dictatorial rule meant the complete erosion of transparency and accountability in public affairs.
- Proliferation of universities and other tertiary institutions
- Many scholars from different disciplines moved in large number to Europe, North America and Southern Africa.

- **Phase 4: Revitalizing the University, 2000- date**
 - Vision and Mission for the 20th Century
 - Strategic Plan, 2009-2014
 - Internationalization Plan, 2009-2014
 - A Postgraduate University

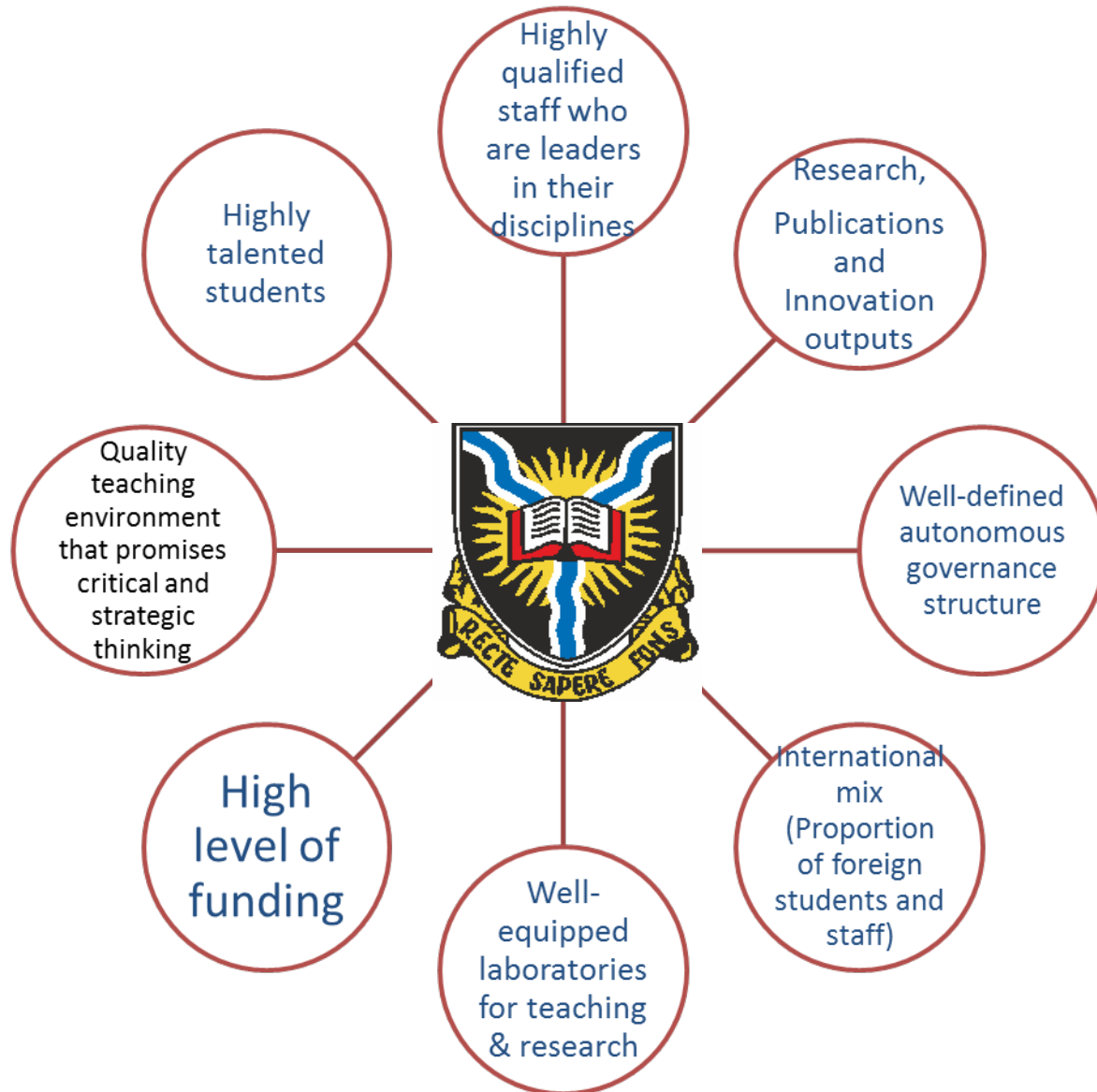
Vision

- To be a **World-Class University** for academic excellence geared towards meeting societal needs

Mission

- To expand the frontiers of knowledge through provision of excellent conditions for learning and research.
- To produce graduates who are worthy in character and sound judgment
- To contribute to the transformation of society through creativity and innovation.
- To serve as a dynamic custodian of societal salutary values and thus sustain its integrity.

A World-Class University: What does it really mean?



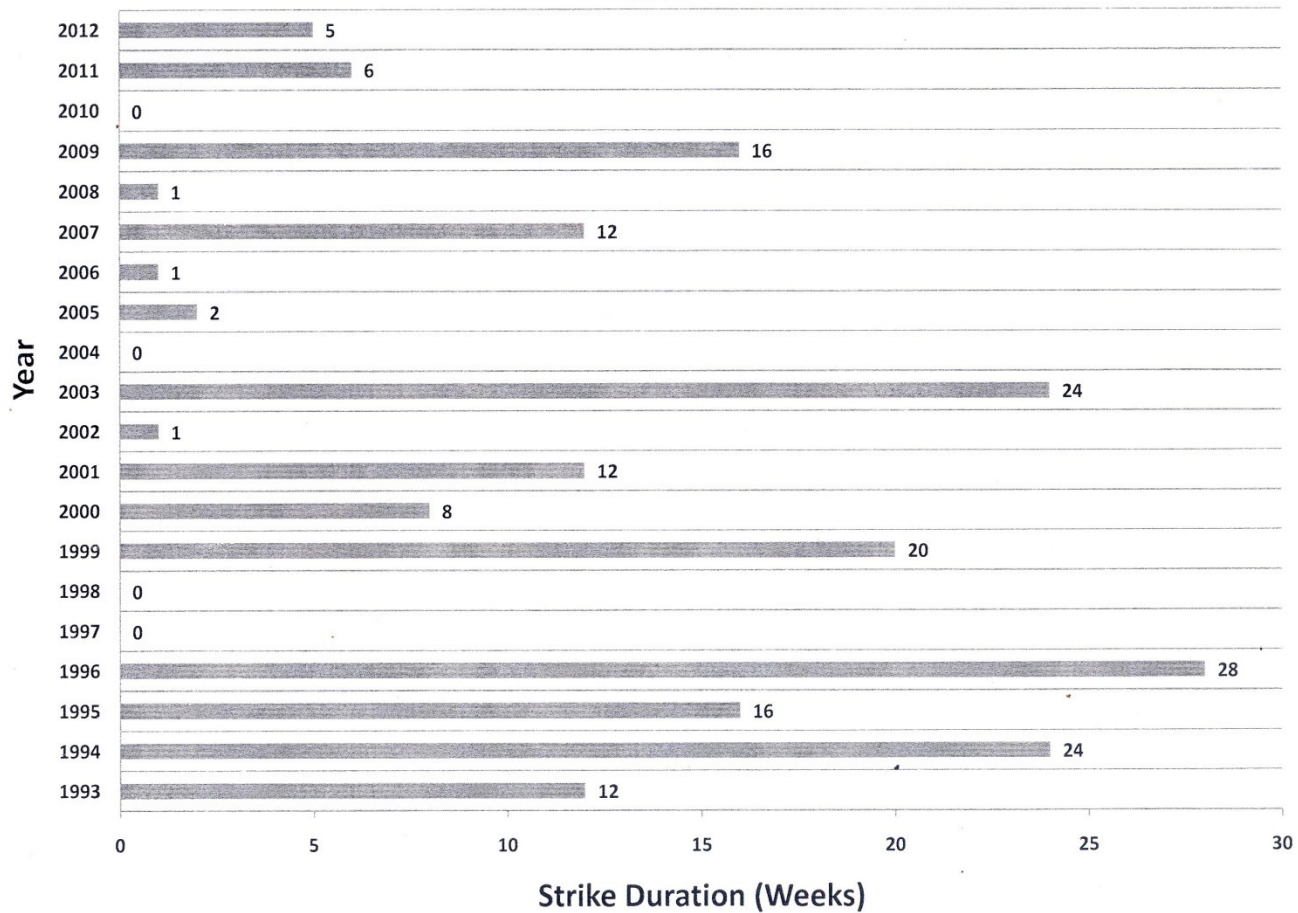
CHALLENGES OF THE NIGERIAN HIGHER EDUCATION SYSTEM-1

- inadequate funding due to limited internally generated revenue (ca. 18%) and over-reliance on government subvention (ca. 82%);
- obsolete and ill-maintained teaching and research equipment;
- ageing academic staff with the mean age being 46 years in 2004 and 49.6 years in 2010;
- inadequate staff development and low morale of staff;
- inefficient service delivery within the university;
- increased demand for and cost of municipal services in the campuses;
- non-competitiveness, bleak employment opportunities and difficulties in securing admission into top universities for higher degrees by many of our graduates;

CHALLENGES OF THE NIGERIAN HIGHER EDUCATION SYSTEM-2

- Lack of synergy between the historical role of the university (teaching, research, service) and the new paradigm (economic development); this is reflected in the weak impact on the immediate community in particular and the nation in general; low quality skills of graduates; huge skills gap in the economy.
- No less than 101 Professors in UI have retired in the last five years alone on account of attaining the mandatory retirement age of 65 years.

National Strikes by the Academic Staff Union of Universities, 1993 -
2012



INTERIM REPORT ON LABORATORIES & CLINICS (Aworh et al, 2012)

- 'In general, laboratories and clinic in the University are in a poor state. From the standpoint of facilities that meet international standards, at the top of the scale are the Department of Virology & the Institute of Advanced Medical Research and training (IAMRAT) that have laboratories that can be considered as being somewhat near what is expected of a good university, but ***definitely not first rate.***

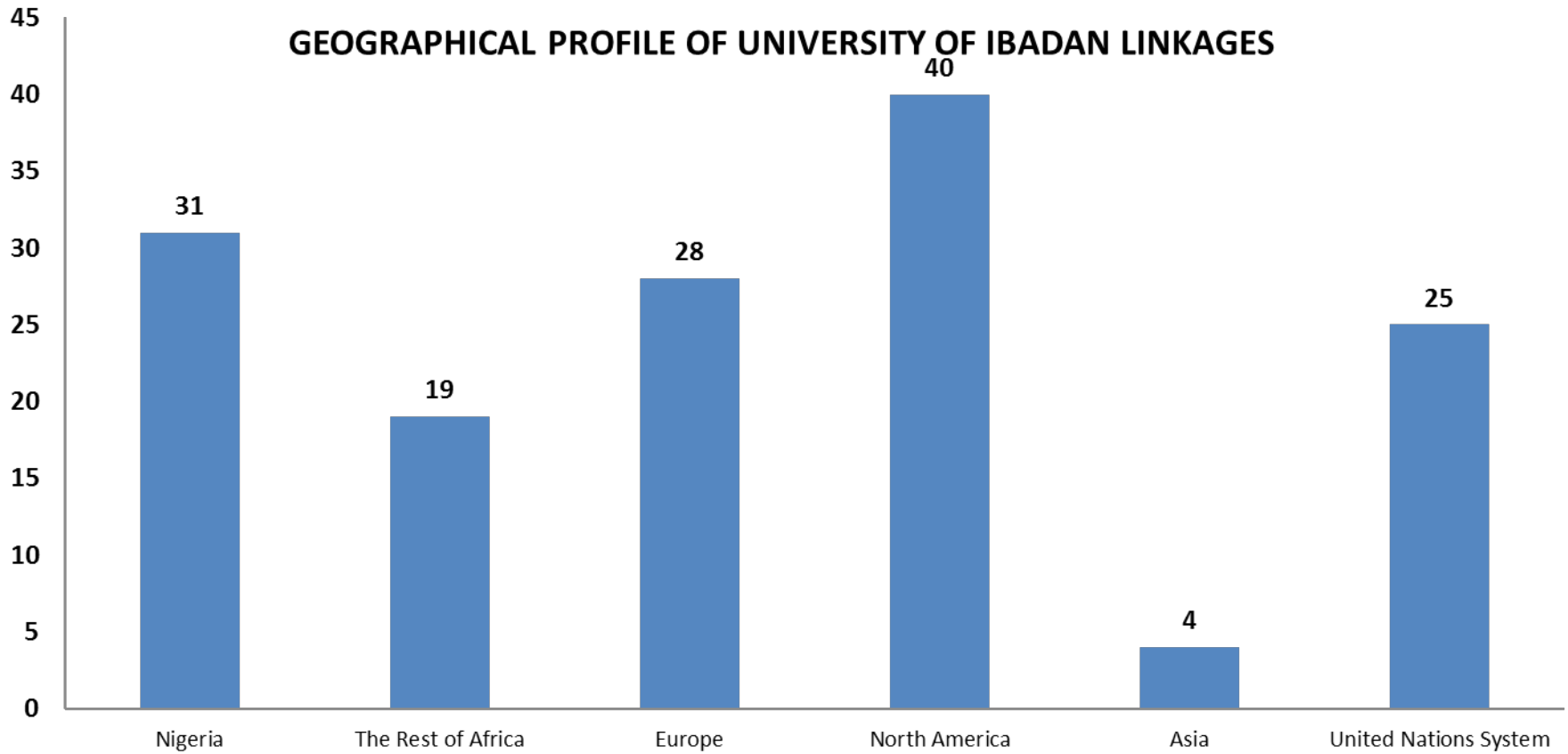
- In effect, these laboratories, the best in the University, still need considerable improvement to truly bring them to international standards.
- In most Faculties, there are many laboratories that are essentially bare, with only work benches and tables. Most of these bare laboratories are used essentially as classrooms for lectures with practicals or any form of laboratory work seldom taking place in them because of lack of the necessary equipment.

- In a few instances when basic teaching equipment such as microscopes and weighing balances are available, often in insufficient numbers, they are locked up for fear of theft and are more for occasional demonstration and display for accreditation teams, rather than for regular use by students; a practice that constraints teaching, learning and hands-on training since students have very restricted access to these basic equipment'.

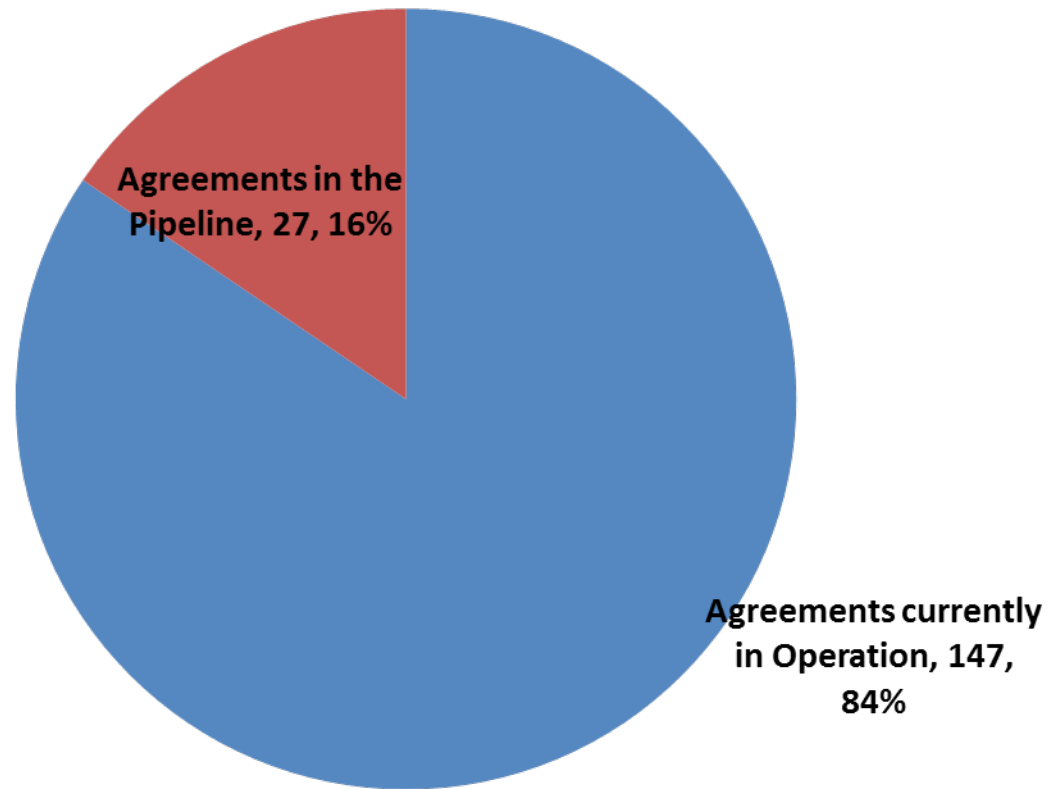
GEOGRAPHICAL PROFILE OF U.I LINKAGES

CONTINENT/ORGANISATION	NUMBER
Nigeria	31
The Rest of Africa	19
Europe	28
North America	40
Asia	4
United Nations System	25
TOTAL	147

GEOGRAPHICAL PROFILE OF UNIVERSITY OF IBADAN LINKAGES



UNIVERSITY OF IBADAN LINKAGES AGREEMENT STATUS



SCORE CARD ON UNIVERSITY WORLD STANDARD

Factor	Feature	Approximate standing of Nigerian Universities	Remarks
Concentration of Talent	Able to attract the most qualified professors and researchers	Unable	
	Ability and the privilege to select the most academically qualified students	Partially.	Admission of undergraduates based on Merit, Locality and Educationally Less Developed States.
	A high proportion of carefully selected graduate students	Not quite	

Factor	Feature	Approximate standing of Nigerian Universities	Remarks
Abundant resources	Government budget funding for operational expenditures and research	Inadequate	ca. 82% of total income
	Contract research from public organizations and private firms	Very little	The private sector is generally weak
	Financial returns generated by endowments and gifts	Very little	
	Tuition fees	Very little	Federal universities not allowed to charge tuition fees for undergraduate courses

Factor	Feature	Approximate standing of Nigerian Universities	Remarks
Appropriate governance	The overall regulatory framework	Still problematic	Governing Council often dissolved at will
	The competitive environment	Often not very conducive	
	The degree of academic and managerial autonomy that universities enjoy	Still fledgling	
	Complete autonomy that is also more flexible because they are not bound by cumbersome bureaucracies and externally imposed standards.	Not yet	
	Can manage their resources with agility and quickly respond to the demands of a rapidly changing market.	Not yet	

ITEMS TYPICALLY COVERED BY MoUs BETWEEN UI & SISTER INSTITUTIONS

- Exchange of undergraduate and postgraduate students
- Exchange of Staff and Training
- Exchange of academic material and information
- Development of internationalized curricula
- Mounting of Joint internships and practical field courses
- Credit Transfer
- Development of Joint Degree Programmes
- Development and mounting of Joint Research programmes

UNIVERSITY OF IBADAN

Webometric Ranking

RANKING PERIOD		POSITION		
YEAR	MONTH	WORLD	AFRICA	NIGERIA
2006	JULY			1 st
2007	JULY			
2008	JULY	8619	85	2 nd
2009	JAN.	7416	72	3 rd
2009	JULY		81	
2010	JAN.	6654	63	3 rd
2010	JULY	6425	79	6 th
2011	JAN	7999	107	11 th
11/26/11 2011	JULY	3499	41	1 st

Our Pursuit of Internationalisation

- There is now only one standard by which universities are judged- the international standard.
- Academics are not simply employees of their universities, but of their disciplines and they are judged according to the international tenets of their disciplines.
- Knowledge know no geographical or political boundaries.

Our quest for Internationalisation should include the following:

- search for the best and brightest
- global competition for talents
- strengthening recruitment strategies
- showcase education and research excellence in order to position UI as a leading international education destination
- development of a coordinated, pan-African approach to international education marketing

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- **THANK YOU FOR YOUR KIND ATTENTION**