



U N I V E R S I T Y O F
P O R T H A R C O U R T

**UNI PORT
GUIDELINES ON
INAUGURAL
VALEDICTORY
LECTURES**

DECEMBER 2023



University of Port Harcourt

Report of the Senate Ad-hoc Committee on Guidelines for Inaugural and Valedictory Lectures

Introduction

In a memorandum UPH/VC/110/ILS dated May 9, 2013, the Vice-Chancellor, Professor Joseph A. Ajenka, on behalf of Senate, set up a Committee on Guidelines for Inaugural and Valedictory Lectures (Appendix 1).

In the preamble of his memorandum, the Vice Chancellor noted that professorial inaugural and valedictory lectures are “Acts of the Professors to celebrate scholarship”, and are academic debts individual professors owe the university; indeed town and gown. Therefore, these lectures are major public events in university culture that could make or mar the image of not only the lecturer giving it, but also the image of the university itself. Consequently, there was need at this stage of its development for the University of Port Harcourt to formulate broad guidelines to ensure focus and quality of these lectures, especially in the light of recent experience that has led to the suspension of the lectures until further notice (Appendix 2).

He drew attention to Professor M. N. Oti’s 2011 paper to Senate which discussed the essence of the Inaugural lecture (Appendix 3).

Embedded in the Vice-Chancellor’s said memorandum, was an extended section in which he outlined his own thoughts, ideas and suggestions on what inputs could be considered as part of the broad guidelines to be developed.

Terms of Reference

1. The structure and content of Inaugural and Valedictory lectures
2. The delivery and duration of these lectures
3. The advert, general conduct and solemnity of these lectures
4. Any suggestions for improvement
5. Submit report within one month from the date of inaugural sitting

Membership

- | | | |
|-------------------------------|---|---------------------------------------------------------------------|
| 1. Professor M. N. Oti | - | Chairman |
| 2. Professor Molar Ogundipe | - | Member |
| 3. Professor M. O. Onyekonwu | - | Member (<i>Power Point Techniques</i>) |
| 4. Professor B. E. Nwigwe | - | Member |
| 5. Professor F. A. O. Ugiomoh | - | Member |
| 6. Professor S. I. Udoidem | - | Member |
| 7. Professor C. M. Ojinnaka | - | Member |
| 8. Professor Nkem Okoh | - | Member |
| 9. Professor A. E. Arinze | - | Member (<i>Director, Quality Assurance & Quality Control</i>) |
| 10. Mrs. S. O. Okwuosa | - | Secretary (<i>Academic Office</i>) |

Meetings

The Committee had a total of 5 meetings, each lasting a minimum of 4 (four) hours, at the IPS Board Room. Beyond these, the Secretariat, as well as individual members of the Committee worked for several days to weeks on different aspects of the Terms of Reference.

Modus Operandi

The Committee adopted the following plan of action in dealing with its Terms of Reference:

- a. To make an analysis of the distribution of all Inaugural lectures presented in the University from inception till date
- b. To analyse the distribution of all professorial appointments/promotions in the University from inception till date
- c. To make an analyses of all the professors who have presented their inaugural lectures till date
- d. To request and receive memoranda from distinguished senior academics of the University, especially Emeritus Professors, conveying their valued thoughts on the matter to augment the memorandum presented by the Vice-Chancellor
- e. To evaluate the results of all the analyses with a view to determining if there are any fundamental underlying causes for the observed challenges concerning the quality and focus of the lectures
- f. To find out what possible guidelines other Universities (local & international) have, if any.

Data Sets, Memoranda Received, Information from Other Universities

1. A listing of University of Port Harcourt Inaugural Lecture Series, with details of Name of Lecturer, Faculty, Department, Topic and Date (Appendix 4).
2. Registry data of all Professors detailing Name, Faculty/College, Department and Date of Appointment or Promotion (Appendix 5).
3. Physical sighting and perusal of copies of all the 105 inaugural lectures delivered in the university from inception till date
4. Memoranda were received from:
 - i. Vice-Chancellor Prof. J. A. Ajienka
 - ii. Emeritus Professor E. J. Alagoa (Appendix 6A)
 - iii. Emeritus Professor E. O. Anosike (Appendix 6B)
 - iv. Emeritus Professor N. D. Briggs (Appendix 6C)
 - v. Emeritus Professor S. N. Okiwelu (Appendix 6D)
 - vi. Professor C. E. Nnolim NNOM (Appendix 6E)
 - vii. Professor O. Udeala (Former VC, UNN) (Appendix 6F)
 - viii. Professor C. T. Maduka (Appendix 6G)
5. A 1977 Senate document titled – Guidelines for the Delivery of Inaugural Lectures (Appendix 7).
6. A 2013 Memorandum (UPH/REG/A.112) from the Registrar to All Senate Members titled – Suspension of Outstanding 2013 Inaugural Lectures (Appendix 8).
7. A 2011 Senate Paper (SP/2010-2011/051) by Prof. M. N. Oti titled – Inaugural Lectures: Matters Arising (Appendix 9A)

8. Senate Minutes SEN/5825 of 2011 on decisions on the above paper (Appendix 9B).
9. A 2011 Senate document (SP/2010-11/052A) titled – Valedictory Lectures by Retired Professors by then DVC (Academic) Prof. B. J. O. Efiuvwevwere (Appendix 10A).
10. Senate Minutes SEN/5826 of 2011 on decisions on the above document (Appendix 10B).
11. Websites of:
 - i. Imperial College, as well as School of Oriental & African Studies, SOAS (University of London)
 - ii. University of Sydney, Australia
 - iii. University of East Anglia, UK
 - iv. Leicester University, UK
12. Contacts with:
 - Obafemi Awolowo University
 - University of Ibadan
 - University of Benin, University of Calabar
 - University of Nigeria (UNN)
 - Covenant University

Observations & Findings

Definition of Inaugural Lecture

Inaugural lecture is defined as the opening or first public lecture by a new professor formally being inducted into office.

Britain's London University Imperial College website has this to say of Inaugural Lectures:

“Imperial's **Inaugural Lecture series** provides a platform to showcase and celebrate the College's new professors. Each lecture represents a significant milestone in an academic's career, providing official recognition of their promotion to professor, bringing benefits to the lecturer, their Department and Imperial as a whole. For these new professors, the lecture provides an opportunity to present an overview of their research career so far, update colleagues on current and future research plans, and introduce their research to wider audiences.”

The Perceived Decline in Quality of Inaugural Lectures at the University of Port Harcourt

There is general consensus among staff, students and the general public in recent times that:

1. Some of the lectures were below standard in terms of content, structure and delivery; they had no intellectual or scholarly rigour; nor were they free of embarrassing grammatical and typographical errors; indeed, they were very poorly conceived and written.
2. Established modern universal rules and techniques for public academic or professional presentations were not being followed. Some of the inaugural lecturers

are not conversant with presentation aids such as Microsoft's *PowerPoint*, let alone skilled in its use.

3. Inaugural lectures were becoming the theatre of the absurd; some of them being outright theatrical and rowdy.
4. Some of the contents were becoming quite vulgar, obscene and indecent; in others intemperate language were freely used and third parties were openly abused and called all manner of names in the guise of scholarship and 'academic freedom'.
5. The citations were in extreme cases longer than the lecture itself; so were the acknowledgments, some of which have degenerated into vanity and sycophancy.
6. Some of the lectures were much too long in duration, in some cases often exceeding two hours or more. Audiences were bored and exhausted at the end.
7. Some were evidently prepared in a hurry so as 'to get it over with', and so were largely ill-prepared, re-hashed 100-level lecture notes.
8. At the moment, many inaugural lecturers, in presenting the main text of their lecture, go ahead to summarise one by one all the research articles they had published to qualify for professorship. This is tedious and boring for the audience, who would have preferred to hear in general terms highlights of what the speaker considers as his/her major contributions that qualify as extension of knowledge.
9. Allowing that styles are bound to be different as would be expected from different scholars across the spectrum of various different disciplines - and none can claim to be better than the other - but the Inaugural Lecture ought to be a scholarly exposition of the special contribution of the lecturer, properly situated within the context of his/her discipline - with *introduction, main body, and conclusion* – masterfully woven into an interesting, free-flowing lecture that should hold the audience of town and gown spell-bound throughout its duration. This seems no longer to be the case.
10. Fitting solemnity for such an important and serious academic event is lacking.
11. The frequency of the lectures is of concern to some. Some feel it should be reduced to quarterly or to even one lecture per year. The rarity should hopefully make them more interesting.
12. Many of the Inaugural Lectures have degenerated to an event for immodest personal promotion. This should not be the case.
13. Not every professor should give an Inaugural lecture, although all have an obligation to do so; it should be voluntary and only for the 'real', 'mature' experienced professors who 'have a critical mass of research output worthy of public consumption'. It should not be mandatory, nor should it be an all-comers affair, if the image of the university is not to be dragged into the mud.
14. With some of these poor inaugural lectures the image of the university is clearly being marred, and something has to be done urgently to check the trend, if the university has to retain its credibility.

Below are selected excerpts from the memoranda of some of our Emeritus Professors which highlight some of these concerns:

“... There is an obvious cause for concern. Inaugural Lectures have been delivered in the University for nearly four decades; I am at a loss to explain why these problems have been manifested so poignantly in the past few years. Is there a more fundamental, structural inadequacy in the system that Senate may wish to critically assess?”

“.... I share the university’s concern on the quality of some of the Professorial Inaugural lectures I had attended in recent times and so applaud the decision to set up a committee to streamline this important matter...”

Results & Discussion of Analysis of the Distribution of all Inaugural Lectures presented since inception of University of Port Harcourt (1976 till date)

Table I and Figure 1 summarise the distribution of all Inaugural lectures by Year. From 1975 when the university was founded as a college of the University of Lagos, with Professor Donald E. U. Ekong (now late) as its first Principal, through 1978, the institution grappled with the mundane challenges of ‘setting up shop’ – finding land, establishing basic infrastructure, recruiting staff, looking after the new students, etc., - and so there was understandably little time for the ‘luxury’ of Inaugural Lectures. Nonetheless by 1977/78, realizing the significance and role of these lectures in nurturing the academic culture of a university, the founding fathers decided to develop a document titled “Guidelines for Delivering Inaugural Lectures” (Appendix V), despite the fact the then nascent university boasted only a total of eight professors.

Shortly thereafter, on December 7th, 1979, Professor E. J. Alagoa (then Deputy Vice-Chancellor and Dean of Humanities) set the ball rolling with his delivery of the first inaugural lecture titled - *The Python’s Eye: The Past in the Living Present*. Needless to say, that event represented a major milestone in the life of the young university.

Another 7 years lapsed before Professor Otonti Nduka, then Dean of Education, delivered his *In the Socratic Tradition*, the second inaugural lecture of the University, in 1986. Professors F. A. Onofeghara (Science), B. O. Ukeje (Education), Kay Williamson (Humanities, now late), E. O. Anosike (Science), E. N. Emenanjo (Humanities), C. E. Nnolim (Humanities), and E. K. Obiakor (Engineering) then followed in relatively quick succession until 1988 after which another lull of two years was recorded. This early flurry of inaugural lecture deliveries defines the first major cluster or ‘bundle’ or ‘peak’ seen in the graph (Figure 1a).

The preceding 7-year period of inactivity could be correlated with the period of change of batons between two successive university administrations in 1982 and the challenges of the transition from the School System to Faculty/Departmental System, events which took its toll on the momentum of the inaugural lecture series that Alagoa had tried to set in motion.

By 1991, the lecture series took off again, but mostly with just one lecture per year, given at Convocation Week, till 1998 - marking another 7-year cycle.

1998 was the watershed, marking the turning point when the university began witnessing at least three or four lectures per year (with minor fluctuations), and in 2005 as many as ten lectures were given. Then set in a gradual overall drop until 2011, after which the numbers began to rise sharply again, culminating in as many as sixteen lectures in 2012. In 2013, fifteen lectures had been scheduled but only five had been delivered by May when the lectureseries were suspended.

The shape and trend of the curve (the clusters and the peaks) correlate with certain parameters. These include:

1. The Vice-Chancellor in office during the period under review.
2. The interest and enthusiasm of the individual professors (since giving the inaugural lecture, although an obligation expected of the professors, was voluntary at the time).
3. The healthy rivalry among professors, peer pressure, inspiration gained from a particularly brilliant lecture, etc.
4. The stability or otherwise of the University during the particular period (e.g. during the period when one Vice-Chancellor was removed from office by the Federal Government, followed by years of Acting VCs).
5. The sharp rise, from about 2005, in the number of newly-promoted professors, with the older professors scheduling to give their inaugurals before the newer professors, in order not to be 'frog-jumped'.
6. The February 2011 ruling of Senate which made it mandatory for all professors to give their inaugural lecture (Appendix V).

Although parameters 5 & 6 are jointly identified as the key driving factors for the sharp rise in the inaugurals delivered, the 2011 ruling of Senate may largely have been responsible for the recorded upsurge since the later part of 2011 till date. In that ruling, Senate had decided as follows:

- (i) Professors who have not delivered their Inaugural lecture should do so within two years.
- (ii) Inaugural lectures be held as often as necessary to clear the backlog within two years.
- (iii) On elevation to the Professorial cadre, the new professor should be allowed a time frame within the first year to deliver his/her inaugural lecture.
- (iv) Professors who have not delivered their Inaugural Lecture **will not be allowed to take up high academic responsibility in the University.**

Appendix VI shows a listing of all the 105 lectures delivered in the University of Port Harcourt Inaugural Lecture Series since the inception of the university, with details of name of the lecturer, faculty, department, topic and date.

Table II and Figure 2 show the distribution of the 105 lectures according to faculty.

Year	No.
1976	0
1977	0
1978	0
1979	1
1980	0
1981	0
1982	0
1983	0
1984	0
1985	0
1986	2
1987	2
1988	3
1989	0
1990	0
1991	2
1992	1
1993	1
1994	1
1995	1
1996	1
1997	1
1998	3
1999	3
2000	4
2001	1
2002	4
2003	2
2004	3
2005	10
2006	7
2007	3
2008	8
2009	1
2010	5
2011	11
2012	16
2013	15

Table I

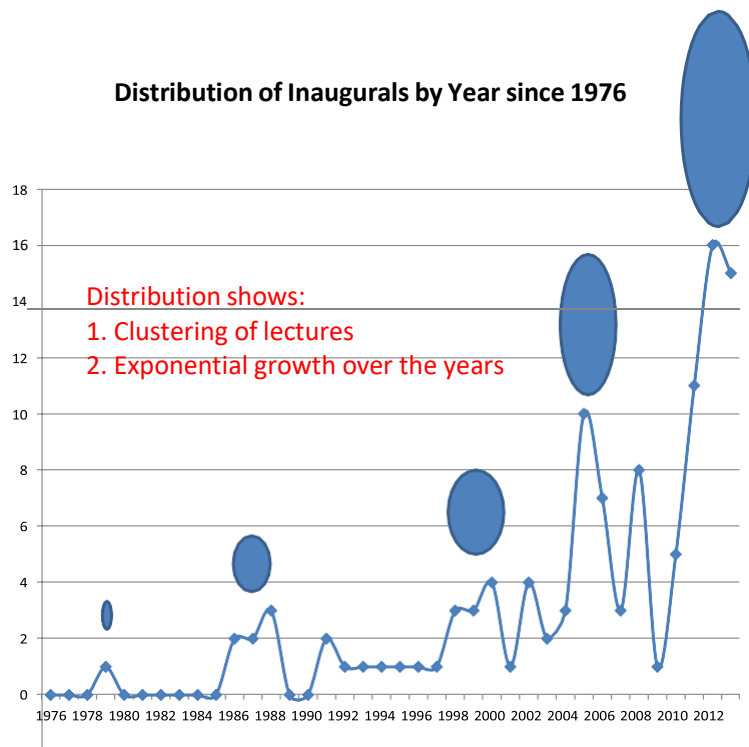


Figure 1: Distribution of Inaugurals by Year since 1976

Table II: Total Inaugurals by Faculty since Inception of University of Port Harcourt (1976 – 2013)

Humanities	Education	Science	Engineering	Clinical Sciences	Basic Medical Sciences	Social Sciences	Management Sciences	Dentistry	Agriculture
19	12	31	8	13	7	12	1	1	1

Distribution of Inaugural Lectures by Faculty since Inception (1976)

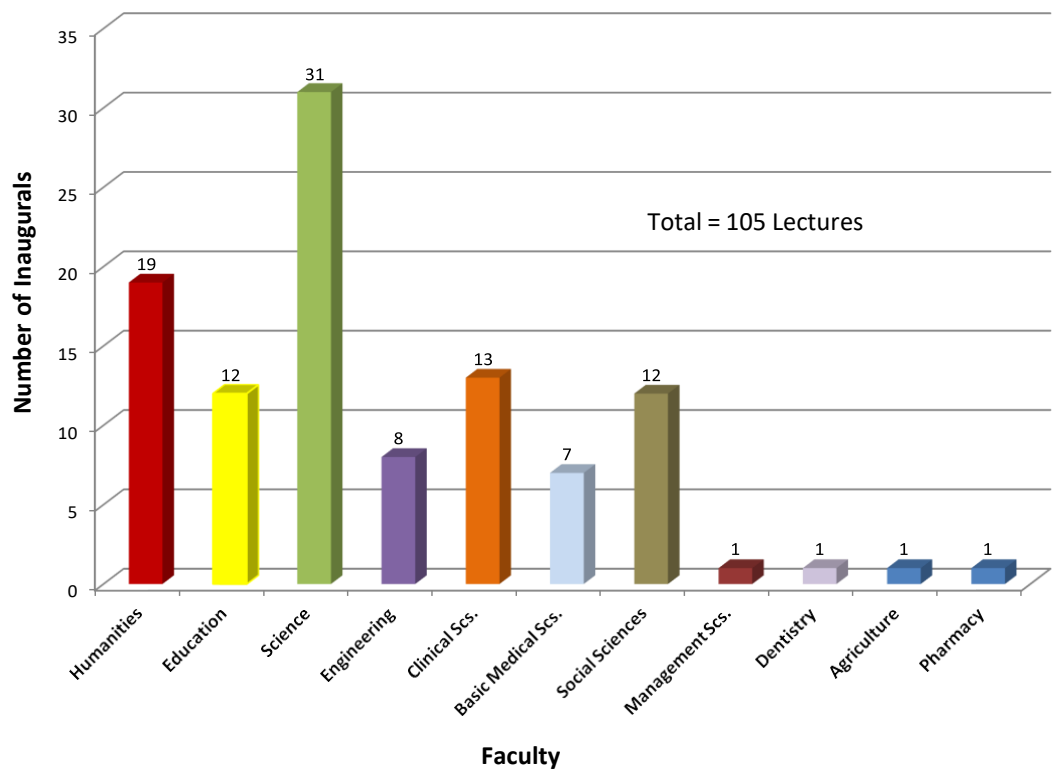


Figure 2. Distribution of the 105 Inaugural Lectures Delivered By Faculty From 1976 to Date

Percentage Distribution all 105 Inaugural Lectures by Faculty

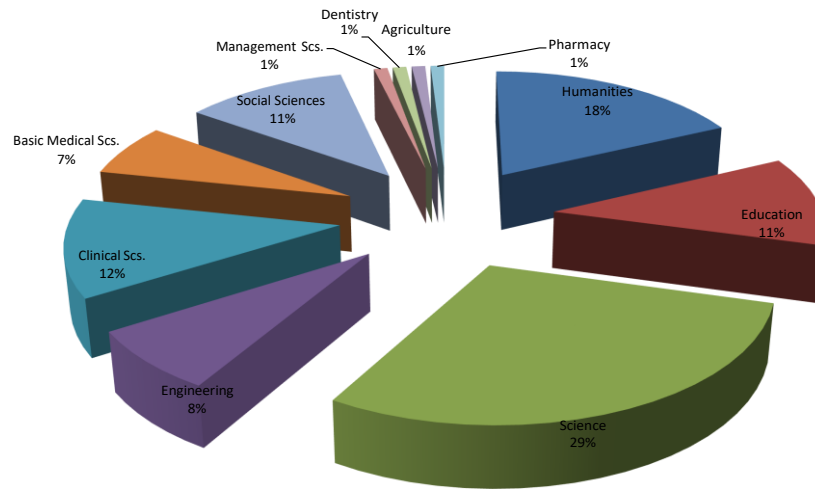


Figure 3: Percentage Distribution of all 105 Inaugural Lectures by Faculty

The distribution of the lectures since inception of the university (Figure 2) shows that:

- 1) Science has a total of 31 lectures, followed by College of Health Sciences and Humanities with 20 and 19, respectively; Education and Social Sciences tallying at 12 each, and Engineering 8.
- 2) The new faculties of Dentistry, Pharmacy and Agriculture record only 1 lecture each. This is understandable. But Management Sciences, one of the oldest faculties in the university, strangely finds itself in this group, having only 1 inaugural lecture on record.

The percentage distribution is captured in the pie chart (Figure 3) above.

These figures shown in the distribution of the total number of lectures assume a more significant meaning when compared to the cumulative number of professors in each faculty since inception of the university since inception of the university (Fig. 4 below).

Cumulative no. of Professors by Faculty since Inception (1976)

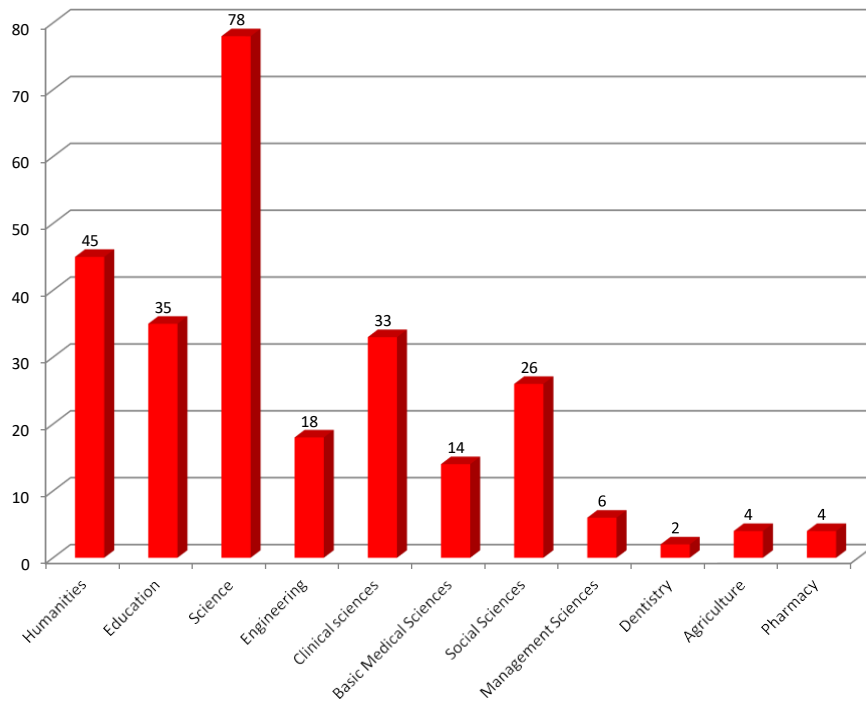


Figure 4: Cumulative number of professors by Faculty since 1976

Distribution of Inaugurals by Cumulative No. of Professors since 1976

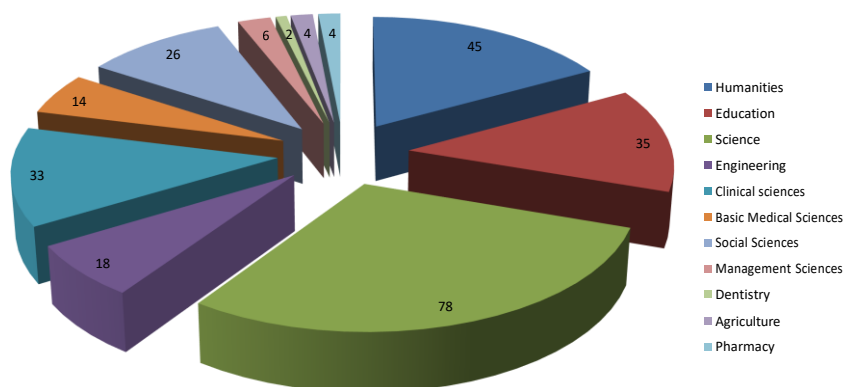


Figure 5: Cumulative number of professors by Faculty since 1976

Distribution of Inaugurals by Faculty and Number of Professors Since Inception (1976) Note: Numbers are cumulative

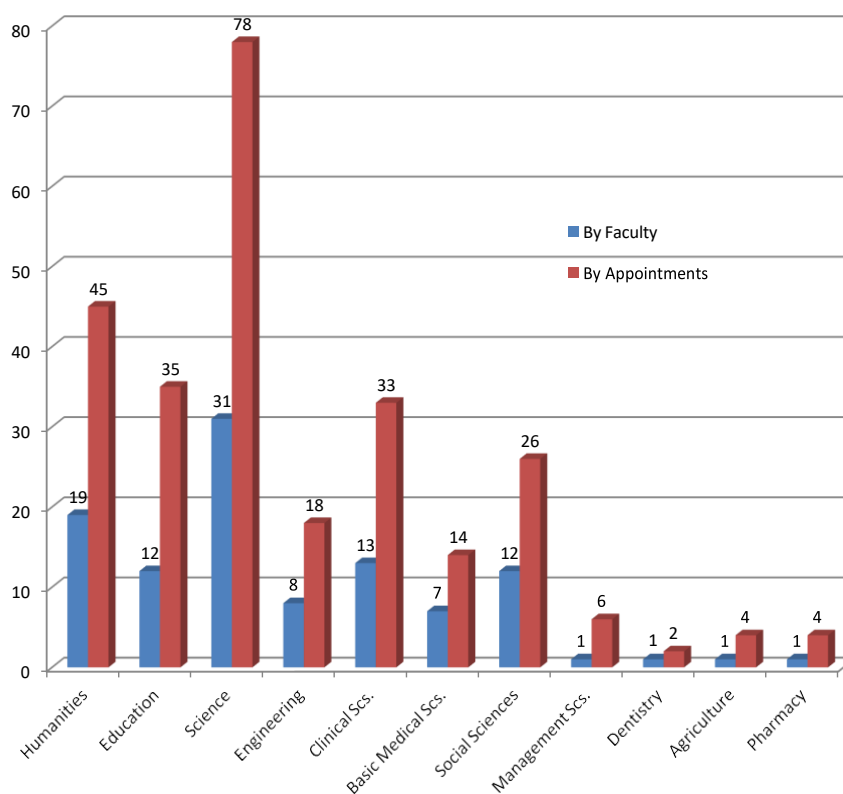


Figure 6: Distribution of Inaugurals by Faculty against Cumulative number of professors

Table 3: Ratios of Inaugurals to Number of Professors per Faculty

Faculty	Ratio of Inaugural Lecture to no. Professors
Humanities	1:2.4
Education	1:3
Science	1:2.5
Engineering	1:2.3
Clinical Sciences	1:2.5
Basic Medical Sciences	1:2
Social Sciences	1:2
Management Sciences	1:6
Dentistry	1:2
Agriculture	1:4
Pharmacy	1:4

The ratios of number of inaugural lecture to total number of professors in a given faculty shows that with 1:2 Social Sciences and Basic Medical /Sciences take the lead, followed by Engineering (1:2.3), Humanities (1:2.4), Science (1:2.5) and Clinical Sciences (1:2.5). Education has 1 lecture to every 3 professors and Management Sciences 1 to 6.

Given the low numbers of professors in the new faculties of Agriculture, Dentistry and Pharmacy the ratios of 1:4 are statistically not significant. In any case, some of their externally appointed professors are reported as having given their inaugurals elsewhere before coming to the University of Port Harcourt.

The next area that was scrutinized is the yearly distribution of the number of inaugural lectures against the number of new professorial appointments/promotions since inception of the university.

First, an analysis of the professorial appointments/promotions per year since 1976:

**Table 4:
Professorial Appointments/Promotions per Year from 1976 till Date**

Year	Number	Year	Number	Year	Number
1976	8	1991	3	2006	14
1977	5	1992	4	2007	12
1978	0	1993	4	2008	2
1979	0	1994	7	2009	33
1980	0	1995	6	2010	54
1981	6	1996	1	2011	12
1982	16	1997	3		
1983	3	1998	6		
1984	11	1999	4		
1985	6	2000	5		
1986	3	2001	3		
1987	7	2002	3		
1988	1	2003	6		
1989	6	2004	2		
1990	0	2005	18		

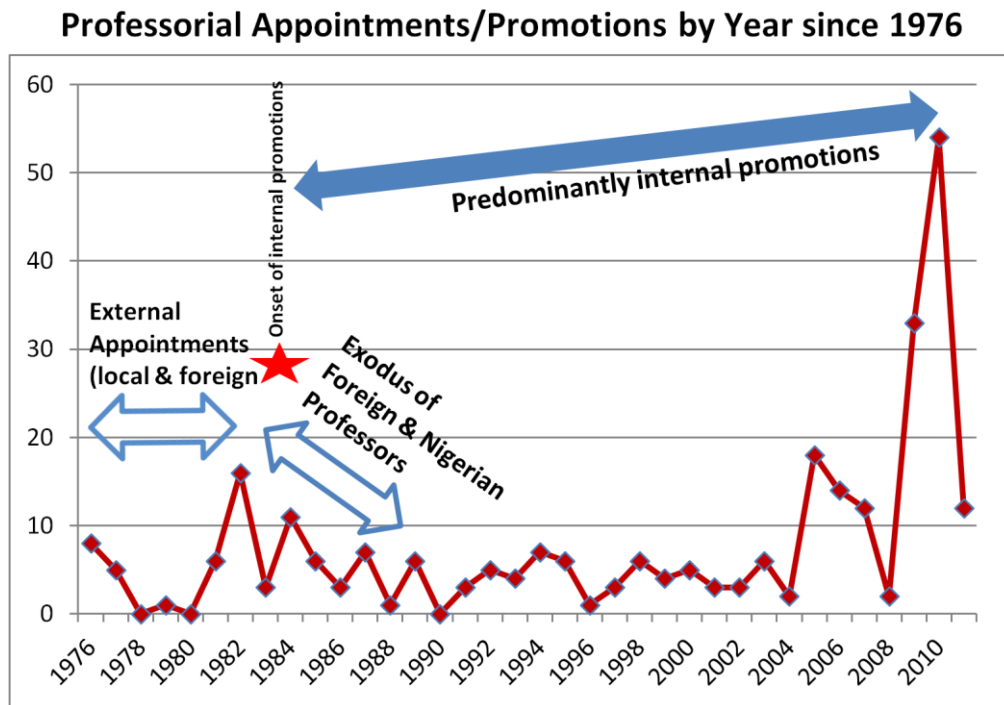


Figure 7: Rate of Professorial Appointments/Promotions by Year since Inception (1976)

For most of its history until 2005 (apart from a spike in 1982 when there were many new international appointments), the combined total number of newly appointed/promoted professors was well under 10 per year, with an average of about 2 to 4.

In 2005 the number rose to 18; in 2009 it leaped to 33; and in 2010 it peaked at 54. From inception till date, the total cumulative number of professors (including retirees, those who emigrated abroad, the dead and those currently in service) stands at about 300, whereas the number of those currently in service now stands at about 260 to 265.

Viewed against this backdrop, it is instructive to note that the number of newly promoted professors between 2005 and 2010 totaling 133 represents 50% of all the current professors or 100% of the all the professorial promotions outside this period put together till 2011!

The figure also shows that from 1976 up until about 1983 external appointments of Nigerian professors at home or in the diaspora (Alagoa, Onofeghara, Claude Ake, Otonti Nduka, Nzimiro, Ewvaraye, Ikoku, etc.) and especially foreign professors dominated (such as Polish e.g. Rychlewski, German e.g. Feuser Indian e.g. Joshua, Ghanaian e.g. Clark, Togolese e.g. Kodjo, British e.g. Kay Williamson and Horton, and North American/Caribbean e.g. Lucius and many others). From 1983/84 internal promotions set in and began to dominate (Nnolim, Okiwelu, TJT Princewill, Emenanjo, CC Nwachukwu, George etc.) until the present times. However, this was counter-balanced with massive exodus of foreign and Nigerian dons out of Nigeria (brain drain era) due to the introduction of the Structural Adjustment Programme (SAP).

Figure 8 shows a correlation of these observations with various periods in the life of the university. For example, SAP was not without its problems and challenges, besides brain drain. Research - and with it, publications output suffered; certain vices hitherto unknown in

the Nigerian academic firmament began to appear for the first time. Some of these have refused to go away till this day. Lack of research funding and infrastructure notwithstanding, it is also note-worthy that recently, there has been an upsurge in publications output, to the extent that some dons who in the course of several years published little or nothing, are now turning out several papers in one year! What this translates to is that whereas in the past it took 10 to 15 years or more post-PhD experience to become professor, now it takes a much shorter time despite the challenges of research infrastructure, facilities and funding.

Professorial Appointments/Promotions by Year since 1976, in the light of certain observations

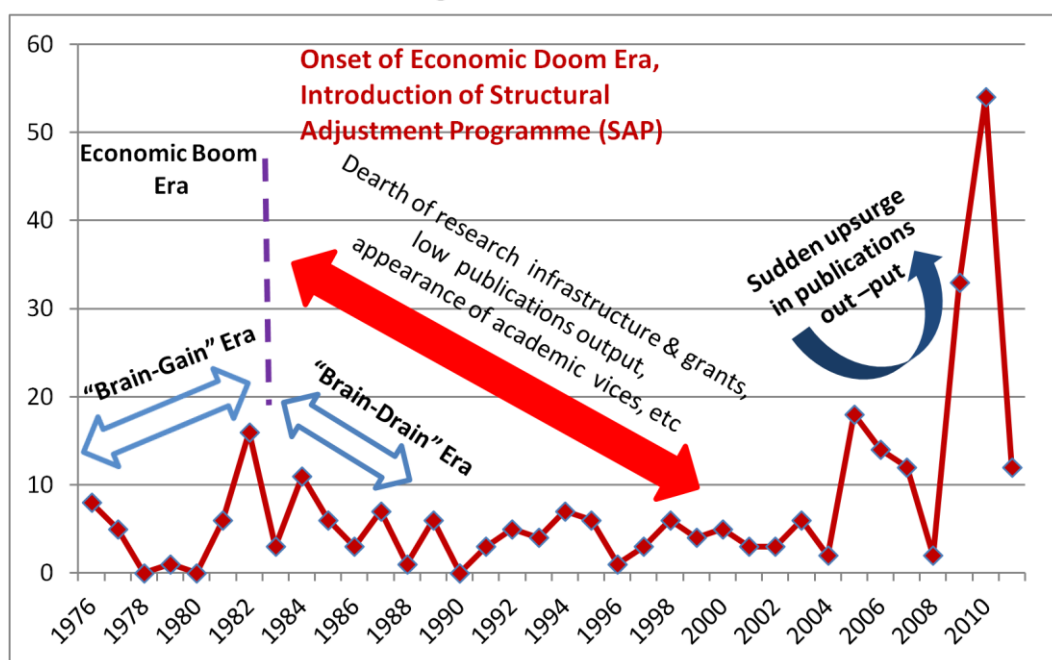


Figure 8: Correlation of Socio-political and Economic Events with Rate of Professorial Appointments/Promotion

The overlay of the distribution of inaugural lectures with the distribution of new professorial promotions/appointments since inception of the university (Fig.9, below) shows that:

- Generally, the number of inaugural lectures delivered per year has not kept pace with the number of new professorial promotions/appointments, leading to incremental backlog over the years. (In this connection, it is relevant to recall that E. C. Nduka, Professor of Statistics, noted in his 2007 Inaugural Lecture that it took an average of 8 years from the date of promotion to the delivery of the inaugural at the University of Port Harcourt)

- b) The situation is observed to have been further exacerbated by relatively long spans of years in which there were no lectures at all, as well as the earlier tradition of only one of these lectures being delivered once a year during the annual Convocation Week.

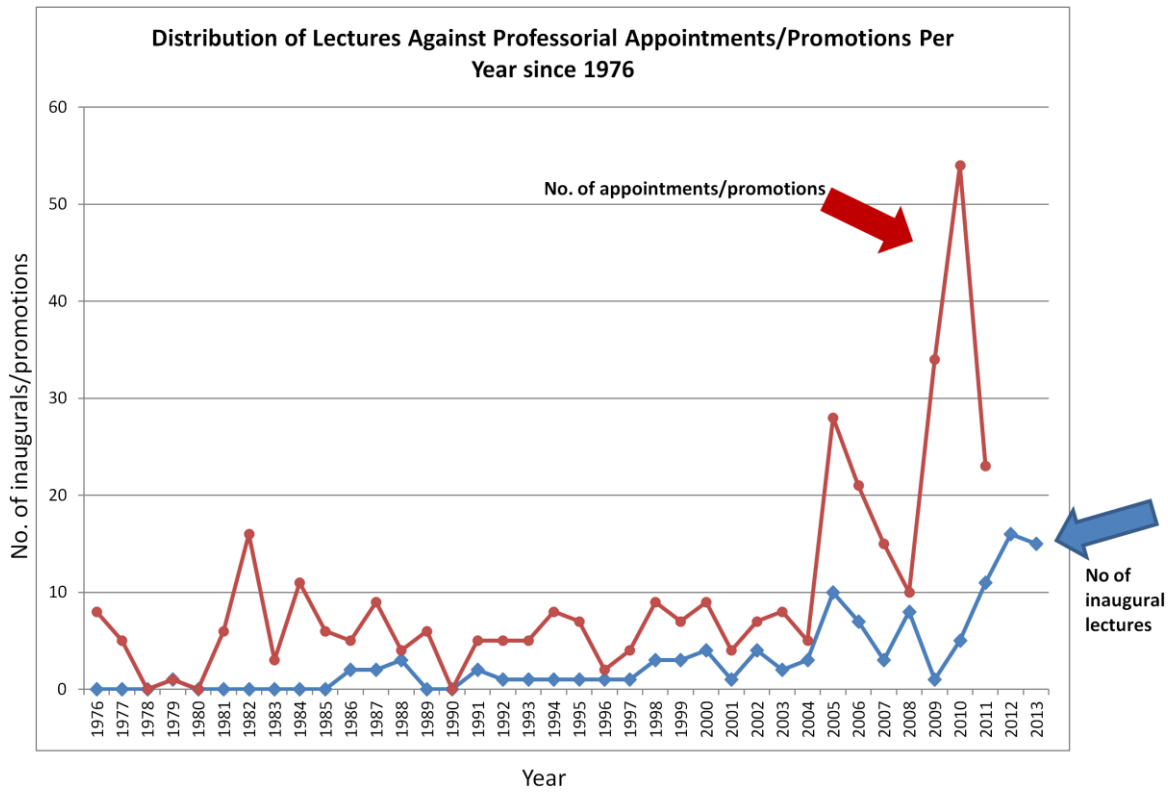


Figure 9: Overlay Plots of distribution of Lectures and Professorial Appointments/Promotions per Year since Inception (1976)

- c) The recent upsurge in the number of new promotions appear to represent a “runaway train” when compared to the number of inaugural lectures delivered. For example, in 2009 and 2010 alone there were 33 and 54 promotions, respectively. Even with one lecture per week, without break, the university would have been hard pressed to accommodate all the new professors, let alone the piled-up back log!

Inaugural Lectures in Foreign Universities

In universities in many other parts of the world, professorial inaugural lectures are mostly mandatory for all new professors, that is on appointment or promotion to the professorial rank. In very large universities, however, the lectures are given at the institutes, faculties, schools or colleges. This has the advantage of not crippling the operations or activities of the entire university during such a lecture while attendance is open to all members of the university community and the general public. In smaller universities in many developing countries the lectures continue to be a university-wide affair and this also has its merits in the promotion of academic culture and scholarship in these developing economies.

The lectures are scheduled well in advance and at the beginning of each term or semester the lecture schedules are widely advertised online as well as in the print media and local radio and television channels.

Inaugural Lectures in Nigerian Universities

Most of the Nigerian universities surveyed do not have a rigorous well-developed inaugural lecture culture. In some of these universities inaugural lectures are a rarity, left at the discretion of the individual professors to deliver when they so wish. Consequently, many professors deliver it very late into their tenure or eventually retire without delivering it.

In some Nigerian universities, however, a roster is compiled every academic year scheduling due dates for all professors who are yet to deliver an inaugural lecture. No titles or topics of the envisaged lecture are announced in the list, and therefore no definite commitment is seen to have been made. These lists generally are in the order of seniority, and when many of the older professors fail to deliver their scheduled lecture, the newer professors tend to hold on with their own deliveries out of respect and reverence for their seniors – not wanting to be accused of jumping the queue. This way, when an inaugural lecture is eventually announced to be delivered it is seen as a rare event comparable to the annual appearance of a sacred traditional masquerade. The University of Port Harcourt, until recently, traditionally compiled and posted these rosters that were largely ignored or at best not adhered to.

RECOMMENDATIONS

TOR 1: The Structure and Content of Inaugural and Valedictory Lectures

Inaugural Lecture:

1. It is the prerogative of the lecturer to decide on the **Content** of his/her Inaugural Lecture for which he/she shall also assume full responsibility.
2. The Content should present original contributions on the lecturer's special field of competence. These should comprise research works and their outcomes; publications highlighting their contributions to knowledge and the common good, as well as their beneficial impact on society.
3. In general, and broad terms, the **Structure** of an Inaugural or Valedictory Lecture, like any other academic publication, should have three basic parts: An ***Introduction***, the ***Main Body*** and ***Conclusion***.
4. The work may also be further structured in sections with headings and/or subheadings, but the presentation should be woven to flow freely as a coherent, interesting, engaging and captivating presentation, spiced sparingly with anecdotes and humour, if the presenter is capable of handling these latter two, within the framework of a serious academic lecture.
5. The Inaugural Lecture shall also – like any other academic publication – have a ***Title*** or topic, which shall indicate what is to be expected in the content, with which it shall have direct relevance and bearing. However, as it is essentially a public lecture designed for experts and non-expert members of the public, the lecturer is encouraged to use titles (possibly, metaphorical ones) that are not too austere or too technical in nature in order to be able to connect with, and capture the interest of the lay audience.
6. The Inaugural Lecture shall be free of offensive, insensitive, intemperate, abusive, obscene, sexually graphic or vulgar language, no matter the nature of the socio-political, economic, physical or intellectual matter being presented – although medical and life sciences may have special needs for anatomical specifics, terminology and graphics.
7. General rules concerning the mechanical aspects of writing, diction, grammar, style punctuation, referencing, etc. are detailed in Appendix 11.

TOR 2: The Delivery and Duration of these Lectures

1. The citation, written on a maximum of one page, should be read by the Orator within 5 to 10 minutes at the most, in a dignified manner as possible, without theatricals.
2. The write-up of the inaugural lecture could be any moderate and reasonable length. However, the oral delivery and duration of the lecture proper should, on no account, exceed a maximum of 1 hour.
3. Power Point projection techniques should be used to enhance the presentation. In this regard, it is further recommended to use bulleted points instead whole-page replications of text pages.

TOR 3: The Advertisement, General Conduct and Solemnity of these Lectures

It must be understood that an inaugural lecture is a solemn academic event, not a social outing. It is not an occasion for frivolity, triviality or fun making. Consequently, the required decorum must prevail from the beginning to the end of the event.

1. The lectures should be advertised in a wide-circulating national newspaper well in advance. Radio and television announcement should also be made a few days to the event.
2. The lecture must start at the officially announced time. The Chairman (ie. the VC) is requested to ensure that this is strictly adhered to.
3. The audience must be seated before the commencement of the academic procession.
4. No late-comer, no matter who it may be, will be allowed entry through the front doors, which will remain closed throughout the event. Late-comers should be politely directed to use the back entrances so as not to disrupt the order of proceedings or distract the lecturer.
5. The duties of the Public Relations Officer should be in a pre-written document which shall be followed accordingly.
6. The PRO shall make his brief announcements from a written document and shall follow the script strictly. He or she may need to robe as well.
7. It would be ideal if only professors who have delivered their Inaugurals are part of the academic procession.
8. The Orator should be a professor who has presented his/her Inaugural Lecture.
9. Any non-academic staff who must be part of the procession shall use his/her bachelor's/masters academic gown as the case may be.

TOR 4: Any Suggestions for Improvement

1. The venue of inaugural and valedictory lectures, currently the Ebitimi Banigo Auditorium, should be made as conducive as possible for the comfort of the lecturer and the audience.
2. In view of recent experience, medical personnel should be available with first aid and ambulance at the venue of the lecture, in case of emergency.
3. Inaugural and Valedictory lectures are University-wide events. As such, the university community should be encouraged to attend. A situation where colleagues and students even from the inaugural or valedictory lecturer's own department fail to show up is not only embarrassing, but casts negative light on the inter-personal relationships in that faculty or department.
4. The University and the nation, should endeavour as much as possible derive benefits from useful recommendation(s), if any, from its inaugural and valedictory lectures. In this regard, effort should be made by the university, where feasible and within its means, to implement at least some, if not all, of the accepted recommendations. If the recommendations are of a national nature, the university may wish to bring them to the attention of the relevant Ministry, Department or Agency (MDA) of the Federal or State Government. In this regard the University may also wish to serialize some of its inaugural lectures in a national newspaper.
5. A yearly workshop (or CD demonstration) on presentation skills should be run (or produced) for all intending Inaugural Lecture presenters to attend (or study) before delivering their lectures.
6. Given the definition and the essence of the Inaugural Lecture, it should be mandatory, not optional, for all professors to deliver one. The frequency should be as often as necessary to accommodate all professors. After all, the privilege of celebrating one's scholarship, and the obligation to do so, should be open to all, not some, professors.
7. If, however, the rate of annual professorial promotions continues to outstrip and overtake the reasonable rate of frequency of inaugural lectures, recourse may then be made to de-centralising the lectures to the individual Colleges or Faculties. This happens in some large foreign universities and has the advantage of not crippling the activities of the entire university for the sake of one lecture, no matter how grand.
8. In the alternative, old professors who have not delivered their inaugurals after a time lapse of 5 years should be made to forfeit that privilege to make room for the benefit of the new professors for whom the inaugural is designed in the first place.

Valedictory Lecture:

TOR 1: Structure and Content

Although similar to the Inaugural lecture in some respects, the Valedictory Lecture is designed to serve an entirely different purpose. It is given by a professor who is retiring after several years of successful academic career in a university, in which he or she may have also held high administrative office as well. The content is therefore not necessarily restricted only to the professor's area of expertise but is generally more encompassing, reflective and advisory in nature. The professor shares his/her experiences from which lessons can be drawn for the benefit of the university system and society at large.

TOR 2: The Delivery and Duration of these Lectures

Same as for the Inaugural lecture.

TOR 3: The Advertisement, General Conduct and Solemnity of these Lectures

Same as for the Inaugural lecture, except that it is only the lecturer who robes

TOR 4: Any Suggestions for Improvement

Same as for the Inaugural lecture, except for points 5 & 6 above.

Acknowledgement

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We thank the Registry for providing the records and data with which we worked.

Finally, we thank other members of Senate who made useful comments and suggestions.

Membership

Membership

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|-------------------------------|---|-----------|----------------------------------------------------------------------------------------------------|
| 1. Professor M. N. Oti | - | Chairman |  22/1/14 |
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| 3. Professor M. O. Onyekonwu | - | Member |  M. O. Onyekonwu |
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| 8. Professor Nkem Okoh | - | Member |  24.01.14 |
| 9. Professor A. E. Arinze | - | Member |  |
| 10. Mrs. S. O. Okwuosa | - | Secretary |  22/01/14 |