

Dynamics of a World-Class University: An Exploratory Analysis of the Master Plan of the Caleb University Imota, Lagos.

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ABSTRACT

World-class universities, commonly referred to as the most prestigious research universities, we are told are essential in developing a nation's competitiveness in the global knowledge economy. These universities, found at the highest pedestal of the higher education hierarchy, play key roles in creating and disseminating knowledge. They are vehicles for manufacturing highly skilled workforce for technological and intellectual leadership, and serving the needs of society. Caleb University, a young institution has been in the front vanguard of positioning itself as a university not only of first choice nationally but intends to command attention in the comity of nations. It has since been formulating strategies for the status aspirations. In the past few years it can be argued that an increasing number of countries, regions and higher education institutions in different parts of the world have joined the same battle for academic excellence. Caleb University sees itself well positioned to aspire to the status. The study aims at analyzing the dynamics of world class universities and the aspirational implications of the Caleb University master plan. The objectives are to point out challenges and possibilities in the way of the noble aspirations of Caleb University Imota. To locate the university in the ranking of Nigerian universities, to evaluate the Master Plan of the institution and the structures on ground, to evaluate the criteria for ranking of universities and to position Caleb University on the way to world class university relevance. This is a qualitative exploratory research that based analyses on observation and writings from seminal authors on the topic of world-class university. The method of the research is based on observation. It was observed that Caleb University is positioning itself well as a young private university. The master plan needs a lot of upgrading. Infrastructures on campus are still a far cry from meeting the aspired status. However with focused planning and determination and adequate funding there is hope. The architecture department exploit is a good pointer to that. It is therefore in appraising the quest, that a careful study is put in place to set out the challenges and the possibilities of the aspirations becoming a reality. This study contributes to knowledge on the parameters to consider in rating and ranking universities. It helps reveal the status of Caleb University as a good example of many private Nigeria universities. It helps to answer the questions; how do different countries and regions develop world-class universities? Are they facing the same issues and challenges? Can successful experiences and strategies in one country be copied in other national contexts? Answers to these questions are majorly in the affirmative, especially with regard to our case study

Keywords: World-class, University, University Master Plan, Ranking.

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1. INTRODUCTION.

Philip . Altbach , professor of higher education and director of the Center for International Higher Education at Boston College once said, “Everyone wants a world-class university. No country feels it can do without one. The problem is that no one knows what a world-class university is, and no one has figured out how to get one. Everyone, however, refers to the concept” (Altbach, 2004). The concept of a world class university is not a new phenomenon. Historically , tertiary education institutions were cultural landmarks for their home nations. They educated their own students, trained their own academic staff and stored the cultural and local histories of their regions. In the process of doing these, a degree of excellence made them become center of excellence worth emulating and copying. Cairo University and the Timbuktu University shared in this trait. The Oxford University dictionary defines world class as “ranking among the foremost in the world; of an international standard of excellence.” Fair enough, but in higher education, who decides? International reputation of the university is cited .(Alden and Lin 2004).

We can at least point to some relevant characteristics necessary for world-class status. Excellence in research underpins the idea of world class—research that is recognized by peers and that pushes back the frontiers of knowledge. Such research can be measured and communicated. But if research is the central element, other aspects of a university are required to make outstanding research possible. Furthermore, (Salmi, , 2010) emphasized that achieving the ambitious result of launching a high quality, new university is easier said than Done. Top quality professors are, of course, central. And to attract and retain the best academic staff, favorable working conditions must be available. These include arrangements for job security, and appropriate remunerations.

2. BACKGROUND STUDY ON THE NATURE OF WORLD CLASS UNIVERSITY.

Every university desired to attain the status of classification of a world-class and be rated among the top 200 universities out of the over 17000 globally. Altbach, (2011)This is a daunting challenge. For many the goal is a mirage while for others it’s a possible vision to attain. The question is where does Caleb University belong? Today, economic growth and global competitiveness are driven by knowledge and the universities role is substantial. Application of knowledge leads to efficient delivery of production of goods and services meeting the needs of greater number of people at lower costs. To attain a knowledge-based economy, four key strategic factors can aid an institution in its transition. 1. An appropriate economic and institutional regime. 2. A strong human capital base. 3. A dynamic information structure.4.An efficient national innovation system. Ahmed, (2015) stresses that physical infrastructure is obviously the most visible part of a new university. A lot of care is usually given to the design and construction of impressive, state-of-the-art facilities, The two most comprehensive international rankings, allowing for broad based benchmark comparisons of institutions across national borders are those prepared by the Times Higher Education Supplement (THES) and the Shanghais Jiao Tong University (SJTU).

To compare the international standing of institutions, a league table is constructed using objective and subjective data. The THES Methodology of ranking heavily relies on international reputation, combining subjective inputs like the peer reviews and employer recruiting surveys, quantitative data including the number of international students and faculty as represented by research citations. The SJTU uses methodology that focuses on objective indicators exclusively such as the academic research performance of faculty, alumni and staff. Evaluation includes publications, citations, exclusive international awards as in Nobel Prizes and Field Medals.



Fig 1: Caleb University Gate.

Kerr (2001) pontificating about academic freedom said: freedom is essential for world Class University inclusive, Freedom in creativity and innovation and Freedom in order to get rid of bureaucracy. He further asserted that Academic freedom and an atmosphere of intellectual excitement is central to a world-class university. The process of promotion and upgrading takes some times and talents from the very beginning (Sharma, 2011). This means that professors and students must be free to pursue knowledge wherever it leads and to publish their work freely without fear of sanction by either academic or external authority. Some countries permit unfettered academic freedom in the nonpolitical hard sciences, but place restrictions on it in the more sensitive social sciences and humanities. In most countries, academic freedom also extends to expression of opinions by members of the academic community on social and political issues as well as within the narrow confines of professional expertise. The society is always the better for it.

The governance of the institution is also important. World-class universities have a significant measure of internal self-governance and an entrenched tradition, usually buttressed by statutes, ensuring that the academic community has control over the central elements of academic life , the admission of students, the curriculum, the criteria for the award of degrees, the selection of new members of the professoriate, and the basic direction of the academic work of the institution, (Salmi, 2009) emphasized adequate facilities for academic work are essential, the most advanced and creative research and the most innovative teaching must have access to appropriate libraries and laboratories, as well as to the Internet and other electronic resources. While the Internet has meant some cost savings and has eased access to many kinds of knowledge, it is by no means a panacea. Facilities go beyond labs and libraries, staff and students must have adequate offices as well. Academic institutions are everywhere asked to pay for an increasing part of their budgets through tuition and fees to students, generating funds by consulting and selling research-based products, and other revenue generating activities. The fact is that public support is necessary for research universities everywhere.

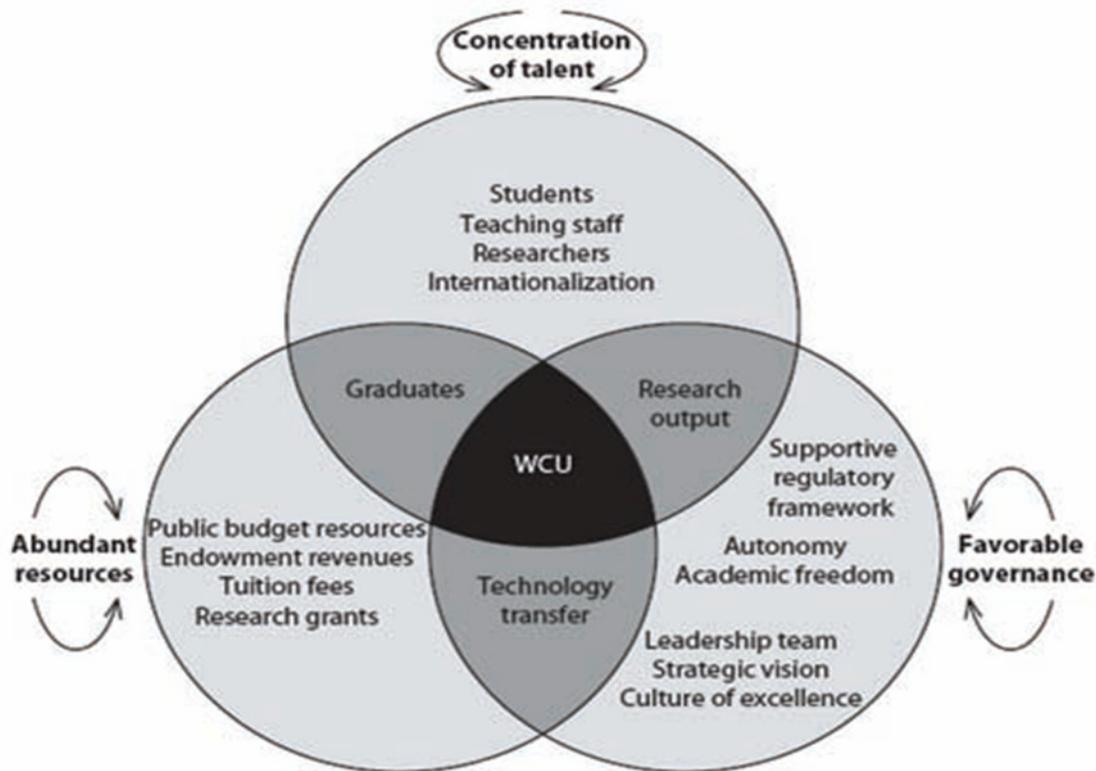


Fig 2: Dynamics of World-Class University. Source: Created by Jamil Salmi.

Tertiary education has been more effective in the development of middle income countries. In order to benefit from the capacity-building potential of tertiary education, the institutions must be locally relevant yet sensitive to global occurrence and be engaged in the discourse. Institutions, and nations, need to carefully assess their needs, resources, and long-term interests before launching into a campaign to build world-class institutions. Universities operate in both national and global contexts. The world-class idea is in the global sphere. It assumes that the university is competing with the best academic institutions in the world and is aspiring to the pinnacle of excellence and recognition. National and even regional realities may be different. They relate to the need of the immediate society and economy and imply responsiveness to local communities. The nature of academic performance and roles may differ when relating to these different contexts. Maximizing the benefits of tertiary education locally is the great challenge that must be overcome. Malaysia for example in its 9th Development Plan for 2005/2006 aimed at shaping the transformation of the country into knowledge-based economy. Economic growth and global competitiveness are increasingly driven by knowledge and the universities play key roles in the direction. Application of knowledge leads to more efficient ways in productivity of goods and services, at much lower costs to greater number of people.

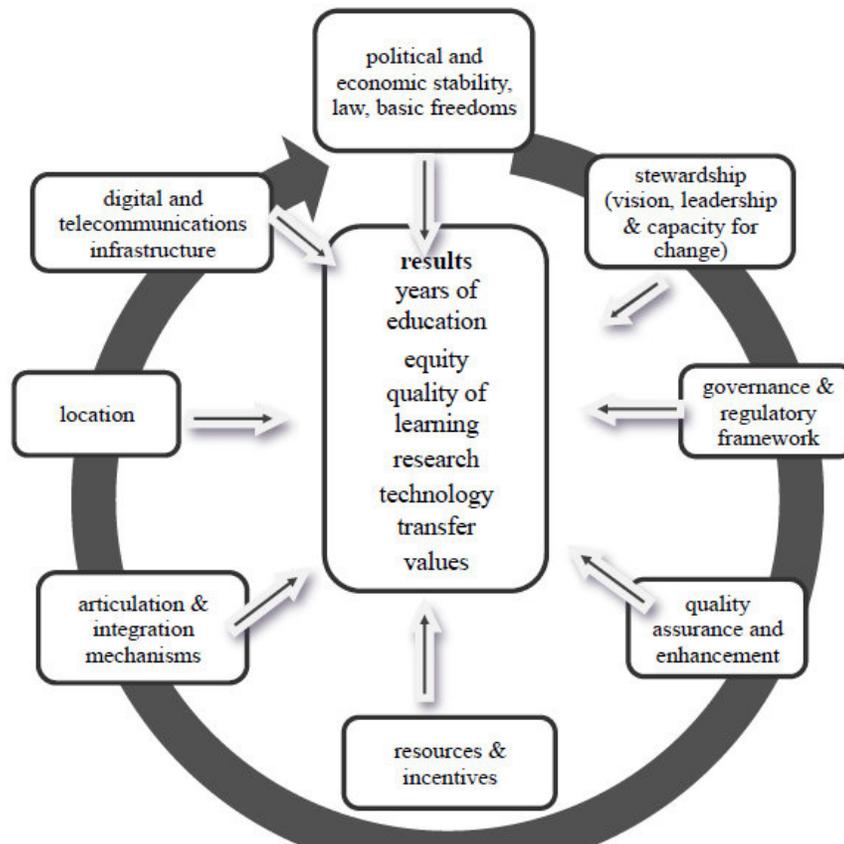


Fig 3: Factors Determining University Performance.

(Source: Salmi, 2011b, P.336)

A few scholars defining world-class universities identified basic features as highly qualified faculty, excellence in research, quality teaching, high level of government and non-governmental funding, international and talented students, academic freedom, well-defined autonomous governance structures, well equipped facilities for teaching, research, administration and student life. (Attbach 2004; Khoon et al 2005; Niland 2000, 2007). Other definitive attributes include international reputation of the university's contribution to society (Alden & Lin 2004). A world-class university can be founded by two ways. There is the external source by government at all levels, federal, state and local government. This is due to enormous resources at their disposal.

The second source is internal. It is about the individual university and the evolutionary steps taken to transform it. Many in this category are private driven institutions at inception. The Ivy League universities in America ascended prominence by incremental progress and not by deliberate government bailout. Oxford and Cambridge in Britain evolved on their own volition. Their success story has magnetized government and private partners to fund them. As shown in Table 1, Universities of Oxford and Cambridge in the United Kingdom as well as several of the IVY League universities in the United States of America occupy enviable positions among the top 20 universities in the world. Caleb University emerged as a private funded university. Concomitantly it must need to make a success story of its endeavor to attract partners fund to propel it to world-class status. Currently it occupies the eighty-third position among Nigerian universities. (as shown on Table 2).

3. UNIVERSITY RANKINGS

Table 1: RANKING OF TOP 20 WORLD UNIVERSITIES.

Rank THES	Rank SJTU
1 Harvard University	1 Harvard University
2 Yale University	2 Stanford University
3 University of Cambridge	3 University of California, Berkeley
4 University of Oxford	4 University of Cambridge
5 California Institute of Technology	5 Massachusetts Institute of Technology (MIT)
6 Imperial College London	6 California Institute of Technology
7 University College London	7 Columbia University
8 University of Chicago	8 Princeton University
9 Massachusetts Institute of Technology (MIT)	9 University of Chicago
10 Columbia University	10 University of Oxford
11 University of Pennsylvania	11 Yale Universities
12 Princeton University	12 Cornell Universities
13 Duke University	13 University of California, Los Angeles
13 Johns Hopkins University	14 University of California, San Diego
15 Cornell University	15 University of Pennsylvania
16 Australian National University	16 University of Washington, Seattle
17 Stanford University	17 University of Wisconsin, Madison
18 University of Michigan	18 University of California, San Francisco
19 University of Tokyo	19 University of Tokyo
20 McGill University	20 Johns Hopkins University

Sources: THES 2008; SJTU 2008.

Table 2: 2017 Nigerian University Ranking and League Table. Source (NUC) internet.

Rank	University	Location
1	University of Ibadan	Ibadan
2	University of Lagos	Lagos
3	Obafemi Awolowo University	Ile-Ife
4	Ahmadu Bello University	Zaria
5	University of Ilorin	Ilorin
6	Covenant University	Ota
7	University of Nigeria	Nsukka
8	University of Benin	Ugbowo
9	University of Abuja	Abuja
10	University of Port Harcourt	Port Harcourt
11	Federal University of Technology, Minna	Minna ...
12	Federal University of Technology, Owerri	Owerri
13	University of Agriculture, Abeokuta	Abeokuta
14	Federal University Oye-Ekiti	Oye-Ekiti
15	Usmanu Danfodio University	Sokoto
16	Lagos State University	Ojo
17	Federal University of Technology, Akure	Akure
18	Babcock University	Ilishan-Remo
19	Bayero University Kano	Kano

Rank	University	Location
20	American University of Nigeria	Yola
21	Ladoke Akintola University of Technology	Ogbomoso ...
22	Afe Babalola University Ado-Ekiti	Ado-Ekiti
23	University of Jos	Jos
24	Landmark University	Omu-Aran
25	Nnamdi Azikiwe University	Awka
26	University of Uyo	Uyo
27	Abubakar Tafawa Balewa University	Bauchi
28	Michael Okpara University of Agriculture	Umuahia
29	Enugu State University of Science and Technology	Enugu
30	Rivers State University of Science and Technology	Port Harcourt
31	Adekunle Ajasin University	Akungba Akoko
32	Benue State University	Makurdi
33	Redeemer's University	Mowe
34	Kwara State University	Ilorin
35	Veritas University	Abuja
36	Osun State University	Oshogbo
37	University of Agriculture, Makurdi	Makurdi
38	Nasarawa State University	Keffi
39	African University of Science and Technology	Abuja
40	Ekiti State University, Ado Ekiti	Ado-Ekiti
41	University of Calabar	Calabar
42	Kogi State University	Anyigba
43	Tai Solarin University of Education	Ijebu-Ode
44	Federal University, Dutsin-Ma	Dutsin-Ma
45	Ebonyi State University	Abakaliki
46	Federal University, Ndufu-Alike	Ndufu-Alike
47	University of Maiduguri	Maiduguri
48	Umaru Musa Yar'Adua University	Katsina
49	Nile University of Nigeria	Abuja
50	Bowen University	Iwo
51	Al-Hikmah University	Ilorin
52	Delta State University, Abraka	Abraka
53	Niger Delta University	Wilberforce Island Yenagoa
54	Abia State University	Uturu
55	Ambrose Alli University	Ekpoma
56	Modibbo Adama University of Technology	Yola
57	Federal University, Otuoke	Otuoke
58	Imo State University	Owerri
59	Olabisi Onabanjo University	Ago Iwoye
60	Federal University of Petroleum Resources	Effurun
61	Kaduna State University	Kaduna
62	Federal University, Lokoja	Lokoja
63	Akwa Ibom State University	Uyo
64	Benson Idahosa University	Benin City
65	Paul University	Awka

Rank	University	Location
66	Federal University, Dutse	Dutse
67	Ajayi Crowther University	Oyo Town
68	Lead City University	Ibadan
69	Bingham University	Auta Balifi
70	Baze University	Abuja
71	Ibrahim Badamasi Babangida University	Lapai
72	Chukwuemeka Odumegwu Ojukwu University	Uli
73	Joseph Ayo Babalola University	Ikeji-Arakeji
74	Madonna University	Okija
75	Crawford University	Faith City, Igbesa.
76	Cross River University of Technology	Calabar
77	Caritas University	Enugu
78	Ondo State University of Science and Technology	Okitipupa
79	Bells University of Technology	Ota
80	Igbinedion University Okada	Okada
81	Elizade University	Ilara-Mokin
82	Achievers University, Owo	Owo
83	Caleb University	Imota
84	Kano University of Science and Technology	Wudil
85	Federal University, Lafia	Lafia
86	Sokoto State University	Sokoto
87	Fountain University	Oshogbo
88	Adeleke University	Ede
89	Federal University, Kashere	Kashere
90	Federal University, Wukari	Wukari
91	University of Mkar	Mkar
92	Oduduwa University	Ile Ife
93	Godfrey Okoye University	Ugwuomu-Nike
94	Taraba State University	Jalingo
95	Obong University	Obong Ntak
96	Yobe State University	Damaturu
97	Renaissance University	Enugu
98	Salem University	Lokoja
99	Wellspring University	Benin City
100	Al-Qalam University, Katsina	Katsina



REVIEWED MASTERPLAN
 Master Plan of Caleb University and the Quest to Becoming a World-Class University.

Fig 4. Caleb University Master Plan.
 (Source: Department of Architecture, Caleb University)



Fig 5. College of Social and Management Sciences (COSOMAS).

Source: Author photograph.

A university aspiring to a world-class status is easily reflected in its vision and mission statement. Another important physical milestone is the manifestation of this vision in the master plan of the institution. (see fig 4-6 depicting the Caleb University Master Plan and an architectural design of its College of Social and Management Sciences). Physical Planning Principles and Strategies are important in the quest for the transformation. Twelve basic planning principles enumerated below need to be analyzed in positioning Caleb University as a serious contender. An outstanding university must possess a Master Plan that meets these criteria:

1. Support the Institutional Vision and Mission.
2. Practice Environmental Stewardship in Landscape Design and Maintenance.
3. Enhance Environmental Performance of Buildings and Utilities on Campus.
4. Encourage the Use of Transportation other than Personal Vehicles.
5. Increase the Access and Appeal of the Campus for Pedestrians.
6. Strengthen Community Relations.
7. Create an Attractive, Coherent Design for the Campus.
8. Achieve Appropriate Development Patterns.
9. Emphasize the Importance of Open Spaces.
10. Improve the Quality and Attractiveness of the Campus Landscape.
11. Enhance Campus Security.
12. Embrace Campus Traditions and Heritage.

Caleb University's Vision: The vision of the University is to be the leader in producing manpower in commerce, technology, and the environment; with due regard of relevance to societal needs. The University intends to be the foremost institution to produce graduates with sufficient theoretical base buttressed with practical skills that would enable them face the challenges of employment opportunities; with attributes of innovation, creativity and self-employment. The University's Mission intends: to provide opportunities for respectable, qualitative and relevant university education for regular and mature students, with due recognition of gender sensitivity for good and balanced societal development" As posited earlier, a first class campus for a World Class University is recognized by the interpretation of the mission and vision as represented in the master plan. Master Plan builds on the vision put forth by the university. The current plan then must continue to refine that vision and lift the campus and facilities to a new level of beauty and function. It should envision a campus with great aesthetic appeal, full of learning possibilities, reflecting the desire to protect the land, honor traditions and historical roots, and contribute positively to the ecology and well-being of the community. The master plan should set forth a guide for building a green campus that is an appropriate and inspiring home to a great university, green in the pledge to excel in environmental stewardship and sustainability practices and green in the abundance of plants, trees, and open spaces that are a defining signature a world-class.



Fig 6: Rear view of the COSOMAS Building
(Source, Author's photograph)

Caleb University is located on hilly undulating topography in a green belt zone of wooded vegetation. From its entrance along Imota to Ikorodu town axis, there is a bold land mark that sign posts the existence of the citadel of learning, a majestic gate that serves as the security post. Going upwards to the campus is the male hostel. Of the proposed hostels in the master plan, only one mega hostel is built up. However a new male hostel has been built close to the main cafeteria of the school.



Fig7. Tarred road to female hostels. Source, Authors.

The female hostel is opposite the male hostel bifurcated by the ring road that connects various buildings; currently the female hostel (see (Fig7) has a mega building and a three floor prototype building like their male students. The female planning and zoning seems more rational and compatible all being located close to one another. Even on the master plan, there seems to be no distortion. The master plan indicates the central positioning of the Academic and administrative blocks. Of all the proposed structures in the zone, only the college of social and management sciences, (COSOMAS), has been built. The library and administrative blocks exists only on paper. However a good scrutiny of the zone presents a choked up land mass encumbered with facilities that will not be adequate to carry the human density envisaged to use the facilities put on the master plan. It is recommended that an urgent upgrade and relocation of some of the facilities be carried out.

Central to the suggestion is the topographical location in a depressed valley. The main Administrative block can be repositioned while the library is taken to a more spacious and quieter location, near the COSOMAS building at the other wing going to the Cafeteria. Caleb University has a centrally located Cafeteria that presently caters for the students' population. At present, it serves multi-purpose functions for assembly of major university events and eating base for the students. It is well located and the structure is of high quality both aesthetically and structural integrity. Other facilities on the master plan are still on going and awaiting commencement.



Fig 8. Staff housing. Source, Author.

The staff housing presently consists of about twelve blocks of a storey building of apartments to house the top ranked administrators. (see fig. 8). Due to the fewness of the staff accommodated on the campus, the university main arena presents a ghost town syndrome at the close of work each day, with only the students confined to their hostels. Staff housing and a good interaction between the taught and the staff is what makes a university a center of learning and interactions of opinions. The university business venture buildings currently producing bread and sachet water are put at the north east segment; their positioning is not yet recognized in the master plan. Infrastructural speaking, the university is a growing one, a baby at that. But there are presently work to put more buildings on the ground.

The Mass Communication building is presently at the lintel level. This is a gigantic building in front of the present COSOMAS and Administrative building. Its completion will change the present outlook of the campus. Landscaping is an area that Caleb University seems to be carving a good niche for itself. Gradually, the university is taken a garden city outlook. (see figs 9 & 10).



Fig 9. Serene Elevation landscaped. Source, Author.

Everywhere in the campus is tastefully catered for and the university provides a serene and green environment. The campus is clean and devoid of dirtiness and garbage. However, caution needs to be applied to the indiscriminate felling of mature trees. It is always advisable to integrate them selectively to planning and construction. The present bamboo trees close to the ongoing male hostel should be preserved and made a vegetation landmark for the university. This is more so that bamboo trees are rear to come across and are very selective in location and soil they grow on. The present mass felling of trees should be discouraged.

There is no reason felling a tree of one hundred years only to be replaced by a seedling to be watered to maturity. Road network is another area that needs to be upgraded. On the master plan there is a network of roads that leads to center of activities. They look adequate for the mean time. As the university expands, there is definitely the need for a dominant ring road that will cover the radius of the campus. The proposed Medical College will need special attention in connectivity to the main campus. The need for pedestrian road network is a hall mark of good planning. Caleb university is low on the scale of considerations for pedestrian traffic. There must be consideration for movement devoid of vehicular obstructions, the disabled, blind and on wheel chairs must be adequately considered with ramps and good paved corridors and adequately integrated to the building structures. How has Caleb University fared in these considerations for academics? The university is young, fairly going to its tenth year of existence, it has graduated some students who are contributing to the national development.



Fig 10. Ultramodern Architecture building. Source, Author.

Its Architecture department has been making some encouraging strides, by placing in comfortable position in the ranking of the nation's Architectural departments. They have successfully participated in national competition placing third and beating established institutions both government and private. It currently enjoys the signature course of the university First choice, Orivel (2004), advised a focused on niche building for good performance. A new ultra-modern departmental building has been erected to move the academic prowess forward. The department is currently attracting attention of mature students who are eager to change their status from purely practical oriented dichotomy of their Higher National Diploma to an academic based Bachelor of Science in Architecture and a Master degree to finish their professional recognition. Caleb university master plan accommodates the siting of the department in a serene location near the current "COSOMAS"

4. OBSERVATIONS

Strong leadership, bold vision of the institution's mission and goals are needed that clearly articulate strategic plan translating the vision into concrete targets and programs. The best-performing institutions have leaders who combine good managerial skills and a successful research career (Goodall 2006). Improve performance is attained by cyclical process of constant objective assessment of strength and areas needing upgrade, setting milestone goals, designing and implementing renewal plan. Caleb university cannot afford complacency in outlook, in vision and mission, innovation, teamwork, creativity, godliness and in ethos that drive developmental aspirations. Caleb university quest and aspirations to become a world-class university is noble. The question is; is it achievable? To answer the question, one needs to probe into other factors that are germane in this quest. How will the transformation be financed? Will it be wise to pursue a wide global recognition in broad spectrum of academics, vocations as in teaching and research? Can successful experiences and strategies in one country be copied in other national contexts? Qi Wang, Ying Cheng et al, (2012) Will it be prudent to identify a niche and capitalize on the potentials available for world class status attainment? What are the parameters for recruiting the students to get excellent students and not the dregs and rejected of the society? What are the plans for recruiting excellent staff and their remunerations and welfare packages to avoid hit and run staff who are not sincerely dedicated to make Caleb university a bus stop and not a transitory stop gap? Will Caleb University be able to brand itself to attract international students and staff? What are the infrastructures needed to drive a world-class university? Arthur, (2013).



Fig11. New male hostel. Source, Author.

The Hostel for student accommodation, housing for staff, good and functional library, good and up to date Information Technology (IT) facilities and consistent strong and bold internet spectrum. Will the present master plan of Caleb University be able to anchor such transformation? And is it adequate both in scope and dimension? Caleb University must redefine its ability to attract talents. This includes staff and students. Staffing based on deceptive adjunct teaching will lead to perennial poor performance and rating both national and internationally. Student recruitment must target first class brains not drop outs and dregs of rejected pools who are out not for any meaningful academic excellence but to cause trouble in the set up polluting the system. The master plan of the university needs upgrading. Standard road network, proper zoning of functional buildings, good landscaping, adequate staff and student accommodation affording a living community not a ghost town where staff is absent as soon as it is five o' clock for closing. The library culture is fatally flawed, it seems to be non-existent. Where students only cram and depend on lecturer notes, excellence is far away from such culture. The library must be upgraded and manned by resourceful and contented personnel. Sporting facilities must be upgraded. Excellence in sports has the tendency to create good image for any institution and contribute to the health of the participants. It equally refocuses students' attention to noble deeds rather than becoming devils workshops. To adopt a culture of excellence, it must begin from each staff and student. A creative studentship driven by well galvanized academic staffing and supported by up to date infrastructure will lead to innovative discoveries and land mark research findings. Equally is the assessment for promotion and elevation. A static system of promotion and employment of underrated staff breeds dis satisfied work force that pollute the environment. Adequate funding of research leads to progress of academic performance.

5. CONCLUSION

Caleb University has advantage of site and situation. The location in Imota, a Lagos suburb and closeness to industries and good and available man power must be tapped to advantage. Collaborative research with notable industries and agencies will bring the quest closer to attain. Researchers have postulated that with essential factors present, a new university has the potential of attaining world-class status within two to three decades. Caleb University is a decade old and was once ranked among the first forty in national ranking before plummeting to abysmal eightieth even among the ninety private universities ranked. There is the potential to be great. The "Calebites" ethos of possibilities and "can do it" spirit must be embraced. Caleb University has potentials in some identifiable areas of academics. A niche can be created to focus on the strength of identifiable departments. Arguably, Architecture and Mass Communications hold the highest potentials. As of today, Architecture in Caleb is ranked in the first five nationally, surpassing ranking of old universities and polytechnics. It commands attention in competitive rating as for the performance of the students in design competitions. Equally is the rare privilege of been among the forerunner in the provision of a world class accommodation for the learning of architecture. Perhaps a niche is a better option than chasing a wide goose chase that is a jack of all trades while mastering none.

Perhaps, it is essential to mention ethics, integrity and godliness. They all belong to the school of morality no society will attain excellence with low morals. Integrity is a costly commodity even while rating academic performance and research findings. A house designed and built on false hood and deception will sooner than later be among collapsed structures. Caleb University must be a place where character is valued and remunerated. It must be a place where excellence and godliness are commodities of value. It is a disservice to the quest for world ranking when only bad image is created in public psyche by student or staff bad conducts. The quest to become world Class University is possible only with determination and willingness to pay the price. Will Caleb University be able to surmount the courage and like the Biblical Caleb of old declare, "We can do it, and we are able" Afolayan, (2014).

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