UNIVERSITY ADVANCEMENT CENTRE AND THE DEVELOPMENT OF NIGERIAN UNIVERSITIES: LESSONS FROM UNIVERSITY OF PORT HARCOURT, PORT HARCOURT, NIGERIA

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Abstract
Nigerian Universities are grossly underfunded. But the underfunding is a worldwide phenomenon. In the face of this underfunding the US universities have maintained their top ranking in the world. One major secret of these universities' performance is their ability to raise funds from alternative sources through the University Advancement centers. This paper presents and discusses the functions of various aspects of university advancement and shows how it can reposition a university to start tapping from the large pool of fund existing both within the country and internationally. The experience of University of Port Harcourt was used to demonstrate this. The paper concludes by urging every Nigerian University to adopt the University Advancement Profession. By so doing the universities will start and continue to raise funds for their development plans. This will improve their infrastructure and lead to the production of quality human capacity and research outputs needed by the economy for economic advancement. Above all is a hidden positive externality to the entire economy of this alternative. The advancement profession helps to redistribute income from the rich to poor without attracting their negative attention and also channel excess resources away from frivolities to more desirable societal ends.

Keywords: University of Port Harcourt, Advancement Centre, Development, Nigeria

Introduction

To maximize the benefits of development, it is said that human resources must not be imported. This point has already been established in the works of development scientists like Meier (1984: 610 - 612), Nnoli (1993: 232), Akpakpan (1994:153) and Tudun Wada in The Proceedings of the Conference on Human Resources Development and Utilisation Policy organized by

Administrative Staff College of Nigeria (ASCON) in 1992. Sophisticated indigenous human capital has become more important especially now in the era of globalization, when capitalists are penetrating every nook and any of the world economy investing and repatriating their profit. To be able to participate profitably in such an economy we need properly educated work force, scientists and technologists, (The South Commission 1990: 274 - 279) and (South Centre 1998: 12), in the report of the Ad Hoc Panel of Economists of the Non-Aligned Movement (Presented to the Twelfth NAM Summit) at Durban, South Africa. Moreover, it is the view of development scientists that development is about improving the life of individuals and the process of developing individuals involves building their capabilities to the point of being able to make adequate use of the resources around them. This underscores the importance of education to development. El-Rufai supported this view, in the 22nd Convocation Lecture of the University of Port Harcourt, held in March 9, 2006 when he said that tertiary institutions, by their nature, play a very significant role as drivers and catalyst of socio-economic development. More positive comments on the importance and effect of education to development were made by Graham-Brown (1991: 303), Hirst and Peters (1991:57), Fusarrelli (1999:97),Adam in Eliott (1991:154), Marshal in Schultz (1993:23), Hadenius (1992:78 - 79), Eugene (1961: 232), Dewey in Dunstan (1992: 2 - 4), Harrison (1990: 316), Bratton & Gold (1999: 274 - 276), McConnell & Bruce (1992: 82 - 84), Baum & Tolbert (1985:119 - 121), Betrand in Jack (1998: 134), Nkovadu (2000:6), Marshall (1920: 212) and Bernett (1990:107 — 109). Again it is said that for development to be complete, we must work for the development of the whole human beings and for that of all peoples, (Cleveland, Gronbacher, Quinlivan, &Therrien 2001). The idea here is that the chances of development of a nation will be greatly enhanced the greater the number of men and women with quality education. Also Nwigwe, (2004) in his paper on An Idea of a University" presented in a Lunch—Time Meeting of the University Advancement Centre of University of Port Harcourt butressed the same point. This explains why, beginning from 3000 BC in Mesopotamia and Egypt to the present epoch in China and India, according to Fagerlind and Saha (1989: 55), informed societies and enlightened individuals world-over spare no effort and resources in search of quality education. And all those who took education seriously have always found advancement of their economy, (Eugene 1961: 229), Balogun in (Yahaya and Akinyele 1992: 215) and (Jack

1998: 135). Today it is not just education but university education that makes more sense. This is because it is at this level of education that the drivers of the economy are produced. Emovon E.U in his "National Research Policies and Sustainable Development" in Adeniyi (1999:38 —42) showed how backward Nigeria is in the production of high capacity manpower (Post Graduates) as compared with the advanced countries — USA, Japan and South Korea.

Apart from the introduction, the study is divided into four sections. The second presents a brief analysis of the performance of the Nigerian university education. That is followed by related theoretical issues and the advancement gap. The fifth discusses the various aspects of the University Advancement Centre. The next is a presentation on how the advancement centre can facilitate the development of the Nigerian universities. That is followed by the achievements of the University of Port Harcourt Advancement Centre (University of Port Harcourt Foundation). The paper ends with the lessons from University of Port Harcourt and concluding remarks

A Brief Analysis of the Performance of the Nigerian University Education

How have we fared in the advancement of this invaluable tool of development? Up to the early 1980s Nigerian universities were well funded and equipped hence they produced good quality graduates that competed favourably with their counterparts elsewhere. But beginning to the late 1980s the universities were under-funded. Tudun-Wada in ASCON (1992:236) has it that most often the shortfall between the amount required by the universities, and that approved by the government often went as high as 30 – 40%. Hence, the Universities could no longer procure new teaching and research equipment, and consumàbIes. The universities are today either under-equipped and lacking infrastructure or having obsolete equipment and poorly maintained infrastructure.

The Honourable Minister for education, Obiageli Ezekwesili, in her speech on October 28, 2006 pointed out, among other woes of the Nigerian university education, that there are 35 Nigerian professors in University of Washington D C, US alone. God knows how many are in other Universities in other universities in US and the world. This shows the extent of brain drain and

underdevelopment of our Universities, a situation that has culminated in the production of half baked graduates that scarcely fit into any job position - a serious case of development contradiction (Ogunde 2008). The Minister predicted that by 2020, when Nigeria is expected to emerge as an economic giant, we will be producing miscreants, misdirected and agitated Nigerians that will negate and obliterate the effort of the minority that are properly trained in the business of developing the economy, if the poor funding trend is not reversed. And the Vice Chancellor of the University of Nigeria Nsukka, Nebo (2008) quoted a Federal Ministry of Education report that said in 2007 that over 81% of graduates of Nigerian universities and other higher institutions in the last six years were jobless and described the situation as a security risk. The Minister and the Vice Chancellor were only expressing the obvious considering the recent youth violence in the usually peaceful Niger Delta.

According to Ighedo (1999), it is a globally acknowledged fact that the quality of education is closely connected to the calibre of the available teaching staff. It is also a fact that the caliber of the teaching, and even non-teaching staff, is a function of the quality of training they acquired from the educational institutions they must have passed through. The quality of training they must have acquired is in turn a function of the available academic infrastructure and quality of staff of the institution. This shows that we can only develop high quality graduates that have the capacity to produce the needed goods and services if we have well equipped universities and properly trained staff. Unfortunately such universities may not be found in Nigeria today. What made this point so glaring is that out of the 73 Nigerian universities, none was rated among the best 1000 universities in the world as at 2005 (Daily Independent on-line 2006). It therefore dawns on us that we may not have access to quality education and therefore may never build the kind of capacity needed for development and may never get close to the national vision expressed in the NEEDS document except some drastic action is taken to break the trend.

The universities need to be urgently upgraded by providing the necessary academic infrastructure and training and retraining of the staff. All these require adequate funding as Latapi said in a publication by UNESCO (1982:

159) -that only the-best financed universities will be capable of developing a significant scientific and technological capacity. And William H Gate, the father of Bill Gate, said in his speech during the October 15, 2005 Come Together Washington Programme of University of Washington, Seattle, WA, for the university to continue to act as a crucible for the ground breaking research and a source for economic development, we must raise more funds". Again Tidjani-Serpos, the Assistant Director General of UNESCO in an inaugural public lecture at University of Benin in 27 April 2006, said that with bleak economic outlook and misplacement of priorities in many African countries, it is very unlikely that public financing to the universities will increase significantly in the foreseeable future. In our case, we have a democracy that is yet at its infant stage and therefore cannot be relied upon for producing the right leadership that has the mind-set for adequate funding of the universities. Even at the time of an academic, President Goodluck Ebele Jonathan, as the president of Nigeria the funding situation to the universities did not change.

This is where we find ourselves in the struggle for the development of Nigerian universities as a means of developing the economy. History has shown that the government cannot be relied upon in the struggle for adequate funding to the universities. It is the position of this work that while the advocacy for increased government funding to the universities is on, the universities themselves should learn, adopt and adapt what universities in other parts of the world, particularly the US (where we have the best universities in the world) and South Africa (where the best African universities are found), did and are still doing to advance and sustain their institutions as a means of developing the required human capacity for the development of the economy.

What the universities in these two countries are doing is encapsulated in what is today called, in the professional parlance, Institutional Advancement or Development. Those who have been specially trained in the business of developing the University and are still practicing in the field are referred to as Advancement Professionals or Development Officers while the field itself is

the University Advancement or Development Profession as its often called in notable Universities like University of Washington, Seattle WA, US.

An analysis of the Nigerian universities' problems reveals inadequate funding as their major root cause. Research has shown that the funding inadequacies are not restricted to Nigeria alone, but it is rather a worldwide phenomenon. In fact, apart from the socialist countries, no country has been able to fund their universities adequately. As at 2005 University of Washington, Seattle, WA, USA receives just 17% of its annual budget from the government. The remaining 83% was raised by the university. This gives an insight into the level of underfunding in the US. Yet in the face of these difficulties we still discovered that 40 of the universities that made the list of the best 1000 universities in the world are from the US alone and three African universities that made the list were from South Africa. This did not happen by accident. The Advancement profession is most strongly rooted in the world in US and most strongly rooted in Africa in South Africa.

In 2002 the MacArthur Foundation based in Chicago came to Nigeria to partner with four Nigerian University namely Ahmadu Bello University, Zaria, Bayero University, Kano, University of Ibadan, Ibadan, and the University of Port Harcourt, Port Harcourt, to support the development of university education in Nigeria. Influenced by the genuine demands from the proposal of these Universities, it provided funds and insisted on the establishment of the University Advancement Centres in each of these universities. This led to the establishment of such centres in Nigerian universities for the first time. The Centres were charged with the responsibilities of formulating the development plans of the Universities, raising the required funds and ensuring that the raised funds were utilized for the purpose for which they were raised. Staff was hired and trained both locally and internationally to enable them cope with the demands of the job.

Even though these Centres are operating at sub-optimal levels in their various universities for obvious reasons of inefficient administration, inadequate funding, understaffing, lack of trust from the Universities and the public and a good number of similar challenges, the University of Port Harcourt, in particular, has recorded a tremendous growth within the short period of establishment of its Advancement Centre. It is based on the successes of these

universities that we are recommending the University Advancement Centre to all Nigerian Universities as a reliable alternative strategy for their development.

What we intend to do in this work is to describe the various aspects of the profession and show how they can be utilized to fast track the development of a university and Nigeria borrowing from University of Port Harcourt case.

But before we proceed let's take a brief look at existing related theories and works to enable us appreciate the difference and the rational for the adoption of a more comprehensive and professional approach as the University Advancement Profession.

Related Theoretical Issues

So many development writers acknowledged the importance of education especially higher education in the development of an economy but not many of them commented on the issue of how education should be developed or who should fund it. Very few talked about how it should be developed but not who will provide the fund. This does not mean that they did not understand the importance of the issue but that they assumed it, especially for a developing country, to be the responsibility of the government or the proprietors. Recently; due to the decline in government funding worldwide, the issue is gradually attracting the attention of development scientist and comments on how the university should be developed and who should provide the funds are beginning to spring up.

A review of literature in this area of economics reveals eight schools of thought The Human Capital, The Screening, The Modernization, The Neo-Marxian, The Neutral Education Economists, Educational Development Advocates, Pro-University Advancement School and The Fore-Runners of University Advancement. Below is a brief discussion on each one of them.

The Human Capital School: Orivel (1996:501) when reviewing the International Encyclopedia of Education, 2nd edition, written by Martin Carnoy, said that the Human Capital Theory School is a group of economists who argued that education is an investment within the individual which increases his productive capacity. In their view, investment in human capital

contributed as much as investment in physical capital (machineries etc) in the development of an economy. They established a strong link between investment in education and economic growth. The belief in the tenets of this school led the government of most nations to invest heavily in the establishment and expansion of higher education. Proponents are Shultz, Denrilson etc. However, according to Rubenson in Burton (1992:4-7), it was observed that increased investment in education did not generate the expected economic growth and a realization of equalized access to available goods and services of the society and also income equity. They did not comment on how the educational institutions should be developed.

The Screening School: The proponents of the screening theory did not deny that investment in education leads to increased productivity. They rather observed that employers still prefer workers with higher levels of education. According to Orivel (1996:501) the screening theory school sees education as a tool. for employers for the screening of those who have the natural characteristics or competencies they need. For these economists, these competencies are basically innate and necessarily brought out by schooling process. He said that employers can not directly identify these competencies without school achievement. From their past experience they understand that there is a correlation between different types of school achievement of individuals and their capacities. According to Rubenson et al (1992), the screening theory explains that those with higher levels of educational qualifications at the time of recruitment display superior personality traits which are interpreted by the employer to mean the possession of cognitive skills, self reliance, achievement drive and compliance with organizational rules. For Thurow, according to Rubenson, the employers are basically hiring job applicants in terms of their trainability. In summary, this group of economists argue that educational achievements are used as a proxy by employers for identifying the right individual for a given job position. Proponents of this school of thought are Blaugh M, Thurow L.C., etc. They also did not comment on how the educational institutions should be developed.

The Modernization School: According to Fagerlind and Saha (1989:50 — 57) between the 1950s and 1970s arose another school of thought basically sociologists, that generally held the view that there is a direct relationship

between education and socio-economic development. Like the human capital theorists, they held that education brings about change in the individual that promotes greater productivity and efficiency. They focused on the modernizing influence of education on values, beliefs and behaviour. This led to the birth of the modernization theory. The theory holds that in order for a society to become modern develop economically and socially, a modern population that has modern values, beliefs and behaviour must constitute it. They contended that education is the most important agent for transforming a traditional society into a modern one hence the influence of these theories on government policies on education virtually throughout the world which led to the expansion in the sector within the 1960s and 1970s.

The Neo-Marxian School: The Neo -Marxists do not deny, according to Fagerlind and Saha (1989:58 & 59) that education can contribute to economic progress. Rather they contend that it reflects and serves the interest of those in power and tend to perpetuate the inequities of the social system. Secondly, it is their view that education produces Lunpenbourgeoise — local elites who serves overseas interests and strengthens underdevelopment. It also produces docile and compliant work force thereby re-enforcing and reproducing the capital class strength. There criticism is focused on the western model of education and not education in its entirety. Despite the above concerns it is still the common belief in the socialist countries — former Soviet Union, China, Korea, Cuba and Tanzania, that there is a strong positive relationship between education and economic growth. For that reason, according to Fagerlind and Saha, education has continued to enjoy a strong support from the government in these countries. As a result China and Cuba were able to attain adult literacy levels of 70% and 98% respectively. The proponents of the Neo-Marxist theory are Bernstein, Bowles &Gintis etc.

The Neutral Educational Economists: There are a good number of economists who also saw education, especially at the higher level, as a very vital tool for economic development. They do not properly fit into any of the above schools for the fact they wrote generally about the beneficial or development effects of education. They tended to adopt the positive education features of all the schools but did not talk about how it should be developed. They did also not ask the government or any other stake holder to invest in

education. Such economists are Jibril, Kashoki, Kuznet, Matazu , Jones, Adam, Marshall, Ekpeyong, Bernett and Abiodun.

Educational Development Advocates: The next school of thought is what we have called Education Development Advocates. These Economists, who agree with the views of all the schools above, went the extra length of seeking government intervention for the development of education since the overall effect will be positive on the economy. They advised the government to invest heavily in education and continue to sustain it for the overall development of the economy. Proponents are Gould, Dunstan, Olubor, Onyido, Adeniyi, etc.

The Pro-Advancement: These economists also agree with the major tenets of all the above schools. The distinguishing feature of this school is that they asked both the government, industry and other stake holders to get involved in the development of educational institutions. They did what the Advancement professionals do, even though, in a less professional manner. The school of thought is made up of Ajeyalemi, Ucha and the South Commission.

Fore-runners of the Advancement Profession: This school, like the last three groups above, agrees with all the arguments of all the schools above, and invites both the government and all other stake holders to the development of education. What distinguishes them and gives them their position as the fore-runners of the advancement profession is that though they were not advancement professionals but they were able to make prescriptions of what should be done to actualize the needed development of the educational institutions. Some of those prescriptions are still useful and reliable in the profession today. Their prescriptions include:

- The universities should look inwards to be able to develop ideas that will enable them meet the world-wide changing trend and challenges.
- Improvement of educational facilities, advancement of studies, development of links between centres of research and learning, purchase of innovations and intellectual properties etc. Both the state and the private actors should contribute to the generation and transmission of science and technology through the development of the Universities.

- That the government should challenge the universities with specific problems and time limits and provide the academic infrastructure necessary for undertaking such task;
- The universities should tailor their research to the needs of the economy.
- The Universities should go to the corporate bodies for funding, while internal funds are expected to be raised from library fees and the students levy through consultation of the students by the management.
- The buy-a-book programme in which each student is expected to buy at least a text book and donate to the university library which will expand the library stock of books.
- That the salaries of academic staff, their conditions and career prospects should be at the level that can minimize the loss of trained teachers and avoid teachers taking additional jobs in order to survive
- That 20% of total government aids should be allocated to education. They also urged Non-Governmental Organisations to give priority to education especially curriculum development, teacher upgrading and research.
- Appropriate coordination of the funding of the Nigerian universities
- Funds needed will be raised from students through charging fees, introduction of students' loan programme, endowment and community participation in the provision of school buildings
- University/Industry linkage.
- Training and retraining of the teachers
- At least, 75 % funding of some selected students' projects to encourage them.
- The university should collaborate with the relevant industries to ensure that students' research products are effectively utilized to achieve the national industrial goal.
- Introduce incentives to encourage the private sector to work with the universities in funding research.
- All tiers of government should give scholarship and bursaries to indigent arid exceptional students and encourage the private sector to do same.

- Communities, leaders, Parent-Teachers Associations, Youth Development Associations, youth development associations and the public should be mobilized to participate in the provision of academic infrastructure.
- The development of a working relationship with the government and well targeted donor support.
- A partnership and joint management of research institutions with associations of the private sector
- The funding solution of commercializing research results and loan schemes
- Prudent management of the existing resources and entrenching the culture of strategic planning. While looking for more funds we should be able to manage the one we have properly and there should be a properly laid down plan of what the funds we are sourcing will be used for.
- A participatory approach that brings all stake holders to the reform of the sector.
- Borrowing for development of the universities,
- Allowing a Vice Chancellor that has been adjudged by the university governing council and other stake holders on campus as good, visionary, transparent manager, a go- getter, and a good fund raiser to run for as many terms as is acceptable by the stake- holders for the sake of continuity.

The economists in this school of thought are Nebo, Umeh, Tudun-Wada, Baum & Tolbert, lghedo, Ali, Cornia and Jong, Enos, Kinyanjui and Emovon.

The Advancement Gap

The above theories and works carried out in this field have actually brought out so many strategies which are already in use in many Nigerian universities today. But they are currently practiced in the universities haphazardly and without coordination and hence achieving very sub-optimal results. In the case of increasing students levy as a means of raising more funds, we are all aware that that has always resulted to truncations of academic activities and even outright closure of the universities through students reactions. But this is not to say that it is not a potent means of fundraising. It is, if properly managed. Another major source of raising funds that was pointed out in the literature is

university investment. The problem encountered here is inadequate management of the investment and corruption. Another source of university advancement that has already been pointed out in the existing literature is University/Industry linkages. The problems here are on management of the linkages and the problem of how. Borrowing for development of the universities, for the purpose of hostel building and maintenance or investment that are income yielding, can be allowed provided the interest rate is low enough to enable profit making and repayment. Allowing a Vice Chancellor that has been adjudged by the university governing council and other stake holders on campus as good, visionary, transparent manager, a go-getter, and a good fundraiser, to run for as many terms as is acceptable by the stake-holders for the sake of continuity, will serve the development intentions of the university well if. But this is a politics laden issue that involves much. It may not be easy to have the stake holders to continue to agree to return such Vice Chancellor. A lot of other suggestions that have been made depend on the availability of funds

The University Advancement Centre

The establishment of the University Advancement Centre in Nigerian universities is strategic alternative. University Advancement Centre is charged with the responsibility of designing the university's development and fundraising plan and coordination of all activities that will generate the required funds for the execution of the development plan. It is a more comprehensive approach to the development of the university. A lot of the suggestions made by earlier writers above are components of the centres activities. From time to time it generates, the development plan of the university and in accordance with the funding requirements of the plan, comes up with a fundraising plan. It also goes further to raise or generates the funds and ensures that the funds are used for the various purposes for which they were raised. The Centre is structured in such a way that enables it perform this onerous task. We find from one university to the other different structures but all have essentially the same components that enable it function effectively. What we have done here is to provide all the various essential components with explanation of their functions.

Students Relations: The Students Affairs Department of every university is currently charged with the responsibility of caring for the students. In addition to what this department is doing the academic or teaching department of the student should see it as a priority responsibility to build a very cordial (father/child) relationship with the students irrespective of their performance. Such relationship, if properly managed, could live lasting positive impressions on the student even after graduation. A little get-together welcoming the students on admission and a special class party during graduation could make a difference. The nostalgic feelings of this treat will have the effect of giving the young graduates the sense of indebtedness towards the department. You can never tell who will be the next governor or president. The time when we treat students as if we are at war with them has past and is no longer fashionable. It is time to construct very strong relationships with the students before they graduate. For these reasons a unit charged with the responsibility of designing and executing students relationship building programmes is necessary.

Alumni Relations: Alumni have become a very important partner in the development of the university. We have come to the realization that the value of your degree is as good as the profile of your almamata. It is therefore in the interest of the alumni that he does his best in supporting the development of the university which he graduated from. But most of them may not even know the: needs; of their parent university or how to assist. Hence even when they are properly positioned to support, the university may never get such assistance. This calls for a more serious work on alumni relations. Beginning from the department to faculty and at the university levels there should be staff whose responsibility is to handle alumni relations. They should collect, update and store data on the alumni and care for them. We want to get to the point where the ceremonies of an alumnus/alumna are attended by the Head of the Department of where he/she graduated from. Experience has shown that even things as ordinary as birthday cards and congratulatory letters sent to the alumni by the Head of Department, Dean of Faculty or the Vice Chancellor made of a lot of positive impact on the alumni. This unit designs programmes for the development of alumni relations and manages and sustains such relationship

University/Industry/Government linkages: The university must partner with the industry for the society to experience economically meaningful science and technological advancement. In Nigeria the industry has been operating oblivious of the science and technological break-through existing in the universities. And the universities are operating without adequate information on the science and technological challenges of the industry. The government on its side will prefer to invite scientist experts from abroad to proffer solution to the technological challenges of the economy. This situation is not a healthy one and is aggravating the technological backwardness of the economy. There have been attempts in the past to bring these three important partners of technological advancement together in the name of University/government and Industry Partnership. But this has yielded little or no fruit since the issues discussed at such forums are abandoned soon after the meeting. It is supposed to be the responsibility of the university to forge this kind of relationship, manage and sustain it. This can be done by establishing the University/Industry and Government Linkages Unit. Once established it becomes their responsibility to search for the needs of the industry and the government and channel such needs to the appropriate department of the university's for prompt responses and also, as often as possible, cause the three partners to meet: It is at such forums that the government and the industry can challenge the university with their problem and have the opportunity of seeing for themselves what possible solutions are already available from concluded researchers efforts.

Exchange and Linkages: The unit is charged with the responsibilities of searching for opportunities for staff and students exchange with other universities especially foreign universities and for scholarships and fellowships. Staff exchanges are usually for the purpose of research and are usually initiated by staff of a university and brought to the attention of the Unit for expert processing. But often a university that wants to exchange staff or have some linkage relationship with University of Port Harcourt, for instance, can write to the Vice Chancellor of the University of Port Harcourt. Such letter will be referred to the Exchange and Linkages unit for processing. Once an exchange or linkage relationship has been established the fund required for the activities, travels for instance, will be raised by the Advancement Centre.

Project Development: Within the advancement centre there should be a unit charged with the responsibility of designing projects for the university based on its needs. Such unit generates when necessary fundraising proposals and case statements for development projects of the university. This unit designs the Capital Campaign, the Annual Giving, Major Giving programmes of the university.

Prospect Research Unit: Through steady research the "who is who" of the country and the world are in the finger tips of occupants of this office. The output of this unit forms the input the relationship management office.

Donor Relationship Management: In Nigeria donors have been making gifts to the universities. But due to poor management of donor relationship most of them give only once and may never give again. The standard is that donors are not asked more than once in a year, but could be asked to make a gift to the university every year. A donor that makes a gift to a university should be appreciated. This can be done by sending him an official thank-you letter from the Vice Chancellor; inviting him to university events; informing him of what his gift is being used for, celebrating the gift and attending his ceremonies. A unit is charged with the responsibility of handling donors' relationship.

Events Management: This unit is charged with the responsibility of managing the university events. Existing university events could be redesigned for fundraising purposes. New ones could be developed and designed to meet the fundraising requirement.

Stewardship: Currently stewardship is not taken seriously by the universities and this accounts for the apathy of donors towards the universities requests. Stewardship is about accountability. In advancement it is about giving account of the various gifts that has been given to the university by the chief executive of the university. It is another very important unit of the Advancement office. A donor that is sure that what he gave is utilized for the purpose of which he gave it, will be more favourably disposed to making more gifts if asked than the one that is not. The unit is charged with responsibility of generating data on gifts received by the university and ensuring that such gifts are used according to the donors wish and keep the donor informed of how the gifts is

being used. This unit also ensures that the university community and all stakeholders are informed of how the university investment and endowment fund is fairing.

The Development of the Nigerian University

Development of the Universities involve improving the infrastructural facilities, upgrading the staff capacity for both carrying out the necessary research, learning and transfer of knowledge and providing the necessary academic support services. None of these could be carried out without adequate funding. Establishing the University Advancement Centre will enable the university to go into the society, both within and outside the country, to ask for funding from the individuals, corporate organizations, NGOS, Foundations, alumni and even students for the development of the universities.

Through the effort of the centre, the various units discussed above will be attracting funds. For example, through the adequate students relations individual students will be making legacy gifts to their various departments; the alumni will be willing to give back to their parent department and university; the industry, for instance, will be very interested in research that will improve their efficiency or provide alternative source of input and will want to sponsor it; research and development effort of the government will be carried out through the universities and their institutes and that will attract huge funding from it. By the time the university start becoming famous for its teaching, research and learning, parents of the students and individuals will start approaching them for immortalization of their names and those of their loved ones with named buildings.

If the various units perform their functions creditably, especially, if the donor relationship and stewardship are properly handled, there will be a continuous flow of funds to the universities. And depending on how-successful the university is in producing societal problem solving quality research and graduates, more government funding could be attracted for the provision of the academic infrastructure and staff upgrading.

All this will lead to an increasing profile of the university which will attract more potential students to enroll and increasing the chances of the university

raising huge funds through student fees. But here the students must not be taken for granted when increasing fees. Their leadership must be consulted and carried along from the strategic planning stage to that of implementation. This gives them a strong sense of recognition and belonging and also helps them understand why the fees have to be increased. Students will be more willing to respond positively and even make individual donations if this is done and the stewardship publications are readily available to them and their leaders.

All things being equal this trend will continue until the university achieves development. This will have very favourable effects on the economy as it will in turn start once again to harvest quality human capacity and research output from the universities for the economic advancement of the entire economy. Above all is a hidden positive externality to the entire economy of this alternative. The advancement profession helps to redistribute income from the rich to the poor without attracting their negative attention and also channel excess resources away from frivolities to more desirable societal ends.

The story of the rapid development of the University of Port Harcourt within an interval of just five to ten years attests to this.

University of Port Harcourt Advancement Centre's Experience

The University Advancement Centre (UAC) of University of Port Harcourt, started in 2002 as Exchange and Linkage Programmes Unit, (ELPU). It was charged with the responsibility of coordinating and facilitating the establishment of partnerships and collaborations between the University of Port Harcourt and other universities, foundations, donor & multilateral agencies, public and private sector, institutions and NGOs in all parts of the world. The ELPU was renamed University Advancement Centre in 2004. Initial funds provided by the MacArthur Foundation were used to equip the Centre and develop staff capacity. In June 2013, the UAC was transformed into the University of Port Harcourt Foundation (UPHF).

Performance of the Centre

Performance of the University Advancement Centre can be estimated using the following performance indicators:

Donor Cultivation: The Foundation started its cultivation by initiating and embarking on the awareness creation/sensitization of the internal constituents of the University. The programme was designed to create awareness about university advancement as well as mobilize support of the University Leadership, staff and students for the overall success of its maiden Capital Campaign. The Vice-Chancellor, Principal Officers and staff of the Advancement Centre constituted the team, which visited all the Faculties and Units of the University and talked with staff and students to own the Campaign. The outcome of this exercise was great. A culture of giving to education was planted in the University. The outcome was that the Students Union made a donation of 40 ceiling fans and magnetic boards to the Campaign and pledged to play volunteer roles for the Campaign. The donation is the first of its kind in the history of the University. Furthermore, staff voluntarily instructed the university to deduct at source, according to their various levels and capacities, amounts ranging between N500 and N10,000 monthly and that continued all through the five years period of the Campaign. It was the first of its kind in the history of Nigerian University. Staff and students also became much more aware than ever before, of the role and place of the Foundation in the development of the University.

Fundraising: 1. The Senate building project was a major breakthrough for the University Advancement. The Foundation initiated the idea of building a Central hub for the University's Administration. It raised the sum of $500,000.00 from the MacArthur Foundation for the substructure, and N150,000,000.00 for the superstructure from Bayelsa State government during the tenure of Dr. Goodluck Ebele Jonathan as Governor. **2.** The annual giving programme is a fundraising vehicle used to raise unrestricted funds for the day to day running of the University. Annual Giving pledges are usually redeemed annually and run in perpetuity. This programme was launched in the University in April 2009, at the Pro-Chancellor's Lodge. During the event, pledges were made. The MacArthur Foundation represented by its West African Director, Dr. Kole Shettima, pledged a Matching Gift of $100,000 at that event. Presently the account has a balance of N334, 000.00. **3.** Scholarship Scheme was one of the projects of the Maiden Capital Campaign. Dr. Joseph Sanusi gave N1, 000, 000.00 to the Scheme for best Student in Accounting, Banking & Finance for five years, while Dr.Chike Akunyili gave N500,

000.00 for best student in Medicine for 10 years. **4.** The Foundation initiated the establishment of an International Student Centre which was charged with the responsibility of carrying out the University's exchange and linkages programmes. The money for the building of the Centre was raised. The staff of the Centre were trained on Research Proposal writing by the Foundation. **5.** The Foundation initiated and developed the curriculum for a degree programme in Hospitality Management and Tourism and also raised the sum of N90, 000, 000.00 for the departmental building. **6.** The Foundation cultivated a premier alumnus, Dr. Osaisai, the Director General of Atomic Energy Commission who subsequently donated the building for the Centre for Nuclear Energy Studies and another for the Centre's Laboratory. **7.** The Foundation and the University Management launched and the University of Port Harcourt Endowment Fund, during the 2011 Convocation Ceremony. The money for a two-storey building for the Patience Jonathan Gender & Women Development Centre was donated during the launching and over N550m was raised for the Endowment Programme. **8.** During the tenure of Dr.Goodluck Ebele Jonathan as Governor of Bayelsa State, the Foundation raised the sum of N62,000,000.00 for restructuring of the Alumni Hostel. **9.** Chief Lulu Briggs donated the Health Centre Complex valued at the cost of N50 million, for the University. He also gave N20 million for the purchase of equipment for the Health Centre. The centre was renamed after him as Lulu Briggs Health Centre. **10**. The Foundation cultivated Mrs. Seinye O B Lulu-Briggs, who donated the Seinye O B Lulu-Briggs Children Park in 2014 to the University. **11.** Through the efforts of the Foundation in 2013, the family of Emily Okwukwu revamped the Food / Industrial Research Laboratory situated in the Department of Microbiology. The lab was renamed after her as the Emily Okwukwu Food/ Industrial Research Laboratory.

University/Industry Forum

The university initiated a University/Industry relationship. With the support of the British Embassy it hosted a University/Undustry forum which brought the industrialists to rob minds with the academics on how to solve mutual problems. This led to the establishment of so many centers and institutes that produce industry fitted human resources. One of such institutes is Institute of Petroleum Studies which has gained international recognition in producing

quality engineers and scientists that fit in into the world petroleum sector without retraining.

Linkages

Between 2002 and 2006, collaborations with 14 Higher Education Institutions and other organisations spread across the United States, Canada, South Africa and Nigeria were successfully established. These include: Pittsburgh State University, Kansas, USA, University of Witwatersrand, South Africa, University of Calgary, Canada, etc.

Other Development Impact of the Foundation

1. The Foundation initiated the development of the following programmes as evidenced in the Capital Campaign brochure, namely: the Port Harcourt Business School, the Department of Music, Faculties of Dentistry and Pharmaceutical Sciences, Sports Medicine as well as the collaboration for the Joint Master of Engineering Management between the University of Port Harcourt and University of Pretoria. **2.** The Foundation developed and implemented a programme tagged "Alumni Lecture Series". The aim of the project was to cultivate the alumni, prepare students for life after school and inculcate in the pre-alumni, the spirit of philanthropy and of giving back to their *alma mata*. This programme brought back on campus some distinguished alumni who spoke to students of all the faculties on different occasions. **3.** Under staff training/Upgrading, Fundraising Fundamentals (Fun-Fun) workshop was organized for Staff of the University, to train them on proposal writing to expand fundraising activities within the University. Between 2007 – 2012, more than one hundred and thirty staff of the University have been trained. This has contributed to the increase in the number of grants and fellowships awarded to staff of the University. In 2015, eighteen staff of the Institute of Petroleum Studies (IPS) were given a three day training on Fundraising Fundamental and Alumni Relations.

Championing the Cause of Institutionalising Advancement in Nigeria: The Foundation at the time was recognised as the foremost and leading advancement office in Nigeria. It was in the vanguard of promoting Advancement as a new profession with enormous potential for facilitating the development process of Nigerian Universities. These were evidenced in:

1. The Foundation initiated and developed the career and salary structures for Advancement staff in Nigerian Universities. These were adopted for implementation at the second Forum of Advancement Directors and Chief Development Officers of Nigerian Universities, held at the University of Port Harcourt in June 2006. Some Nigerian Universities have implemented these structures such as the Obafemi Awolowo University, Ile-Ife.
2. Some staff of the Foundation were invited by Council for Advancement and Support for Education (CASE) Europe to facilitate a CASE Educational Advancement workshop in Ghana and Nigeria.
3. Equally, in 2007, the Foundation helped in setting up advancement offices and training of advancement staff for Stella Maris University, Port Harcourt and Obafemi Awolowo University, Ile Ife. Staff of the Stella Maris University were trained in Educational Fundraising and Proposal writing while staff of the Obafemi Awolowo University, were trained in the Management of an advancement office and proposal writing.
4. Also, the Federal University of Technology, Akure requested the Foundation to give a one month internship training to its Development Officers.

The University Capital Campaign was officially launched at the 22nd Convocation Ceremony of the University on March 11, 2006. The Campaign goal was to raise N6, 621, 190, 000.00 within the period of five years (2006 – 2010). More than 80% of the projects in the Capital Campaign have been achieved. In addition the Campaign turned out to be a vehicle for developing new relationships, nurturing old ones and providing private support for the institution.

Again there is a hidden positive externality to the entire economy of this fundraising strategy. The advancement profession helps to redistribute income from the rich to poor without attracting their negative attention and also channel excess resources away from frivolities to more desirable societal ends.

Lessons from University of Port Harcourt

The University is one living example of where the Advancement Profession has been practiced successfully. Today the University is ranked among the

best universities in Nigeria and Africa. One very visible outcome of the Advancement endeavour is the huge infrastructural development witnessed within a very short interval in the University. The university experience has demonstrated that the advancement culture is a more reliable development path to take.

It has also shown how university/Industry partnership an aspect of the Advancement work has brought needed funds that have led to the advancement of both the university and the industry and this is affecting the development of Nigeria today in terms of availability of quality human capacity. The oil industry in particular is benefiting from the advancement effort of the University of Port Harcourt.

It has also shown a way of engaging students other raising school fees. Today projects are carried out in various departments of the University. You will even find students organization embarking on construction of classroom project for their department.

If the University of Port Harcourt had waited for government intervention alone it wouldn't have achieved this much. Physics teaches that everybody will continue to be in a state of rest unless compelled by an external force to act otherwise. It is time for the universities to do something outside the routine to pull themselves out of the doldrums and put them on the development part. A large pool of funds is waiting out there but it is only those universities that have so positioned themselves that can see and tap from this pool. The University of Port Harcourt experience shows that University Advancement Centre helps to reposition the university to be able to access these funds.

Concluding Remarks

Every Nigerian university is therefore urged to urgently establish the University Advancement Centre. The staff should be well trained and the centre well funded and managed for improved alternative funding. It is also recommended that Nigerian universities should visit the advancement centre of University of Port Harcourt to be able to tap from their wealth of experience for better advancement experience.

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