



## **DRAFT REGIONAL STRATEGY (2023 - 2028)**

## Acronyms

AAS	African Academy of Science
AAU	Association of African Universities
ACEPHAP	Africa Center of Excellence in Population Health and Policy
AHU	Africa Host University
BUK	Bayero University, Kano
C-CoDE	Centre of Competence in Digital Education
CDA	Centre for Dryland Agriculture
CESFOSAP	Centre of Excellence in Sustainable Food Systems and Products
CRER	Centre for Renewable Energy Research
DTCA	Directorate for Technical Cooperation in Africa
ECOWAS	Economic Commission of West African States
FabLab	Fabrication Laboratory
GFGP	Good Financial Grant Practice
GGC	Global Grant Community
M&E	Monitoring and Evaluation
NRI	National Resource Institute
NUC	National Universities Commission
OIR	Office of International Relations
PASET	Partnership for skills in Applied Sciences, Engineering and Technology
RSIF	Regional Scholarship and Innovation Fund
SSA	Sub-Saharan Africa
SWOT	Strengths, Weaknesses, Opportunities and Threats
TCoE SuF-SAP	TETFund Centre of Excellence in Sustainable Food Systems and Products
TETFUND	Tertiary Education Trust Fund
WCA	West and Central Africa

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## Foreword

Bayero University Kano (BUK) has witnessed a rapid transformation in recent years, particularly with regard to its regional and international outlook. In 2022, the Times Higher Education (THE) ranked the University as number one in Nigeria in terms of international outlook. The feat was mainly due to the regional activities and increased collaborations with regional/international partners. The presence of 4 Centres of Excellence which have regional mandates has greatly strengthened the regional reach of the University. In addition, BUK is also one of the 15 Africa Host Universities (AHU) running the pan-African PASET PhD programmes, drawing students from different countries in Africa. Currently, the University has students from over 15 countries across Sub-Saharan Africa.

The University has developed this regional strategy in order to consolidate its regional position in West and Central Africa (WCA). The institutional regional strategy is designed to ensure a systematic and more focused approach and guide for achieving the institution's key areas of focus and objectives, which are aimed at increasing regional student enrolment and developing research capacity for technological advancement in the region. The regional strategy is aligned with the University's overall strategic plan, which provides the overall strategic approach for the University as a teaching and research institution and its operations in the WCA. It presents a summary of the institution's current state, position in the region, how it is viewed by other institutions, and where it aspires to be in the regional higher education space.

This regional strategy has been prepared with the view of BUK becoming a world-class institution that is responsive to the WCA challenges, thereby attracting faculty and students from the region. The University Management is committed to implementing this regional strategy and will fast-track the full implementation of the key activities as designed.



**Professor Sagir Adamu Abbas FMAN**  
*Vice Chancellor*

## **Executive Summary**

Bayero University Kano (BUK) is a public university located in Kano, Nigeria. It is one of the most prestigious universities in Nigeria, with a strong reputation for academic excellence and research. BUK is also known for its commitment to regional engagement in the West and Central African (WCA) sub-region. The University has over 43,000 students across its 124 undergraduate and 264 postgraduate programmes. BUK is committed to playing a leading role in the Higher Education Sector for the development of teaching and research capacity, deployment of robust ICT infrastructure and services through its campuses and growing network of partners in Nigeria and the region in particular.

The established research centres in the University are central to the institution's identity, mission, and vision, given the critical role they play in increasing access to learning, support, and research to serve the communities within which they are located, and to facilitate strong partnerships with industry and other stakeholders in the region.

The institutional regional strategy is therefore designed to ensure a systematic and more focused approach and guide for achieving the institution's key areas of focus and objectives, which are aimed at increasing regional student enrolment and developing research capacity for technological advancement and development in the region.

This document is aligned with the University's overall strategic plan. It presents a summary of the institution's current state, position in the region, how other institutions view it, and where it aspires to be in the regional higher education space.

The key areas of focus of the institution's regional strategy align with its identity and mandate, which include the deployment of research and innovation capacity in the region, collaboration with other institutions in the region, capacity building for faculty and students, and institutional regional impact. Specific action plans and activities were identified for achieving each strategy. The institutional lead will oversee the implementation of the strategy through a university committee. The institution will support the implementation of this strategy with institutional funds as

well as funding from other development.

## 1.0 Background

Bayero University, Kano (BUK) has evolved from Ahmadu Bello College, set up in 1960 to run Advanced Level training programmes, to one of the most respected Universities in Africa today. With the establishment of Ahmadu Bello University (ABU), Zaria, in 1962, it was renamed Abdullahi Bayero College. In 1964 the College was affiliated with ABU, and its post-secondary programmes became preliminary courses through which students were prepared for admission into ABU for degree programmes. On 1<sup>st</sup> October 1977, the college became a full-fledged University through the promulgation of Decree 70 and was renamed Bayero University, Kano (globally known as BUK).

The university is committed to strengthening its position as the leading provider of quality education and research in Nigeria and the West and Central African (WCA) region. The university strives for its provisions to be characterised by excellence and innovation in teaching and learning, research and scholarship, community engagement, partnerships, and collaboration in response to changing regional , and global labour market needs and underpinned by principles of learner- centredness.

The vision of BUK is *“to lead in research and education in Africa”*, while its mission is *“committed to addressing African developmental challenges through cutting-edge research, knowledge transfer and training of high-quality graduates”*.

Recently, the Times Higher Education ranked BUK as number one in Nigeria in terms of international outlook. The feat was mainly due to the regional activities of the two ACEs in the University (CDA and ACEPHAP). In addition to the ACEs, the University has set up other centres with regional mandates, including the TETFUND-funded Centres of Excellence in Sustainable Food Systems and Products (CESFOSAP) and Centre for Renewable Energy Research (CRER). BUK is also one of the 15 Africa Host Universities (AHU) running the pan-African PASET/RSIF PhD programmes aimed at addressing Africa’s skills gaps in Applied Science, Engineering, and Technology (ASET). Currently, the University has students from over 15 countries covering Western, Central, Eastern, and Southern Africa. To consolidate the gains and to work towards realizing the University’s vision and mission, the Vice-Chancellor set up a committee (Appendix I) to develop a clear

regional strategy for the University in its training, research, and knowledge transfer activities

The terms of reference given to the committee were to:

- a) Develop and recommend a clear strategy for attracting students and faculty from West African Sub-region and beyond for improved regional impact.
- b) Develop and recommend a strategy for greater networking with industry, research, and academic institutions within West African Sub region and beyond.
- c) Any other issue incidental to a and b above

The committee approached its assignment by drawing on the university's previous and current overall strategic plan documents. To this end, it obtained ideas and information from the following sources: BUK strategic plan for 2010 – 2015, 2016 – 2020, and 2021 – 2025, policy documents including the university's Research Policy, Journal Publishing Policy; ICT policy, and Quality Assurance policy; Regional strategies for La Trobe University, Australia, and Indiana University, USA.

The committee carried out an assessment of the current state of regionalization at Bayero University using the following tools.

- Stakeholder engagement at various stages, which included:
  - a. Focus group discussions with management staff (Vice Chancellor, Deputy Vice Chancellors, Registrar, Deans, and Directors of academic and administrative units)
  - b. Administration of questionnaires to faculty, students, researchers, industry partners, and regional alumni.
- SWOT analysis (Appendix II) to provide an environmental scan of BUK as a regional institution.

After this, the committee held meetings and identified strategic priorities for regionalization based on the earlier assessments. A draft regional strategy was then developed. Finally, a workshop involving representatives of various stakeholders (including faculty, non-teaching staff, students, and alumni) was carried out to



validate the draft regional strategy before presenting it to the Vice-Chancellor. The stakeholder engagement at various levels was to ensure that the developed regional strategy would be embraced by the university leadership, faculty, students, and other significant stakeholders.

### **About the Strategy**

This plan focuses on institutional regional strategies and is aligned with the institution's current strategic plan (see Appendix III), which provides the overall strategic approach for the University as a teaching and research institution and its operations in the WCA. The global education trends and their impact on the context and learners within which the institution operates have made it necessary that the institution review its regional strategy. This strategy has therefore been prepared with the view of BUK becoming a world-class institution that is responsive to the WCA challenges, thereby attracting faculty and students from the region within the next five years.

### **Scope of the Regional Strategic Plan**

The scope of this strategy will be regional, focusing on the WCA region. It will guide the institution and its units of operations on its regional approach and activities, as a component of the overall strategic plan of the institution. Specifically, it is hoped that within the next five (5) years the strategy plan will strengthen the research capacity of the University, and ICT infrastructure development within the institution and in the region. The time frame for the plan shall be five years from the date of the approval of the regional strategic plan.

## **2.0 Current Status of BUK in the Regional Activities**

BUK is one of Nigeria's leading Universities with a strong reputation for academic excellence and commitment to regional engagement in the WCA region. The University has a student population of over 46,492, comprising 37,214 undergraduates and 9,278 postgraduates as of 2022. The University has over 124 undergraduate and 264 postgraduate programmes. The workforce comprises 1,720

academic and 2,898 non-academic staff. The University has 18 Faculties, 2 Colleges, 15 Research Centres, an institute, and 4 Schools. BUK is one of the leaders in the higher education sector in the region. The institution is among the largest in the region in terms of student population.

In 2022, the Times Higher Education ranked BUK as number one in Nigeria in terms of international outlook. According to the 2023 Times Higher Education World University Rankings, BUK is ranked 4<sup>th</sup> in Nigeria and 71<sup>st</sup> in the Sub-Saharan Africa University Ranking. In terms of International Outlook, BUK was ranked 2<sup>nd</sup> in Nigeria and ranked 63<sup>rd</sup> among the SSA universities for “Africa Impact” (a measure of *African citation, African co-authorship and policy outreach*). This ranking is based on a number of factors, including research output, teaching quality, and internationalization. Based on its nature and mode of operations, the University has garnered experience over the last 50 years in fulfilling its mandate of making quality higher education accessible to all. It has also built a network of relationships nationally, regionally, and internationally, which have enabled the institution to fulfill its threefold core mandate of teaching, research, and community service. The university also has a number of research centers that are conducting research on a wide range of topics, including dryland agriculture, climate change, renewable energy, poverty, gender studies, reading research & development, infectious diseases, and health care.

BUK’s current image in the WCA region is positive. The university is working to further strengthen its image in the African region by investing in its research capacity, and it is expanding its partnership with universities and research institutions in the region by promoting cross-border collaboration and understanding.

The vision of BUK is to be a world-class university that is known for its excellence in teaching, research, and community service. The university is committed to improving its reputation and visibility in Nigeria, WCA region and beyond. To achieve this, BUK is investing in new facilities, upgrading its academic programs, and attracting top faculty and students from around the world.. These partnerships allow the University to collaborate on research projects, share resources, and train students and faculty across Nigeria, WCA region. The University also participates in a number of regional

networks and organizations, such as the Association of African Universities and the African Research Universities Alliance.

The University has collaborated with and signed memoranda of Understanding (MoU) for collaboration in research and development with several universities and institutions worldwide. The University currently maintains 39 active collaborations (28% - regional, 33% - national, and 39% - international) backed by signed memoranda of understanding. To foster collaborative research, the University has developed research-related policies, including Research Policy, Intellectual Property Policy, Authorship Policy, Research Ethics and Integrity Policy, Journal Publishing Policy, Professorial Research Chair Policy, communication policy, Gender policy and sexual harassment policy.

The establishment of Africa Centres of Excellence (CDA and ACEPHAP), Tetfund Centre of Excellence in Sustainable Food Systems and Products (TCoE SuF-SAP), and the selection of Bayero University as an Africa Host University (AHU) for the PASET Regional Scholarship and Innovation Fund (PASET/RSIF), have led to an increase in the enrolment of regional students and research collaborations with other African countries. In the last five years, students from more than 15 African countries have enrolled in the postgraduate programmes of the University. The establishment of the Directorate of Research, Innovation, and Partnership (DRIP) and the Office of the Deputy Vice-Chancellor (Research and Development) have contributed to strengthening research collaborations with development partners across the region and around the globe.

### **Priority Areas of Linkages and Collaborations**

BUK maintains linkages and collaborations at national and regional levels.

- At the national level, working relationships are maintained with some Federal bodies like the National Universities Commission (NUC), the Tertiary Education Trust Fund (TETfund), the Joint Admission and Matriculation Board (JAMB), etc.
- BUK has also signed memoranda of understanding (MOUs) with some institutions including the Nigerian Institute for Trypanosomiasis and

Onchocerciasis Research; Institute for Agricultural Research Samaru; Federal Ministry of Agriculture and Rural Development, Kano State; Chartered Institute of Bankers of Nigeria and IIBF; National Information Technology Development Agency (NITDA); Hadejia-Jama'are River Basin Development Authority, Nigeria Atomic Energy Commission, etc.

- At Regional level, BUK has also signed memoranda of understanding (MOUs) with some institutions including the Internal Centre of Insect Physiology and Ecology (ICIPE) Kenya; (LSTM) (TSRI) (IPI) (IPR Kenya); Islamic University in Uganda.
- BUK has also concluded all necessary arrangements to collaborate with Kenya Nutritionists and Dieticians Institute (KNDI) and seven Kenya Universities in the areas of teaching, research, community outreach, training as well as staff and students exchanges. The seven collaborative Universities include; Maseno University, Pwani University, Masinde Muliro University of Science and Technology, Karatina University, Technical University of Kenya, and University of Eastern Africa - Baraton.

Appendix IV. presents the Analysis of the High Education Context and the position of BUK competing with other universities in the region.

### **3.0 BUK Regional Strategy Plan**

The goal of the regional strategy plan is to leverage institutional capacity in teaching and research to transform higher education systems by attracting faculty and students in the WCA region. The regional strategy will provide a comprehensive plan that supports BUK's institutional strategy of becoming the leading university in training of high-quality graduates, conducting cutting-edge research, and addressing regional challenges in the WCA region. The institution will achieve its plan through building partnerships across sectors and countries within the WCA region.

#### **3.1 Vision**

The vision of the regional strategy is to make Bayero University the leading destination for scholars in the WCA region.

### **3.2 Objectives of the BUK Regional Strategy**

1. Increase the enrolment of regional students in BUK programmes.
2. Increase the number of regional faculty engaged in the teaching and supervision of BUK students.
3. Increase research collaborations with institutions and industries to address regional problems in the WCA region.
4. Improve academic mobility of faculty and students from institutions and industries across the WCA region.

### **3.3 Components of the regional strategy**

#### **Strategy 1: Increasing the enrolment of regional students in BUK programmes**

To make the BUK programmes competitive and attractive to regional students, the programmes shall be relevant to the development needs of the WCA, be widely marketed, and the delivery and student experience during the programme shall be world-class.

#### ***Action Plan 1: Review curricula and current mode of pedagogy in Bayero University Kano***

##### *Activities:*

- i. Review the current programmes and determine their relevance to the present needs of the WCA region.
- ii. Design transdisciplinary programmes that address the grand challenges facing the region.
- iii. Develop infrastructure and restructure courses to modular and online/blended modes.
- iv. Train faculty on modern pedagogy and effective supervision to reduce graduation time of students.

#### ***Action Plan 2: Attract and support regional students to enrol into BUK programmes***

##### *Activities:*

- i. Design admission requirements for international students that are flexible to accommodate equivalent certificates, transfer of credit units etc.

- ii. Develop comprehensive marketing and student recruitment strategy using various channels, including social media, regional alumni, Nigerian Embassies and missions in the WCA region, and existing partners.
- iii. Improve regional students experience and safety through provision of appropriate on-campus accommodation.
- iv. Establish and run International Office (IO) to facilitate visa and resident permits, and easy settlement for new regional students and faculty.
- v. Develop language translation options for our academic programme offerings and learner support services to take into consideration other languages such as the French use in the WCA region.
- vi. Liaise with the French educational and cultural institution, the Alliance Francaise, which has very strong ties with the francophone countries in the WCA region.
- vii. Establish good relationships with foreign missions in Nigeria in order to attract regional students.

***Action Plan 3: Seek funds and scholarships that support regional students***

***Activities:***

- i. Approach national and regional organizations that promote scholarships and funds for south-south and intra-Africa cooperation to provide scholarships for other African students coming to BUK (eg Directorate for Technical Cooperation in Africa, Embassies of WCA countries in Nigeria, etc.)
- ii. Seek research grants and development aids that support capacity building through the involvement of students in projects.
- iii. Offer internal scholarships to deserving students across the WCA region.

**Strategy 2: Engaging regional faculty in teaching and co-supervision of BUK students**

***Action Plan 1: Increase the proportion of regional faculty teaching in BUK programmes***

***Activities:***

- i. Seek for faculty from Regional Universities to be seconded and funded with the assistance of some international development agencies and foundations such as the UNDP, USAID, DAAD, UK Foreign, Commonwealth and Development Office, Japan International Cooperation Agency, Netherlands Directorate for

International Technical Assistance, Technical Aid Corps, MacArthur Foundation, Ford Foundation, Carnegie Foundation etc.

- ii. Provide competitive incentives that will attract regional faculty as adjunct and visiting lecturers.
- iii. Engage regional faculty on sabbatical leave.
- iv. Provide postdoctoral positions to engage regional faculty.
- v. Provide facilities that support online teaching and research.

***Action Plan 2: Increase the proportion of regional faculty co-supervising students with BUK faculty***

***Activities:***

- i. Sign MoUs with the regional universities and research centres to allow co-supervision, external examination, and professorial assessments.
- ii. Seek joint research grants with regional partners to support students' research projects.
- iii. Establish short-duration collaborations with foreign universities and other funding and multilateral agencies to sponsor scholars on short visits to the University
- iv. Explore regional faculty and diaspora virtual participation as an intervention strategy to target professionals in the WCA region and diaspora who are willing to contribute their knowledge, skills and competence but are unable to visit Nigeria.

**Strategy 3: Research collaborations with institutions in the West and Central African region**

***Action Plan 1: Support and incentivize regional research collaborations.***

***Activities:***

- i. Provide staff training on grant identification, proposal writing, and project management.
- ii. Provide linkage between BUK researchers and potential regional collaborators/research networks.
- iii. Encourage local and regional research groups through rewards and recognition.
- iv. Utilise the existing contacts in the region to foster collaborations with Institutions in areas such as Internships, sharing of resources, research, joint workshops and conferences, etc.

- v. Provide an up-to-date institutional repository for academic publications in Departmental, Faculty and Central University Libraries
- vi. Engage in collaborative research with other universities and research institutions within the WCA region.
- vii. Encourage local and regional Faculty and Academic Centres to collaborate with professional bodies that share their research interests

***Action Plan 2: Proactively promote strategic partnerships with relevant institutions***

*Activities:*

- i. Identify strategic reputable research partners and reach out to them to gauge potential areas of collaboration with researchers in BUK.
- ii. Develop the framework for collaboration with the identified potential partners and sign partnership agreements.
- iii. Identify a focal person in BUK for each partnership agreement that works with DRIP to manage the partnership.
- iv. Establish linkages with the industry and focus on research that would address industry needs. This will encourage investment and support to Departments and other academic Units of the University.

**Strategy 4: Academic mobility of faculty and students**

**Action Plan 1: Create opportunities for regional tours and short stays for faculty and students**

*Activities:*

- i. Introduce sandwich programmes, benchwork, and study tours for students and faculty in partner regional institutions.
- ii. Encourage short-term, non-degree mobility for faculty and students
- iii. Enhance the University's online visibility by encouraging Departments, Faculties, Colleges, Institutes, and Centres to populate their web pages with current information. Robust advertisement of areas of expertise and strengths that have the potential of attracting the mobility or floating of regional faculty and students within the region



## Action Plan 2: Introduce dual and joint degree programmes with regional partners

### Activities:

- i. Identify universities within the region for possible collaboration in running dual or joint degree programmes with BUK.
- ii. Develop a framework and curricula for running the dual and joint degree programme.

## 4.0 Timelines and Budget

Strategy	Action	Timeline	Cost (\$)
1. Increasing regional students' enrolment into BUK programmes	Review PG curricula and current mode of pedagogy, starting with academic Centres as pilots	July 2023 to October 2023	\$40,000 (20% of ACE Impact allocation to DLI 7.2 for CDA and ACEPHAP)
	Attract and support regional students to enrol into BUK programmes	September 2023 to December 2028	
	Seek funds and scholarships that support regional students	September 2023 to December 2028	
2. Engaging regional faculty in teaching and co-supervision of BUK students	Increase the proportion of regional faculty teaching in BUK programmes	September 2023 to June 2025	\$30,000 (15% of ACE Impact allocation to DLI 7.2 for CDA and ACEPHAP)
	Increase the proportion of regional faculty co-supervising students with BUK faculty	September 2023 to June 2025	
3. Research collaborations with institutions in other African countries	Support and incentivize regional research collaborations	September 2023 to June 2025	\$70,000 (35% of ACE Impact allocation to DLI 7.2 for CDA and ACEPHAP)
	Proactively promote strategic partnerships with relevant institutions	September 2023 to December 2028	
4. Academic mobility of faculty and students	Create opportunities for regional tours and short stays for faculty and students	September 2023 to December 2028	\$60,000 (30% of ACE Impact allocation to DLI 7.2 for CDA and ACEPHAP)
	Introduce dual and joint degree programmes with regional partners	September 2023 to December 2028	

## 4.1 Sustainability plans

The sustainability of this regional strategy is essential. BUK has a Directorate of Research, Innovation, and Partnerships that will oversee the implementation of the regional strategy in collaboration with relevant units and departments. Funds to

support and sustain the implementation of the strategy will be sourced both internally and externally through:

- a. Initial budgetary provision by CDA and ACEPHAP under DLI 7
- b. Budgetary provisions by the University
- c. Grants from the government, TETFund, and donors for establishing infrastructure.
- d. Payment of tuition fees by regional students
- e. Securing commitments from Cooperation/philanthropists for regional students
- f. Facilities and administration costs charged to sponsored research projects,
- g. Royalties from the commercialization of intellectual properties.

The University will also ensure cost-effectiveness by deploying online interactions, where possible, thus reducing travel and transaction costs for regional student and faculty engagements. The programmes of the University will be maintained at the highest quality standards and delivered with professionalism to make them attractive to regional students, faculty, and industry partners.

#### 4.5 M & E Framework

##### Regional Strategy Monitoring and Evaluation Plan

Level	Description	Indicator	Baseline (2023 Value)	Target (2028 Value)	Data Source	Frequency	Responsible
Goal	BUK propelled to lead in research and education in the west African Sub region	BUK position in the Sub-Saharan University Ranking	71+	15-20	<i>THE</i> SSA UR	Annually	Vice-Chancellor
Strategy 1	Increasing regional students' enrolment into BUK programmes.	Number of regional students enrolled	30	180	University Annual Report	Annually	Director, DAP
Action Plan 1.1	Review PG curricula and current mode of pedagogy, starting with academic Centres as pilots.	Number of PG programmes run using Innovative Pedagogy	14	50	SPS, DBS, Centres/Faculties Reports	Annually	Deans/Directors of Faculty/Centre
Action Plan 1.2	Attract and support regional students to enroll into BUK programmes	Number of regional students enrolled	30	180	SPS, DBS, Centres/Faculties Reports	Annually	Deans/Directors of Faculty/Centre
Action Plan 1.3	Seek funds and scholarships that support regional students	Number of regional students on scholarship	50	100	SPS, DBS, Centres/Faculties Reports	Annually	Deans/Directors of Faculty/Centre
Strategy 2	Engaging regional faculty in teaching and co-supervision of BUK students	Number of regional faculty engaged in teaching and supervision	4	24	University Annual Report	Annually	Registrar
Action	Increase the proportion	Number of regional	0	20	University	Annually	Registrar

Level	Description	Indicator	Baseline (2023 Value)	Target (2028 Value)	Data Source	Frequency	Responsible
Plan 2.1	of regional faculty teaching in BUK programmes	faculty teaching in BUK			Annual Report		
Action Plan 2.2	Increase the proportion of regional faculty co-supervising students with BUK faculty	Number of regional faculty engaged as co-supervisors in BUK	0	25	SPS, DBS, Centres/Faculties Reports	Annually	Registrar
Action Plan 2.3	Increase the proportion of BUK faculty teaching in regional institutions	Number of BUK faculty teaching in WCA institutions	0	20	SPS, DBS, Centres/Faculties Reports	Annually	Registrar
Action Plan 2.4	Increase the proportion of BUK faculty co-supervising students in African institutions	Number of BUK faculty engaged as co-supervisors in African institutions	0	25	SPS, DBS, Centres/Faculties Reports	Annually	Registrar
Strategy 3	Research collaborations with institutions in other African countries	Number of active research collaborations with African institutions	15	40	DRIP, Centre & Faculty Reports	Annually	Director, DRIP
Action Plan 3.1	Support and incentivize regional research collaboration	Amount expended as support and/or incentive to regional collaborations	0	NGN 25,000,000.00	Bursary Records	Annually	University Bursar
Action Plan 3.2	Collaborate with strategic regional partners on R&D	Number of collaborative R&D projects	10	35	DRIP, Centre & Faculty Reports	Annually	Director, DRIP
Action Plan 3.2	Secure grants in collaboration with regional partners	Number of collaborative grants secured with regional partners	10	20	DRIP, Centre & Faculty Reports	Annually	Director, DRIP

<b>Level</b>	<b>Description</b>	<b>Indicator</b>	<b>Baseline</b> (2023 Value)	<b>Target</b> (2028 Value)	<b>Data Source</b>	<b>Frequency</b>	<b>Responsible</b>
Strategy 4	Encourage academic mobility of faculty and students	Number of participating faculty and/or students	0	50	DRIP, Centre & Faculty Reports	Annually	Director, DRIP
Action Plan 4.1	Secure mobility placements for BUK staff in other African institutions	Number of staff participating mobility programmes in African countries	0	20	DRIP, Centre & Faculty Reports	Annually	Director, DRIP
Action Plan 4.2	Secure mobility placements for BUK students in other African institutions	Number of students participating in mobility programmes in African countries	0	30	DRIP, Centre & Faculty Reports	Annually	Director, DRIP

## 5.0 Conclusion

The Bayero University regional strategy seeks to leverage the recent upward trajectory of the university in all areas of teaching, research, and service to society by focusing on building synergy with institutions and relevant stakeholders in Africa to create a greater impact on the development of the continent. The strategy proposed action plans in the areas of:

- i. Increasing regional students' enrolment in BUK programmes
- ii. Engaging regional faculty in teaching and co-supervising BUK students
- iii. Research collaborations with institutions in other African countries
- iv. Academic mobility of faculty and students

A robust M&E mechanism and sustainability plan are also proposed to ensure the smooth implementation of the strategy.

It is envisaged that the implementation of the regional strategy will make BUK “the leading destination for scholars in Africa” and guide it toward achieving its vision of being the leader in research and education in Africa and its mission of addressing Africa’s developmental challenges through cutting-edge research, knowledge transfer, and training of high-quality graduates.

## Appendix I: Members of the Committee

1. Professor Mustapha Ahmad Isa (Dean School of Postgraduate Studies) - Chairman
2. Professor Jibrin Mohammed Jibrin (Director, CDA) – Member
3. Professor Hadiza Shehu Galadanci (Director, ACEPHAP) – Member
4. Professor Tijjani Hassan Darma (Provost, CNPS) – Member
5. Professor Aisha Kuliya Gwarzo (Provost CHS) – Member
6. Professor Ibrahim Ahmed Rufa’i (Director DRIP) – Member
7. Professor Shamsuddeen Umar (Dean of Students Affairs) – Member
8. Dr Suwaiba Said Ahmad (Director, Gender Studies) – Member
9. Dr Garba Barume – Secretary

## Appendix II: SWOT Analysis





## Appendix III: BUK Strategic Plan

**Appendix IV: Analysis of overall Higher Education contexts and BUK's position to compete with other Universities in the West and Central African Region (*Rankings are based on the THE 2023 SSA Ranking*)**

S/no	University	Country	Population of students	Sub-Sahara Africa/ Regional Ranking	National Ranking
1	Bayero University Kano	Nigeria	45,810	71	4
2	University of Ghana, Ghana	Ghana	67,914	17	2
3	Covenant University	Nigeria	8,362	7	
4	Kwame Nkurma University of Science and Technology, Ghana	Ghana	85, 349	No data	3
5	Accra Technical University	Ghana	14,825	28	No data
6	University of Development Studies	Ghana	20,398	44	No data
7	University of Ibadan, Nigeria	Nigeria	41, 269	36	1
8	Ahmadu Bello University, Zaria	Nigeria	55,217	46	No data
9	Federal University of Agriculture Abeokuta	Nigeria	17,038	26	10
10	Inter-State School of Veterinary Science and Medicine	Senegal	468	No data	No data
11	University of Port Harcourt	Nigeria	33,501	51-60	No data
12	University of Lagos, Nigeria	Nigeria	57,000	5	2
13	University of Sierra Leone	Sierra Leone	22,952	23	No data
14	OAU Ile Ife, Nigeria	Nigeria	30,000	39	9
15	UNN Nnsuka, Nigeria	Nigeria	36,000	27	8
16	University of Dar es Salaam	Tanzania	24000	28	2
17	Muhimbili University of	Tanzania	3626	5	2

	Health and Allied Sciences, Tanzania				
18	Chiek Anto Diop University, Senegal	Senegal	60,000	26	1
19	University of Nairobi Kenya	Kenya	52,678	6	1
20	Makarere University, Uganda	Uganda	31233	16	1
21	Addis Ababa University, Ethiopia	Ethiopia	45,000	19	1
22	University of Cape Coast, Ghana	Ghana	28.451	4	2
23	University of Conakry, Guinea	Guinea		No data	No data
24	University of Cocody, Ivory Cost	Ivory Cost	50,000	No data	No data
25	University Of Ouagadougou	Cameroun	40,000	No data	No data
26	Université de Dschang Cameroun	Cameroun	14,000	No data	1
27	University of Bangui, Central Africa	Central Africa	6500	No data	1
28	Universidade Rainha Njinga a Mbande (URNM)	Angola	2,823	No data	No data
29	University of Cape Cost	Ghana	28,451	No data	1
30	Universidade Eduardo Mondlane	Mozambique	45,256	No data	1

## Appendix V: Summary of Survey

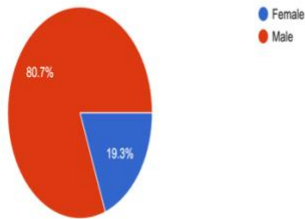
### 1. Students

#### a. Students demography

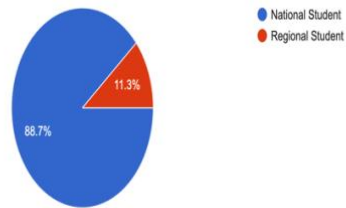
This survey was delivered to students and alumni of BUK. At the end of the survey period, a total of 373 responses were received. 80.7% of respondents were male, and 19.3% were

female. About 89% of the students/alumni are national students/alumni, whilst 11% come from other African countries. It is interesting to note that most of the respondents (67%) were alumni who have passed through the programmes and therefore, their responses would cover all the aspects of the programmes. In addition, the respondents cut across Bachelor (58%), Master (30%), and Doctorate (12%) programmes.

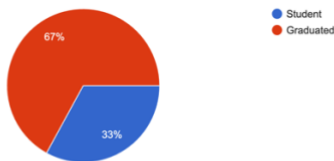
Gender  
373 responses



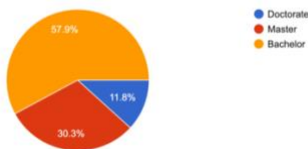
Nationality  
373 responses



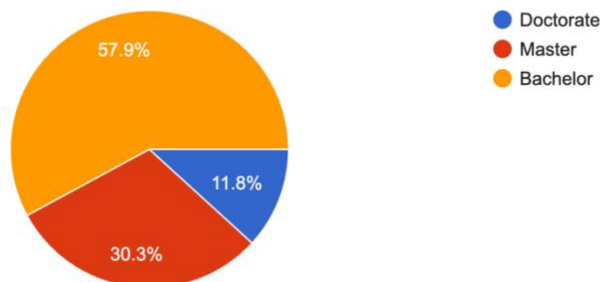
Current Status  
373 responses



Programme  
373 responses



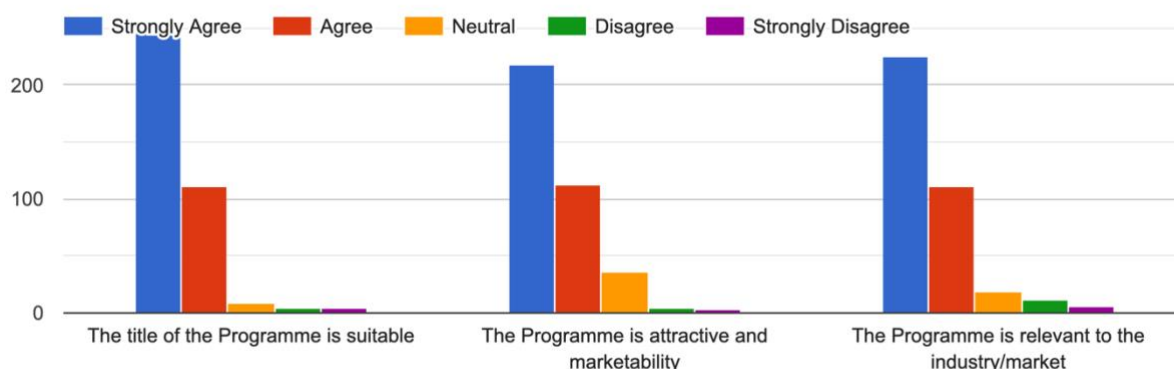
Programme  
373 responses



## b. Title of Programme of study

A question on the suitability of the programmes, in terms of their titles, relevance and marketability was asked. About 245 respondents strongly agree that the titles of the programmes are suitable. Interestingly, about 17 respondents felt that the titles of the programmes are unsuitable. The majority of the respondents felt that the programmes are both marketable and relevant to the industry. However, a few of them felt that the marketability and relevance of the programmes need to be improved.

Programme of your study

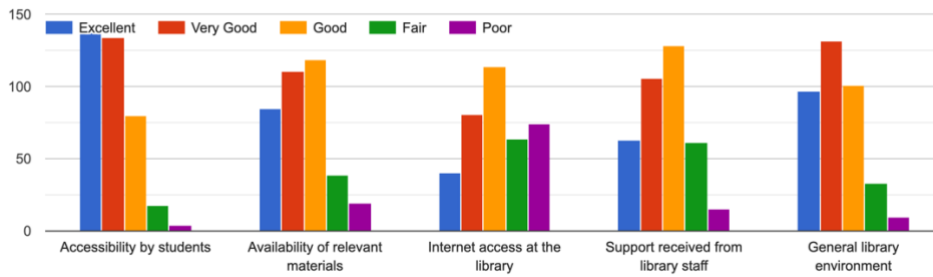


## c. Library Services and availability of E-resources

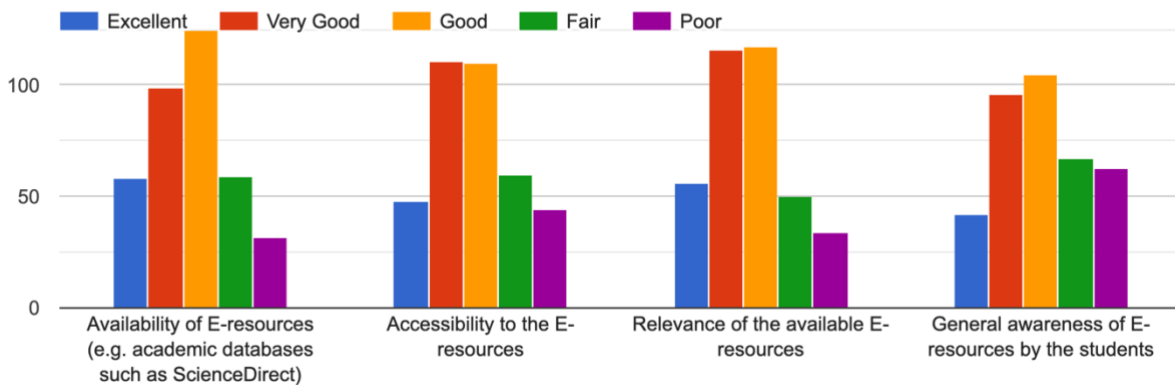
The majority of the respondents felt that accessibility to the library is either excellent or very good, indicating that students have access to the library. Regarding the availability of relevant materials in the library, the majority of the respondents felt that it is good, indicating that this is an area that would need improvement. Similar observations are made for the availability of internet services at the library, as well as the support received from the library support staff. These three areas, availability of relevant materials, internet services at the library and support provided by library staff, need to be improved.

Information regarding the availability of e-resources, their relevance and accessibility by the students was sought. Most of the respondents felt that the availability of e-resources is good. However, about 25% rated the availability between fair and poor. Similar observations are made for the relevance and accessibility of the e-resources. For the awareness of the e-resources by students, about 35% percent of the respondents felt that it is either fair or poor, indicating the need for improvement. In general, there is need for improvement with regard to the e-resources in the University.

#### Library Services



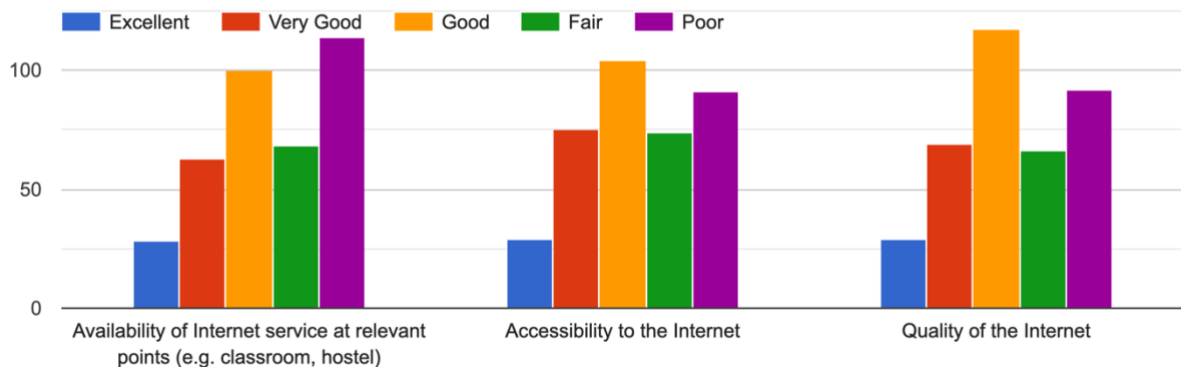
#### E-resources (e.g. academic databases such as ScienceDirect)



#### d. Internet Provision

We sought information on the availability, accessibility and quality of the internet at the University. Regarding the availability of the internet at relevant points, about 30% of the respondents felt it is poor whilst about 19% felt it is fair. Thus, about 49% of the respondents rated the availability of the internet as not good, indicating the need for improvement in this regard. For the quality and accessibility of the internet, we observed a large proportion of the respondents rating it below good. Thus, there is a need for improvement in all aspects of internet provision.

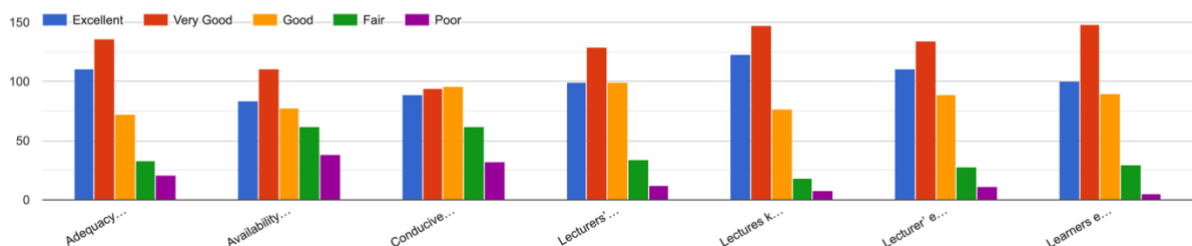
## Internet Provision



### e. Course delivery and Learning environment

Questions regarding the adequacy of the learning environment, availability of modern teaching and learning tools, lecturers' engagement with students, etc. Most of the respondents rated the adequacy of the learning environment between excellent and very good. For the availability of modern teaching and learning tools, many respondents rated it between good and poor. For the lecturers' knowledge and teaching approach, as well as engagements in the classroom, we observed that most of the respondents rated it between excellent and good. In general, the rating of course delivery and learning environment is good, but there is a need to improve the availability of modern teaching and learning tools in the University

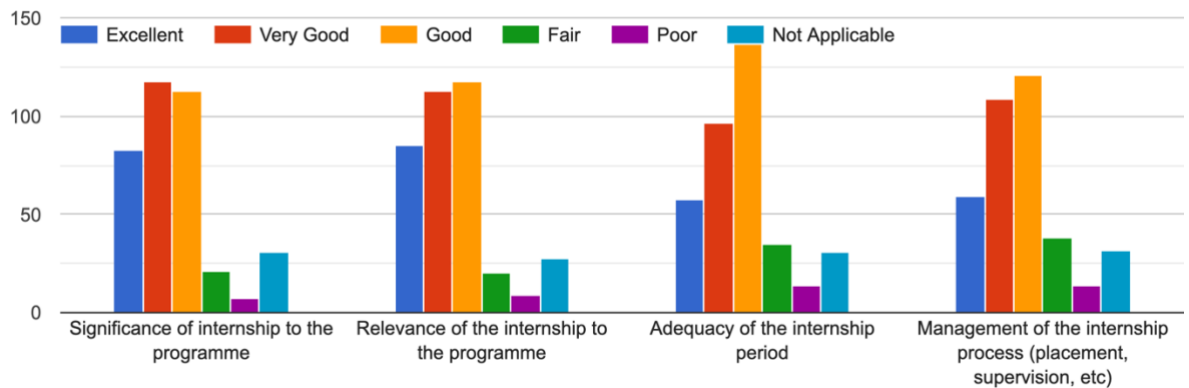
Course Delivery & Learning Environment



### f. Internship Offered in the Programme

We sought questions about the internship programme where applicable. All the aspects of the internship (significance, relevance to the programme, adequacy of the internship period and management of the process) were rated between excellent and good. Some of the respondents indicated that the question is not applicable to them since an internship is not offered in their programme.

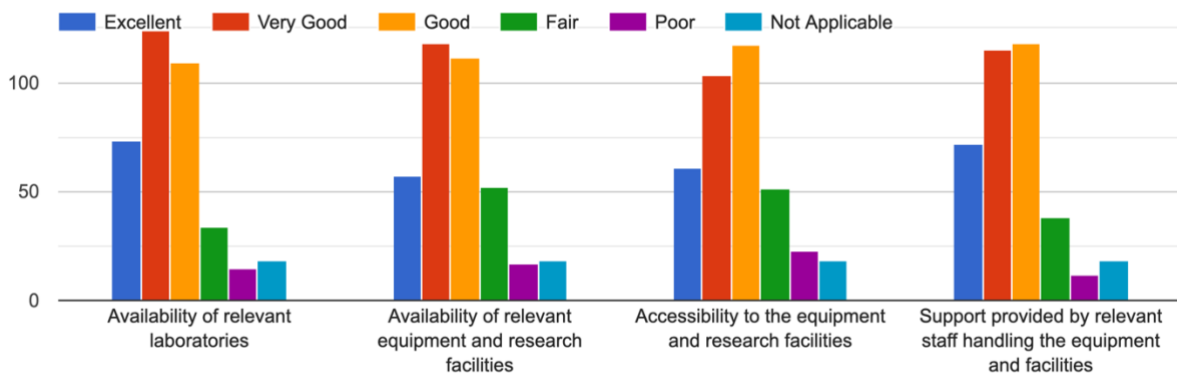
### Internship Offered in the Programme



### g. Laboratories and Research Facilities

For the laboratories and research facilities, most of the respondents rated the outlined components (availability of relevant laboratories, availability and accessibility of equipment, support offered by staff) between very good and good. However, some respondents rated these components as fair and poor. In general, there is a need to improve these aspects towards the excellence level.

### Laboratories and Research Facilities

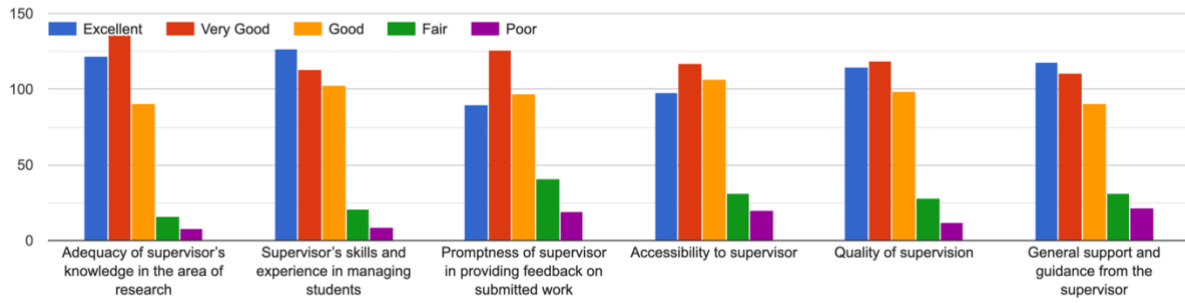


### h. Research Supervision

For the research supervision, information was sought on the supervisor's knowledge of the research area, promptness in responding to students, accessibility to the supervisor, quality of supervision, and general support received from the supervisor. In all these aspects, we recorded higher percentage of respondents in the excellent, very good and good categories. However, we observed a few respondents in the fair and poor categories. This indicates the need for improvement in these aspects.



### Research Supervision

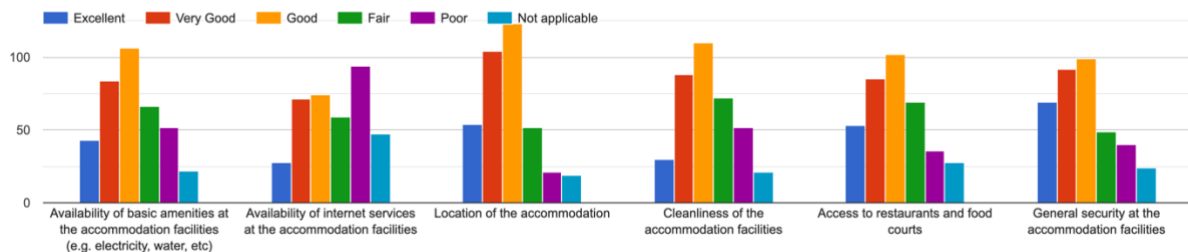


### i. Accommodation

#### j.

We asked the respondents a range of questions with regard to accommodation, including the availability of basic amenities, availability of internet service, location of the accommodation and general security. For the basic amenities, the highest percentage of the respondents felt it is good and a sizable percentage felt it is either fair or poor. Regarding internet services, the highest percentage of the respondents felt it is poor. For the remaining aspects (cleanliness, access to restaurant, and general security), many of the respondents felt it is good. For each aspect, however, we observed a number of respondents rating them as fair and poor. Thus, there is a need for improvement in these aspects.

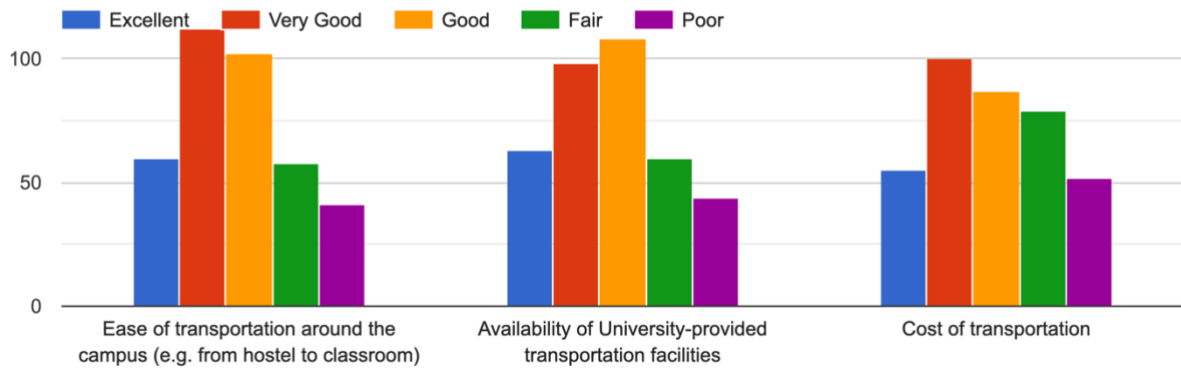
### Accommodation



### k. Transportation

Most of the participants felt that transportation around the campus is easy. About 73% of the respondents rated the question on the ease of transportation around campus in the excellent to good categories. However, the 27% rating in fair and poor categories indicates the need for improvement. The question on the availability of university-provided transportation facilities was rated highest in the good category. However, about 28% of the respondents rated this service between fair and poor. The cost of transportation received the highest rating in the very good category. However, the fair to poor rating was more pronounced compared to other categories.

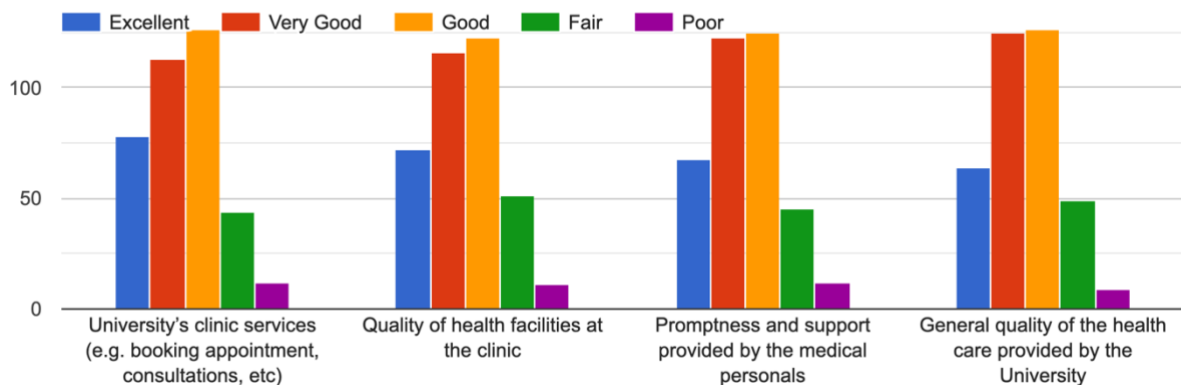
## Transportation



### 1. Medical facilities/Health Services

The university's clinic services were mostly rated as good, followed by very good and excellent. We observed similar trends in the other aspects (quality of health facilities, promptness and support from clinic staff, and general quality of health care at the University). In each aspect, however, we observed some respondents in the fair and poor categories, with the former having a higher percentage. There is, therefore, the need for improvement in all these aspects.

## Medical Facilities



## Samples of students' responses on the things that could attract students from other African countries to Bayero University

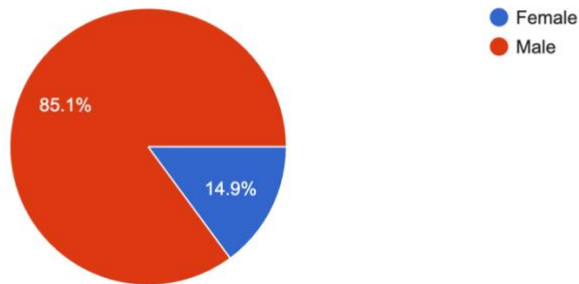
- Improve qualities of teaching, learning and research through the ICT
- Fully online registration without going to the faculty and department for document submission,
- Accessible internet.
- Good municipal services.
- Good supervision.
- Graduation on schedule
- More security personnel
- Education quality, competent lecturers and conducive learning environment
- Timely graduating PG students and practically oriented programmes
- Reduction of fees
- Provision of stable internet within campus and hostel 24/7. Provision of stable electricity. Making security tight in campus without excluding male hostel. Regulations of market and transportation. Provision of a conducive environment for learning. Provision of materials for practicals etc.
- Steady water and light, conducive environment for learning purposes, easy access to the internet around the school campus
- The post-graduate programs need to be reviewed to link the degrees to industry and make the content applicable
- Coming up with innovative Course content in line with what is obtainable in other renowned universities across the globe in addition to the provision of state of art facilities in the University.
- Completion of program on time. Good relationship between lecturers and students. Good hostel accommodation and good internet access. Quality of courses and delivery by lecturers
- Skills-oriented training, Distance learning, and Productive and qualitative research from the University.
- Conducive Study environment, Mentorship and student lectures relationship, Updating curriculum, Practical Equipment, Methods of teaching
- 1) Excellent boarding facilities; 2) Avoid academic disruptions through strikes; 3) modern ICT facilities; 4) Robust international students support unit
- Discipline, mode of impacting knowledge, entrepreneurship courses, security

## 2. Academic Staff

For the survey on academic staff, 47 staff responded to the questionnaire. 85% of the respondents were female, whilst the remaining 15% were male. 53% of the respondents were teaching Master's level, whereas 47% were involved with Doctorate students.

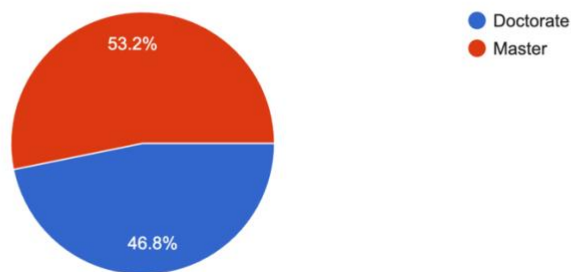
## Gender

47 responses



## Programme you are teaching and/or supervising students

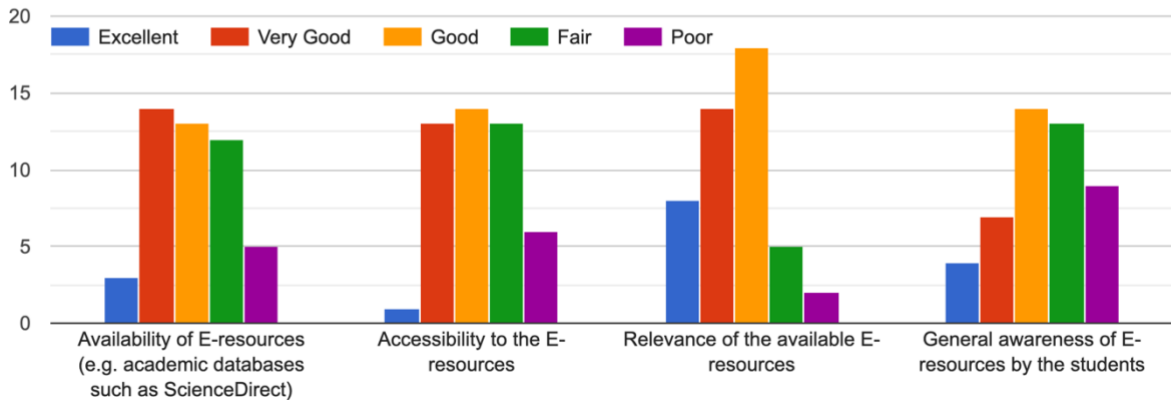
47 responses



### a. Availability of e-resources

Most of the academic staff rated the availability of the e-resources in the very good, good and fair categories. However, about 19% of the respondents rated the availability of e-resources as poor. We observed a similar trend for the accessibility to e-resources. About 53% of the academic staff felt that the e-resources are relevant whilst the remaining felt that it is either fair or poor. For the general awareness of the e-resources among users, most of the responses fall within the good, fair and poor categories, indicating the need for create more awareness in the community.

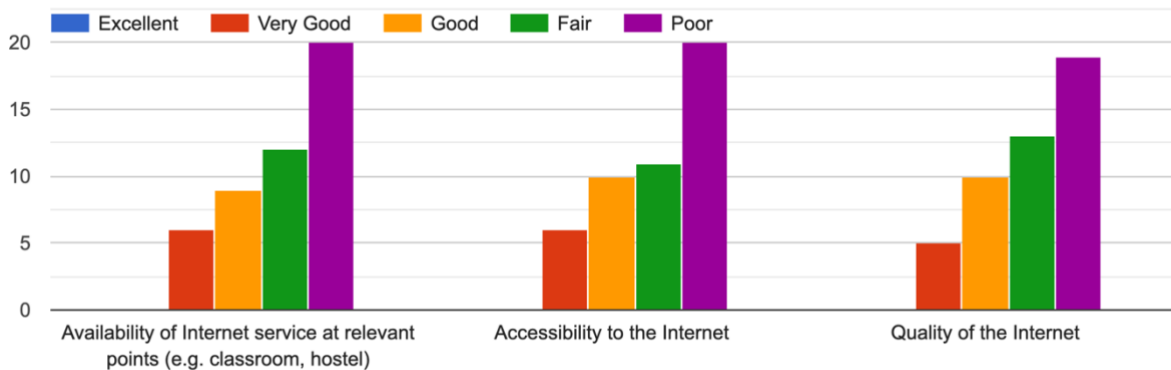
### E-resources (such as ScienceDirect & Scopus)



### b. Internet

The availability, accessibility, and quality of the internet were rated as poor by most of the academic staff. For each category, the rating is highest for the poor category, followed by fair, good, and very good categories. None of the respondents rated the services as excellent. It is therefore clear that there is a need to improve the internet services.

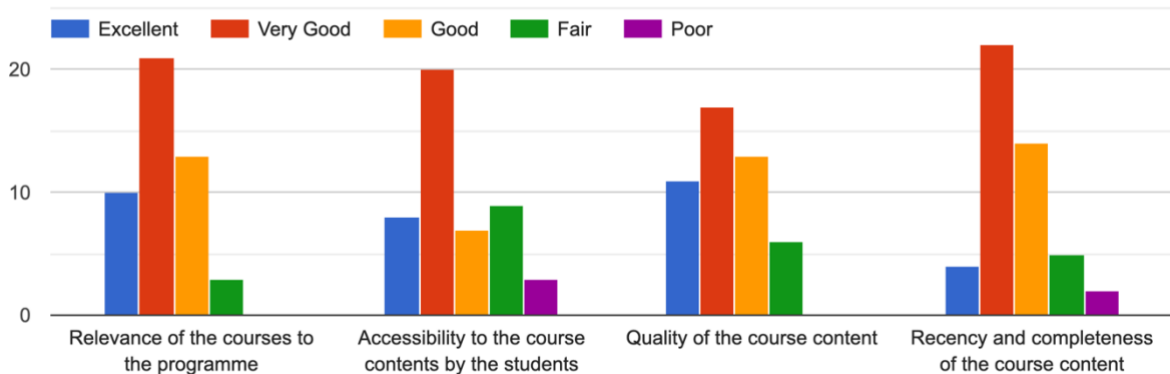
#### Internet



### c. Courses

Most of the academic staff felt that the courses offered are very good in terms of their relevance to the programme, quality and completeness of the course contents.

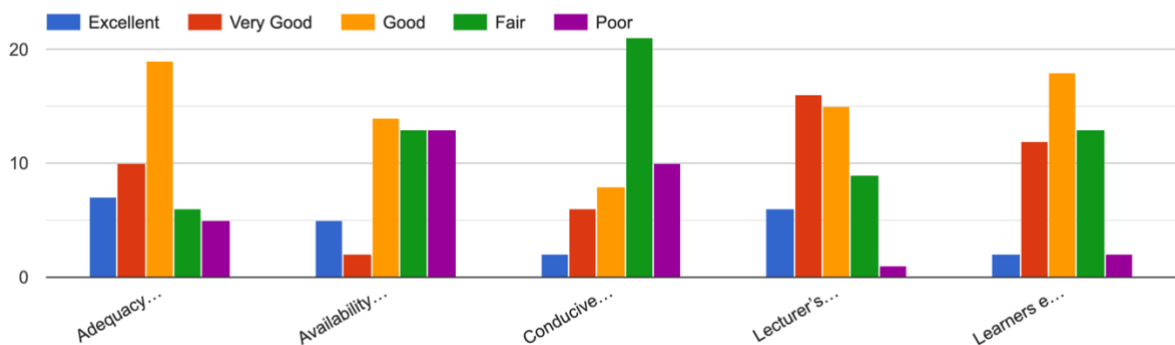
## Courses



### d. Course delivery and learning environment

Many of the respondents felt that the learning environment is adequate, but rated the availability of modern teaching and learning tools mostly between good and poor. Most of the respondents (about 66%) felt that the learning environment is not conducive. However, lecture-learner engagements were rated as good.

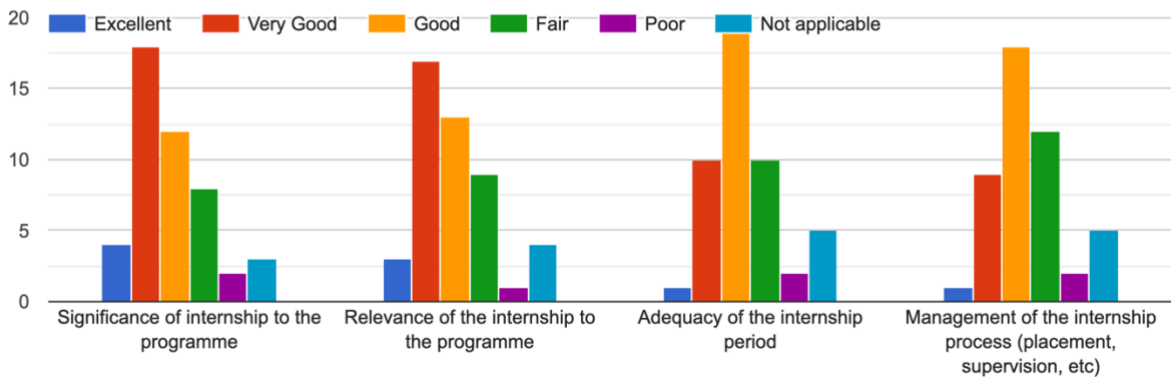
## Course Delivery & Learning Environment



### e. Internship

Most of the respondents rated the significance and relevance of the internship as very good, but the adequacy of the internship period and the general management of the process were rated as good. Roughly the same number of respondents rated these categories as fair, indicating the need for improvement in the regard.

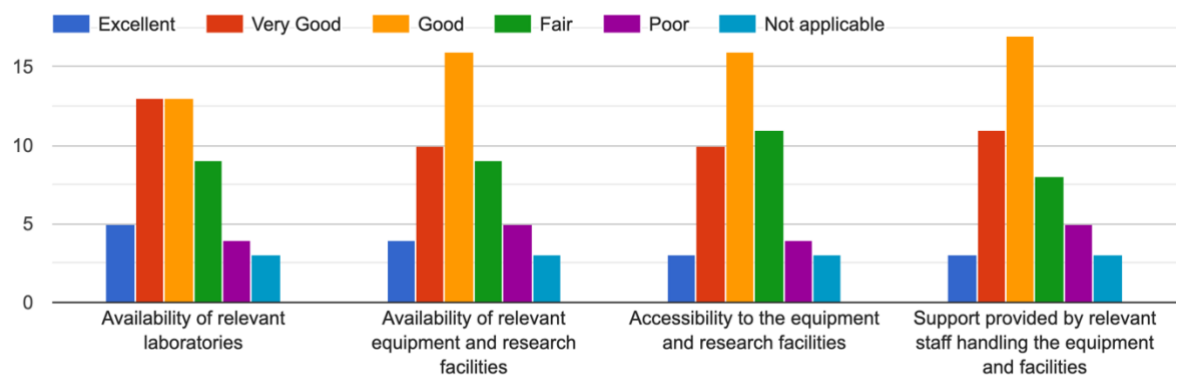
## Internship



### f. Laboratory and research facilities

The laboratory and research facilities are rated as good in terms of availability of relevant laboratories, availability of relevant equipment, accessibility and support provided by the staff. Similar to the internship, some of the respondents rated these categories as fair and poor, which indicate that more efforts are needed to improve these services.

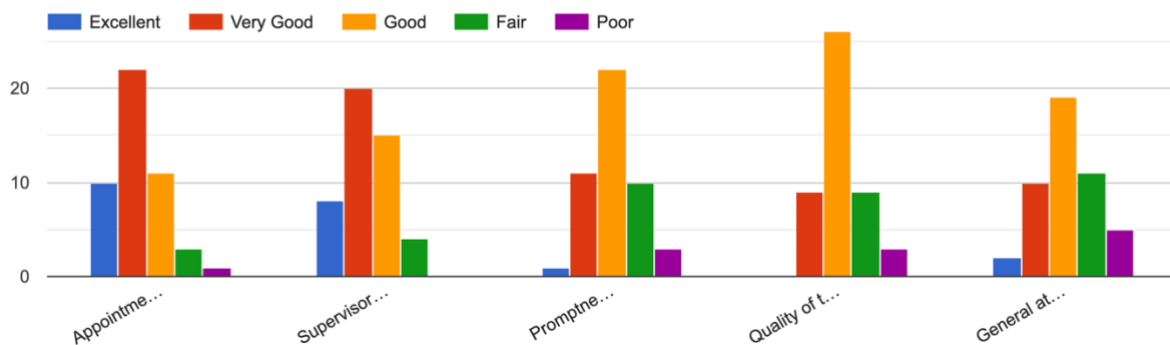
#### Laboratories and Research Facilities



### g. Supervision

For the supervision, we observed that the different categories outlined are rated between very good and good. However, three of the categories (response of students to supervisors, quality of students' submissions and general attitude of students to supervision) received some fair to poor rating. Thus, there is a need to improve these aspects with regard to research supervision.

## Supervision



### Samples of academic staff responses on the things that could attract students from other African countries to Bayero University.

- Visibility, Timely Graduation, State of the art teaching and laboratory equipment
- Low Tuition Fee
- 24-hour supply of electricity, water, Internet, prompt supervision and more importantly, completion of programs within an approved number of years.
- Quality of the program delivered
- Regular power supply and internet connection throughout the campuses. More qualified academic staff. Sponsoring students research and partly paying them to attend conferences
- Availability of befitting hostel accommodation.
- strengthening the PG training through special training for the PG students, payment of article processing fee for BUK authors
- New trends in the area of specialization, digital networking, E-library, and empirical studies
- Availability of scholarship
- Updated ICT Facilities and Equipment which should be assessable to students at all levels
- Programmes that are relevant to the current needs of the industry
- Competency of staff
- absence of industrial action by ASUU
- Conducive learning environment with 24/7 internet and electricity, Security in the state, Good and affordable hostels, Online presence of the University, Support/funding

### 3. Support/Non-academic staff

This category is for the staff that not directly involved in teaching and supervision but support other aspects of studentship. For this category, about 21 responses were received,

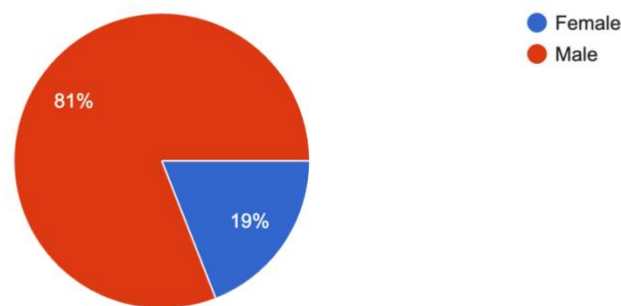


with 81% of the respondents being male. The respondents provide support in various aspects, including admission, laboratory management, accommodation/hostels, health services, security, and financial matters (bursary). Many of the respondents, about 29%, are involved with admission and general support.

The respondents were asked to rate their services in terms of quality and delivery, efforts of the university in providing the services, as well as the students' satisfaction with the services. Many of the respondents rated all three aspects as very good, followed by excellent. None of the respondents rated the services as fair or poor. However, efforts will still be needed to improve the services toward the excellent category.

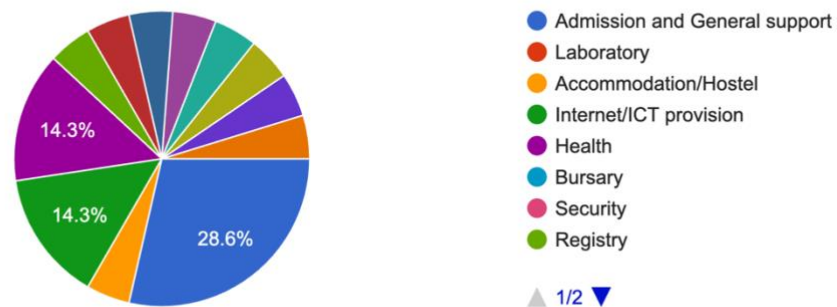
### Gender

21 responses

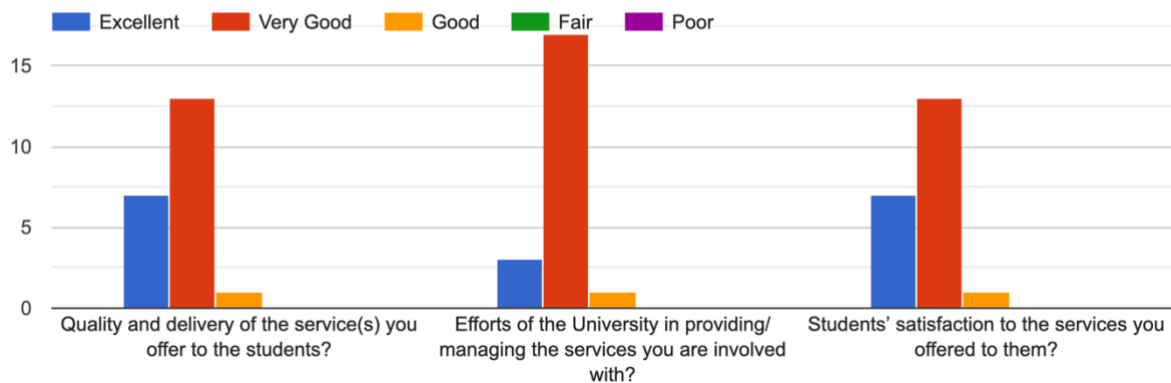


### In what aspects of BUK programmes are you involved?

21 responses



Please rate the following aspects in relation to your duties



### **Samples support staff responses on the things that could attract students from other African countries to Bayero University**

- Improved power, internet, security, and cleaning services
- Provision of qualitative research and development
- Enabling an environment for both academics and sporting activities
- Rating of the university internationally
- Proper Landscaping of areas, sanitation, adequate water supply, power and security systems need to be improved
- Introducing new programmes that could attract them, e.g on security issues, economy etc
- Free tuition fee to all
- Excellent services in respect of education, ICT, and other key aspects
- Completion and graduation on schedule