

**TRIPLE MISSION OF THE FACULTY OF AGRICULTURE AND FORESTRY,  
UNIVERSITY OF IBADAN, NIGERIA: A LENS ON DECADE OF STAFF  
CAPACITY BUILDING AND PRODUCTION OF GRADUATES**

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**Abstract**

Teaching, research and community engagement constitute the triple mission of a University. This paper interrogates academic units in the Faculty of Agriculture and Forestry, University of Ibadan, Nigeria from 1998 to 2007 with a view to stimulating academia on achieving the goal of the University towards the production of graduates whose training in theory and practice will enable them to deal with the increasingly specialised problems of agricultural production and natural resources. The study was conducted to review and examine the status of academic staff; trends in production of graduates from 1998 to 2007; investigate capacity building and determine activity level of academic staff on board; and identify challenges facing the Faculty of Agriculture and Forestry. The results showed that academic staff disposition is grossly inadequate. There was an upward and downward trend in graduates' production with a corresponding decline in the number of academic staff. Capacity building for human resources was inadequate. The activity level of academic staff showed that Department of Agricultural Extension and Rural Development was academically efficient with activity level of 1.0, followed by Departments of Agronomy, Wildlife and Fisheries Management, Animal Science and Crop Protection, and Environmental Biology with 0.76, 0.71, 0.65 and 0.63 activity levels respectively while the least activity level of 0.48 was obtained in the Departments of Forest Resources Management and Agricultural

Economics. Funding, logistics, infrastructural facilities, laboratories, Information and Communication Technology (ICT) and power supply were identified as challenges facing the Faculty. It is recommended that holistic developmental phases in short, medium and long terms should be charted for Triple Mission of the University so that the university does not simply end up creating new problems.

**Keywords:** Optimum staff, activity level, capacity building, graduate production, infrastructure

### **Introduction**

University education in Nigeria antedated the gaining of political independence from Britain in October 1960. The premier and the only university institution then, the University College, Ibadan (now University of Ibadan), was established in 1948. The Faculty of Agriculture and Forestry came into existence in 1949, and both expatriates and indigenous academic staff were employed with a very few number of students. The academic staff then could cater for limited number academic teaching, research and community engagement.

The socio-economic growth and political modernisation of the decade of the 1950s intensified the demands for high level manpower in both the public and the private sectors. During these twilight years of the colonial era, the burden and challenge of internal self-government began to devolve on the educated elites in the Northern, Eastern and Western Regions (the three regions making up the Federation). The nation witnessed tremendous upsurge in education at the primary and secondary school levels during the decade, and it soon dawned on the Nigerian nationalists and the policy-makers that one university institution had become grossly inadequate to cope with the imperatives of an expanding economy. Over the years, a number of universities have sprung up at federal and state levels, complemented even by private universities for the teeming population in Nigeria.

University is an institution of learning with its body of teachers, students, graduates, its colleges/faculties, etc., and is empowered to grant degrees (The Chambers Dictionary, 2003). Simply put, it is a group of faculties providing higher education and empowered to grant academic degrees (The New Lexicon Webster's Dictionary, 1991). University is designed to stimulate enquiry and produce knowledge

through the organised collection, collation, analysis and interpretation of facts about the world.

The basic goal of the University is to produce graduates whose training in a liberal educational tradition will enable them to deal with the increasingly specialised problems of our society and whose intellectual accomplishments and mental perspective will prepare them to operate on a more encompassing level outside their areas of specialisation (Olaniyan and Elufowoju, 1983). However, the vision of a university is to expand the frontiers of knowledge and transform the society through innovation (University of Ibadan, 2003). The mission of the University is to be a world-class institution where conditions for learning are excellent, research and services are outstanding, and where staff and students are worthy in character and sound judgement (University of Ibadan, 2003). In another words, the mission of the University is to provide the conducive environment, the facilities and the competent personnel dedicated to the advancement of knowledge and its practical application to the needs of a modern society (Olaniyan and Elufowoju, 1983).

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) in its Education for Sustainable Development Information Brief indicates that “Higher Education...occupies an important position in shaping the way future generations learn to cope with the complexities of sustainable development”. UNESCO (2005) notes further that universities form a link between knowledge generation and transfer to society, in the work they do to prepare future decision-makers. They also play an important role in generating new knowledge that shapes and influences the decisions made by governments, industry and other stakeholders. University contributes to societal development through providing a service to society (knowledge generation and access to knowledge is a ‘public good’) and through more direct community engagement work.

The Faculty of Agriculture, University of Ibadan, Nigeria was established in 1949 as one department faculty for the advancement of agriculture by the application of science through teaching and research (Faculty of Agriculture and Forestry Undergraduate Prospectus, 2004). In 1962, the activities of this comprehensive department were split into four to form the Departments of Agriculture; Agricultural Biology; Agricultural Chemistry and Soils; and Agricultural Economics. In 1963,

three new Departments were created, namely: the Departments of Forestry; Veterinary Medicine; and Veterinary Anatomy and Physiology. Consequently at the same time, the name of the faculty was metamorphosed to the Faculty of Agriculture, Forestry and Veterinary Science.

In 1966/67, a further reorganisation of the faculty was carried out. The Departments of Agriculture and Agricultural Chemistry and Soils were re-named as Agronomy and Animal Science. In 1975, the Departments of Veterinary Anatomy and Physiology, Veterinary Medicine and Surgery became a Faculty of Veterinary Medicine. The Departments of Agricultural Extension Services came into being during 1975/76 session while the Department of Wildlife and Fisheries Management was created in 1981/82 session to make a total of seven departments now in the Faculty. In 1995/96 session, the Department of Agricultural Biology became the Department of Crop Protection and Environmental Biology while the Department of Agricultural Extension Services became the Department of Agricultural Extension and Rural Development in the 1998/99 session. The academic departments constituting the Faculty of Agriculture and Forestry nowadays are as follows:

1. Department of Agricultural Economics
2. Department of Agricultural Extension and Rural Development
3. Department of Agronomy
4. Department of Animal Science
5. Department of Crop Protection and Environmental Biology
6. Department of Forest Resources Management
7. Department of Wildlife and Fisheries Management.

Teaching, research and community engagement (TRC) constitute the 'Triple Mission' of a university (United Nations Environment Programme, 2006). Given the triple mission of a university, the following are required in considering the roles and functions of a university in promoting sustainable development: (a) increasing the relevance of teaching and research for societal processes leading to more sustainable patterns of life and discouraging unsustainable patterns; (b) improving the quality and efficiency of teaching and research; and (c) bridging the gap between science and education, traditional knowledge and education.

Capacity building connotes the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development management and maintenance of institutional and operational infrastructures and processes that are locally meaningful. In other words, it is the ability of individuals and organisations or organisational units to perform functions effectively, efficiently and sustainably (UNDP, 1998). This is a broader approach while still focusing mainly on staff development (Groot and Van der Molen, 2000). Capacity Building is viewed in a wider context to include the ways and means by which the overall goals are achieved.

### **Problem Statement**

Retirement of some academic members of staff in the seven departments of the Faculty of Agriculture and Forestry is not always met with a quick succession in various academic units that are affected, and this usually creates a gap. Most university teaching academic members of staff have some responsibilities for teaching, research and community engagement. However, the balance of 'workload' across these three focus areas differs depending on the position of the staff member concerned; the priorities of the university, faculty, department, programme or unit; and the conditions of service that exist within the university. Teaching, research and community engagement roles are often linked to the academic interests of particular university teachers/researchers. In view of the mission and goal of the University of Ibadan, Nigeria, therefore, this study takes a critical look at the triple mission of the Faculty of Agriculture and Forestry with a view to drawing lessons on decade of staff capacity building and production of graduates in the seven departments. The specific objectives were to investigate status of academic members of staff in the faculty; determine the trends in production of graduates; determine activity level in each department; and identify challenges militating against the effectiveness and efficiency of the faculty.

### **Research question**

*Is capacity building given a priority in the Faculty of Agriculture and Forestry, University of Ibadan, Nigeria?*

## **Methodology**

### **Study Area**

The Faculty of Agriculture, University of Ibadan, Nigeria was established in 1949. It resides on University of Ibadan Campus about 7 kilometres to the North of the City of Ibadan Metropolis at Longitude  $3^{\circ} 54^1$  East and Latitude  $7^{\circ} 26^1$  North and at a mean altitude of 27m above sea level. The annual rainfall is approximately 1600mm, most of which falls within the period of April to October giving a predominantly dry season from November to March. University of Ibadan is bounded in the North by Ajibode settlements, in the South by Emmanuel School of Theology, in the East by Agbowo settlement and in the West by Ibadan Polytechnic.

### **Data Collection**

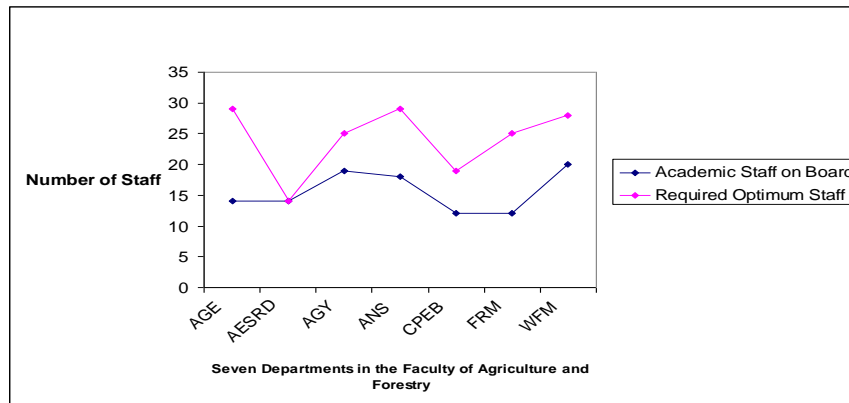
The data used for this study were derived from the secondary source which includes University of Ibadan Order of Proceedings for Graduation from 1998 to 2007, Faculty of Agriculture and Forestry prospectus and seminar paper.

### **Results and discussion**

The following are the results and implication of the study:

#### **Status of Academic Staff in the Faculty of Agriculture and Forestry**

Faculty of Agriculture and Forestry, University of Ibadan, Nigeria has 26 Professors; 10 Readers (Associate Professors); 21 Senior Lecturers; 37 Lecturer I; and 15 Lecturer II. The total number of academic staff on board in the seven departments making up the Faculty of Agriculture and Forestry was 109. However, a total number of 169 academic staff was required for optimum academic staff disposition. This shows that the Faculty is deficient of a total number of 60 academic staff (Figure 1). Despite this circumstance, a number of professors in the next 5 years will take their exit as a result of retirement age. Nevertheless, the University Council in the last two years has been recruiting new staff for replacement but the replacement strategy is not commensurate with quick succession that ought to have brought equilibrium in terms of experience in teaching, research and community engagement.



**Figure 1: Academic Staff on Board versus Required Optimum Staff in the Faculty of Agriculture and Forestry**

#### Acronyms

AGE = Department of Agricultural Economics

AESRD= Department of Agricultural Extension and Rural Development

AGY= Department of Agronomy

ANS= Department of Animal Science

CPEB= Department of Crop Science and Environmental Biology

FRM= Department of Forest Resources Management

WFM=Department of Wildlife and Fisheries Management

#### **Trends in Graduates Production in the Faculty of Agriculture and Forestry from 1998 to 2007**

The Faculty of Agriculture and Forestry recorded upward and downward trends in the number of undergraduates and postgraduates produced from 1998 to 2007 (Tables 1, 2, 3,4,5,6 and 7). The reasons for these upward and downward trends were as a result of instability in the economy of Nigeria, increase in tuition fees and creation of more universities that run parallel courses with the University of Ibadan. The Faculty produced from 1998 to 2007 a total of 1,913 Bachelor of Science Degrees (B.Sc.); 1,826 Master of Science Degrees (M.Sc.); 21 Master of Philosophy (M.Phil.); and 362 Doctor of Philosophy Degrees (Ph.D.). However, in year 2002, no graduates were produced because the academic session was cancelled in the calendar of the University.

From 1998 to 2007, classification of grades showed that at undergraduate level, the Faculty had 34 First Class; 430 Second Class Upper Division; 1210 Second Class Lower Division; 224 Third Class Division; and 66 with Pass. The Faculty also recorded a total of 51 graduates as midstream (Table 8). Despite the fluctuations in the years under study, the number of graduates produced in the Faculty of Agriculture and Forestry from 1998 to 2007 is relatively a good indicator of teaching and research that would deal with the increasingly specialised problems of our society in terms of food production and management of natural resources in Nigeria.

**Table 1: Graduates Produced in the Department of Agricultural Economics from 1998 to 2007**

Year	No. of B.Sc.	No. of M.Sc.	No. of M.Phil.	No. of Ph.D.
1998	81	133	-	1
1999	42	-	-	1
2000	86	90	1	13
2001	66	55	-	5
2002	-	-	-	-
2003	86	137	-	6
2004	42	86	-	3
2005	99	82	-	5
2006	64	16	-	11
2007	16	7	-	5
<b>Total</b>	<b>582</b>	<b>66</b>	<b>1</b>	<b>50</b>

Source: University of Ibadan Order of Proceedings for Graduation from 1998 to 2007

**Table 2: Graduates Produced in the Department of Agricultural Extension and Rural Development from 1998 to 2007**

Year	No. of B.Sc.	No. of M.Sc.	No. of M.Phil.	No. of Ph.D.
1998	14	35	-	1
1999	18	7	-	1
2000	21	19	-	14
2001	19	22	-	5
2002	-	-	-	-
2003	25	45	2	5



2004	39	-	-	5
2005	46	28	-	4
2006	41	32	2	2
2007	11	31	-	2
<b>Total</b>	<b>254</b>	<b>219</b>	<b>4</b>	<b>39</b>

**Source: University of Ibadan Order of Proceedings for Graduation from 1998 to 2007**

**Table 3: Graduates Produced in the Department of Agronomy from 1998 to 2007**

<b>Year</b>	<b>No. of B.Sc.</b>	<b>No. of M.Sc.</b>	<b>No. of M.Phil.</b>	<b>No. of Ph.D.</b>
1998	29	41	-	9
1999	18	1	-	7
2000	24	47	-	11
2001	28	18	-	9
2002	-	-	-	-
2003	31	40	-	7
2004	54	32	-	13
2005	55	26	-	3
2006	38	18	2	6
2007	20	21	-	10
<b>Total</b>	<b>297</b>	<b>244</b>	<b>2</b>	<b>75</b>

**Source: University of Ibadan Order of Proceedings for Graduation from 1998 to 2007**

**Table 4: Graduates Produced in the Department of Animal Science from 1998 to 2007**

<b>Year</b>	<b>No. of B.Sc.</b>	<b>No. of M.Sc.</b>	<b>No. of M.Phil.</b>	<b>No. of Ph.D.</b>
1998	30	53	-	6
1999	18	8	-	5
2000	28	41	1	5
2001	36	25	-	1
2002	-	-	-	-
2003	32	51	-	11
2004	67	31	-	13
2005	60	17	-	3
2006	38	43	-	5
2007	20	37	-	11
<b>Total</b>	<b>329</b>	<b>306</b>	<b>1</b>	<b>60</b>

**Source: University of Ibadan Order of Proceedings for Graduation from 1998 to 2007**

**Table 5: Graduates Produced in the Department of Crop Protection and Environmental Biology from 1998 to 2007**

<b>Year</b>	<b>No. of B.Sc.</b>	<b>No. of M.Sc.</b>	<b>No. of M.Phil.</b>	<b>No. of Ph.D.</b>
1998	30	20	-	9
1999	1	20	2	3
2000	23	21	1	5
2001	16	16	-	6
2002	-	-	-	-
2003	25	26	2	-
2004	22	28	1	8
2005	27	-	1	7
2006	25	19	1	2
2007	17	12	1	3
<b>Total</b>	<b>186</b>	<b>162</b>	<b>9</b>	<b>43</b>

**Source: University of Ibadan Order of Proceedings for Graduation from 1998 to 2007**

**Table 6: Graduates Produced in the Department of Forest Resources Management from 1998 to 2007**

<b>Year</b>	<b>No. of B.Sc.</b>	<b>No. of M.Sc.</b>	<b>No. of M.Phil.</b>	<b>No. of Ph.D.</b>
1998	14	26	-	1
1999	2	-	-	1
2000	8	11	1	4
2001	6	18	-	2
2002	-	-	-	-
2003	14	31	-	12
2004	19	14	-	-
2005	24	-	-	4
2006	21	9	-	4
2007	3	8	-	3
<b>Total</b>	<b>111</b>	<b>117</b>	<b>1</b>	<b>31</b>

**Source: University of Ibadan Order of Proceedings for Graduation from 1998 to 2007**

**Table 7: Graduates Produced in the Department of Wildlife and Fisheries Management from 1998 to 2007**

<b>Year</b>	<b>No. of B.Sc.</b>	<b>No. of M.Sc.</b>	<b>No. of M.Phil.</b>	<b>No. of Ph.D.</b>
1998	13	29	-	4
1999	4	-	-	-
2000	13	30	1	3
2001	17	11	-	10
2002	-	-	-	-
2003	36	46	-	17
2004	24	20	-	8
2005	29	2	1	11
2006	16	22	-	8
2007	2	12	1	3
<b>Total</b>	<b>154</b>	<b>172</b>	<b>3</b>	<b>64</b>

**Source: University of Ibadan Order of Proceedings for Graduation from 1998 to 2007**

**Table 8: Classification of Grades from 1998 to 2007 for Graduates Produced in the Faculty of Agriculture and Forestry**

Year	First Class	Second Class Upper Division	Second Class Lower Division	Third Class	Pass
1998	6	79	145	7	1
1999	-	25	82	1	1
2000	2	41	142	13	5
2001	3	68	114	5	-
2002	-	-	-	-	-
2003	2	42	188	22	1
2004	1	41	185	75	9
2005	6	64	213	40	15
2006	8	54	107	44	19
2007	6	16	34	17	15
<b>Total</b>	<b>34</b>	<b>430</b>	<b>1,210</b>	<b>224</b>	<b>66</b>

**Source: University of Ibadan Order of Proceedings for Graduation from 1998 to 2007**

### Capacity building

#### *Is capacity building given a priority in the Faculty of Agriculture and Forestry, University of Ibadan, Nigeria?*

A lens on optimum staff recruitment; staff on board; and activity level in the academic units of the seven departments in the Faculty of Agriculture and Forestry, University of Ibadan, Nigeria were used to answer this question.

**Optimum Staff Demand** This refers to the total number of academic members of staff at any condition that is most favourable for the achievement of an aim or result of teaching, research and community service (Popoola and Agbeja, 2007). Therefore, the categories of members of academic staff at any given time for smooth succession and replacement of retired academics should include Professors, Readers, Senior Lecturers, Lecturers 1, Lecturers II, Assistant Lecturers, Graduate Assistants, and Technicians. The seven departments in the Faculty of Agriculture and Forestry have 38 academic units. A total of 109 academic staff is on board whereas the optimum academic staff for

various courses taught in the seven departments should be 169 (Tables 9, 10, 11, 12, 13, 14 and 15). At present, there is gross inadequate academic staff disposition. In considering the triple mission of the Faculty of Agriculture and Forestry (i.e. teaching, research and community engagement) for societal processes leading to more sustainable patterns of life, the optimum staff demand (OSD) in the Faculty of Agriculture and Forestry is a function of Structure of Employment; Category of Full Staff Strength; and Activity Level of Staff (Agbeja, 2007).

$$\text{OSD} = f(\lambda, \kappa, \pi)$$

Where,

OSD = Optimum Staff Demand

$\lambda$  = Structure of Employment

= Number of Each Category of Staff  
Total Number of Staff on Board

$\kappa$  = Category of Full Strength Staff

= It ranges from Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I,  
Senior Lecturer, Reader (Associate Professor) and Professor

$\pi$  = Activity Level of Staff

= Actual Number of staff on Board  
Optimum Staff based on Empirical Norm

AGE = 14/29 = 0.48;

AESRD = 14/14 = 1;

AGY = 19/25 = 0.76;

ANS = 18/29 = 0.62;

CPEB= 12/19 = 0.63;

FRM = 12/25 = 0.48; and

WFM =20/28 = 0.71

In the seven departments that make up Faculty of Agriculture and Forestry, academic units in each of these departments should be endowed with optimum number of staff in accordance with empirical norm as follows: Professor, Reader, Senior Lecturer, Lecturer 1, Lecturer II, and Assistant Lecturer/Graduate Assistant. The arrangement is such that it is flexible according to succession in hierarchy and also in line with promotion exercise. Therefore, considering the 38 academic units (Tables 9, 10, 11, 12, 13, 14 and 15) subsisting in the seven departments, the activity level of academic staff showed that AESRD was academically adequate and efficient with activity level of 1.0. This is followed by Departments of AGY, WFM, ANS and CPEB with fairly adequate activity levels of 0.76, 0.71, 0.65 and 0.63 respectively while the least activity level of 0.48 was obtained in the Departments of Forest Resources Management and Agricultural Economics. Apart from the Department of Agricultural Extension and Rural Development that has activity level equals 1; all other six departments are however, deficient in academic staff for the triple mission of their departments. It was a serious phenomenon in the Departments of FRM and AGE. The implication is that from 1998 to 2007, the academic members of staff in the other six departments have been overloaded with responsibilities of teaching and research. Therefore, the Faculty of Agriculture and Forestry is grossly inadequate of academic staff to a total number of 60 academic staff. These findings negate the ability of individuals and academic units to perform functions effectively, efficiently and sustainably. The implication is that the workload on each lecturer is more than his/her normal delegation of authority. Therefore, the academic members of staff were overstressed from 1998 to 2007.

**Table 9: Academic Staff on Board versus Optimum Academic Staff in the Department of Agricultural Economics**

Academic Units	Staff on Board	Status of Staff on Board	Optimum Staff
Production Economics and Farm Management	2	Senior Lecturer (1) Lecturer I (1)	4
Resource and Environmental Economics	3	Reader (1) Lecturer I (2)	6
Agricultural Business, Financial Management and Marketing	4	Professor (2) Lecturer I (1) Lecturer II (1)	7
Agricultural Planning and Policy	3	Professor (1) Reader (1) Senior Lecturer (1)	6
Welfare Issues	2	Lecturer II (2)	6
<b>Total</b>	<b>14</b>		<b>29</b>

Number in parenthesis ( ) represents the number of category of staff in each academic unit.

**Table 10: Academic Staff on Board versus Optimum Academic Staff in the Department of Agricultural Extension and Rural Development**

Academic Units	Staff on Board	Status of Staff on Board	Optimum Staff
Agricultural Extension and Farm Management	6	Reader (1) Senior Lecturer (3) Lecturer I (2)	6
Home Economics	2	Lecturer I (2)	2
Communication	4	Lecturer I (4)	4
Rural Sociology	2	Professor (2)	2
<b>Total</b>	<b>14</b>		<b>14</b>

Number in parenthesis ( ) represents the number of category of staff in each academic unit.

**Table 11: Academic Staff on Board versus Optimum Academic Staff in the Department of Agronomy**

Academic Units	Staff on Board	Status of Staff on Board	Optimum Staff
Crop Production	6	Professor (3) Reader (1) Senior Lecturer (1) Lecturer I (1)	7
Soil Science	8	Professor (3) Senior Lecturer (3) Lecturer II (2)	13
Horticulture	3	Senior Lecturer (2) Lecturer I (1)	3
Agricultural Mechanization	2	Senior Lecturer (1) Lecturer II (1)	2
<b>Total</b>	<b>19</b>		<b>25</b>

Number in parenthesis ( ) represents the number of category of staff in each academic unit.



**Table 12: Academic Staff on Board versus Optimum Academic Staff in the Department of Animal Science**

Academic Units	Staff on Board	Status of Staff on Board	Optimum Staff
Agricultural Biochemistry	5	Professor (3) Lecturer I (1) Lecturer II (1)	4
Animal Nutrition	4	Professor (1) Senior Lecturer (2) Lecturer I (1)	3
Animal Production and Management	4	Lecturer I (1) Lecturer II (3)	6
Animal Breeding and Genetics	2	Reader (1) Lecturer I (1)	3
Animal Physiology and Bioclimatology	1	Reader (1)	5
Animal Products and Meat Science	1	Lecturer I (1)	4
Forage Production and Management	1	Lecturer II (1)	4
<b>Total</b>	<b>18</b>		<b>29</b>

Number in parenthesis ( ) represents the number of category of staff in each academic unit.

**Table 13: Academic Staff on Board versus Optimum Academic Staff in the Department of Crop Protection and Environmental Biology**

Academic Units	Staff on Board	Status of Staff on Board	Optimum Staff
Environmental Biology	6	Professor (1)	9
		Reader (2)	
		Senior Lecturer (1)	
		Lecturer I (1)	
		Lecturer II (1)	
Entomology	2	Professor (1)	5
		Senior Lecturer (1)	
Phytopathology	4	Professor (2)	5
		Senior Lecturer (1)	
		Lecturer II (1)	
<b>Total</b>	<b>12</b>		<b>19</b>

Number in parenthesis ( ) represents the number of category of staff in each academic unit.

**Table 14: Academic Staff on Board versus Optimum Academic Staff in the Department of Forest Resources Management**

Academic Units	Staff on Board	Status of Staff on Board	Optimum Staff
Silviculture and Biology	2	Professor (1)	5
		Reader (1)	
Forest Economics and Management	4	Professor (1)	5
		Lecturer I (3)	
Wood Science	3	Senior Lecturer (1)	5
		Lecturer I (2)	
Forest Biometrics	3	Professor (1)	5
		Senior Lecturer (1)	
		Lecturer I (1)	
Agroforestry	-	None	5
<b>Total</b>	<b>12</b>		<b>25</b>

Number in parenthesis ( ) represents the number of category of staff in each academic unit.

**Table 15: Academic Staff on Board versus Optimum Academic Staff in the Department of Wildlife and Fisheries Management**

Academic Units	Staff on Board	Status of Staff on Board	Optimum Staff
Aquaculture and Fish Nutrition	4	Professor (2) Lecturer I (1) Lecturer II (1)	4
Fish Processing, Utilization and Gear Technology	1	Senior Lecturer (1)	2
Fishery Policy, Economics and Marketing	3	Senior Lecturer (1) Lecturer I (1) Lecturer II (1)	4
Oceanography and Seamanship	1	Lecturer I (1)	2
Fisheries Ecology and Management	4	Senior Lecturer (1) Lecturer I (3)	4
Wildlife Domestication, Nutrition and Utilization	1	Professor (1)	2
Wildlife Economics and Management	1	Lecturer I (1)	2
Wildlife Ecology and Protected Area Management	3	Professor (1) Lecturer I (3)	4
Environmental Sensitivity and Impact Assessment	1	Lecturer I (1)	2
Ecological Recreation	1	Lecturer I (1)	2
<b>Total</b>	<b>20</b>		<b>28</b>

Number in parenthesis ( ) represents the number of category of staff in each academic unit.

**Identification of challenges in the faculty of agriculture and forestry**

Funding, logistics (tractors, vehicles, etc.), infrastructural facilities, laboratories, ICT and power supply were identified as the challenges

facing the Faculty of Agriculture and Forestry, University of Ibadan, Nigeria.

**Funding**

Funding has been a serious problem because the budgetary allocation to all Federal Universities has increased over the last ten years as a result of more universities being created in the country. However, the University of Ibadan is now surmounting the problem via direct allocation of fund to each department in various faculties in the University.

**Logistics**

Logistics such as buses, cars, tractors, etc. to run the daily activities in the Faculty have been problematic since the introduction of monetization during Chief Olusegun Obasanjo's tenure as the President of Nigeria from 1999 to 2007. Some vehicles were sold out without replacement. Even those vehicles that were grounded could not be repaired. There is a belief that the faculty's needs will be looked into in the area of logistics in the immediate future. The Faculty of Agriculture and Forestry, University of Ibadan, Nigeria was assisted by Osun and Oyo States that provided a 32-seater-bus and a tractor with its accessories for teaching and practical deliverables.

**Infrastructure**

Infrastructural facilities such as buildings, roads, water, laboratories and electricity also have impacted on teaching and research in the Faculty of Agriculture and Forestry. Six out of seven Departments in the Faculty of Agriculture and Forestry have conducive buildings for teaching and research. The only department that is deficient of its own building is the Department of Wildlife and Fisheries Management. The coping strategy, however, developed as far back as 1981 was that the Department was and is still being accommodated in the building belonging to the Department of Forest Resources Management. The capacity of the building is nowadays overstressed. The University Authority is now planning to construct a separate building for the Department of Wildlife and Fisheries Management in order to accommodate both lecturers and students for smooth and effective teaching and research.

### **Roads and Water**

Maintenance of roads on campus nowadays is good to facilitate movement of people and even for people to behold. In the last two years, the University Authority embarked on maintenance of roads to Faculties and residential avenues. Apart from epileptic power supply to pump water from the reservoir to various academic departments and residential buildings on campus, portable water supply on campus these days has been fair.

### **Laboratories**

Laboratories on campus some years back were archaic. Five years ago, through direct teaching, research and laboratory (DTRL) fund allocation to each department in the Faculty of Agriculture and Forestry, significant changes have been recorded in terms of new equipment and tools. All our field stations have been improved for productive research. The lecturers and students can now be proud of the outcomes of their research findings.

### **Electricity**

This is a serious monster affecting the economic sectors in Nigeria. Educational sector is not exceptional. Supply of electricity right from 1999 to date has been a bottleneck for every sector in Nigeria. This has since been retarding the progress of teaching and research. However, the coping strategy being adopted nowadays in the seven Departments is installation of various generating sets to power the electrical appliances for teaching and research. Until the Federal Government of Nigeria declares Emergency on Power Supply and rectifies the mistakes in the management of Power Holdings, the universities all over Nigeria will keep on with coping strategies.

### **Conclusion and recommendations**

Capacity building in the Faculty of Agriculture and Forestry, University of Ibadan has relatively impacted the production of graduates from 1998 to 2007 for the societal need. The intellectual accomplishments and mental perspective from both lecturers and graduates could be significantly achieved if the Government is ready to see universities as a harbinger to development of a nation. A holistic response to innovative teaching and research is needed from academic departments in the

Faculty of Agriculture and Forestry so that we do not simply end up creating new problems while we attempt to resolve the old ones. All over the world, universities are operating in a new and rapidly changing environment. The following are recommended for effective teaching and innovative research in order to stimulate the national government on the goal of the University towards the production of graduates:

- Policy towards holistic teaching and research be charted for Triple Mission of the Faculty of Agriculture and Forestry.
- Policy drive towards enabling environment for staff interaction should be enunciated.
- Policy towards creating interactive session between 'staff and student' and 'staff and staff' and evaluation of lecturers via teaching and research should be enunciated.
- Policy on the use of student evaluation and teaching regimes be made use as part of staff promotion exercise.
- Policy drive towards adequate funding of the laboratories be enunciated.

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