

Challenges and Prospects of University Advancement Centres in Nigerian Universities

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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 and South Africa have maintained their's in Africa. One major secret of these universities' performance is their ability to raise funds from alternative sources through the University Advancement centers. Nigerian universities, beginning with University of Port Harcourt, Bayero University Kano, University of Ibadan, Ahmadu Bello University and University of Jos, through the promptings and assistance of the MacArthur and Carnegie foundations, have established the Advancement centres. But unlike the experience of the US and South African universities, the Nigerian universities have reaped very sub-optimal benefits from these centres. This paper presents and discusses the challenges faced by these centres and what can be done to reposition the centres to start tapping from the large pool of funds existing both within the country and internationally for the development of their universities. This will improve their infrastructure and lead to the production of quality human capacity and research outputs needed by the economy for economic advancement.

Keywords: Advancement, University advancement, Challenges, Prospects, Human Capital, Development.

INTRODUCTION

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) and (South Centre 1998), 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.

The idea here is that 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 buttressed 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) and (Jack 1998). 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.

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 from the late 1980s the universities were under-funded. Tudun-Wada in

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ASCON (1992) 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 consumables. The universities are today either under-equipped and lacking infrastructure or having obsolete equipment and poorly maintained infrastructure.

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 171 Nigerian universities, none was rated among the best 1000 universities in the world as at 2005 (Daily Independent on-line 2006) and none is among the top 100 universities as at today, 2020.

Again Tidjani-Serpos, (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 with the political circumstances we faced with, it is difficult to produce 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.

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 year 27 universities that made the list of top 100 universities in the world are from USA alone. The best four universities on that list are from USA. 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. The University of Washington, Seattle, WA, USA raised the sum of \$714,739,826 (which is N321, 632, 921, 700 precisely N321.6 billion) in 2020. This underscores the importance of University Advancement Centres to university development.

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. Within the same period the Carnegie Foundation supported the establishment of the same centre at University of Jos. 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. The initial success of the University of Port Harcourt and that of ABU and UNIJOS demonstrated that investment on the centre is worthwhile.

Today, after many years, the centres are operating at very sub-optimal level receiving more funds from their universities than they generate in most cases. Why are the centres not performing? In other words what factors are responsible for the non-performance of the centres? Since the centres are ineffective and ‘siphone pipes’, should they be shut down. Are there things that could be done to enable the centres perform better. These are the questions that agitated the mind of the author that spurred this research.

Objectives of the Study

The study is therefore aimed at achieving two objectives:

1. To ascertain the challenges faced by the University Advancement Centres of Nigeria
2. To examine the prospects of developing the Centre for better performance

To be able to achieve these objectives, the study is divided into five sections. The first is the Introduction. The second section presents related theoretical issues and the advancement gap. The third 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. The Next is Challenges of University Advancement Centres in Nigeria. The paper ends with the prospects of the Advancement Centres in Nigeria. The study is based on the premier University Advancement Centres in Nigeria - University of Port Harcourt, Port Harcourt, Ahmadu Bello University, Zaria, Bayero University, Kano, University of Ibadan, Ibadan, and University of Jos, Jos, all in Nigeria.

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 Theories or 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) said that the Human Capital Theory was led by a School of thought who argued that expenditure on 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 school sees education as a tool for employers for the screening candidates for employment to determine 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. Proponents of this theory are Blaug 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) 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 or 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 from 1960s till date.

The Neo-Marxian School

The Neo -Marxists do not deny, according to Fagerlind and Saha (1989) 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 serve 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 Ajeylemi, 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 and exceptional students and encourage the private sector to do same.
- Communities, leaders, Parent-Teachers 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.
- 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 fundraiser 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, Ighedo, Ali, Cornia and Jong, Enos, Kinyanjui and Emovon.

The Advancement Profession 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 and creating room for fraud in the system. 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. 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 the strategic alternative to all that has been discussed above. It is a more comprehensive, professional and result oriented approach to fundraising and university development. 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. 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 through appropriate monitoring of the programmes and projects. 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. The various essential components are Students Relations, Alumni Relations, University/Industry Liaison, University/Government Liaison, Exchange and Linkages, Project Development, Prospect Research Unit, Events Management, Stewardship and Centre Administration. A centre that is so structured should be able to perform creditably. But in Nigeria these centres are not doing well due to the following challenges.

CHALLENGES

The major challenges of the university advancement centres in Nigeria are:

Absence of trained Staff for the Centre

The fact that no university in the world offers any closely related course to advancement shows that graduates are least equipped with the know-how of the job. The university advancement centres in Nigeria are staffed with untrained

personnel who do not even know what the job entails. So they stay in the centre from morning till night every day doing whatever the not-better-trained director ask them to do. Most of such jobs are administrative and not related to university development and so they end up making abysmal or no development impact at all.

Remuneration

Advancement work is overly tasking and different from the administrative duties. It entails a lot of intellectual work. It is more of academic task as it has to do with research, proposal writing, speech writing, presentations, travels, publications, etc. Therefore, the remuneration of the Advancement staff, based on the existing University administrative staff salary structure obviously acts as a disincentive to the growth, survival and fundraising capacity of the centres. A situation where a fundraiser will attract N310,000,000 to his university and takes nothing out of it will naturally discourage further fundraising effort work by the staff, especially when his salary is as low as N37,000 (as at then).

Career Structure

Related to the above is the issue of career structure. Currently, there is no career structure adopted by the University that shows the growth path of the staff of the centres who are known as development officers. This also acted as a disincentive to staff performance as they doubt their growth to the apex of their profession.

Absence of Funding for Cultivation and Follow-up Activities

There are certain follow-up activities which make look frivolous or unnecessary to the uninitiated but are very strategic to the achievement of the goals of the advancement centre. Cultivation activities involve events, meetings, conferences, phone calls, emails, travels, visits or donor massage etc. Such activities are usually not funded by the university for inability of seeing rationale and without the centre having its own fund for such activities then it will not be carried out and the opportunities for raising funds lost. For instance at the university of Port Harcourt, through the effort of the Advanceme Centre, Late Prof. Dora Akunyili, then Director of NAFDAC was cultivated to support the development of the Faculty of Pharmaceutical Sciences. However, follow-up on this project was not done and so the university lost an opportunity to raise funds through her and NAFDAC for a project we successfully made her to be keenly interested.

Official Vehicles

Fundraising duties entail more of field work. This requires, at least, an official vehicle for cultivation activities within the region of operation of the university. Most Nigerian university will buy an official car for the director but may not see any other reason for another for cultivation and solicitation purpose. Also, funds are not readily made available for activities that involve long journeys. There are instances where staff used personal funds for cultivation activities and had to wait for over one year for refund.

Multiple Cultivations and Solicitations of Prospects/Donors

It is the responsibility of the Centre to coordinate fundraising activities within the University. This requires that the planning of fundraising activities and solicitation of a prospects should be done by any unit of the university in collaboration with the centre. This has not been the case in Nigerian universities and it brings about the soliciting of the same donor for different gifts by different units of the University. This can lead to donor fatigue and loss of important donor/donation and can put the University in a bad light.

Obnoxious Staff/Student and Alumni Relationship

In Nigerian and most third world universities the staff behave as if they are at war with the students and Alumni. There is absence of cordiality. In the classrooms and in the offices, students are shouted at and find it very difficult to see their results. Some stay extra years in school not because they couldn't pass their courses but because their results are missing or that they are not aware that they have a failed course until it is late. When dull students make bad comments against their lecturers, it is understandable. But when such comments are made by very brilliant students, then something is seriously wrong. There are cases where brilliant students have said very uncomplimentary things against their lecturers and universities.

The alumni seeking for transcript are made to pass through very rigorous processes and wait indefinitely before they get it. Some lose their admissions and jobs because their transcript could not be forwarded early enough even within the same university. There are very vexing cases where alumni lost admission into higher degree programmes in the same department, faculty and university that they graduated from. He did every official thing he was asked to do for the production and forwarding of the transcript and on time, but still lost the admission he was very qualified for. Very painful. With this experience most alumni of Nigerian universities swear never to get close or have anything to do with the university again in their life and that makes the cultivation job very difficult for the development staff.

Apartheid Relationship between the Universities and the Industry

Universities in Nigeria operate separately from the industry and therefore produce more of research outputs that are not related to the industries' problems. The industry look more inwards for solutions to their operational challenges or seek for the solutions abroad. The symbiotic relationship that is expected between them does not exist therefore making the job of the development officers difficult.

Poor Stewardship

The donor will be interested in knowing how his fund was utilized in developing the university therefore after using a donors gift it is very necessary to inform him of how his gift was used. Most Nigerian university seldom do this thereby creating doubt in minds of the donors and obstructing future gifts from the donor and friends and relatives.

None Celebration and Publicity of Gifts

Most gifts are received in Nigeria without celebration and publicity. The benefit of a donor is that he is appreciated, made very important person and is publicized. Especially for a major gift, the people are aware of his donation the happier the donor. The Donor of an uncelebrated gift may feel that you are ungrateful and can become suspicious if the gift is not made public and therefore him and other prospects may refuse to give next time.

Lack of Respect for Donor Wishes (Poor management of funds raised)

One of the principles of fundraising in the advancement profession is that the donor's wish must be respected. If a donor gave his money for the construction of a hostel, on no account must the fund be used for any other purpose. In a situation where a change in the execution of a project becomes necessary, permission for such change must be sought and granted by the donor. This principle is often violated in many Nigerian universities thus offending the donor and depriving the University of all other Future gifts/donation.

Communication Gap between the University and the Advancement Centre

University events are vital opportunities for advancement activities. There is a development officer whose job is to redesign university events to suit advancement purposes. Most often, the centre is not informed about the university events holding within and outside the university, which should be exploited for cultivation and solicitation opportunities. This creates inefficiency in the system as such events could have been used to identify, cultivate and even solicit prospects and negatively affect the Centre's output.

Appointment of the Director of the Centre

The policy of appointing an academic staff to be the director of the centre every two years undermines efficiency and the smooth and effective administration of the office thereby affecting the fundraising capacity of the University. The director often do not know or understand the function of the centre and so each time a director is appointed, he/she has to undergo some basic training in advancement to understand what his job is and be able to cope with advancement work. Such training is usually done abroad and is very expensive and not many Nigerian Universities can afford it. When he/she leaves, the work of the centre is stalled and the training of a new director starts all over again. Most universities do not even understand what the centre is all about and do not see any reason why the director should be trained and so they simply do not bother to train him.

Inadequate Budget for the Centre

The budget for running the centre is extremely poor. For instance, only thirty thousand Naira monthly impress is given for the running of the University of Port Harcourt Foundation. A lot of travelling is involved in advancement work. The job requires that the director must travel with one or two members of staff weekly to meet with the prospects within or outside the region or country. Such budget is grossly inadequate.

Unstable Internet Connectivity

Internet services have become as essential to the life of a modern institution as the advancement centre as blood is to the human body. The centre requires regular and uninterrupted internet supply for its daily prospect research and other communication activities. Internet services is not reliable in most Nigerian universities hence the advancement staff are forced to source for services - a luxury that is out of their reach, from their poor monthly salary if they must carry out their job.

Telephone Calls

A major aspect of cultivation and solicitation of prospects/donors is via phone calls. Most Nigerian advancement centres do not have a means of making official phone calls. An official call has a more positive impact of prospects than that of an individual. Even when Staff make use of their personal lines to do official calls, they are not funded by the university. This discourages them and adversely affects the centre's performance.

Prospects

In order to reposition the Nigerian advancement centres for optimal performance, there is need to address the following:

Incentive Mechanisms

The Advancement staff ought to be remunerated attractively. Their salary shouldn't be compared to that of other units of the university. An advancement staff works even after official working hours. Even when he is at home, he must be open to calls from the university, alumni and other prospects and respond accordingly. If he must perform creditably, he must think round the clock irrespective of where he is and time, searching for fundraising opportunities. Like their colleagues in the banking industry (the marketers), their job is tedious and so they should be commensurately paid.

If they must be placed on the same salary structure with other staff of the university, then a certain percentage (10%) of the fund they raise should be given to them as incentive. In addition to that paid holidays abroad can also be giving to them as an extra incentive.

Career Structure & Nomenclature

Staff of the Centre should be appropriately titled Development Officers and not Administrative Officers. If properly trained, these staff are professionals in development/advancement work. Administration is one insignificant aspect of their responsibilities. The career structure developed and proposed by the University of Port Harcourt Foundation should be adopted and implemented by the Universities. The career structure shows the growth path of a development officer through promotion from Development officer II (level 08) to Development Officer I (level 09) to Senior Development officer (11) to Assistant Director of Development (13) Deputy Director of Development (level 14) and through appointment, to the Director of Development or Advancement (15)

Funding of Fundraising Activities

To solve the problem of funding of the Centre, two things must be done. The first is that there must be monthly imprest of not less than N200, 000.00. This is subject to review according to the economic realities. Fundraising information often comes at short notices and therefore funds should be made easily accessible to staff of the Centre.

Secondly, 10% of all funds raised by the university should be paid into the Centre's account for the effective running of the Centre with this the Centre can look into the future and plan for development.

Staff / Student Relationship

A student today can be a donor tomorrow. In view of this, all members of the University should share in creating conditions favourable to fundraising by treating each student, Alumni and other stakeholders they come in contact with, civilly in the course of carrying out their duties to the University. The relationship between staff and students in particular should be that of parents and children. This would make them feel at home while they are in the university and leave a nostalgic impression on them and also enhance the generosity of stakeholders towards the University.

Coordination of Fundraising activities

The University Management should allow the Centre to coordinate all fundraising related activities of the university. All units of the University should be asked to communication their financial requirements and fundraising intentions to the Centre for proper planning and coordination. The Centre should be informed of any donation to the University for acknowledgement, documentation, celebration where necessary and appropriate stewardship.

Bridging the Gap between the University and the Centre on University Events

The Centre should be informed of all University events holding within and outside the University. This will enable the Centre harness the fundraising potential of such events. A case in point here is the Silver Jubilee Celebration of the first alumni set of University of Port Harcourt. An event that was just meant for normal wining and dining of the first alumni set was redesigned by the Advancement Centre and benefited the university to the tune of N310, 000, 000.00 with a lot of connections that yielded more gifts to the university later.

Respect for Donor's Wish

Gifts are of two main types. A gift can be tied and untied. When a donor's gift/donation is of a general nature, that is, not tied to any specific project, the university can apply such gift to any project or need of their choice and do the necessary stewardship. But whenever a donor ties a gift/donation to any project or need of the university, the fund must be channeled to that specific project. On no account should the gift be diverted to any other need of the university without the donor's permission. This builds trust in the donor and makes for easy access into the donor's future gifts and links.

Donor Recognition and Stewardship

The benefit of the donor is the recognition he gets from the university or institution or beneficiary of his gift. Not giving proper recognition to the donor deprives him of this benefit and may tune him off from the university. Donors should be given proper recognition for their support to the University. This can be done by naming the project he funded after him or through the celebration of his gift with appropriate publicity. This is important to the advancement process. For instance, effective donor recognition can attract additional or bigger gifts.

Tenor of office of the Director

Directors of the Centre should be given enough time, to both learn and execute the tasks of the Centre. It is recommended that the tenure of the executive Director of the Centre should be for five years in line with the tenure of the Vice-Chancellor. This will enable him and the Vice Chancellor actualize their development plan.

Adequate Staffing of the Centre

The largest number of staff I have seen in a Nigerian Advancement Centre is eleven. Some universities I have visited in course of this research has as low as three staff. This is grossly inadequate and they won't be able to cope with the demands of the job. In University of Washington, the development office has 250 staff. A university can start with ten or eleven staff that are well trained like University of Port Harcourt, but should quickly expand as the job proceeds to cope with development demands of the university.

Departmental Vehicle

The Director of Advancement should have an official car. That is already granted. But for cost effectiveness and efficiency, the universities should in addition to that, provide another car and a bus for ease of logistics and activities of the Centre. Often a car may not be able to carry all the required development staff for a particular activity, especially an event.

Telephone Calls and Internet Access

The Centre should be provided with an official phone line with special arrangement with any of the network providers for monthly call subscriptions at subsidized rate. In addition, Development Officers (DOs) should be given monthly call allowance since their engagement of prospects and donors is done within and outside the Office. Furthermore, the office should have access to uninterrupted internet services. This will make the job very much easier for the development officers.

Advancement Software

Modern development office operate with advancement software The Foundation requires a comprehensive advancement software. This will facilitate advancement research, the building of donor and prospect database and prospect/donor tracking. The whole advancement processes and activities – prospect identification, cultivation, solicitation, gift stewardship, monitoring of proposals and implementation of sponsored projects would be easier with the availability of a good advancement software.

Gift Management

The donors would naturally hold the Centre responsible in event of mismanagement of a gift this therefore requires that the Centre be charged with the responsibility of administration of gifts from donors for development for the University.

Sensitization Programme for University Council & Management

For the smooth running of the Centre, members of the university Council and Management must cooperate with it. This requires that the council and management have at their fingertips a good understanding of the functions of Centre. Therefore a sensitization programme should be mounted at the early stage of the activities of the Centre to orient them on the functions, day to day activities and needs of the Centre. The members of the University Governing Council and Management need to know their role in supporting the efforts towards university development.

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