

**UNIVERSITY OF PORT HARCOURT**

**TWENTY-FIRST CENTURY  
UNIVERSITY ADMINISTRATOR IN  
MANAGING HIGHER EDUCATION  
AS AN ENTERPRISE**

**An Inaugural Lecture**

**By**

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## **ORDER OF PROCEEDINGS**

2.45 pm.           Guests are seated

3.00pm.           Academic Procession begins

The Procession shall enter the CBN Centre of Excellence auditorium, University Park, and the Congregation shall stand as the Procession enters the hall in the following order:

Academic Officer

Professors

Deans of Faculties/School

Dean, School of Graduate Studies

Provost, College of Health Sciences

Lecturer

University Librarian

Registrar

Deputy Vice Chancellor Research and Development

Deputy Vice Chancellor Academic

Deputy Vice Chancellor Administration

Vice Chancellor

After the Vice Chancellor has ascended the dais, the Congregation shall remain standing for the University of Port Harcourt Anthem.

The Congregation shall thereafter resume their seats.

**THE VICE CHANCELLOR'S OPENING REMARKS.**

The Registrar shall rise, cap, invite the Vice Chancellor to make his opening remarks and introduce the Lecturer.

The Lecturer shall remain standing during the Introduction.

## **THE INAUGURAL LECTURE**

The Lecturer shall step on the rostrum, cap and deliver his Inaugural Lecture. After the lecture, he shall step towards the Vice Chancellor, cap and deliver a copy of the Inaugural Lecture to the Vice Chancellor and resume his seat. The Vice Chancellor shall present the document to the Registrar.

### **CLOSING**

The Registrar shall rise, cap and invite the Vice Chancellor to make his Closing Remarks.

The Vice Chancellor's Closing Remarks.

The Vice Chancellor shall then rise, cap and make his Closing Remarks. The Congregation shall rise for the University of Port Harcourt Anthem and remain standing as the Academic [Honour] Procession retreats in the following order:

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Deputy Vice Chancellor Academic  
Deputy Vice Chancellor Research and Development  
Registrar  
University Librarian  
Lecturer  
Provost, College of Health Sciences  
Dean, School of Graduate Studies  
Deans of Faculties/School  
Professors  
Academic Officer

## **DEDICATION**

This inaugural lecture is dedicated to my husband Sir Engr. Igweka G. Uche, God's divine gift to me, our family, the church and the society.

## ACKNOWLEDGEMENTS

It has pleased God Almighty to grant me the opportunity to teach in a university. He has graciously used people and the university system to help me achieve many milestones in my teaching profession so far. All of you sitting in this auditorium today are part of this success story. God has guided and protected me through my over 20-year sojourn at the University of Port Harcourt and I return all glory and honour to Him alone. I have recorded so many successes and significant achievements during my years of academic journey at the University of Port Harcourt and beyond. These achievements were only possible with the encouragement, support, mentorship and inspiration from my highly esteemed lecturers, and the university management. I owe a special debt of gratitude to the following, for their unqualified encouragement and supports: the former Vice Chancellors of University of Port Harcourt; late Emeritus Prof. N. Briggs, Prof. D. Baridam, Prof. J. A. Ajienka, Prof. N. E. S. Lale, Prof S.A. Okodudu, and the current Vice Chancellor Prof. Owunari Abraham Georgewill; the former Deputy Vice Chancellors late Prof A. Arinze, Late Prof. E. O. Anyalogu, Prof. A. Ibe, Prof J. D. Okoh, Prof. J. O. Enaohwo, Prof. B. J. O. Efiuwere, Prof. H. Fawehinmi, Prof. B. Abbey, Prof. R. Ogali; and the current DVCs Prof C. Ofurum, Prof K. Owete, and Prof I. Siminialayi; former Deans, Faculty of Education Prof. B. Ehiazu, Prof. R. P. I. Ukwuije, Prof. H. Dike, Prof. P. O. M. Nnabuo, Prof. E. B. Efebo, Prof. L. E. B. Igwe, Prof. T. T. Orunaboka and the current Dean, Prof Chata Williams. I thank my EDM family, especially the former Heads of Department of Educational Management Prof. B. S. Okeke, Prof S. Maduagwu, Prof. N. C. Okorie, Prof. J. M. Ebong, Prof. O. G. Agabi, Prof. S. O. Oluwuo, Prof. S. B. Nwideduh, Prof. S. O. Nwafor, Prof. N. M. Abraham, Prof. C. U. Madumere-Obike, Prof G. G. Kpee and the current HOD Prof V. C. Onyeike; and all the Principal

Officers including the current Registrar, Dr Gloria O. Chindah. I am appreciative of all the support and pieces of advice I have received from Prof. O. Akaranta. These are university administrators per excellence.

Prof Ngozi C. Okorie is a great woman who mentored me to this level, and she is still playing the role of an academic mother to me. All her teachings to me have been most satisfactory and rewarding. Prof, thank you, ma.

I thank Prof Greg O. Agabi, Dr. Ibiwari Dike and her late husband Prof. Ifedi Dike who provided great assistance to me when I needed it most.

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I appreciate the love of my friends and associates from far and near who have gone through thick and thin with me: Prof. Chinyelu Ojukwu, Prof. Virgy Onyene, Prof. Florence Emenalo, Prof. Maureen Koko, Prof. Adanma Ohia, Prof. Sunday Afangideh, Prof. Betty-Ruth Iruloh, Prof. Anthonia Nwanekezi, Mrs. Ogo Nwabunike, Dr. Stella Ahunanya, Prof. Moja Tobehe etc. Thank you all.

I thank Chukwuma Umeh, Chikwelu Umeh, Ijeoma Abangwu (nee Oguebie), Samuel Umeakaeze, Ejike Uche, Dr Raimi Lasisi, Obinna Job and Chinedu Okam who taught me computer and ICT usage and inspired me to use it for my research work. I am joyfully reaping the benefit today.

A very special and lasting indebtedness goes to my dear and loving father, late Chief B. O. Atuchukwu (Ezeafajulu 1 of Amichi, a Man of Peace), who insisted that I should go to school and get to the highest level of it. He encouraged, inspired and helped me to acquire and imbibe the value of education and made all efforts to put me and my siblings on the right path, fervently believing that the fear of the Lord is the beginning of wisdom. Papa made me believe that I am an Ambassador of Atuchukwu family wherever I am, and this belief has greatly fashioned my life. Papa, continue to rest in peace. I also owe a special appreciation to my mother-in-law, late Mrs Comfort O. Uche and my mother, Madam Bridget M. Atuchukwu, for their love and care in holding forth for me in prayers and other supports when I needed them most during my academic pursuit. I wonder what I would have done if they did not accept to stay with my five-month-old son for me to go back to school to get a master's degree.

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so much love and concern in all my endeavours. Our God Almighty will continue to bless you all.

I sincerely and specially thank my darling husband Igweka for his unalloyed love, care and provisions; our children: Enyinnia, Obiajulu, Ezinne, Ifeanyichukwu and Onyekachukwu, my son-in-law: Kenechukwu; my daughter-in-law: Onyeka and my grandchildren: Nesochukwu, Chukwukadibia and Kairapuruchukwu. I thank our drivers for over 30 years and still counting: Felix Nwankwo and Felix Akakpor. I thank so many other children God has sent to me including Joseph Odey, Samuel Aniekpon, Kufre Sambo, Wisdom Ofonime and the entire members of my household, for always standing by me. I appreciate you all from the innermost part of my heart. I thank my sister-in-law, late Mrs. Nonyelum Emenike for always being there for me.

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To God be all the glory for His faithfulness and the great things He has done, in Jesus name Amen.



**Prof Chineze M. Uche**

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## **PROTOCOLS**

The Vice Chancellor  
Previous Vice Chancellors  
Deputy Vice Chancellors [Admin.; Acad.; and R&D]  
Previous Deputy Vice Chancellors  
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Members of the Governing Council  
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Dean, Graduate School  
Dean, Faculty of Education  
Deans of other Faculties  
Head, Department of Educational Management and Planning  
Heads of other Departments  
Distinguished Professors  
Directors of Institutes and Centres  
Visiting Academics and Colleagues  
Esteemed Administrative/Technical Staff  
Captains of Industries  
Cherished Friends and Guests  
Unique Students of the University of Port Harcourt  
Members of the Press  
Distinguished Ladies and Gentlemen



## **INTRODUCTION**

### **This lecture is focused on the fact that:**

-Global trends, changing societal needs and expectations have made higher education (HE) in the 21st century complex, costly & competitive.

-Government subvention is dwindling and no longer enough to provide money for all the requirements.

-Higher Education Administrators (HEAs) need to manage the institutions as enterprise, to be able to generate funds from within.

-Higher Education is a service organization and a social system that should not be profit-oriented.

-However, it should be profitable to the students, staff, and society. It should be able to perform its role in the achievement of sustainable development in our country, Nigeria.

-This is a justification based on my teaching, research, community service and entrepreneurial activities, that HE is an enterprise and should be managed as such if it has to raise funds required to play its role effectively.

Administration generally is the process of planning, organizing, coordinating and directing activities, programmes, human and material resources for the achievement of the pre-determined organizational goals.

Higher education administrator is the person in charge of the day-to-day planning, organizing, coordinating, and controlling of the people, facilities, activities and programmes for the achievement of the institution's pre-determined goals. He is

the Vice Chancellor of the University, Provost of College of Education and Rector of the Polytechnic/Monotechnic.

The 21<sup>st</sup> century university administrator is one who uses technology to run the institution seamlessly in all areas of his functions (admission, accounting, staff personnel, research coordination, community engagement etc).



**Figure 1:** 21<sup>st</sup> Century University Administrator

The nature of higher education is marked with diversity, in terms of the

- Meaning and description
- Types
- Purpose of higher education
- Philosophies legitimating higher education.
- The unique characteristics of academic organization
- Models of its governance
- Administration and cost of running it.

## **Meaning of higher education**

In terms of its meaning, it can be described as higher learning, which often refers to graduate education, or post-secondary education, which generally refers to the several years following college or secondary school, whether spent in college, university or polytechnic, etc. It can also be referred to as tertiary education, college, and university. Generally, higher education is viewed as having two meanings: firstly, it means the next academic level (for just associate and bachelor's degree), (without research) after secondary education, as in the case of colleges of education, that offer a post-secondary school education, without any emphasis on the research component, and secondly, it signifies the system of institutions that provides post-secondary school courses and at the same time engages in research, as at the levels of masters and doctorate degrees (Scott (2005), Babalola (2014) and Uche (2016)). Nigeria sees higher education as comprising post-secondary education, given in different types of higher education institutions such as universities, colleges of education, polytechnics and monotechnic, including institutions offering correspondence courses (Federal Government of Nigeria, FGN, 2004).

The term 'higher' assumes that something of the same kind exists, that is lower. The notion of higher education, therefore, presupposes that higher education supplies something better than what is provided in other forms of education. Thus, the concept clearly assumes that higher education follows other educational processes and adds to what they had been offered to its clients. The nature of higher education also embodies the view that the number of those who receive higher education is smaller than the number of those who do not pass through to that final state of the formal educational process. It is a complex notion that contains an elitist element, professional

element, and philosophical element. It provides an entrance ticket to the upper strata of the society. It is assumed to impart specialized knowledge imperative for development, functioning and managing of the intricate apparatus of modern society and it claims to provide guide for life and action by enlightening man about the conditions of human existence.

### **Types of higher education**

There are different types and categories of higher education in Nigeria, depending on their areas of specialization, operations, and ownership. The universities, polytechnics, monotechnic and colleges of education are the types of higher education in Nigeria, and they have their categories.

### **Purpose of higher education**

Although the purpose of higher education should be academically oriented, statements of mission vary from institution to institution. A big university may have a three-fold mission of teaching, research, and community/ public service, while a small simple-purpose college may have, as its position, undergraduate liberal arts instructions. Still, another type such as colleges of education, may have teacher education as its mission and yet, another institution may have vocational and technical education as its mission (as in polytechnics and monotechnic). The global trends and changing nature of the societal needs have forced a fourth purpose for higher education, which is entrepreneurship and innovation (converting research to business), and information and communication technology (ICT) to cope with the fast-growing knowledge economy. Unfortunately, many institutions have either become 'catch all' for a variety of activities and programmes which have little or no meaning in relation to the basic academic mission, to solve financial needs, or they have left the academic/knowledge wealth in the

shelves of their libraries to stay without enterprise. This last aspect will be fully elaborated during this presentation because this is the main thrust of this lecture.

### **Philosophies legitimating higher education**

Most general philosophies of education focus mainly on primary and secondary education. They do not recognize that tertiary education has special problems of its own, not found in the lower levels. Brubacher (1977) posited that at least two different philosophies are legitimizing the institutions of higher education. One is epistemological and the other is political. Epistemology is the theory of knowledge, especially with regard to its methods, validity and scope, and the distinction between justified belief and opinion (which is teaching and research functions of higher education). Political philosophy/theory is the process of addressing the matters of public concerns by the government and related institutions responsible for its welfare (community service).

To Alfred North Whitehead (1929), the justification of the university is not found in the mere knowledge conveyed to students, nor in the opportunity for research provided to the faculty, but in the uniting of the young and the old in the 'imaginative' consideration of learning. A 17-year-old student can be in the same class with a 30 year old student pursuing a first degree. There are many examples of people who obtained their Masters and Doctorate Degrees in their 70s and 80s. They continued to pursue learning until they achieved their dreams. There are also people who obtained their Doctorate degree at 19, 17 or even 13 years. For instance, (examples are provided at [www.online-phd-program.org-youngest Ph.D](http://www.online-phd-program.org-youngest-Ph.D); [www.sciencemag.org.careers](http://www.sciencemag.org.careers), 2020). It is never too young or too old to learn or seek knowledge.

A second philosophy of higher education is political in nature. Here, sophisticated expertise is nourished not merely as a matter of idle curiosity but because of its far-reaching significance for the body of politics. Just to understand, let alone solve the intricate problems of our complex society would be next to impossible without the resources of college and university. Problems of government, industry, agriculture, labour, raw materials, education, health, environment, etc, once solved empirically, now demand the most sophisticated expertise. The best place to procure such expertise and people trained in its use is in the institutions of higher learning. When they become involved in life activities, they are bound to encounter conflicts over how to determine goals and how to exert power to achieve goals. People use whatever they learnt in the classroom and outcome of research activities to serve the society and to solve its problems. In all these activities and interactions, people play politics. Such politics, of course, are the very essence of political activity. The political legitimization of higher education should come as no surprise because the great philosophers of education have all treated education as a branch of politics, e.g. Plato in his “The Republic”, Aristotle in his book titled “Politics”, and Dewey in his “Democracy and Education”.

### **The concept of higher educational administration**

Educational administration and higher educational administration are two related fields of study that focus on the preparation of individuals for a broad range of leadership position in educational enterprise: be it in public and private schools, colleges and universities, state and federal offices and other education-related agencies in both the public and private sectors. However, while educational administration focuses on preparing individuals for leadership roles in both the public and private primary, secondary school levels and education

related agencies, higher educational administration is a unique field of specialization committed to preparing higher education administrators and operators. It is also for training individuals for administrative positions in higher education (colleges, universities, polytechnics etc) and those interested in becoming scholars and researchers in the field of higher education.

### **The unique characteristics of academic organization**

If one would believe the charts, manuals and catalogue of descriptions which indicate how universities and colleges are organized, one would conclude that the university is organized as corporation, or governmental agency, or even the hospital (Ukaeje, Okorie & Nwagbara 1992; Uche 2020). But a look beneath the superficial similarity portrayed by the organizational charts reveals the unique characteristics of the organization of the academic enterprises. Scholars and practitioners of higher education have clearly found that institutions of higher learning are complex organizations with unique characteristics (Cohen & March 1974; Ukaeje, Okorie & Nwagbara, 1987). They have thus identified seven major characteristics that distinguish these institutions from civil agencies and other organizations. These are: goal ambiguity (unclear goals), client service (people processing), problematic technology, professionalism (fragmented professional staff), environmental vulnerability, different and complex activities, structures and process, complex academic organizational system.

### **Models of governance and leadership in higher education**

Governance arrangements identify who is responsible and accountable for setting the higher education institutions' direction and for overseeing its operations, though structures of higher education are different throughout the world. In the past decades, the increased research activities in higher education,

experiences and observations of various individuals have resulted to the development of a number of models for academic governance. Four models that have received consideration, and are considered to be in operation in post-secondary institutions, are:

1. The dual-organizational model
2. The bureaucratic model
3. The collegial or academic community model, and
4. The political model.

### **The dual-organizational model**

Governance in higher education is divided into two different and separate spheres:

(a) Academic affairs, (b) Administrative affairs. Decisions about academic affairs were made by the faculty, while the Vice Chancellor (Chief Executive Officer) and Governing Boards/Councils made the administrative decisions. The problem of coherence and overlap between these two spheres of governance did not appear to be important to this model. Because campus law and order became a critical subject demanding attention of both faculty members and presidents/administrative body, the earlier practice of dual decision making could no longer be sustained. New arrangements became necessary.

### **The bureaucratic model**

The major characteristics of bureaucracy in Max Weber's theory were tenure, appointment for office, salaries as a rational form of payment, competency and seniority as the bases of promotion, impersonality, division of labour, hierarchy of authority, rules and regulations, and documentation.

Most researchers believe that Weber's paradigm can be applied to colleges and universities, especially in university administration because:

- 1 The university has a formal hierarchy with offices and a set of by-laws that specify the relationships between these offices.
- 2 There are formal channels of communication that must be respected.
- 3 The bureaucratic elements of the university are most vividly apparent in the 'people processing' aspects: record keeping, registration, graduation requirement, and a multitude of other day-to-day routine.

The main weakness of bureaucratic model is that the model tells us much about authority, that is, legitimate formalized power, but not much about informal types of power and influence, which may take the form of mass movements, or appeals to emotion and sentiment. The bureaucratic model of organizational structure is accomplished by a rational model of decision-making. It is usually assumed that in a bureaucracy, the structure is hierarchical and well organized, and that decisions are made through clear cut predetermined steps. Realistically, however, we should realize that the rational model is an ideal rather than an actual description of how people act. This takes us to the third model.

### **The collegial model (the university collegium)**

Many writers have rejected the bureaucratic model of the university. They seek to replace it with the model of "collegiums" or "community of scholars/intellecuals" (where each member has approximately equal power and authority). The concept of collegiality has two roots – the collegial decision-making literature in post-secondary (higher education) institutions, and sociological /social relationships and interactions of the professionals in the organization. The

literature on collegial decision-making in higher education stresses participation, consensus, professional expertise, and competence. It emphasizes the need for personal and social interaction between the faculty and students etc. that conceived the collegial model functions more as a revolutionary ideology and a utopian (not real) projection than a description of actual governance processes at any university. However, the collegial model fails to deal adequately with the problem of conflict. The idea of “dynamic consensus” neglects the prolonged battles that precede consensus as well as decisions that actually represent the victory of one group over another. Proponents of the collegial model are correct at declaring that simple bureaucratic rulemaking is not the essence of decision making. But in making this point, they take the equally indefensible position that major decisions are reached primarily by consensus. Neither extreme is correct, for decisions are rarely made by either bureaucratic fiat or simple consensus.

### **The Political Model**

The political model has its basis in conflict theory and theories about power. Collegial model was rejected in favour of the concept of political process which deals with the power plays, conflicts, and rough and tumble politics to be found in many academic organizations. Higher education prepares and equips people with sophisticated expertise to make decisions in solving the problems of complex society. When they become involved in life activities after school, they are bound to encounter conflicts over how to determine goals and how to exert power to achieve goals. People use whatever they learnt in the classroom and outcome of research activities to serve the society and to solve its problems. In all these activities and interactions, people play politics. Such politics, of course, are the very essence of political activity.

Baldrige perceived faculty members, students, and administrators as interest groups, each with a distinct point of view about what the university/higher education should do, and each seeking to impose that point of view upon all other groups. He also reorganized that within the broad categories of faculty members, students and administrators, there were many sub-divisions of interests that were not always consistent with those of others with similar status in the organization. These conflicts of interest as a struggle for power, and the outcome of this power confrontation was a necessary set of compromises and adjustments that would permit all groups to continue to function with some degree of effectiveness. This struggle for power and this set of compromises could be best described as a political process. Hence, the reality of governance within any type of higher education was the reality of a political model of behavior.

The political model provides a greater insight into the decision-making process of the university. However, we should not substitute the political model for the bureaucratic or collegial model of decision making. In a sense, they each address a separate set of problems and, taken together, they often yield complementary interpretation.

**Table 1:** Images of Leadership and Management under Three Models of Governance

	<b>Bureaucratic</b>	<b>Collegial</b>	<b>Political</b>
Basic leadership image	Hero	First among equals	Statesman
Leadership skills	Technical skills, problem solving skills	Interpersonal dynamics	Political strategy, interpersonal dynamics, coalition management skills
Management Principles	Scientific management principle	Management by consensus	Strategic decision making
Expectation	Very high, people believe the hero leader can solve problems and he tries to play the role	Modest, leader is developer of consensus among professionals	Modest, leader, marshals political action but is constrained by the counter efforts of the other groups.

An effective, modern-thinking and concerned higher education institutional leader/administrator needs to understand and ponder on the points raised in this part of this lecture and act fast to save and remake our higher education, by managing it as an enterprise, as a business, for the sake of our future leaders.

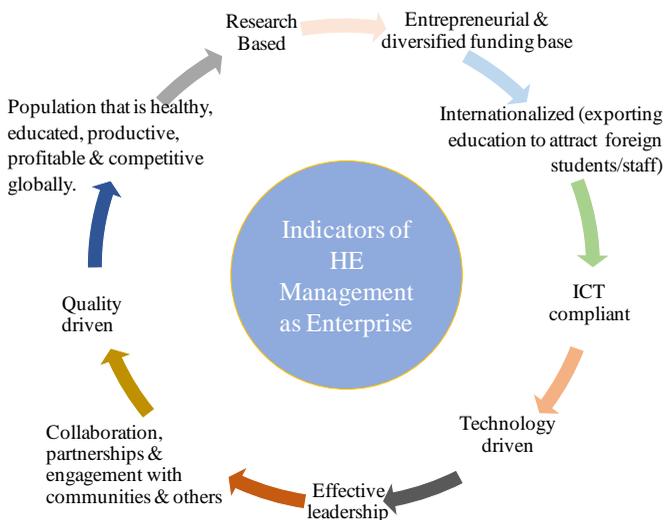
### **Higher Education as an Enterprise**

Enterprise is using money to make money and managing the enterprise organization as a business, with seriousness, prudence, accountability and with entrepreneurial mindset. One presidential candidate in Nigeria (Mr. Peter Obi) once said that wealth should with enterprise is a waste of money, because money packed in the house or bank cannot produce anything. Wealth must come with enterprise, and unless that wealth/money is used to produce something, it is of no use. If higher education is not run in such a way that leads to production and commercialization (through knowledge creation, research findings, patents and research contracts), it will remain a beggar and underdeveloped in all ramifications. Managing a higher education institution as an enterprise indicates that such institution should be taken to the level of research -based; entrepreneurial; internationalized, ICT compliant and possess the characteristics of a 21<sup>st</sup> century higher education, especially in the area of technological advancement, collaboration and engagement with other development partners in playing its role in the achievement of sustainable development goals (SDGs).

So, higher education as an enterprise should be:

- Research based (research university)
- Entrepreneurial friendly
- Administration and fund raising
- Internationalized and globalized

- ICT/Technology driven/compliant.
- Quality driven
- Collaborating and partnering
- Effective Leadership emphasis.



**Figure 2:** Indicators of Higher Education Management as Enterprise

Higher education enterprise should have population that is healthy, educated, and productive and profitable in the global marketplace for competitiveness. If the population is not educated, it will not be healthy; if the population is not productive it will not be competitive and it will not be profitable to the owners, staff, clients/students, and society.

Higher education enterprise should be collaborative and be part of the team members in contributing to the achievement of SDGs.

I agree that enterprise refers to profit-making organizations because of the way they are run and managed, and because

they are money making organizations they should be built well, managed well to continue making/attracting money. So, from the entrance gate to the offices, production, or operation sites etc, you experience cosy climate and warm reception, so that you will be eager to visit again, because the more often you come/visit/patronize or refer others, the more money they make and more influential and better they become. Customers pay any amount to get good product/service. No wonder private schools/higher education institutions (HEIs) are making a lot of money, even with limited enrolment. But go to public institutions in Nigeria, they look like glorified war-ridden secondary schools. Ecclesiastics. 10:19 says “A feast is made for laughter, and wine maketh merry; but money answereth all things”. You need money to make things happen, you need fund to attract quality/good students and faculty, grant-winning research proposals and facilities and to rank higher etc. All these require good money which government subvention alone cannot sustain.

In my over 20 years of study of higher education as a lecturer and researcher, I have come to a conclusion that money solves all things as written in the holy Bible (Ecclesiastes 10:19). I have also come to realize that HEIs can use what they have to generate the funds they need (what they have is the expertise in their academic staff through research/knowledge creation and teaching). Government subvention is no longer enough and trendy. The administrators need to look inwardly. The institutions should be research based, entrepreneurial, internationalized, and diversified in their funding base with strategies and alternatives to funding.

Developed countries understand the importance of higher education and the need to invest greatly in it. For instance: Investment in quality through teaching facilities, research,

salaries and remuneration of staff, infrastructural development, community service and other services/operations. Quality in the business of knowledge production, and in the development of a nation is not cheap. Administration of these operations, programmes and resources is not cheap either. Quality and good higher education requires good money.

#### MY ARGUMENT AND STUDIES THAT JUSTIFY THE NEED FOR HEIs TO BE MANAGED AS AN ENTERPRISE

Higher education is a service organization and a social system that should not be profit-oriented. However, though it is not profit-focused, it should be profitable to the students, staff and society. It should be able to perform its role in the achievement of sustainable development goals in our country, Nigeria. Money solves all problems. So, apart from its function of teaching, research, community service, entrepreneurial functions have been included to enable the generation of money to solve problems in the institutions and society. You use what you have (in the faculty, knowledge, research findings by professionals) to attract the money needed to function, just like in other business enterprise.

Money is important.

Education is expensive, but if you think that education is costly try ignorance.

Education leads to development and technology in a country, that is why UNESCO suggested that at least 26 % of a nation's budget should be allocated to education. Higher education is complex, costly and highly competitive. It requires huge amount of financial resources to manage and maintain the system. This money can be generated using what we have (the expertise in lecturers) to generate what is needed.

## **Research functions of higher education make it an enterprise organization**

For quite some time, universities have been recognized as critical centers for the development of societies through the advancement and diffusion of knowledge. It is for this reason that research and teaching are considered as the most central objectives of the universities. Members of academic staff are required to regularly carry out research and disseminate the results of such research as part of their major assignment, apart from teaching and examining the students. The “unity of research and teaching” has been rewarding since ancient times. Plato, Aristotle, and other great scholars of the Middle Ages who have contributed immensely to the world of knowledge combined teaching and research in a way that would be considered exemplary even today. In most advanced societies (Japan, United States of America, Britain, Germany), the results of academic research and dissemination of the research information have always formed the basis for achieving technology break-through in Commerce, Industry, Health, Education, and other fields of human endeavor. Research of this nature is enormously very expensive and outside support apart from the university budget and government funds are needed for the work involved. Consequently, private sectors are usually enjoined to support academic research in the universities and other research institutions.

In the Nigerian University system, significant emphasis is also laid on research and dissemination of knowledge as part of their main function, and commercialization of research outputs to generate funds. The study by Uche (1999 a) to investigate the level of management of academic research activities in universities in Eastern States of Nigeria revealed that lecturers regularly carry out research activities and generate a lot of knowledge that end up mainly in journal publication or in

libraries. The number of resources spent on academic research and the volume of research work produced in the universities require proper organizational arrangements, accountability and well-defined modalities for the dissemination of the findings. In a study that explored the organization and management of academic research in Nigerian Universities, Uche (1999b) found out that the Research and Development Committee in each university oversees the Management of Academic Research right from soliciting for the proposal from the lecturers, approval of proposal and funds and monitoring research in progress, to disseminating the findings of completed research. The grants from National Universities Commission (NUC), staff salaries and company research fund are the major sources of funding research activities in the Universities. The major media for disseminating the research results in both State and Federal universities are publications in professional journals, conferences, and books.

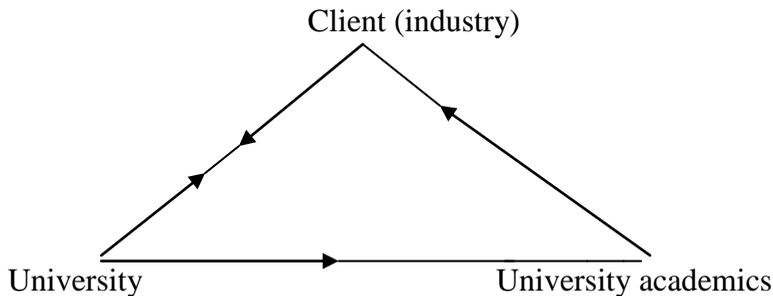
Funding academic research has been a great concern to the universities, the government and public at large. Until world war I, most of the universities were financed as part of the regular budget of the universities. This funding was regarded as overhead expenditure for academic teaching. However, large scale and permanent government support of university research began in United State of America during the second World War II. American government had to keep the research impetus going, to extend it from military to civilians and to maintain and develop basic research. These goals led to the foundation of National Institute of Health and Natural Science Foundation, as well as funding the research by the variety of government agencies mainly by project grants, but occasionally on contract. By 1960 some type of research funding had been adopted practically by every government in the world. Research projects are the major enterprises today.

Billions of dollars are spent annually in United State and other developed countries by government, business, industries, and universities on a wide variety of research projects.

Contract research is, therefore, an aspect of applied research. In principle, universities all over the world, especially advanced ones are completely independent and free to investigate anything that interests them. In practice, many of them are anxious to keep in touch with the industry and focus their research efforts on problems with practical applications. Similarly, industrial scientists wish to maintain contact with advanced academic research. The result is a constant interchange between universities and industries; industrialists suggest problems for university research and provide funds to support it, and university staff act as consultants and advisers to industry. Also, most advanced countries offer research contracts to universities as a way of support to funding the university research activities. This also encourages research and development, which boosts economic growth. Contract research is therefore the most plausible alternative to generating funds for the university system that is within their area of preoccupation. Business partnerships with industry, government and other private organization augment the fund-raising efforts and enhance facilities to the universities through research activities; such partnerships with industry in consultancy services encourage entrepreneurial discovery and alleviate research budget constraints; and provide mutual benefits to the institutions. Other fund-raising strategies subject the universities to begging and succumbing conditions before donations are given and having to spend a lot of money in advert and publicity to draw public and private attention and help on their problems and needs, thereby leading to over-dependence on donors. But contract research creates a mutual interest and understanding to both the sponsors of the research

and the university. The university in this case is being paid for the services it is rendering and the industry is paying for services it is receiving in agreement with the terms of the contract. Furthermore, the contract research furthers the educational scholarship and research objective of the university as a non-profit educational institution. The industries on the other hand have their products improved upon and production of new ones are embarked upon and with the improvement of commercialization of university research activities, university programs and research proposals will begin to match with the needs of the society and the industrial sectors. As important as contract research is in university system, it is still not clear how far the Nigerian universities are involved in this type of research. This spurred Nnabuo & Uche, 1999; Agabi & Uche 2000; Okorie & Uche 2004) to carry out further investigations to determine the level of awareness, involvement, benefits, and management of contract research activities in Nigerian Federal Universities, as an alternative strategy for funding higher education; and university-industry interface activities and awareness of sponsored research among Nigerian academics.

The relation in contract research can be explained with a tri-dimensional model.



**Figure 3:** Tri-dimensional model of university/industry relationship in contract research

Thus, in contract research, the relationship of the university and the client (industry or government agents) is based on the ability of each party to exercise its power to mutual interest and benefit of the other party. Based on this, contract research in the university system involves 3 groups of people: (1) research coordinators, i.e. university research administrators, (2) university research scholars and (3) clients who may be the industry, government agent or other individual organization sponsoring the research. In this case, the interdependency (mutual) relationship is in two facets; (1) relationship between the university research administrators and the client and (2) relationship between the university research administrators and the university academics.

Thus, for work on contract research to commence, continue normally on the contracted research, (a) there must be a properly written and signed contract agreement between the sponsor or client, the university and the lecturers; (b) the research should be of mutual interest to both the client and the university; (c) the research should further the educational scholarship and research objectives of the university as a non-profit educational institution; (d) the research should benefit both the client and the university.

Obviously, the model in fig. 3 indicates that contract research cannot work unless there is mutual co-operation and understanding between the three people involved: the university, the university academics and the clients. The contract is signed between the university and the client quite well, but it is the university scholars who carry out the research. If the academics involved in the contract research are not serious and cannot perform their role to the expectation of the client, there will be a loss of interest by the client and the university may not be able to win their confidence and

patronage in another business. This will also affect the psychological and scholarly standard of both the academics and the university and even the product of the client, where the client uses wrong result to make a decision. Also, if the universities do not consider the interest of the academics when sharing the benefits of the contract research, they will feel cheated. This will affect their performance in the subsequent research.

Again, if the client fails to make payment when the job is completed or decides to give the already assigned contract to another university without the prior consent of the former, the breach of agreement may lead to legal action which costs money too. Thus, the law of interdependency on which the present study is based demands the three parties involved in contract research to use their discretion and their best ability to work in order to meet each other's interests and expectations. Higher education institutions are not only centers for training of human talents, but also a source from which new knowledge, new thinking and new inventions are disseminated which are bases for technological advancement and innovations. Managing higher education as an enterprise requires the ability to commercialize research products and inventions from universities. Ahunanya & Uche (2011) carried out a study to examine the benefits and challenges of commercialization of university inventions in the Southern States of Nigeria. Using the descriptive survey design, the results of the study indicated that commercialization of the inventions from the universities contribute immensely to the sustainable development of the universities, especially in the area of generation of fund and research facilities. Major challenges were embezzlement and poor management of funds, issues in academic freedom, and ownership rights.

In the face of a growing recognition of the importance and complexity of relations between the universities and private sector, there is an increasing need for guidelines to back such relationships. University-industry partnerships are beneficial to both parties but require clear understanding of fundamental university policies and procedures and of the complimentary but differing goals of the university and industry. Sponsored research activities can provide faculty members with experience and knowledge valuable to teaching and research and help students gain educational opportunities and experience. Such activities also facilitate the transfer of technology to improve the well-being and productivity of society and offer research opportunities through which a faculty member can make a contribution to knowledge. As important and beneficial as sponsored research is in a globalized knowledge economy, university-industry partnership is a tripartite venture involving university, researchers, and sponsors with some contentious issues from all parties. These issues may be peculiar to a particular situation and time but need to be identified and handled through careful planning, management, and administration. Therefore, quality data is required to provide a basis for legislation, policy, and programmes. Other issues that need to be addressed are moral and ethical matters, ownership of research results (patent), researchers' right, publication of research results and conflict between teaching and research. Akaranta & Uche (2017) investigated some contentious issues raised in sponsored research which require the attention of the university administrator to avoid serious mistakes and conflict. Based on their findings appropriate recommendations were made to minimize, if possible, remove contentious issues completely, for the benefit of both faculty, researchers, university administrators who work closely with the industry

as well as the industry which need to improve its products and services through quality research.

### **Entrepreneurship education in higher education institutions**

Another way of running higher education as an enterprise is by developing it as an entrepreneurial institution. Higher education enterprise should engage in entrepreneurial activities. Entrepreneurship is the ability to perceive profitable business opportunities; willingness to act on what is perceived and then organize necessary skills to achieve it.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education also focuses on the development of skills or attributes that enable the realization of opportunity through effective educational management and other existing platforms. The fundamental principle of entrepreneurship education deals with the organization of knowledge in a particular subject/course in a way that brings out the hidden potential in the subject in the area of self –employment and job creation, with systems of values that are not ordinarily treated as part of the normal university curriculum ( Uche & Adesope 2009; NUC, 2008;) As students are exposed to these principles and values in the course of teaching and supervision, they are able to use the knowledge to help in the development of their community. Evidence has shown that students in university of Port Harcourt through their participation in Students in Free Enterprise (SIFE), now Entrepreneurship for all of us (ENACTUS) projects, have contributed to the community development (Uche, 2010). Such entrepreneurship principles include market economics, financial literacy, business ethics, personal and financial success, and time management skills.

Global changes, economic melt-down, high rate of graduate unemployment and unemployability have made the reform of university curriculum eminent. Traditional curriculum is devoid of entrepreneurship that gives students creative freedom, innovation, and high sense of self-worth. The reformed curriculum includes entrepreneurship education that will enable students to get employment, create employment, and positively contribute to the social and economic sustainable development of their community when they leave school. The National Universities Commission (NUC) has given a nod to entrepreneurship education in the entire nation's university curriculum and UNIPORT has responded accordingly. The basic principle of entrepreneurship in this regard is that as the university lecturers deliver their lectures in a particular subject or course, they should be able to organize the knowledge in such a way that will command more of the hidden potentials to their students. The National Universities Commission (NUC) has given directives to all the universities in Nigeria to pursue a programme to ensure that their graduates actively partake in a general course in entrepreneurial study as part of their learning opportunities while in school. Consequently University of Port-Harcourt has mounted this course for all the students at different levels. Apart from these principles, there are also entrepreneurship skills that are imparted to students while interacting with them both in the classroom and during supervision, especially in soft/non-technical skills such as communication, presentation skills, attitude management and emotional intelligence, risk/emergency management etc.

Entrepreneurs are risk takers, so they have to make decisions in conditions of uncertainty, i.e. balancing potential loss against potential success/gains. Risks vary in professions and other areas of life depending on what is involved- money, number of staff, type of business, location, clientele, level of

demand etc. Thus, risk taking is a skill that requires careful explanation to students before they leave school (Onyene, Uche, & Nwogbo, 2009). Other entrepreneurial skills are communication skills, business management skills etc.

It is also necessary to build the capacity of the lecturers through formal training on entrepreneurship. This will enable them to influence the mindset of the students in the area of creating jobs rather than seeking a job when they leave school (Uche & Adesope 2009). Partnerships with industries, government, professional bodies, and the entire community will help the higher education to achieve goals of entrepreneurship education for students' employability and self-reliance (job creation) and capacity building among faculty. Empirical evidence by Uche & Agbakwuru (2014) shows that the University of Port Harcourt has been developed as an entrepreneurial University and has continued to engage in strategies for developing skills and entrepreneurial mindset among students. Akaranta & Uche, (2015) examined the development of entrepreneurship education programmes for promoting students and staff innovation through enabling policies. They also traced the historical development of an entrepreneurial University and concluded by highlighting the strategies for developing skills and entrepreneurial mindset among students.

Nigerian Universities have been accused of producing graduates that are being rejected in the labour market. Even those that graduated from vocational and technical colleges cannot start or sustain any business. This is due to lack of basic skills needed for business establishment for self and community development which is one of the then Millennium Development Goals (MDGs) declared by United Nations in Geneva, 2000. Attaining MDGs in Nigeria requires a concerted effort to develop among students a variety of

entrepreneurial skills so that they can have real choices about their future. The study by Uche, Nwabueze & Ememe (2009) reveals that Developing Entrepreneurial Skills among University Students is a veritable tool for achieving Millennium Development Goals and this prepares University students to be responsible, entrepreneurial thinkers and individuals who contribute to economic development and sustainability.

In 2006, I was exposed to an international student organization called Students in Free Enterprise (SIFE), now known as Entrepreneurial Action for All of Us (ENACTUS). This organization prepares students and lecturers for life after school through leadership and entrepreneurship training. Over 50 institutions of higher education are registered members in Nigeria and over 40 countries are members. I became the first Faculty Adviser in Uniport in 2007 and still hold the office with two others till date. Through this organization, many Uniport students have developed entrepreneurial mindsets and have become self-reliant after school. They have contributed to the development of their university host communities through community-based projects and engagement, and other entrepreneurial projects and skills training they have carried out, in partnership with industries, firms, companies, government agency (NUC) and the university. Uniport has also won many trophies during leadership training and national competitions. Some of the awards /trophies won include:

Semi finals in national competition – 2006

Semi finals in national competition - 2014

Most innovative project by NUC - 2014

Semi finals in national competition - 2015

Semi finals in national competition - 2016

Semi finals in national competition - 2017

Semi finals in national competition - 2018

Semi finals in national competition - 2019

Sahara innovation by Sahara Group - 2019  
Semi finals in national competition - 2020  
ACT foundation challenge (3rd place) - 2022.



C. M. Uche and ENACTUS students presenting trophies won to the Uniport 7th VC, Prof. J.A Ajienska

Through the entrepreneurial activities by the students in this organization, University of Port Harcourt has been turning out and sending to the society students who are fully prepared and ready to show competence and skills in the workplace or as job creators. Many of them have started their own businesses. I have also gained from all the entrepreneurial activities and training. I do my teaching job as business, I run my home as business, I manage my life as an enterprise, and I have a business outfit where I produce something that I sell to make extra money. So, I have contributed to Uniport as an enterprise, and I have also gained from the enterprise. Apart from selling my service as a teacher, I also sell my product as a farmer and pay workers under me. I have become a businesswoman as well as an academic entrepreneur. So, though my teaching job, research activities and community

service are not profit-oriented, they are profitable to the university system, the people, society, and myself because I have turned the knowledge and wealth to enterprise. This is a higher education enterprise in action.

University of Port Harcourt has been an entrepreneurial university since 2014 from the effective administration of the 7<sup>th</sup> Vice Chancellor, Prof. J. A. Ajiinka, and still soaring higher in this aspect under the able leadership of the 9<sup>th</sup> Vice Chancellor, Prof. Owunari Abraham Georgewill. As the Faculty Adviser for ENACTUS Uniport Team, I have learnt a lot too. I always join in their training programmes, travel with the students during competitions held in different institutions within and outside Nigeria. I won the ‘Faculty Adviser of the Year Award’ in 2014 and was sponsored to the World Cup Competition in Malaysia that year. This brought a lot of goodwill to Uniport. The research report on entrepreneurial projects from ENACTUS Uniport team won an award by Regional Center for Expertise (RCE) and I was sponsored by the organization to travel to Lusaka, Zambia to present the report.

The study I carried out on the role and benefits of SIFE/ENACTUS Uniport students and their impact on the community-based projects and other activities, won the best research of the year in 2010 by the International Academy of Business and Public Administration Disciplines, Dallas, in USA. I travelled to Dallas, USA to present the paper and to receive the award. The findings reveal among others that there is high degree of positive impact of the students’ programmes on their communities. Student involvement also enhances their better understanding of the principles and uplifting of the image of their campus through linkages and networking among the universities (Uche 2010).

As important as entrepreneurship education is, there have been many misunderstandings and misinterpretations concerning entrepreneurship and its benefits to students and the institution. Olele & Uche (2012) used a descriptive survey design, to investigate the popular misconceptions of entrepreneurship education among students; ascertained the extent to which students who offered entrepreneurship education have entrepreneurial mindset; identified the teaching strategies mostly used for teaching entrepreneurship education; and analyzed the contents of entrepreneurship curriculum.

Apart from equipping students and preparing them to face the labour market with innovative mindset, higher education enterprises are also required to engage in entrepreneurial activities and programmes to generate funds to augment what comes in from the government, teaching, and research. Raimi-Lasisi & Uche (2016) revealed that Centres and units are being established to offer specialized programmes and to meet peculiar demands from students who are ready to pay for them. Some universities have developed to the extent of attracting centres of excellence in partnership with the World Bank and University of Port Harcourt is one of such with about seven of such centres. These institutions are partnering with industries and other development partners to float programmes that will have mutual benefits to both the institutions, the collaborating organizations, and the society.

For a country to modernize and maintain a healthy industrialization there is the need to engender collaboration between university research and development based on entrepreneurial activities. University research activities can be beneficial to industries by providing them with several relationship alternatives that facilitate the advancement of knowledge and the penetration of new technologies. Over the

years Shell Petroleum Development Company (SPDC), Total and other multinational companies have created an innovative partnership with Nigerian Universities to facilitate development and competitiveness strength of the country. This strategic partnership is based upon a strong interaction between research (academia) and development (industry) which creates favourable conditions for higher education and National development (Onaolapo, Uche & Raimi-Lasisi 2013; Uche & Olele 2011; Akaranta & Uche 2015; Lasisi & Uche, 2016).

### **Higher Education Administration and funding**

Fund raising and sourcing are also major roles of higher education administrators. In using research activities of the faculties and entrepreneurial activities to generate funds, he also adopts different models, strategic and alternative sources to raise money both internally and externally. Nnabuo & Uche (1998) found out that the strategies commonly adopted by administrators in raising fund include: running part-time and sandwich programs, donations, soliciting assistance from alumni, increasing school fees and establishing business projects. Diversification of fund generation is a significant and necessary way out especially in the face of dwindling government subvention and economic downturn affecting many donors, companies, and firms (Uche & Wordi 2015). Funding of university education in Nigeria has become a multifaceted problem to successive governments and university managements in the country. Several measures, approaches and strategies have been adopted to find a lasting solution to the problem without success. Instead, the more the years roll by, the more complex the problem becomes. Funding of higher education generally has been largely left to the government alone despite a rapid increase in its demand. Funding has therefore continued to deteriorate with its

attendant consequences on infrastructure, teaching, research, and quality of its products. Models/theories have therefore been postulated as a guide to finding solution to the funding problem of university education in Nigeria. Okejim, Uche, & Obasi (2016) identified and analyzed some of these models to include the:

- 1) Traditional Funding Models -the full support model (by government with public fund/tax money to educate all who work for national development); -the partial support model (public/ private partnership PPP); and -the Privatization Model (transferring responsibilities from government to individuals).
- 2) The African political economy (APE) model, which focuses on how political and economic forces determine the contexts within which universities in Nigeria and Africa in general discharge their primary functions of teaching and research.
- 3) The Resource Based model (allocating resources to innovative activities that will yield money).
- 4) Lamptey's innovative funding model. Lamptey's Innovative Funding Model of 1994 states that all organizations, including higher education, are involved in marketing as long as they engage in exchange relationships. He recommended marketing models which have worked for business organizations for use in funding university education in Africa. This Marketing Model is based on the following innovative funding activities:
  - marketing and engaging in exchange relationships
  - repackaging and repositioning to attract customers/students and quality staff
  - exploring opportunities in and utilizing the potentials in viable programmes

- review curriculum to be more relevant to societal needs and attractive to customers
- use research and triple helix and triple helix plus+ (university/government/industry partnership +professional bodies)

Based on their analysis the partial support model (PPP) and Lamptey's innovative funding model were seen to be of most practical relevance to Nigerian Universities.

Historically the funding of Nigerian tertiary institutions rested solely on the federal government especially during the colonial, post-civil war, and oil boom periods (between 1938s and 1980s). This put heavy financial pressure on the government and delayed development in the higher education sector. Also, global changes, economic depression, increased demand for higher education and astronomical explosion of enrolment into the sector created more pressure on the government, increased challenges on quality of the services and products from the institutions. There was an obvious need for an alternative funding system. This started by falling to missions, regions, and states to own and fund their institutions. By the turn of the 20th century the government found it necessary to involve the private sector in the funding of higher education. This gave birth to the public/private partnership (PPP) approach as an alternative strategy for financing higher education. The scientific and technological advancement marking the 21<sup>st</sup> century also made it clear that universities cannot function without the industry if they have to advance in their research activities and use the research outcomes for national sustainable development as obtainable in developed countries. Akaranta & Uche (2015); Raimi-Lasisi & Uche (2016) ascertained that through professional chair endowment, centres of excellence and other contributions big companies

have played great role in funding universities in industrially advanced countries and can play a significant role in providing sustainable funding solution to Nigerian universities.

Conventional measures adopted by the universities such as increase in the user charges/ fees, donations, loans, income generating activities/investments have failed to solve the problem. Hence, the search for strategic fund sourcing, which involves the identification and harnessing of more substantial sources of funds to finance university education. Okejim, Uche & Obasi (2016) identified and discussed such strategic funding sources like: Triple Helix, Alumni mobilization, commercialization of research results, foreign donations, manpower development programmes, entrepreneurial activities, etc. Administrators who effectively tap these strategic funding sources will greatly improve the fund base of their institutions.

Investing in education at any level in any country is cost intensive, especially in developing nations. Investing in higher education is more demanding because it is seen as a base for knowledge production, high-level human capacity building for globally competitive research, innovation, development, and production of well-prepared personnel to fill the labour market. Nations have also realized that the economic success of the states is directly determined by the quality of their higher education system and that the most effective factor of production is human capital expressed in knowledge, skills, creative abilities, and moral qualities of individuals in society (Uche, 2013). In the past decade higher education institutions have been facing serious pressure because of these expectations from it especially in concerns like knowledge-based economy, knowledge-driven society and information and communication technologies. Policy makers are therefore

viewing higher education institutions as the only hope for national development through research and innovation and the continuous education of the workforce. The widespread recognition that tertiary education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made the need for investing in it more paramount. Who should invest in higher education is determined by the level of returns or benefits expected from the education through the life of the educated, his contributions to development and productivity in workforce. (Uche, C.M. 2013).

The world is faced with rapid and constant change processes. As society progresses from one stage to another, its institutions require commensurate upgrade to effectively contribute to the overall development of that society. Thus, every society especially those in developing regions like Nigeria requires higher education institutions that can respond adequately to change as well as to contribute to shaping the development of a knowledge society. In order to accomplish these ambitious goals, it is crucial to promote innovative, well-managed and forward-looking higher education systems and to ensure that quality assurance processes support these characteristics. However, one common denominator of the higher education system is research which requires huge amount of money and this critical value-adding activity responds to every sphere of society. Raimi-Lasisi, & Uche (2016) recommended that higher education administrators should focus in encouraging the establishment of Higher Education Research Centres (HERCs), instituting Professorial Chairs (PCs), and Centres of Excellence (CoE) within and outside the university settings as veritable ways of promoting sound research culture, funding benefit for the institution and a significant benefit for the society.

## **Internationalization and globalization of higher education institutions is part of managing the institution as an enterprise**

In theory, internationalization of higher education is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education (higher education). In practice, internationalization of higher education is the process of commercializing research and post-secondary education, and international competition for the recruitment of foreign students from wealthy and privileged countries in order to generate revenue, secure national profile, and build international reputation. The main components of internationalization of higher education are recruitment of international students, development of international branch campuses, students, staff and scholars exchange programmes, drastic improvement of infrastructural resources, internationalization of the curriculum, and research and education partnerships between institutions regionally and internationally (Wikipedia, the free encyclopedia 2015). Since higher education is required to meet the demands of the capitalist and global world, universities adopting internationalization are more likely to promote their country's competitiveness in the global academic arena.

Getting prepared for internationalization of higher education can be at organizational and systematic levels. Organizational preparedness includes structural preparedness, functional and administrative preparedness, academic preparedness, and cultural preparedness. While systemic preparedness is about political will and support to internationalization, economic and financial support by the state, administrative and regulatory *mechanism* that is conducive for globalized outlook and importantly, social structures that are enabling, that is enabling

environment and policies that favour global trends, activities, and global best practices (Inamdar, 2019).

This is the sustained drive to attract foreign students and lecturers to universities. It shows the percentage of foreign students and staff in relation to the total number of students and staff in the system. (Salim 2007) in Obanya (2004) records the foreign representatives of students and faculty in some World’s leading Universities.

**Table 2:** Percentage of foreign staff and students in world’s leading universities

<b>Institution</b>	<b>% foreign students</b>	<b>Foreign academics</b>
Harvard	19	30
Stanford	21	N/A
Columbia	23	N/A
Cambridge	18	33
Oxford	N/A	36

Source: Salim 2007 in Obanya 2014

The world’s best universities go out of their way in drive to attract best brains. For example, the table 2 above shows that in the year 2007 one third of the academic staff of three of the world most highly rated universities (Harvard, Cambridge, and Oxford) was made of internationals, while the international students’ strength was approximately one-fifth. This means that the world’s best universities enroll and employ large numbers of foreign students and faculty in their search for the best talents.

The check on international mobility of students also indicates an average annual growth of 7.1%. According to Organization for Economic Co-operation and Development (OECD) in 2013, there were nearly 4.5 million students studying outside their country of citizenship. By 2025, almost 8 million students

are projected to be studying outside their home country based on UNESCO estimation in 2015 which will bring a market cost of \$30 Billion (UNESCO, Paris 2012). Foreign students are also important and countries and institutions need them as revenue generation. By 2015, 30% of PhD degrees in the US were foreign students; 38% of PhD degrees in the UK were foreign students; 8% of all the undergraduate students in US universities were foreigners and 18.6% of UK undergraduate students were foreigners. The economic impact of this is also obvious. For instance, the Economic Impact of Mobility source seen in [www.iie.org/projectatlas](http://www.iie.org/projectatlas) shows the earnings from some countries as of 2013/2014 session (from tuition & living expenses):

- USA earns approximately \$ 27 Billion through International Students
- UK: 8.5 billion Pounds
- Ireland: 900 million Euros
- Australia: 19.1 billion Australian. Dollars
- New Zealand: 2.3 billion N Z dollars
- Canada: 5.5 billion Canadian Dollars

This is why governments also make deliberate effort to put in “open door” policy to ensure a high level of internationalization of higher education. For instance, American government agencies keep track of the growing weight of international students in American universities as part of “open door” to internationalize student population on campuses. Other countries like New Zealand, Japan, Netherlands, Malaysia, and South Africa have begun implementing a national policy to attract foreign students (for those who can pay tuition and living expenses). Such policies may include free language courses, enabling environment, relaxed entry visa process and other attractive packages for foreign students. Nigeria should join in this campaign to import foreign students from other countries, by embarking on

quality infrastructural development, providing enabling environment and policies, restructuring of academic programmes and engaging in effective exchange and linkage processes.

In promoting internationalization, the European Union tries to strength collaboration among its own members and between member states and developing countries. Member states are encouraged to ensure that Europe remains the preferred study destination for students from developing countries to respond to the challenges of global competitiveness and to secure ever increasing mobile international student population (EU, 2010).

Internationalization of higher education (IHE) is an evolving and dynamic concept which is continually shaped by the realities and requirements of globalization. Uche & Atanakak (2013) examined different models of higher education internationalization which include: international student mobility, faculty exchange and development, research collaboration, foreign language study, building international perspectives; international networks, distance education, locally supported distance education, exchange and linkage programmes, articulation of problem-solving programs, branch campuses, franchising agreements and international quality assistance systems. These have led to the resulting in brain and capital flight – a disease plaguing the Nigerian academia. They analyzed the policies of higher education in use in some continents and Countries to formulate and implement policies for achieving their higher education internationalization goals and institutions of higher education make deliberate effort to enhance the quality and system of higher education, to attract more foreign students and staff.

Odum, Amini-Philips & Uche (2019) investigated the process of internationalizing higher education for improvement of ranking in universities in South–East geopolitical zone of Nigeria and found that it involves global research collaboration for international relevance and institutional reformation for excellent achievement and constitute internationalization strategies that universities can adopt to improve their international visibility and ranking.

There is no educational system that can survive without quality assurance. Quality assurance is more critical at tertiary educational level because of its role in teaching, research, and the development of middle and high-level manpower for national development. Quality assurance is a before and during event process, through process design and it is concerned with preventing faults from occurring in the first place, rather than embarking on accreditation to detect faults that has already occurred. Ways of creating quality assurance culture in Nigerian tertiary institutions have been identified by Uche (2011) with a self- developed template for creating Quality Assurance Culture in Nigerian Tertiary Institutions and included the following step-by-step method: ways of creating quality assurance culture; orientation for quality assurance; training for quality assurance; accountability and quality assurance; continuous improvement and institutional self-assessment. It is important to apply collaboration and development of quality assurance culture in the quality circles and teams of the institutions and among all the customers to tertiary education; staff, students, accreditation panels, government, parents/guardians, and the society at large to enable them to play their role in maintaining quality assurance in the institutions.

Quality of the environment, infrastructure and faculty attracts the highly intelligent and international students and faculty. This is an internationalization component that determines the functional and administrative preparedness of the institution to embrace internationalization. The quality, safety and aesthetics of infrastructural facilities and physical environment gives educational institutions their appropriate shape and atmosphere for effective teaching and learning, research and development and community engagement (Uche & Ayaugbokor, 2016; Uche & Omorojor, 2020).

The overall findings of the study by Uche, Okoli & Ahunanya (2011) show that the quality of the infrastructural development in Nigerian higher educational institutions is low. The facilities available are not adequate in terms of quantity and quality. For instance, the ICT facilities such as computers are not enough for students. This is not acceptable in this era of globalization and internet age. The physical observations made in the institutions confirmed these results as most of the facilities are dilapidated and in very poor condition that suggests lack of maintenance. The few edifices springing up either house the administrative activities or belong to banks and other firms existing in the campus. The general outlook of the environment depicts poor sanitation and safety practice. The infrastructural development priorities in the higher institutions need refocusing to match global standards and acceptability to put the institutions in a better position of internationalization and to face the challenges of global competitiveness.

Globalization has rapidly expanded the number of higher institutions and their range of services in the last decades. This has also increased the challenges faced by their providers and administrators. The impact of globalization on the administration of higher education in Southern Nigeria has

been investigated to assess how the university administrators have fared in facing these challenges and how their programmes, operations and human resources have been globalized (Uche 2007).

Though academic staff is a major input component of higher education system, students are the central focus in the transformational process because they act as both the input and output components of the system and reflect the learning outcome or behavior modification that have been achieved through the teaching and learning process. Students' views on all aspects of their higher education experiences are essential to the effective monitoring of quality in higher institutions. In some countries like the USA, UK, Ghana etc student evaluation of teaching quality is part of the faculty member's performance evaluation. In Nigeria, student evaluation of teaching has not yet been introduced in universities. Criteria for assessing academics for promotion in most Nigerian universities include qualifications, teaching, current research, publications, and service to university and the nation. The reward system for academics in Nigeria, however, is largely based on research excellence. However, Uche (2012) investigated students-perception of the quality of the academic staff; that is, their feeling and attitude towards the quality of their lecturers which by implication indicated the quality of the institution and level of internationalization preparedness of their institution, judging from the quality of their lecturers/teachers and quality of teaching and learning in their institutions. Other studies carried out to investigate the level of quality and preparedness for internationalization in Nigerian higher education include: Uche & Nwabueze (2013) -quality teaching and learning environment; Onyene, Uche & Ikebude, (2009) Quality and Standard Balancing in Nigerian University Education: Implication for the Attainment of Millennium

Development Goals; Ogbonna & Uche, (2019) Influence of Accreditation on Quality Assurance in Universities. Generally, the findings of these studies indicate that quality at all levels in higher education is still a worrisome concern.

Green parks or areas are outdoor spaces that contain a significant amount of vegetation. In most cities and towns in developed countries, green areas are created, nurtured, and maintained for the benefit of the inhabitants of such cities, whereas providing such green areas in a developing country is usually seen as a waste of land that could be used for the erection of commercial or residential buildings. Green parks are for the sustainability of life and biodiversity in such environments. Greening the environment beautifies it for relaxation and in some cases, relaxation leads to generation of entrepreneurial ideas of direct economic and ecological benefits, thereby contributing to sustainable development. It is also used to confirm the level of global best practice and preparedness for internationalization of the institutional administration. Uche & Victor-Ochonma (2015) assessed some campuses in Nigeria to determine their level of green park development and observed that most of their environment were below standard compared to what is obtainable in developed countries and internationalized universities.



*Attractive green parks depicting attractive campus environment indicating preparedness for internationalization of higher education.*



*A littered and unattractive campus environment indicates lack of effective higher education administration. Foreign students or faculty will not choose to come to this institution.*

**Higher education enterprise should possess the Characteristics of 21<sup>st</sup> century (Attributes of 21<sup>st</sup> Century Education)**

Characteristics/attributes of 21<sup>st</sup> century education include.

- Quality focused
- Student centered.
- Project-based and research-driven

- Integrated and multidisciplinary which requires the use of technologies and multimedia.
- Global classrooms
- Creating and adapting to personal and social changes
- Relevant
- 21<sup>st</sup> century skills of critical thinking, communication skill, creativity, innovation
- Problem solving skills, perseverance, collaboration, information literacy, technology skills and digital literacy.

Twenty-First century higher education enterprise should provide resources and programmes that will enable them to produce students who will be employable when they graduate and produce students who are job ready. These students want useful and relevant programmes especially the means they are assessed. They should add value to their capabilities and knowledge as perceived by employers. Institutions should be in collaboration with business/industry to work together to create opportunities for students and graduates to develop their skills.

-Universities should work closely in collaboration with employers, industries should partner with -universities that are strategic and innovative in their activities and must look at ways to grow the employability of their students; -for universities to maintain their competitive advantage, there will be need to keep finding and nurturing talent to develop a future pipeline of highly skilled employees; -produce students who are highly motivated, energetic and with a very good core base of up-to-date skills, inquiry mind in terms of technology, computing and presentation skills.

-The students should have task specific knowledge and be self-starters and self-reliant; -students will be prepared in a

way that they will be able to transfer company's operations into simpler and faster ways, using technology.

-Employers want universities to provide relevant and appropriate curricular: Apart from the conventional way of teaching and assessment, students should be taught the following:

-interpersonal skills; social literacy; commitment to personal and professional development; excellent students with international connectivity; life-long learners with appropriate working experience and skills.

One and the most popular of the responsibilities of a college or university is to prepare undergraduate students for a career. Therefore, society has since looked upon the school to turn out career-oriented graduates annually. Recently, there has been a wave of population explosion. This has led to increased enrolment in schools. Consequently, annually colleges and universities empty into the labour market, graduates in all fields, employable or unemployable. Employers of labour have also complained that the graduates of colleges and universities are not meeting up to their taste. They are therefore trapped in a web of indecision, either to employ and retrain or avoid extra costs by holding on to their few skilled staff and continuing what they call "on the task-job schedule." This has led to the issue of unemployment and unemployables despite an enlarged army of graduates available in the labour market churned out annually by colleges and universities. Uche & Kpee, (2007) have investigated this situation as concerned with labour market and skill oriented graduates in Port Harcourt city.

The deficiency in the human capital development programme of Nigerian higher education institutions (HEIs) has resulted in competence gap between skills and abilities acquired by the

graduates and industrial needs. This has made Nigerian industries to restructure their Management Training Programme (MTP) with increased financial expenditure in retraining the new graduates to close the gap. Ahunanya, Okpara & Uche (2012) also investigated the Industrial Management Trainee Programme Cost as an imperative for Strategic Relationship between Industries and higher education institutions in Nigeria.

Knowledge production occurs through teaching, training, and research activities. Knowledge transfer is the movement of knowledge, skills, and discoveries from one individual to another by means of training, consulting, documentation, and other collaborations. In the case of sharing this knowledge between the academia and the industry, universities have been perceived as a source of new ideas and appropriate skills while the industry presented a natural way to maximize the use of these ideas. Thus, graduates who go to work in industry carry the knowledge and skills imparted through teaching, research activities and a third factor which is the non-technical skills required by the industry. In Nigeria, the relationships between academia and industry are mostly in the short courses, student industrial training (IT), training workshops and consultancy services. However, research has been quite poor due to cultural differences, communication gap and obviously lack of infrastructure and research facilities. It is also observed that most companies prefer to further training to their employees who graduated from Nigerian Universities, indicating a “big question not just on the technical skills (professional competence) but non-technical skills (personality and other abilities) of the graduates. The study by Uche (2013) probed what the industries require from their new graduate employees and how the universities are preparing the students to be

equipped with the appropriate skills needed by the industries for fostering sustainable development in Nigeria.

All these activities and wishes would require big money to accomplish. The 21<sup>st</sup> century higher education institution should look beyond the government subvention and meagre school fees from students. They should look into the creativity and innovative prowess in their experts through research collaborations and development partnerships and use what they have to get the fund needed to run the institutions.

**In managing Higher Education Enterprise in the 21<sup>st</sup> century, an era of technological advancement, institutions should be ICT compliant**

The use of Hi-Tech Information and communication Technology (ICT) as a modern tool for management of complex organizations has become the norm particularly for the advanced world. Its adoption in most of the less advanced societies is yet to achieve the status of stability. However, the growing complexities of universities in Nigeria and the challenges it poses to management make the application of ICT indispensable for quality assurance. This triggered the investigation by Okorie, Agabi & **Uche**, (2005) on the Application of Information and Communication Technology (ICT) in the management of public and private universities and found that Information and Communication Technology (ICT) evolved from the quest for the processing of information with electronic technology for faster and easier management of enormous information available to users. Universities are required to generate information and disseminate such towards the development of the contemporary society as part of their major assignment apart from teaching and personnel management. The study by Agabi & Uche (2006) on ICT Adoption and Information Quality in Effective University

Management revealed that ICT is very important for the generation of quality information and management of that information required for decision-making as the university administrators and other members of the university community engage in their daily administrative and academic activities. However, the use of ICT has its benefits and challenges. Uche & Atanakak, (2013) identified the benefits to include: increased access to services, improved communication, saving cost, while inadequate funding, poor accessibility and ICT illiteracy are challenges facing the use of ICT. The rapid advances in information and communication technology (ICT) have also created unprecedented challenges in the field of education. These developments have profound effects on the way teachers teach, learners learn, and learners and teachers are assessed. The way teacher education and students-teachers in institutions of higher education integrate information and communication technologies into teaching and learning was investigated by Olele & Uche (2013) and the findings revealed that there were few faculty-based ICT resources in the faculties; there were no faculty-based ICT facilities in any of the faculties. Teacher educators' and student teachers' engagement in the use of ICT-based pedagogical activities was very low. However, the use of ICTs for data gathering and entertainment is very high, both teacher educators and student teachers were at the emerging level of ICT development continuum and the student teachers' competence level was higher than that of their teachers.

Another study investigated how information and communication technologies (ICT) were being applied in teacher education programmes in Rivers State, Nigeria, in terms of inclusion and usage (Efebo, Olele & Uche, 2014). The findings revealed that the three higher education institutions involved in the study were not exposing pre-service teachers to

the culture of e-learning and creating ICT-based activities. It is important for institutions to adopt UNIESCO's recommendations on how to integrate ICT into teacher educational programmes by infusing ICT in all courses; situating ICT facilities and resources in all faculties of education; using ICT tools/activities for teaching/learning and assignment/examinations; and using social network technology platforms for dialogue and collaboration to build communities of best practice.

The increasing level of innovation in information technology with the global fascination for the internet has resulted in increasing demand for the integration of internet technology into higher education. Thus, the use of the internet in teaching, research and administrative management in the universities is rapidly increasing. The study by Uche, (2006) assessed the level of internet usage among members of the University of Port –Harcourt, to discuss its implication for quality research and management decision making. The University of Port-Harcourt is consciously initiating steps to build ICT into every level of its operational culture. Beside the university 's ICT Centre, staff and students at the university have access to commercial internet services in about 16 cyber cafes spread over the 3 campuses of university. The result showed a low level of internet usage, which is a clear indication of inadequate installation capacity to accommodate all categories of users (students, academic staff, and non-academic staff) in the university.

Research on information and communication technology has focused on the high values of this new information system and the factors that enhance its adoption and usage. However, little attention has been given to those factors that may inhibit its usage. This aroused the interest of Okorie & Uche (2007) to

investigate the inhibitions on Internet usage in the University System. They found out that these inhibitions include capacity inhibitions, resistance or reluctance inhibitions and fear factors, fear of one's system to virus also inhibit the respondents from using the internet, lack of Internet connectivity as inhibition to Internet usage, lack of e-mail address.

### **Institutional Leadership for managing higher education as enterprise**

In a paper presented at the International Conference on Leadership and Power in Africa in the Past and the Present: Studies in Russia, Tanzania and Beyond, jointly Organized by Russia Academy of Sciences and Institute for African Studies, at Russia-Tanzania Cultural Centre in Dar es Salaam, from 1-4 March, 2022, Afangideh, Uche & Mengue Me Ndongo (2022), and Afangideh, Uche & Mengue Me Ndongo (2023) posited that Institutional leadership drives policy formulation, implementation and even making the higher education institution entrepreneurial, research-based, internationalized, globalized, or in teaching and learning process. Leadership directs the way the organization should go and developing an entrepreneurial institution entails ensuring entrepreneurial and investment friendly policies and environment, in terms of infrastructure, equipment, conducive and attractive environment and staff professional development. Leadership also gives direction for quality, integrity, and accountability. This is to attract, motivate and encourage investors, industry, and other development partners to trust you and desire to do business with you, be it in research, partnering in teaching and recommending others to visit your institution. Leadership through effective administration of human and material resources influences people in the organization to willingly and enthusiastically work towards the actualization of the pre-

determined goals. Leadership ensures fairness and equity in appointments, allocation and utilization of resources, peaceful environment and effective conflict resolution and management in the institution, thereby making the place safe and attractive for staff, students, and development partners. Functional Leadership applies effective delegation to ensure that all the members of management team and unit heads accept the vision and follow the same direction of managing the institution as an enterprise, because only one person (the Administrator) cannot do everything. This is based on Jethro's principle for leaders, which states the fact that no leader is called or gifted to do everything alone. The Bible tells the story of Moses and Jethro his father-in-law who advised him to delegate leadership to units and groups for effectiveness, efficiency, and more benefits to everybody (Exodus 18:14-26). Also, Luke 10:22-42 tells the story of our Lord Jesus Christ who appointed 70 disciples to go out two by two into cities that He planned to go to Himself. It is a significant feature in the New Testament church that we cannot find any Christian worker laboring alone. These were sent out in pairs signifying the importance of teamwork, corporation, collaboration and partnership in enterprise management.

In a study by Uche & Jack (2014) to investigate the level of female Academic Staff Development and Mobility in UNIPORT it was revealed that higher education administrators make effort to train and develop their female academic staff and improve their mobility to increase their participation in the development programs, their mobility in the system and to increase development efforts, which will in turn increase their representation in the management positions. Other investigations have been carried out on Psycho-Social Challenges of Women Academics in Leadership Positions in Higher Education (Eke & Uche 2014); Gender dimensions to

the promotion of peace education in Niger Delta Region of Nigeria (Uche & Jack 2018).

Different professional development approaches are adopted by institutional administrators to update the staff. Olele & Uche (2011) identified these approaches to include: comprehensive and compulsory induction for new entrants, and mentoring in all the domains of knowledge management. Research and development (R&D) are one of the cardinal parameters for assessing the productivity or efficiency of the university system. Research is also a very important avenue for achieving the human capital development to ensure national development and sustainability within and outside the university. Modalities being applied were examined by Uche & Olele (2011) in their study on Research and Development Programmes in the University of Port-Harcourt and Implication for Human Capital Development.

Effective leadership adopts strategic management techniques for improving higher education and to strengthen the internal process mechanism of institution through participatory decision - making, performance - based reward system, setting tasks and targets for staff and management by objective (MBO) (Uche & Odum 2014; Okoli, Uche & Nyewusira, 2010).

Even in time of emergency and uncertainty, such as the era of COVID 19 pandemic, that necessitated lockdown for five months, it was the responsibility of the leadership to ensure that teaching and learning did not stop and to provide effective and potent measures to contain the spread of the Coronavirus. Uche & Agabi, (2020) examined the higher education management responses to COVID 19 pandemic, social distancing and social connections in Nigeria and observed low

level of preparedness and response due to lack of technological knowhow to engage in online teaching and learning process during the lockdown. Amini-Philips & Uche (2020) in their paper, 'managing higher education in the era of COVID-19 pandemic, social distancing, and social connections: challenges and prospects in Nigeria observed that the higher education managers, lecturers, and students needed to adopt, adapt and practice social distancing and connection guidelines to curb the spread. Ensuring that lecture halls, hostels, libraries, social gatherings were not crowded would stem the spread of covid-19. Also, provision of Virtual Classrooms and associated facilities or resources would ensure that social distancing was practiced. Collaboration among stakeholders of higher education institutions was necessary and this was needed then more than ever to stem the spread of the Coronavirus/COVID 19 in institutions of higher education.

For the philosophy of Nigerian education to be in harmony with the national goals, education has to be geared towards self-realization, better human relationship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress. In the philosophy and goals of education, are embedded all the ingredients and variables necessary to equip an individual to survive, contribute to the society, and compete favourably with the world around him, irrespective of his gender, background, ethnicity and nationality. This is also the overall target of the SDG 4 (education for sustainable development) and which is also key to achieving all the 17 sustainable development goals (SDGs). Uche & Osaat (2018) and Uche & Ajienka (2018) have suggested that the higher education leadership should provide enabling policies and environment to enable the institutions play their role in

actualizing the SDGs through teaching/training, research and community engagement.

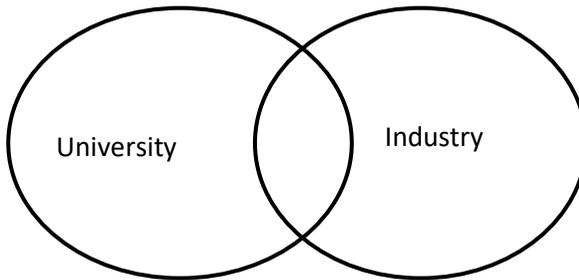
**Partnerships in higher education and national development: University-industry collaboration, triple helix and community engagement models (are ways of managing the institutions as enterprise)**

Partnership is a formal arrangement by two or more parties to manage and operate a business and share its profits. There are several types of partnership arrangements in higher education for major purpose of generating fund and development. These include: University-Industry Collaboration, Triple Helix/Triple Helix Plus+ and Community Engagement Models. Since no institution is self-sufficient, and the contemporary issues facing higher education in developing countries, especially in the knowledge transfer, funding and community service, institutions create and join partnerships with other institutions, government, industry and communities. Through development partnerships in higher education (DeLPHE), higher education institutions can be assisted by their partners to support the national development of developing countries especially in meeting Millennium Development Goals (MDGs) and sustainable development goals (SDGs). DeLPHE can help to increase the capacity of higher education institutions in developing countries to contribute to sustainable development and to also work and collaborate with other academic institutions and with policy makers. Supporting partnerships between institutions in different countries can also help to enable them to undertake joint research, develop improved teaching programmes, raise funds, share relevant ideas and expertise, and engage in community-based projects that can help in solving societal problems (linking gown to town).

Creative and innovative institutional leadership and effective administration can initiate and ensure a high level of institution's involvement in harnessing different levels of partnerships (inter-institutional partnerships, university-industry-government-professional bodies, community engagement) for the advancement of sustainable development goals number 17.16 and 17.17 which are hinged on usage of collaboration, synergy, networking and teamwork for achieving sustainable development at all levels of human endeavours and environment. Akaranta, Uche, Ajiinka & Abbey (2013) and Akaranta, & Uche (2015) identified basic enterprise principles of partnerships as characterized by mutual contributions, division of profits and losses, co-ownership of contributed assets, mutual agency, limited life, unlimited liability and partners' equity accounts.

**University-industry collaboration (UIC):** This is a targeted and strategic partnership between academic institution and private company that aims at enhancing the creation, transfer and exchange of knowledge, skills and innovation for mutual benefits. It is based on the fact that no institution is self-sufficient. Though university and industry have different missions, they have complimentary goals through mutual help and support for each other. It is focused on targeted funding for research on applied and professional fields, course-levels, partnerships, or efforts that aim to support recruitment pipeline. The collaboration benefits both parties: the industry obtains skilled workers with practical training and specialized expertise, while university has the chance to work on technology and

problem for improvement of product and service of the industry, and increased financial and material resources for universities.



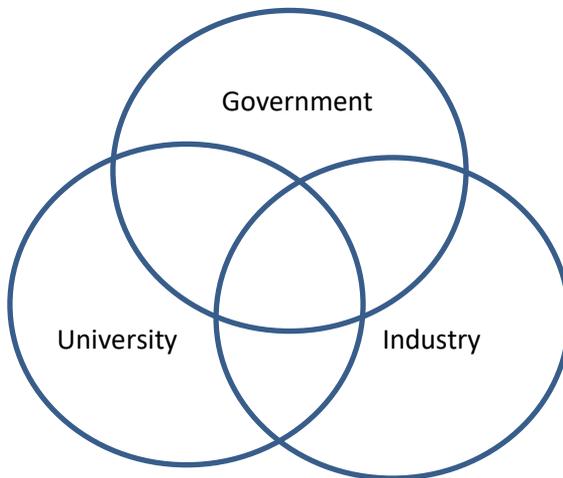
**Figure 4:** University-industry collaboration (UIC)

**Source:** Authors' conceptualization

**Triple helix concept (A tripartite partnership for higher education development)**

Triple helix principle is built on partnership of university-industry-government. No institution can have all the money, resources and training needed for education/research/development/ training. So, there is need for partnerships with development agencies like World Bank. Triple helix is also based on running university business as real business, while adhering to global best practice. Tripartite partnership indicates that the partnership involves three parties. According to Etzkowitz (1990), the father of triple helix, triple helix is a partnership that involves university, industry and government (see figure 5). Thus, triple helix concept comprises three basic elements: (1) a more prominent role for the university in innovation, on a par with industry and government in a knowledge-based society; (2) a movement towards collaborative relationships among the three major institutional spheres, in which innovation policy is increasingly an outcome of interaction rather than a prescription from government; (3) in addition to fulfilling their traditional

functions, each partnering member also “takes the role of the other” performing new roles as well as their traditional functions (university, industry and government). Institutions taking non-traditional roles are viewed as a major potential source of innovation in the institutions. Each partner has a role to play and also benefits to gain from the partnership based on a mutual understanding. University or the higher education institution provides the knowledge content (skills development and trained manpower/researchers); industry provides funds, equipment, idea, patent sponsorship (buying of knowledge for developing and improving products and services); and government provides enabling policies, conducive environment for business, training and research, and also benefits from research output, trained manpower and other benefits for national development.



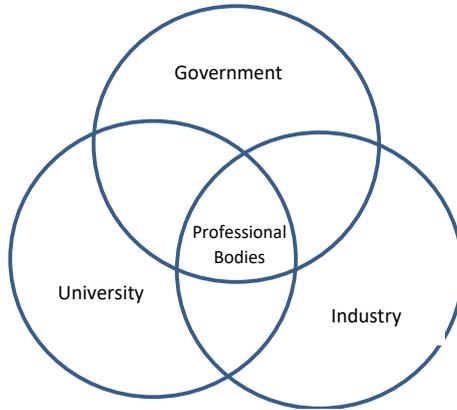
**Figure 5:** Triple helix (university-industry-government partnership)

**Source:** Etzkowitz (1990)

### **Triple helix Plus+ Model (eg, Institute of Petroleum Studies (IPS), a practical example from University of Port Harcourt)**

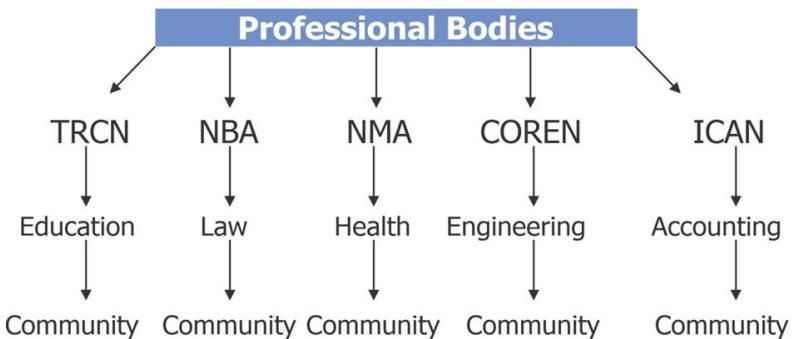
Triple helix plus+ means that another party has been added to triple helix. Prof J. A. Ajiienka, the 7<sup>th</sup> Vice Chancellor of University of Port Harcourt initiated Triple Helix Plus+ in 2012, which is aimed at deepening the triple helix concept. (See Figure 6). Though the triple helix concept is based on Government-University-Industry partnership, it has been observed that professional bodies also consist of professionals from Government, University and Industry (Uche, Etela & Akaranta (2017)). It means that working with professional bodies in the generation and transfer of knowledge can be referred to as Triple Helix Plus+ (university-industry-government-professional bodies partnership), including community engagement, plus+++ partnerships). The professional bodies should be engaged in the following activities in entrepreneurial universities.

- 1) Curriculum Development and review
- 2) Admission process
- 3) Teaching of students
- 4) Research/project supervision.
- 5) Formulation of Industry relevant research topics
- 6) Transfer of knowledge and capacity building in soft skills required by the industry, thereby producing graduates who are operations ready.
- 7) The involvement of professional bodies in higher education programmes enables higher education institutions to produce graduates who can be referred to as university scholars as well as industry relevant workers
- 8) The professional bodies are involved in the programme life cycle.



**Figure 6:** Triple Helix Plus+ Model (Partnership involving university, industry, government and professional bodies)  
**Source:** Ajienska (2012).

Professional bodies in Nigeria that can involve in triple helix plus+ for the higher education and national development include Teacher Registration Council of Nigeria (TRCN) for education; Nigerian Bar Association (NBA) for law institution/legal sector; Nigerian Medical Association (NMA) for health sector; Council for the Regulation of Engineering in Nigeria (COREN) for engineering and technology; Institute of Chartered Accountants of Nigeria (ICAN) for accounting and business management sciences etc.



In a paper titled Triple Helix Plus+ for Enhanced University-Industry Partnership: The University of Port Harcourt Experience, presented at the 2016 University-Industry Interaction Conference in Amsterdam, the Netherlands, Uche (2016 a) gave an overview of Triple Helix Plus+ as experienced at the Institute of Petroleum Studies (IPS), University of Port Harcourt, as a typical example of how the model works. Triple Helix Plus+ has been experimented in IPS for many years. The Institute of Petroleum Studies (IPS), University of Port Harcourt was developed based on the tripartite foundation of (a) International academic linkages and exchanges (b) collaboration with national and international professional bodies and (c) partnership with industry. The teaching distribution at IPS is between IFP School France, Uniport, Nigeria and NNPC/TOTAL Joint Venture. This is what the first Director of IPS, Prof Joseph Ajienka, called internationalization at home and elaborated by Uche (2016 b).

### **University-community engagement (focus on ENACTUS Uniport Team and Regional Centre of Expertise (RCE) in Port Harcourt)**

Community Engagement is the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people. It is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health of the community and its members. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices (<https://aese.psu.edu/cdc> 2020). Therefore, community engagement is a strategic process with the specific purpose of working with identified groups of people, whether they are

connected by geographic location, special interest, or affiliation to identify and address issues affecting their well-being.

Universities contribute to economic development through knowledge partnerships and engagements to tackle development challenges at the community, national or global levels. Industries partner with universities, under their corporate social responsibility, to address poverty, environmental sustainability, health, education, and other related issues in their host communities.

### **Focus on Entrepreneurial Action Through Us (ENACTUS): Uniport Team.**

**ENACTUS stands for:**

**EN-Entrepreneurial** -Seeing an opportunity and having the talent to create values from the opportunity.

**ACT-Action** -A sustainable impact activated with integrity.

**US-Us** – Students, academic/faculty and business leaders coming together with their ideas to create a better world.

ENACTUS (formally called SIFE -Students in free enterprise) is an international students' organization that brings together students, academic and business leaders who are committed to using the power of entrepreneurial action to enable progress around the world. Guided by Faculty Advisors, and business experts, participating students from teams on their campuses come together to create and implement community projects that empower people to improve their quality of life and standard of living. They also engage in creating systems to change their lives and the lives of people around them for better. The experience not only transforms lives, but it also

helps students to develop the kind of talent and perspective that are essential to becoming effective, and value-driven leaders. It operates through international executive and Business Board, Country Office Director, Faculty Advisors, Team Leaders, and Team members at institutional levels. It provides impactful programmes and activities such as yearly entrepreneurship and leadership training, national competitions, and world cup competitions, aimed at supporting students to use what they have learnt in classrooms to create and engage in community-based projects for the development of their host communities. The national and world cup competitions help them to showcase the projects they have executed and the impacts in the community. They also have the opportunity to learn from others in other institutions and countries.



*With ENACTUS Uniport Team after a training session*

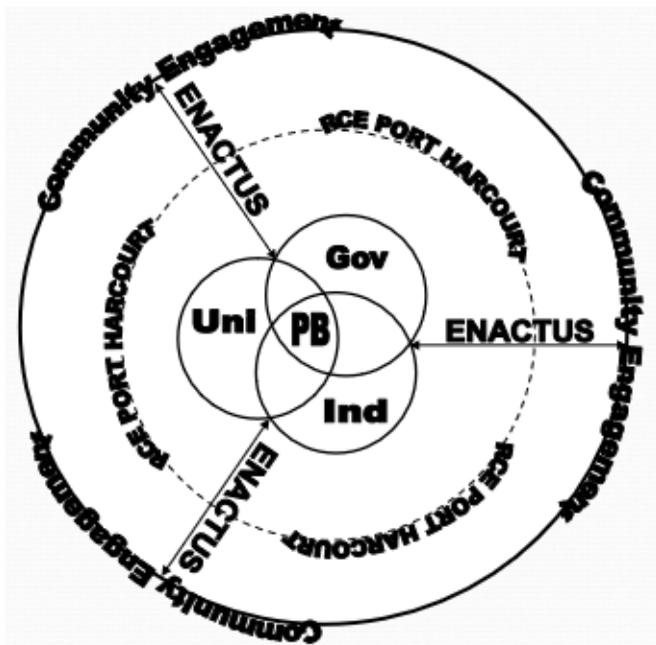
The university benefits from the partnership by fulfilling one of its main functions – community service, while the development partners perform their corporate social responsibility and the professionals provide their expertise

advice and other supports (Ajienka, Abbey, Akaranta and Uche, 2013; Uche, 2016). The students are usually trained to train the communities in project planning and management, skills acquisition, and entrepreneurship. This four-way partnership (university, industry, government/community, professional body) is an innovative way of knowledge transfer (gown to town) for sustainable economic empowerment and fulfils the implementation of SDG 17.16 and 17.17(collaboration, partnerships, and teamwork in development) (see conceptual framework designed by Uche, Etela & Akaranta (2017) in figure 7).

Over the years the University of Port Harcourt ENACTUS Team has carried out projects that have impacted lives, environment and their host community in general. Such projects include Choko Oven for market women in Choba community (sponsored by Sahara Project); Skill for Life project for training host community members on different skills using trained Uniport ENACTUS students (sponsored by USA Embassy in Nigeria in partnership with the University); waste to wealth project (using waste materials, poultry droppings, egg shell and groundnut shell to produce organic fertilizer) for community farmers; SAIL project for water safety; energy project for alternative power supply (sponsored by Sahara Innovation Group) etc.

As the Faculty Advisor of Uniport ENACTUS Team from 2007 till date, I am proud to state that, though we have not won the national or world cup competition, Uniport team has been in limelight since inception in 2006. Through the presentation

of their projects at the national competitions the team has won many awards and trophies as listed above. These projects have benefited the host communities as well as the students and those of us who work with them. Many of the Uniport ENACTUS Team Alumni are successful business owners today.



**Figure 7:** Triple Helix Plus<sup>+</sup> and Community Engagement Models  
 Gov (Government), Uni (University), Ind (Industry), PB  
 (Professional Bodies). RCE (Regional Centers of Expertise), ENACTUS  
**Source:** Uche, Etela & Akaranta (2017)

**Regional Centers of Expertise (RCE)** is a network of existing formal, non-formal and informal education organizations, mobilized to deliver Education for Sustainable Development (ESD) to local and regional communities (based

on host community engagement policy of each state or region). RCEs aspire to achieve the goals of the United Nations, UN Decade of Education for Sustainable Development (DESD, 2005–2014) by translating its global objectives into the context of the local communities in which they operate. They also develop regional knowledge base to support ESD and promote its goals in a resource effective manner. This can be achieved through the delivery of training programmes, by facilitating research into ESD, through public raising awareness, and by increasing the quality and access to ESD in the region. As of December 2017, there were 155 RCEs in the Global network including in Africa, in Nigeria and in Port Harcourt.

Operating within the Triple Helix Plus+ model, ENACTUS Uniport team operates with RCE-Port Harcourt and has successfully executed many sustainable development projects. The report of these projects was sponsored and presented at the 7th Regional Centre of Expertise Conference held in Lusaka, Zambia, hosted by RCE Lusaka in collaboration with the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) in Japan (Uche, Etela & Akaranta 2017). As the Faculty Advisor I traveled with the team leader under this sponsorship to present the report in Lusaka. **How the Partnership works:** The Uniport Enactus Team is the train – the –trainer partner in the project and is usually trained in project planning and management, and entrepreneurship. The team constitutes the critical mass of trainers who impact entrepreneurial knowledge on the selected participants in the project. The academic leaders/Faculty Advisors and Business Board members of the Enactus Team are often used as resource persons for the training and sometimes fund the training sessions using their personal income. Enactus Nigeria and commercial banks/industries are the development partners in this project and are involved in advancing Enactus to

improve lives, strengthen and develop socially responsible and economically empowered communities. It is obvious that partnership is important for the achievement of SDGs. Triple Helix Plus+ involves the contributions of government, university, industry, and professional bodies towards a sustainability strategy for the university, industry, and society. The ENACTUS Uniport team interacts with the partners in the Triple Helix Plus+ manner and links them to the community through RCE Port Harcourt (see fig. 7).

In managing higher education as an enterprise, the administrator needs to harness organizations of these partners and leverage on their activities to enhance collaboration, research, teaching, administration and funding base of the institution.

### **Challenges faced by university administrators in managing higher education as an enterprise in the twenty first century**

The university administrator has to face the issue of how to effectively manage the university to ensure effective teaching and learning, research, community service and engagement and stand the global trends and competitiveness of 21<sup>st</sup> century. This puts a lot of pressure on him or her, especially on

- Conceptualizing a strategic plan to achieve the set goals.
- Making strategic decisions
- Attracting quality students from all over the world
- Recruiting quality staff, nationally and internationally
- Contending with poor funding and high cost of maintenance of operations and facilities
- Moving with advancing technology and keeping up with 21<sup>st</sup> century demands
- Dealing with the issue of competence and character.

These challenges may lead to problems if not well managed and Uche (1999) revealed that the most serious problems inhibiting administration and research activities in Nigerian universities are lack of finance, inadequate facilities and journals as well as inadequate contract research and non-patenting of research products. Other problems are: Corruption, mismanagement, inadequate infrastructural facilities, poor research orientation, brain drain, insecurity etc.

## **My contributions to Knowledge**

### **Teaching**

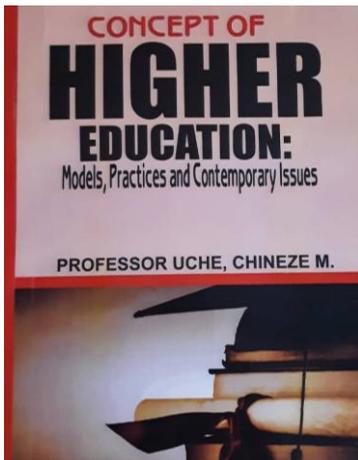
I have engaged in teaching and research activities at the University of Port Harcourt since 2003. I have taught, supervised, mentored and made contributions in graduating so many students both at graduate and undergraduate levels.

I have produced numerous Ph.D graduates as lecturer and or Supervisor, some of whom are already lecturers in higher institutions. I have also assessed several scholars for Readership and Professorial promotions, as well as serving as Professional Expert/ External Examiner for Ph.D and M.Ed Viva voice (oral examination) at different universities, such as University of Lagos, Ignatius Ajulu University, Niger Delter University, Cross River State University of Technology, Odumegwu Ojukwu University Igbariam, etc.

I have also served as member of the National Universities Commission (NUC) Accreditation Teams.

## **Research**

My research contributions are enormous and go beyond the shores of Nigeria. I have more than 40 international publications on higher education administrations alone. I have to my credit over 100 impactful articles published in reputable journals in virtually every continent of the world, in addition to 10 edited books and one textbook on higher education, to enhance and facilitate teaching and learning in this area.



I have attended and presented papers especially on higher education administration in more than 20 countries including London, Wales, Barcelona Spain, Sacramento USA, Dallas USA, Malaysia, Cape Town and Johannesburg in South Africa, Acra and Cape Coast in Ghana, Bamako in Mali, Israel, Lusaka in Zambia, Tanzania etc. These are reflected and mentioned on the Internet via LinkedIn, Research Gate, Academia.edu, etc.



*Conference in Tanzania*



*Conference in Bamako, Mali*



*Conference in UNN, Nsukka*

These activities have contributed immensely to the improved visibility of the University of Port Harcourt and the favourable position it is enjoying today in the world ranking of universities.

### **Leadership and Administration**

I have also contributed in leadership and administration within and outside the university. I have managed all the leadership positions assigned to me as enterprise. As the first Director of the Center for Higher Education Studies (CHES), I was mandated to generate money and develop the center. I developed the place to the international standard from nothing (I was simply instructed to generate funds and develop the center, and I did). I designed the acronym, CHES which eventually became a household name locally and globally. Creatively and with an innovative mindset I initiated and formulated the vision and mission of the center. Effective management of the center and quality programmes attracted so many Post Graduate Diploma in Education (PGDE) students and the increased enrollment during my tenure which generated huge income for the university. I convened, organized, and executed two international conferences that attracted a keynote speaker from New York University, USA and lead paper presenters from University of Ghana and Makerere University, Uganda. They attracted British Council that also sent participants from Abuja and over three hundred

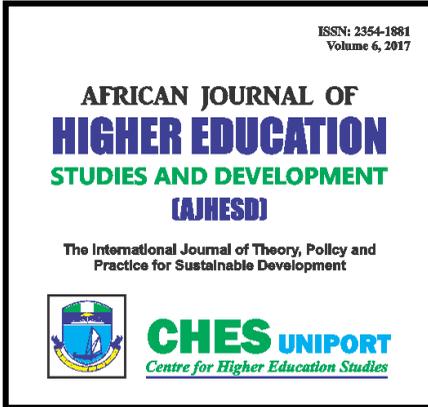
participants came from different higher institutions in Nigeria. Fund was also generated for the faculty and university.

I organized the first ever induction (in 35 years of the Institute of Education Uniport), into Teachers Registration Council of Nigeria (TRCN) of the PGDE graduates in 2014 and the second induction in 2015.



*2<sup>nd</sup> Induction of PGDE graduates by TRCN in 2015.*

To improve the international status of the CHES I floated a journal titled African Journal of Higher Education Studies (AJHESD), a bi-annual international journal that attracted papers from every part of the world through its website. This journal became so popular that it reached 6<sup>th</sup> edition within two years of establishment and none of the edition has less than 20 articles.



Apart from generating money through these activities, I developed research mindset and skills among the PGDE students during my tenure. Most of them are Masters and PhD degree holders now because of the motivation and encouragement they received from my efficient, effective, innovative, and enterprising leadership.



*PGDE Students after one of the research seminars I organized for them*

My enterprising administrative skills were also deployed at the Post NCE Unit of the University. On assumption of duty as the

Director/administrator, I identified the following problems that needed urgent intervention:

- Serious dwindling and drastic decreasing enrolment
- Lack of viable programmes for 21<sup>st</sup> century realities
- Poor quality delivery system
- Delays in release of students' results
- Lack of modern facilities
- Poor state of available facilities
- Lack of conducive learning environment
- Poor record management, etc

There was an urgent need to take action for the revitalization of the Sandwich degree programme in the University of Port Harcourt, to suit the 21<sup>st</sup> century realities and beyond. So, from my first day in the office, I realized that I should initiate strategic and transformational activities to salvage the situation and achieve the aim of the programme as reflected in the vision and mission statement of the Faculty of Education. I started by proposing a revitalization exercise which the Vice Chancellor through our Dean graciously approved for immediate implementation.

To address these challenges, I embarked on and completed most of the revitalization recommendations which include:

**1. Programme expansion:** I completed the process through Senate Committee on Academic Programme (SCAP), approval by the University Senate and commencement of post WAEC/SSCE programme. The support and effort of Late Prof O. Orubuite, the then Faculty of Education representative in SCAP will never be forgotten.

**2. Outreach activities for advertisement and awareness of the old and new programmes to improve enrollment:** I

created teams/outreach contact teams through staff, students, colleagues, friends, and associates to get to private schools, NTI, Faith based organizations (at least within Niger Delta where we have many schools with many teachers yearning for upgrade, update, and improvement of their teaching profession).

**3.** I worked harmoniously with staff in charge of results computation and many backlogs were cleared and results delay became a thing of the past.

**4. Physical Revitalization:** I created a quality working structure and conducive environment for both students and staff. This spurred me to insist on completing the roofing of the second phase of the sandwich students' hostel at Choba Park. I am glad I completed that project because this saved the University a big embarrassment from the flood coming through the open rooms.

**5. Staff Revitalization:** I initiated and implemented reorientation and staff development exercise for the staff of the unit to improve the quality of their service delivery to the clients of the Unit.

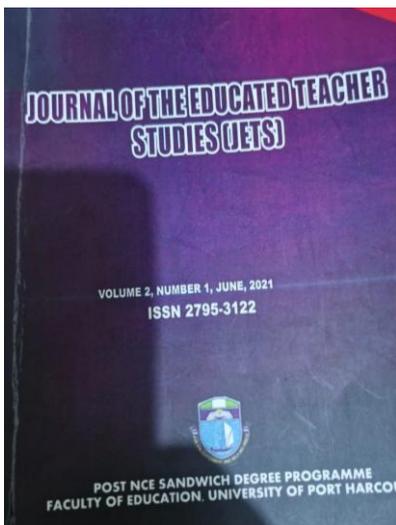
**6. Lecturers' orientation:** For the first time in 35 years of the unit's existence I successfully organized and executed a meeting with all the lecturers teaching in the unit from different servicing faculties, through the approval of the Faculty of Education Dean. I also opened Wasaap platforms for easy communication and information dissemination with them.



*Prof. Uche addressing a cross section of lecturers during the lecturers' orientation*

## **7. Research dimension of the revitalization**

I established the research and development part of the unit to attract research grant, and for university, national, and international visibility through: -journal, -book of readings, -conference/workshops etc. To this regards I floated a journal titled Journal of the Educated Teacher Studies (JETS) which got up to 3<sup>rd</sup> edition within my two-year tenure.



**8. Networking and collaboration:** I established collaboration possibilities and networking with other relevant institutions and units to attract more students (through recommendations and knowledge sharing). I officially visited the University of Lagos and University of Abuja for this purpose, to understudy

their sandwich programme for the improvement of our own. This visit yielded many fruitful and positive ideas.



*Official visit to University of Abuja (with the Director Institute of Education, Prof. Katcha, and the Secretary of the Institute, Mrs. Habi'l Agnes)*

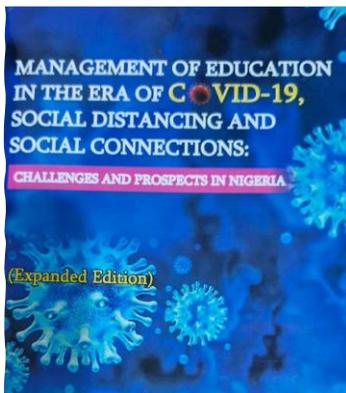
9. I engaged in constant interaction session with students to give them orientation on the revitalization process and they were really happy and cooperated with me to achieve all. This led to happier, satisfied and more focused students and they really expressed their positive and satisfactory feelings by giving me the Yoruba title: **Erelu of Omo Ogun**, meaning 'Strongest Woman' during their 2021 cultural day in my tenure.



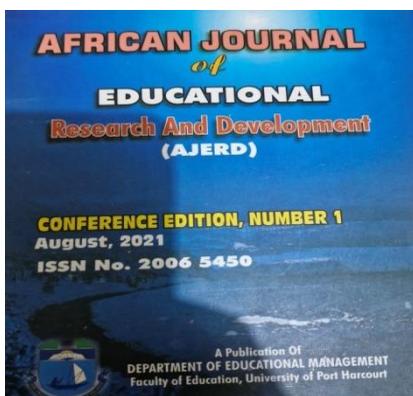
*Prof. Uche being honoured with the title, Erelu of Omo Ogun, by Sandwich students*

I became the HOD of my department during the era of COVID 19 pandemic (2020), when the whole world, including Nigeria

was locked up for more than 6 months, and educational system in more than two hundred countries globally was closed due to COVID 19 pandemic with its associated problems of lockdown and social distancing to reduce or stop the spread of the infection. These school closures forced school children and their teachers to stay at home and made school managers and operators to think of how to turn a series of interrelated challenges into a strategy for positive action. As an enterprising administrator, I knew that with technology nothing should stop teaching, learning and research in the twenty 21<sup>st</sup> century institution. As educational management experts, lecturers in my Department of Educational Management have been trained on how to manage changes, unplanned changes, new normal, uncertainty, risks and emergencies in the school system. As the world was locked down and thrown into confusion, fear, and hopelessness, we summoned up courage and started thinking of how to solve the problem, rather than sleeping and complaining. With our professional skills and expertise, and as lecturers, we came up with the idea of contributing from our areas of specialization on how Nigerian education system can be managed during and after the COVID 19 pandemic and come out stronger and better. I initiated a book project and through online and zoom meetings I provided leadership to these experts, and we were able to produce a 26-chapter book titled Management of Education in the era of COVID 19, Social Distancing, Social Connections: Challenges and Prospects in Nigeria, which I co-edited with two other senior colleagues in the department. This book has been considered for sponsorship by Tertiary Education Trust Fund (TETFund), approved and payment of the production of 1000 copies made. The book is found in many libraries in Nigerian universities and has become a useful reading material for students, lecturers, and school managers.



I also managed the departmental journal, African Journal of Educational Research and Development (AJERD) with entrepreneurial and internationalization mindset. I opened and maintained website/online platform for the journal ([www.ajerduniport.com](http://www.ajerduniport.com)) and went through the rigorous process of registration to make AJERD a member of African Journals Online (AJOL) which is based in South Africa. Today, the journal is enjoying the benefits of AJOL membership including global visibility, adverts, increased patronage from all over the world and increased income.



During my tenure as the Chairman of Faculty of Education Welfare, I initiated and executed many staff friendly programmes to ensure that the academic staff in the faculty were well taken care of whenever the situation arose. There was never a delay in meeting up with the obligations and entitlements to the staff due to the system I put in place to ensure that money was available as and when due. We were all happy and highly motivated. I also contributed immensely to building a strong spiritual base and pleasurable relationships among our faculty members.



*During prayer sessions at Faculty of Education*

As Hall Warden for more than 8 years, I have motivated students and contributed in shaping their future through exemplary leadership, talks during orientation programmes, and reaching out to their needs at individual levels.

I have worked in many strategic committees at departmental, faculty and university levels as member and chairman as the case may be. In all, I have contributed in raising the bar of the university, developing it to an entrepreneurial status and repositioning it to become one of the world class universities.

### **Other Leadership and administrative contributions outside the University**

1. Sabbatical Appointment with Shell Petroleum Development Company (SPDC) 1<sup>st</sup> October 2011 to 1<sup>st</sup> October 2012, as **Senior Research Adviser**. I engaged

in many performance evaluation and programme review activities, wrote, and presented all the reports to the managers before the end of my leave.

2. 2005 till date. **Faculty Adviser**, Students in Free Enterprise (SIFE), now Entrepreneurship Action for all of us (ENACTUS) Nigeria, University of Port-Harcourt Team.
3. 2013 & 2014. Secretary, Local Organizing Committee, and Convener of 1<sup>st</sup> & 2<sup>nd</sup> Annual Conference by CHES
4. 2008 to 2009. Member, Local Organizing Committee, 1<sup>st</sup> & 2<sup>nd</sup> Annual Conference, National Association of Educational Administration and Planning (NAEAP), University of Port-Harcourt Chapter.
5. 2009 till date Financial Secretary, National Association of Educational Administration and Planning (NAEAP), Port-Harcourt Zone.
6. Fellow, National Association of Educational Administration and Planning (FNAEAP)
7. 17<sup>th</sup> -19<sup>th</sup> April, 2012 Member, Local Organizing Committee, 1<sup>st</sup> Annual Research Fair & Conference, University of Port-Harcourt.
8. 23<sup>rd</sup>-25<sup>th</sup> April 2014 Member, Local Organizing Committee, 2<sup>nd</sup> Annual Research Fair and Conference, University of Port Harcourt, on Innovation and Entrepreneurship: Action Path to National Development.
9. 28<sup>th</sup> August 2014 Organized and executed the 1<sup>st</sup> induction of PGDE Graduates into Teachers Registration Council of Nigeria (TRCN), in Faculty of Education University of Port Harcourt.
10. August 2015 Organized and executed the 2<sup>nd</sup> induction of PGDE Graduates into Teachers Registration Council

- of Nigeria (TRCN), in Faculty of Education University of Port Harcourt.
11. 20<sup>th</sup> to 24<sup>th</sup> May 2015 - Member, Local Organizing Committee for the MAIDEN Edition of President's Inter-University Secondary Schools Debate Championship, hosted by University of Port Harcourt.
  12. Committee on Strategic Plan 2021 to 2025 for Uniport. (Member). February 2019 till date
  13. Certification Verification Committee (CVC) (member) 2011 till date
  14. Departmental Accreditation Committee (Member). September 2019 till date.
  15. October 2022 till date: Chairman, Departmental Appointment and Promotion Committee (A & PC).

### **Other Services outside Teaching and Research**

1. March 2020 Appointed and served as External Assessor for promotion to the rank of Professor and Readers, Ignatius Ajuru University of Education, Port Harcourt
2. February 2021 Appointed and served as External Assessor for promotion to the rank of Professor, Niger Delta University (NDU), Wilberforce, Bayelsa State.
3. January 2022 Appointed and served as External Assessor for promotion to the rank of Professor, Cross River State University of Technology, Calabar
4. January 2020 served as team leader for the screening of managers and facilitators for NTI's PGDE programme, Calabar Center
5. December 2019, served as Professional Expert for the Assessment of Ph.D candidates in Department of Educational Management, University of Lagos
6. July 2023, served as Professional Expert for the Assessment of Ph.D candidates in Department of

Educational Management, Odumegwu Ojukwu University, Ibariam.

7. 2013/2014 session till 2015/2016 session, served as Examiner for PGDE Programmes in the Faculty of Education, Imo State University Owerri
8. 2014. Chairman, Research and Seminar Committee Faculty of Education

### **Community Services rendered.**

1. United Nations Foundation Funded Training of Community Resource Persons (CORPs) Workshop for Community Health and Education (**as a Course Facilitator and Moderator**). (WHO/UNICEF Venture) in Owerri, Imo State. 4<sup>th</sup> to 10<sup>th</sup> March 2006.
2. Training of the Trainer (TOT) Workshop. (**As a facilitator and Moderator**) Organized by United Nations Foundation, Funded Training (WHO/UNICEF Venture) Community Health and Education. In Enugu, Enugu State 26<sup>th</sup> to 29<sup>th</sup> June 2006.
3. United Nations Foundation Funded Training of Community Resource Persons (CORPs) Workshop for Community Health and Education (**As a Course Director**). (WHO/UNICEF Venture) in Igbo-Ukwu, Anambra State. 19<sup>th</sup> to 23<sup>rd</sup> November 2007.
4. United Nation Foundation Funded Training of Community Resource Persons (CORPs) Workshop for Community Health and Education (**as a Facilitator**). (WHO/UNICEF Venture) in Umuahia, 6 – 10 April 2008.
5. The 2008, MDGs Teacher Retraining Programme under the Millennium Development Project, Rivers State (**as a resource person**). 15<sup>th</sup> to 20<sup>th</sup> December 2008.

6. The 2009 MDGs Teacher Retraining Programme under the Millennium Development Project, Rivers State (**as a resource person**). 20<sup>th</sup> to 24<sup>th</sup> July 2009.
7. The 2010 MDGs Teacher Retraining Programme under the Millennium Development Project, Rivers State (**as a resource person**). 15<sup>th</sup> to 20<sup>th</sup> August 2010.
8. South-South Project for youth training and empowerment. Organized by UNIPORT SIFE Team in partnership with Consulate General, United State of America, Lagos Nigeria (**as a supervisor**). July, 2009.
9. Training of the community resource persons on key household practices (**As Course Director**), Organized by Federal Ministry of Health in collaboration with World Health Organization (WHO) for Internally Displaced Persons (IDPs) camps and hosting communities at Yola, Adamawa State, Borno State and other parts of North East from 2016 till date.
10. **Consultant**, SPDC Teacher Development Programme, 2015 till 2017
11. Guest Speaker on “Knowledge in Self Confidence” for Total E&P Nigeria Limited 2015 Open Day Forum for Secondary Schools in Rivers State.
12. **Consultant**, CINFORES Teacher Development Project (TDP) June 2016 till 2020
13. University Representative, External Advisory Committee of British Council Fast Forward Project (Skills for Youths Project) December 2015 till 2016.
14. Guest Speaker on Clothed in Dignity and Honour for Immanuel Anglican Church Port Harcourt during Women Conference 2018
15. Guest Speaker on Emotional Intelligence and Women in Church Building for Christ Church Amichi (Anambra State), during the August Meeting 2019.

16. Bishop's Wife Nominee March 2019 till date (Amichi Diocese)
17. Appointed by Bishop of Amichi Diocese as the **Chairman** of steering committee for the establishment of a College of Education in the Diocese June 2019 till date.
18. Port Harcourt Branch President of Queen's School Enugu Old Girls' Association 2016 till date.
19. 2002 till date, Treasurer, Andrew's Foundation Inc.
20. 2015 till 2020, served as Chairman, School Management Board of Christ Church Nursery and Primary School, Amichi.
21. 2009 till date, Knight of St Mary Mother of Jesus (KSM). Dame, Ohaji-Egbema Diocese, Anglican Communion.
22. 2004 till date, Member, Parish Church Council (PCC) Immanuel Anglican Church, Abacha Rd, GRA Phase 3 Port-Harcourt.
23. 2004 till date, Member, Parish Church Choir, Immanuel Anglican Church, Abacha Rd, GRA Phase 3 Port-Harcourt.

### **Future Research Focus**

Technological advancement is critical in the 21<sup>st</sup> century higher education. Institutional administration and leadership want to produce students with abilities to cope with the demands of the knowledge-based and technologically driven 21<sup>st</sup> century. Thus, technology is influencing and facilitating administration, teaching, research, and community engagement in higher education.

The 21<sup>st</sup> century university administrator is the one who uses the digital technology to run the institution seamlessly, in terms of using it for zoom meetings from anywhere; Technology in

accounting; In student admission; In staffing; In research coordination; In exchange and linkage/collaboration; In community engagement.

This implies that, just by pressing buttons on computer or phone or any digital device through any digital tools/apps from his office or elsewhere, he knows the financial status of the university, he knows the admission status (how many students have been admitted, how many have registered, how much has been paid, and also managing the staff personnel, research activities of the lecturers, collaboration levels of the institution and community relationships). He uses ICT to facilitate the activities and enhance the functions in the system. Digital technology helps to run the business of higher education effectively and profitably.

In the next few years remaining for me in the university, I want to continue with my research endeavours in the administration and funding of higher education enterprise. I would like to explore the following areas:

- SDG 17 in managing and funding higher education.
- Impact of digital technology on higher education as an enterprise.
- Assessing Impact of Artificial Intelligence (AI) on Research & Development
- strategies for maneuvering the challenges and unplanned changes in use of technology and innovations for managing higher education.

### **Recommendations**

1. Self-development. Higher education administrators should imbibe initiative and business acumen, encourage the development of an efficient fund

management culture, technology application, the use of contract research and partnership with industries.

2. University administrators should invest in grant winning proposal writing by encouraging staff through training and giving them incentives. This will inspire the academics to engage in research that will yield solutions to community problems and finding ways to bring both the inventors and users to interact for the purpose of commercialization and patenting.
3. Technology is driving the world and development today. Higher education institutions should integrate Technology into all educational programmes by infusing ICT in all courses; situating ICT facilities and resources in all faculties; using ICT tools/activities for teaching/learning process, administration and using social network technology platforms for dialogue and to build research collaboration.
4. Money is the key to open the doors. Strategic, innovative, and alternative funding models should be adopted by institutional administrators to generate funds for running the institutions and the staff involved in this exercise should be motivated.
5. Lecturers and industry-based workers should be involved in curriculum development and students should be taught to be multi-skilled to improve their employment prospects or be self-reliant.
6. Investment in the internationalization of the institution should be a priority to attract foreign students and faculty that will enable the school to earn foreign currency and be among the best top world universities.
7. The institution should invest in research, invest in technology, invest in training/development, invest in ICT and Artificial Intelligence, invest in visionary, futuristic, thoroughly informed, dynamic, imaginative,

intellectually confident, resourceful, nationalistic, enterprising, and patriotic leadership and administration.

## **Conclusion**

Education of all types and at all levels is an enterprise/business and needs to be managed as such, if it has to fulfil its purpose. Higher education (university, college of education, Polytechnic) is expensive because it prepares and provides high level manpower, teacher education (teachers who teach our children) and technical/vocational education respectively, for the labour market. Investment in higher education and managing it as an enterprise is what a modern-thinking, creative/innovative and 21<sup>st</sup> century administrator should focus on with his team and other stakeholders. This requires appropriate provision, allocation and utilization of resources and programmes that suite global best practice, adoption of strategic and alternative sources of funding, collaboration and partnerships with industry, government and other development partners, quality teaching, quality faculty, quality research, entrepreneurial, internationalized and ICT compliance. All these require huge amount of money to be accomplished.

Apart from the Vice Chancellor, we are all managers at different levels (principal officers, Deans, Provost, HODs, Directors, Unit Heads, teaching and non-teaching staff, and students). If we manage our work well, be it teaching, research, learning, administration, we will prosper and make profit to ourselves, institution, and the society at large. If not, we will be at a loss and our stay here will be a waste. Faculty needs to embark on functional research which will develop to patentable products and services for commercialization and generation of fund. We can only do this if leadership has provided an enabling environment, policies, equity, fairness,

and training in this direction. Higher education institutions need to transform their research products to enterprise (not just for library shelves, offices, homes). The mantra should change from 'publish or perish' to 'publish, patent and prosper'. Institutions have to be entrepreneurial and investment friendly, internationalized, globalized, ICT compliant, quality assurance driven, engage in collaboration and partnerships and be anchored on effective and efficient leadership that is enterprising and profitable. Thus, a twenty-first century university administrator in managing higher education as an enterprise is an administrator per excellence, and an effective and efficient manager. He is a bureaucrat, a friend, a colleague, a politician and a visionary and transformational leader.

Thank you for listening.

**Prof. Chineze M. Uche**  
**25<sup>th</sup> April 2024.**

## SERVICE TO THE SOCIETY IN PICTURES

Training of Community Resource Persons (CORPs) on Key Household Practices in the Internally Displaced Persons (IDPs) Camps and Hosting Communities under USAID Grant supported Humanitarian Assistance activities in the North East Zone of Nigeria (Bornu, Adamawa and Kaduna) (**As Course Director**), Organized by Federal Ministry of Health in collaboration with World Health Organization (WHO), from 2016 till date

***Presentations and demonstrations during CORPs training on key household practices at Maiduguri, Yola, Damaturu, Kaduna, Gombe etc as a course Director***



*Using flip chat to demonstrate how to fill CORPs daily register*



*Explaining and demonstrating the importance of adequate micronutrients through diet or supplementation*

*Course Director, C. M. Uche and a facilitator role-playing caregiver and CORP while the participants watch.*



*C. M. Uche and some participants on how to hang the LLIN for effective usage during CORPs training on key household practices demonstrating*

*As the course Director at the training of NGO managers/Owners on key household practices at Kaduna (UN programme organized by WHO/UNICEF Joint Venture)*



*C. M. Uche training the community resource persons (CORPs) on how to use CORPs manual/guide to teach key household practices*



*C. M. presenting a key household practice*

## Service to my Alma Mata, Queens School Enugu, through the Association of old girls (as PHC Branch President)



*Giving back to our Alma Mata. As the PH branch President of Queens School Enugu Old Girls' Association, C. M. Uche representing the branch with a cash price for the best students in JSS3*

*Also engaged in advising and counseling the girls as part of our contribution to the growth and development of our Alma Mata*



*As the PH Branch President Queen's School Enugu Old Girls Association, I led the branch executive members to pay a curtesy call to Prof Ndi Okereke-Onyiuke, OON, a distinguished old girl of Queens School Enugu and the Chairman of the national convention in Port. Harcourt, October 2022. The convention aimed at generating fund for the development and upgrading of our Alma Mata, Queen's School Enugu.*

***Service in the church as Knight of St Mary Mother of Jesus (a Dame), Lady Auxiliary, member of the Choir and Mothers Union***



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## CITATION ON



### **PROF. CHINEZE M. UCHE**

*B. Ed. (UI), MLS (UI), M. Ed. (Uniport), PhD (Uniport),  
MNAE., FNAEAP.*

Prof. Chineze Monica Uche was born on 29<sup>th</sup> March 1958, to the family of late Chief B. O. Atuchukwu and Madam B. M. Atuchukwu (nee Ezike-Anozie), from Amichi Town, Nnewi South Local Government Area of Anambra State.

Prof. Uche is a Professor of Educational Management with specialization in Administration of Higher Education. She teaches in the Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria.

She is an alumna of St Andrew's Primary School, Amichi, Queen's School Enugu, Holy Family College Oku Abak, University of Ibadan, University of Port Harcourt and Galilee

International Institute of Higher Educational Management, Israel.

Apart from teaching, supervision and mentorship of students and younger colleagues, she has engaged in other administrative responsibilities in the university, such as, serving in several University Boards and Committees, a former HOD of her department, former Director of Centre for Higher Education Studies (CHES), former Chairman of Faculty of Education Welfare Committee, former Hall Warden, immediate past Director of School of Sandwich Programmes and a member of Certificate Verification Committee (CVC) of the University. She has served as the Editor of three academic journals: African Journal of Higher Education Studies (AJHESD), African Journal of Educational Research and Development (AJERD) and Journal of the Educated Teacher Studies (JETS) domiciled in Center for Higher Education Studies (CHES), Department of Educational Management and School of Sandwich Programmes respectively. She has also served as external examiner for the assessment of Ph.D candidates and assessor for promotion to the ranks of readers and professors in the University of Lagos, Ignatius Ajulu University of Education, Niger Delta University, Cross River State University of Science and Technology, and Odumegwu Ojukwu University Igbariam.

She has engaged in several research activities and disseminated the findings in more than 120 outlets, including books, chapters in books, monographs, national and international journals. She has also attended and presented papers in many conferences within Nigeria and in other countries. Through these activities, she has made significant contributions to knowledge, especially in the areas of funding and development of higher education in Nigeria through

collaborations based on triple helix models, leadership, administration and entrepreneurship education.

She has also rendered several community services both in her village, Amichi and other locations in the country, including being the course Director for the training of community resource persons (CORPs) on key household practices in internally displaced persons (IDPs) camps and hosting communities in the North East Zone of Nigeria, (a UN Initiative under WHO and Federal Ministry of Health Joint Venture). From 2016 till date.

Since 2005, Prof Uche has been a very strong member of Nigeria Association of Educational Administration and Planning (NAEAP) and Commonwealth Council for Educational Administration and Management (CCEAM). She has engaged in academic, administrative, and other activities in NAEAP, both in Uniport Chapter, Port Harcourt Zone and at National level. She has been the Zonal Financial Secretary of NAEAP, Port-Harcourt Zone from 2009 till the present. She is a Fellow of NAEAP (FNAEAP).

From 2006 till date, Prof. Uche has been the Faculty Advisor of SIFE (now ENACTUS) Uniport Team. ENACTUS is a USA-based international student organization with focus on training and equipping students with entrepreneurship and leadership skills, with presence in more than 40 countries, and about 35 universities in Nigeria.

Prof Uche is a Certified Teacher and registered by the Teachers Registration Council of Nigeria (TRCN). She is also a member of the Nigerian Academy of Education (MNAE).

She derives special joy in reading, research, and travelling. She is a Christian, a Lady Auxiliary and a Dame –member of the Order of the Knighthood of St Mary, the Mother of Jesus.

She is happily married with children and grandchildren.

Distinguished ladies and gentlemen, I present to you an erudite scholar, a prolific writer, a creative and innovative researcher, a leadership and administration specialist/professional expert, a passionate teacher and ementor, an academic entrepreneur, a strong, hardworking and humble woman, a woman of integrity and a woman after God’s heart, Prof. Chineze M. Uche to deliver the 187<sup>th</sup> inaugural lecture titled: **TWENTY-FIRST CENTURY UNIVERSITY ADMINISTRATOR IN MANAGING HIGHER EDUCATION AS AN ENTERPRISE.**

**Prof. Owunari Abraham Georgewill**  
**Vice Chancellor**