

University Advancement Profession and the Actualization of Health for All in Developing Countries by 2030: Lessons from University of Washington, Seattle, WA, USA

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Abstract: Both adult and infant mortality rates have been very high in Nigeria and other African and developing countries. This situation prompted the Government of Nigeria to come up with the goal of achieving health for all by the year 2020. The targeted year has come and gone yet the mortality rate is still high showing that the country has not been doing well in the health sector. Almost every public university in Nigeria has a University Teaching Hospital which were established to provide opportunity for internship training of Nigerian doctors and tertiary health care services to the public at affordable cost. However these hospitals are performing sub-optimally as a result of dearth of modern health infrastructure. Nigerian Universities are grossly underfunded. The underfunding has affected their teaching hospitals as they depend mainly on government funding which is difficult to come by. But University underfunding is a worldwide phenomenon. In the face of this underfunding the US public universities and therefore the teaching hospitals have continued to maintain near optimal level of performance. What have they done to achieve this feat? This work attempts to draw lessons from University of Washington, Seattle, US, how it uses the University Advancement Profession to raise funds for the teaching hospitals activities. The paper presents various ramifications of the Advancement profession and, borrowing from the University of Washington, it discusses how the Centre can be used to reposition the teaching hospitals in Africa and Developing countries to start tapping from the large pool of funds existing both within the country and internationally for the development of their teaching hospitals, improve their care delivery and lead to the actualization of health for all by the year 2030.

Keywords: University Advancement Centre, Advancement Profession, Health Sector, Health for all, Lessons.

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INTRODUCTION

Below is a table showing adult mortality rate for Nigeria.

Table 1: Adult mortality rate for Nigeria

DATE	VALUE	CHANGE %
2015	32.45	4.55 %
2010	31.03	4.43 %
2005	29.72	10.16 %
2000	26.98	6.44 %

Source: www.wnoema.com

Mortality rate is said to be 32.45 for 100 persons in 2015 which is too high. It is also said that in the same 2015, the maternal mortality rate in Nigeria was 814

deaths per 100,000 live births. while 64.8 children below 5 years die out of 1,000 live births in 2017. The story is much the same in other Less Developed Countries.

Health for all by the year 2020 was therefore a very important and desirable goal. But to many, it was simply an utopia. If the universities can produce the required number and quality of medical scientists and the health care systems of the country is well equipped with the necessary infrastructure and consumables and the cost of medical care is low enough, the goal can be materialized to a reasonable extent in nine years time, i.e, by 2030. The University Teaching Hospital is one strategic health care system within the university. My layman understanding is that the hospital serves a dual function. One is as a laboratory for the practical training of the future medical practitioners and two, as a big health care centre where patients could go for the best quality of all kinds of medical attention that the primary and secondary health care systems could not offer. Such hospital is, therefore, a very important one and need to be developed to a point where it will be able to serve the society optimally. Development and sustenance of such hospital is very expensive. This is because of its size and the fact that a lot of expensive equipment, instruments and consumables requiring huge capital will be needed.

Unfortunately the socio-economic circumstances of the country and the world today, may not guarantee us the kind of funding required for this level of development. An analysis of the Nigerian universities' problems reveals inadequate funding as their major root cause. Research has shown that the funding inadequacies for the universities are not restricted to Nigeria, but is rather a worldwide phenomenon. In fact, apart from the socialist countries, no country has been able to fund their universities adequately. As at 2005 University of Washington (UW), Seattle, WA, USA received just 17% of its annual budget from the government. This gives an insight into the level of underfunding even in the US. Yet in the face of these funding difficulties we still discovered that 40 of the universities that made the list of the best 1000 universities in the world are from the US alone and three African universities that made the list were from South Africa and their teaching hospitals are functioning well. This did not happen by accident. The Advancement profession is most strongly rooted in the world in US and most strongly rooted in Africa in South Africa. The remaining 83% of the annual budget of UW was raised by the university. In 2018, the UW raised \$714,739,826. In 2002 the MacArthur Foundation based in Chicago came to Nigeria to partner with four Nigerian University namely Ahmadu Bello University, Zaria, Bayero University, Kano, University of Ibadan, Ibadan, and the University of Port Harcourt, Port Harcourt, to support the development of university education.

Influenced by the genuine demands from the proposal of these Universities, it provided funds and insisted on the establishment of the University Advancement Centres in each of these universities. This led to the establishment of such centres in Nigerian universities for the first time. The Centres were charged

with the responsibilities of formulating the development plans of the Universities, raising the required funds and ensuring that the raised funds were utilized for the purpose for which they were raised. Staff were hired and trained both locally and internationally to enable them cope with the demands of the job. Even though these Centres are operating at sub-optimal levels in their various universities for obvious reasons of poor staff remuneration, inefficient administration, inadequate funding, understaffing, inadequate training, lack of trust from the Universities and the public and a good number of similar challenges, the University of Port Harcourt, in particular, recorded a tremendous growth within the short period of existence of its Advancement Centre. It is based on the success stories of this university that we are recommending the University Advancement Centre to all Nigerian and Third World Universities as a reliable alternative strategy for their development. In this work we have presented below a brief discussion of the Advancement profession; shown how it has fast-tracked the development of University of Port Harcourt, and also shown how it is doing in UW. We have argued that if applied to the University Teaching Hospitals, it will facilitate the development of the hospital through spearheading the Hospitals development planning and raising the required fund for its actualization. But before we proceed let's take a brief look at existing related theories and works to enable us appreciate the difference and the rationale for the adoption of a more comprehensive and professional approach as the University Advancement Profession.

Related Theoretical Issues and Advancement Gap

So many development writers acknowledged the importance of education especially higher education in the development process of an economy but not many of them commented on the issue of how education should be developed or who should fund it. Very few talked about how it should be developed but not who will provide the fund. This does not mean that they did not understand the importance of the issue but that they assumed it, especially for a developing country, to be the responsibility of the government or the proprietors. Recently; due to the decline in government funding worldwide, the issue is gradually attracting the attention of development scientist and comments on how the university should be developed and who should provide the funds are beginning to spring up. A review of literature in this area of economics reveals eight schools of thought The Human Capital, The Screening, The Modernization, The Neo-Marxian, The Neutral Education Economists, Educational Development Advocates, Pro-University Advancement School and The Fore-Runners of University Advancement. Below is a brief discussion on each one of them.

The Human Capital School: Orivel (1996) when reviewing the International Encyclopedia of Education, 2nd edition, written by Martin Carnoy, said that the Human Capital School is a group of economists who

argued that education is an investment within the individual which increases his productive capacity. In their view, investment in human capital contributed as much as investment in physical capital (machineries etc) in the development of an economy. They established a strong link between investment in education and economic growth. Proponents are Shultz, Denison etc. However, according to Rubenson in Burton (1992), it was observed that increased investment in education did not generate the expected economic growth and a realization of equalized access to available goods and services of the society and also income equity. They did not comment on how the educational institutions should be developed.

The Screening School: The proponents of the screening theory did not deny that investment in education leads to increased productivity. They rather observed that employers still prefer workers with higher levels of education. According to Orivel (1996) the screening theory school sees education as a tool for employers for the screening of those who have the characteristics or competencies they need. For these economists, these competencies are basically innate and necessarily brought out by schooling process. He said that employers can not directly identify these competencies without school achievement. From their past experience they understand that there is a correlation between different types of school achievement of individuals and their capacities. According to Rubenson *et al.* (1992), the screening theory explains that those with higher levels of educational qualifications at the time of recruitment display superior personality traits which are interpreted by the employer to mean the possession of cognitive skills, self reliance, achievement drive and compliance with organizational rules. For Thurow, according to Rubenson, the employers are basically hiring job applicants in terms of their trainability. In summary, this group of economists argue that educational achievements are used as a proxy by employers for identifying the right individual for a given job position. Proponents of this school of thought are Blaugh M, Thurow L.C., etc. They also did not comment on how the educational institutions should be developed.

The Modernization School: According to Fagerlind and Saha (1989) between the 1950s and 1970s arose another school of thought basically sociologists, that generally held the view that there is a direct relationship between education and socio-economic development. Like the human capital theorists, they held that education brings about change in the individual that promotes greater productivity and efficiency. They focused on the modernizing influence of education on values, beliefs and behaviour. This led to the birth of the modernization theory. The theory holds that in order for a society to become modern develop economically and socially, a modern population that has modern values, beliefs and behaviour must constitute it. They contended that education is the most important agent for transforming a

traditional society into a modern one hence the influence of these theories on government policies on education virtually throughout the world which led to the expansion in the sector within the 1960s and 1970s.

The Neo-Marxian School: The Neo-Marxists do not deny, according to Fagerlind and Saha (1989) that education can contribute to economic progress. Rather they contend that it reflects and serves the interest of those in power and tend to perpetuate the inequities of the social system. Secondly, it is their view that education produces Lunpenbourgeoise — local elites who serves overseas interests and strengthens underdevelopment. It also produces docile and compliant work force thereby re-enforcing and reproducing the capital class strength. There criticism is focused on the western model of education and not education in its entirety. Despite the above concerns it is still the common belief in the socialist countries — former Soviet Union, China, Korea, Cuba and Tanzania, that there is a strong positive relationship between education and economic growth. For that reason, according to Fagerlind and Saha, education has continued to enjoy a strong support from the government in these countries. As a result China and Cuba were able to attain adult literacy levels of 70% and 98% respectively. The proponents of the Neo-Marxian theory are Bernstein, Bowles & Gintis etc.

Other Contributions

The Neutral Educational Economists: There are a good number of economists who also saw education, especially at the higher level, as a very vital tool for economic development. They do not properly fit into any of the above schools for the fact they wrote generally about the beneficial or development effects of education. They tended to adopt the positive education features of all the schools but did not talk about how it should be developed. They did also not ask the government or any other stake holder to invest in education. Such economists are Jibril, Kashoki, Kuznet, Matazu, Jones, Adam, Marshall, Ekpeyong, Bernett and Abiodun.

Educational Development Advocates: The next school of thought is what we have called Education Development Advocates. These Economists, who agree with the views of all the schools above, went the extra length of seeking government intervention for the development of education since the overall effect will be positive on the economy. They advised the government to invest heavily in education and continue to sustain it for the overall development of the economy. Proponents are Gould, Dunstan, Olubor, Onyido, Adeniyi, etc.

The Pro-Advancement: These economists also agree with the major tenets of all the above schools. The distinguishing feature of this school is that they asked both the government, industry and other stake holders to get involved in the development of educational institutions. They did what the Advancement

professionals do, even though, in a less professional manner. The school of thought is made up of Ajeyalemi, Ucha and the South Commission.

Forerunner of the Advancement Profession: This school, like the last three groups above, agrees with all the arguments of all the schools above, and invites both the government and all other stake holders to the development of education. What distinguishes them and gives them their position as the forerunners of the advancement profession is that though they were not advancement professionals, they were able to make prescriptions of what should be done to actualize the needed development of the educational institutions. Some of those prescriptions are still useful and reliable in the profession today. Their prescriptions include:

- The universities should look inwards to be able to develop ideas that will enable them meet the world-wide changing trend and challenges.
- Improvement of educational facilities, advancement of studies, development of links between centres of research and learning, purchase of innovations and intellectual properties etc. Both the state and the private actors should contribute to the generation and transmission of science and technology through the development of the Universities.
- That the government should challenge the universities with specific problems and time limits and provide the academic infrastructure necessary for undertaking such task;
- The universities should tailor their research to the needs of the economy.
- The Universities should go to the corporate bodies for funding, while internal funds are expected to be raised from library fees and the students levy through consultation of the students by the management.
- The buy-a-book programme in which each student is expected to buy at least a text book and donate to the university library which will expand the library stock of books.
- That the salaries of academic staff, their conditions and career prospects should be at the level that can minimize the loss of trained teachers and avoid teachers taking additional jobs in order to survive
- That 20% of total government aids should be allocated to education. They also urged Non-Governmental Organisations to give priority to education especially curriculum development, teacher upgrading and research.
- Appropriate coordination of the funding of the Nigerian universities
- Funds needed will be raised from students through charging fees, introduction of students' loan programme, endowment and community participation in the provision of school buildings
- University/Industry linkage.
- Training and retraining of the teachers

- At least, 75 % funding of some selected students' projects to encourage them.
- The university should collaborate with the relevant industries to ensure that students' research products are effectively utilized to achieve the national industrial goal.
- Introduce incentives to encourage the private sector to work with the universities in funding research.
- All tiers of government should give scholarship and bursaries to indigent arid exceptional students and encourage the private sector to do same.
- Communities, leaders, Parent-Teachers Associations, Youth Development Associations, and the public should be mobilized to participate in the provision of academic infrastructure.
- The development of a working relationship with the government and well targeted donor support.
- A partnership and joint management of research institutions with associations of the private sector
- The funding solution of commercializing research results and loan schemes
- Prudent management of the existing resources and entrenching the culture of strategic planning. While looking for more funds we should be able to manage the one we have properly and there should be a properly laid down plan of what the funds we are sourcing will be used for.
- A participatory approach that brings all stake holders to the reform of the sector.
- Borrowing for development of the universities,
- Allowing a Vice Chancellor that has been adjudged by the university governing council and other stake holders on campus as good, visionary, transparent manager, a go- getter, and a good fundraiser to run for as many terms as is acceptable by the stakeholders for the sake of continuity.

The economists in this school of thought are Nebo, Umeh, Tudun-Wada, Baum & Tolbert, Ighedo, Ali, Cornia and Jong, Enos, Kinyanjui and Emovon.

The Advancement Gap

The above theories and works carried out in this field have actually brought out so many university development strategies which are already in use in many Nigerian universities today. But they are currently practiced in the universities haphazardly and without coordination and hence achieving very sub-optimal results. In the case of increasing students levy as a means of raising more funds, we are aware that such has always resulted in truncations of academic activities and even outright closure of the universities through students reactions. But this is not to say that it is not a potent means of fundraising. It is, if properly managed. Another major source of raising funds that was pointed out in the literature is University Investment. The problem encountered here is inadequate management of the investment and corruption. Another source of university development that has already been pointed out in the

existing literature is University/Industry linkages. The problems here are on management of the linkages and the problem of how. Borrowing for development of the universities, for the purpose of hostel building and maintenance or investment that are income yielding, can be allowed provided the interest rate is low enough to enable profit making and repayment. Allowing a Vice Chancellor that has been adjudged by the university governing council and other stake holders on campus as good, visionary, transparent manager, a go-getter, and a good fundraiser, to run for as many terms as is acceptable by the stake-holders for the sake of continuity, will serve the development intentions of the university well. But this is a politics laden issue that involves much. It may not be easy to have the stake holders to continue to agree to return such Vice Chancellor. A lot of other suggestions that have been made depend on the availability of funds

The University Advancement Profession/Centre

The act of raising non-tax or obligatory fund from the society is not entirely new to this part of the world. In the traditional African society, funding of marriage, child naming, housing and even burial ceremony are societal responsibilities. Beginning from the immediate family people will be urged to tax themselves to contribute towards the achievement of the set objective. Sometimes a committee will be appointed to facilitate the process. In the 1950s to 1980s, the same fundraising technique was also observed in practice each time the community wanted to send their child abroad for university education. With the inception of Christianity, the fundraising technique was adopted and is still practiced till today in church development. It can also be observed in practice today in organisations like Motherless Baby Homes. Though these were done unprofessionally and without good coordination, the African slaves took the fundraising culture along with them to America and developed it to what it is today, the Advancement Profession. The establishment of the University Advancement Centre in Nigerian universities is a strategic alternative to their development. University Advancement Centre is charged with the responsibility of designing the university's development and fundraising plan and coordination of all activities that will generate the required funds for the execution of the development plan. It is a more comprehensive and reliable approach to the development of the university. A lot of the suggestions made by earlier writers above are components of the centre's activities. From time to time it generates the development plan of the university and in accordance with the funding requirements of the plan, comes up with a fundraising plan. It also goes further to raise or generates the funds and ensures that the funds are used for the various purposes for which they were raised. The Centre is structured in such a way that enables it perform this onerous task. We find from one university to the other different structures but all have essentially the same components that enable it function effectively. What we have done here is to provide all the various essential components with explanation of their functions.

Students Relations: The Students Affairs Department of every university is currently charged with the responsibility of caring for the students. In addition to what this department is doing, the academic or teaching department of the student should see it as a priority responsibility to build a very cordial (father/child) relationship with the students irrespective of their performance. Such relationship, if properly managed, could have long lasting positive impressions on the student even after graduation. A little get-together welcoming the students on admission and a special class party during graduation could make a difference. The nostalgic feelings of this treat will have the effect of giving the young graduates the sense of indebtedness towards the department. You can never tell who will be the next governor or president. The time when we treat students as if we are at war with them has past and is no longer fashionable. It is time to construct very strong relationships with the students before they graduate. For these reasons a unit charged with the responsibility of designing and executing students relationship building programmes is necessary.

Alumni Relations: Alumni have become a very important partner in the development of the university. We have come to the realization that the value of your degree is as good as the profile of your alma Mata. It is therefore in the interest of the alumni that he does his best in supporting the development of the university which he graduated from. But most of them may not even know the needs of their parent university or how to assist. Hence even when they are properly positioned to support, the university may never get such assistance. This calls for a more serious work on alumni relations. Beginning from the department to faculty and at the university levels there should be a staff whose responsibility is to handle alumni relations. They should collect, update and store data on the alumni and care for them. We want to get to the point where the ceremonies of an alumnus/alumna are attended by the Head of the Department of where he/she graduated from. Experience has shown that even things as ordinary as birthday cards and congratulatory letters sent to the alumni by the Head of Department, Dean of Faculty or the Vice Chancellor made of a lot of positive impact on the alumni. This unit of the Advancement Centre designs programmes for the development of alumni relations and manages and sustains such relationship as long as the alumni lives

University/Industry/Government Relations: This is another important unit of the Advancement Centre. The university must partner with the industry for the society to experience economically meaningful science and technological advancement. In Nigeria the industry has been operating oblivious of the science and technological break-through existing in the universities. And the universities are operating without adequate information on the science and technological challenges of the industry. The government on its side will prefer to invite scientist/experts from abroad to proffer solution to the

technological challenges of the economy. This situation is not a healthy one and is aggravating the technological backwardness of the economy. There have been attempts in the past to bring these three important partners of technological advancement together in the name of University/government and Industry Partnership. But this has yielded little or no fruit since the issues discussed at such forums are abandoned soon after the meeting. It is supposed to be the responsibility of the university to forge this kind of relationship, manage and sustain it. This can be done by establishing the University/Industry and Government Linkages Unit. Once established it becomes their responsibility to search for the needs of the industry and the government and channel such needs to the appropriate department of the university for prompt responses and also, as often as possible, cause the three partners to meet. It is at such forums that the government and the industry can challenge the university with their problems and have the opportunity of seeing for themselves what possible solutions are already available from concluded research efforts.

Exchange and Linkages: The unit is charged with the responsibilities of searching for opportunities for staff and students exchange with other universities especially notable foreign universities and for scholarships and fellowships. Staff exchanges are usually for the purpose of research and are usually initiated by staff of a university and brought to the attention of the Unit for expert processing. But often a university that wants to exchange staff or have some linkage relationship with University of Port Harcourt, for instance, can write to the Vice Chancellor of the University of Port Harcourt. Such letter will be referred to the Exchange and Linkages unit for processing. Once an exchange or linkage relationship has been established the fund required for the activities, travels for instance, will be raised by the Advancement Centre.

Project Designing & Development: Within the advancement centre is a unit charged with the responsibility of designing projects for the university based on its needs. Such unit, Project Development Unit, generates when necessary, fundraising proposals and case statements for development projects it designed for the university. This unit also designs the Capital Campaign, the Annual Giving and Major Giving programmes of the university.

Prospect Research Unit: Through steady research, the “who is who” of the country and the world are in the finger tips of occupants of this office. They carry out research to be able to identify prospective donors and track them. The output of this unit forms the input of the Relationship Development & Management office.

Donor Relationship Management: In Nigeria donors have been making gifts to the universities even before the introduction of the Advancement profession. But due to poor management of donor relationship most of them

give only once and may never give again. The standard is that donors are not asked more than once in a year, but could be asked to make a gift to the university every year. A donor that makes a gift to a university should be appreciated. This can be done by sending him an official thank-you letter from the Vice Chancellor; inviting him to university events; informing him of what his gift is being used for, celebrating the gift and attending his ceremonies. This unit is charged with the responsibility of handling donors’ relationship.

Events Management: This unit is charged with the responsibility of managing the university events. Every existing university event could be redesigned for fundraising purposes. New ones could be developed and designed to meet the fundraising requirements. In UW, every day of the week has at least one event that is used for cultivation or relationship management.

Stewardship: Currently stewardship is not taken seriously by the universities and this accounts for the apathy of donors towards the universities requests. Stewardship is about accountability. In advancement it is about giving account of the various gifts that has been given to the university by the chief executive of the university. It is another very important unit of the Advancement office. A donor that is sure that what he gave is utilized for the purpose for which he gave it, will be more favourably disposed to making more gifts if asked than the one that is not. The unit is charged with responsibility of generating data on gifts received by the university and ensuring that such gifts are used according to the donors wish and keep the donor informed of how the gifts is being used. This unit also ensures that the university community and all stakeholders are informed of how the university investment and endowment fund is fairing.

Faculty Liaison: Each of the faculties, institute or centres of the University has at least an attached advancement staff. It is the responsibility of the staff to feed the advancement office with the needs of the unit. Such information are used as input during the next development plan of the university. The Advancement Centre then designs a project or programme based on the inputs and goes further to market the project or programme to donors and at the end raises fund for its execution.

Project Monitoring and Evaluation Unit: There is also a unit of the advancement centre that is charged with the responsibility of ensuring that the funds are used for the various purposes for which they were raised. That is the Project Monitoring and Evaluation Unit. The unit also ensures that projects are executed as planned.

Advancement Director Office: The Director of the Advancement, silently and with all sense of humility, dictates the pace of development of the university. He manages the itinerary of the Vice chancellor who is the

Chief Fundraiser of the university. In addition he ensures the cohesion of the various units of the centre to achieve the annual fundraising goals of the university.

The Achievement of the Health for all Goal: Lessons from University of Washington (UW)

Development of the University involve improving the infrastructural facilities, upgrading the staff capacity for both carrying out the necessary research, learning and transfer of knowledge and providing the necessary academic support services. None of these could be carried out without adequate funding. The University Advancement Profession enables the university to go into the society, both within and outside the country, to ask for funding from individuals, corporate organizations, NGOs, foundations, alumni and even students for the development of the university. Through the various units discussed above the Advancement Centre is able to do this. The university must properly train this staff before they can perform these functions creditably. The University of Port Harcourt spent over N25 million (Mac Arthur fund) in training its staff both locally and in US before they could perform the “UNIPORT Miracle”. I will also recommend that the Vice Chancellor and the Director of Advancement spend at least one week in UW to be able to see the practical aspect of the Centre’s activities and ensure their cooperation and the benefits of the profession.

One lesson from UW is that the university does not operate in isolation. It partners with the industry, government, the alumni and other stake holders to solve the societal problems and create values. This way it becomes the responsibility of all stakeholders that it continue to exist and develop. Another lesson is that the UW Advancement Centre (Office of Development and Alumni Relations as it is called) has advancement staff that is attached to every school, faculty, institute or centre of the university including the UW Medical School and Teaching Hospital. The attached Advancement Officer coordinates the development or fundraising programmes and activities of the UW Medical School including that of the Teaching Hospital. To do this they cultivate the Alumni of the Medical School, retirees of medical school and the teaching hospital, Patients of the Teaching Hospital, the industry and individuals that are favourably disposed to the Medical School and the Teaching Hospital. With the Teaching Hospital, the advancement staff of the Medical School have larger population of people to ask for funds than almost every other fundraising unit. For that reason it raises more fund than any other unit of the UW. Below is a breakdown of the UW Financial Year 2018 Capital Campaign Statement of Account. A table showing the breakdown of the Financial Year 2018 Capital Campaign Statement of Account.

Table 2: Breakdown of the Financial Year 2018 Capital Campaign Statement of Account

Fundraising Unit of UW	No of donors	TOTAL
Academic & Student Affairs	5,578	\$14,786,174
Broadcast Services	73,689	\$22,127,148
College of Arts & Sciences	12,274	\$58,575,380
College of Built Environments	1,567	\$4,785,645
College of Education	1,340	\$20,761,695
College of Engineering	4,570	\$75,633,754
G. Allen School of Computer Science & Engineering	702	\$55,325,091
College of the Environment	2,782	\$40,234,296
Evans School of Public Policy & Governance	1,405	\$11,095,394
Foster School of Business	4,345	\$15,384,914
Information School	619	\$17,385,218
Intercollegiate Athletics	13,838	\$36,963,126
Libraries	2,378	\$1,597,176
Other University Support	1,891	\$10,858,366
President’s Funds	1,957	\$1,424,776
School of Dentistry	918	\$2,898,822
School of Law	1,582	\$5,121,146
School of Nursing	1,142	\$4,772,737
School of Pharmacy	948	\$7,765,830
School of Public Health	922	\$56,105,930
School of Social Work	1,420	\$6,388,513
UW Alumni Association	17,406	\$969,289
UW Bothell	1,418	\$2,154,235
UW Medicine	16,909	\$291,601,867
UW Tacoma	1,076	\$5,348,395
Grand Total	148,751	\$714,739,826

Source: www.washington.edu.

We can actually achieve health for all in Nigeria. There are those who believe that nothing good works in Nigeria. The University of Port Harcourt is one living example of where the Advancement Profession has been practiced successfully even though it is still at a suboptimal level. Today the University is ranked among the best universities in Nigeria and Africa. One very visible outcome of the Advancement endeavour is the huge infrastructural development witnessed within a very short interval in the University. The University experience has demonstrated that the advancement culture is practicable in Nigeria and is a more reliable development path to take.

CONCLUDING REMARKS

From my two months internship training experience at UW I make the following recommendation for the development of the university teaching hospitals for optimal performance.

- 1 Every developing country university is therefore urged to urgently establish the University Advancement Centre, train the staff, provide appropriate incentives for them and ensure that the teaching hospital start raising fund from alternative sources.
- 2 The Advancement Centre should assign a well trained staff to the Teaching Hospital. His job is to coordinate the need assessment of the various aspects of the hospital, collect data on both past and current patients of the hospital and work with the Advancement Centre to design fundraising programmes for the hospital.
- 3 The next step is that the teaching hospital should train at least one staff from each of the various departments and units of the hospital on Grant Seeking/Proposal Writing Skills. This will develop the creativity of the staff, enable them design development projects and programmes for their departments and ease the fundraising job for the advancement staff.
- 4 The next step is a fundraising awareness programme for the staff of the hospital to raise the fundraising consciousness of all staff of the hospital.
- 5 There should be a staff re-orientation programme for inculcation of the right staff attitude toward patients. The attitude of treating patients as if you are at war with them must end now. Many rich patients today avoid the public hospitals. This is because they receive 'better care' and prompt attention from staff of private hospitals, who are usually less qualified, than those of public. It will be easier to cultivate a person that was well taken care of when he was in the hospital as a patient than those that were recklessly treated.
- 6 Establishment of a Fund for Health Care of Indigent Patients: A fund as this will help to offset the medical bills of indigent patients and therefore increase their access to quality medical care and minimise their mortality rate.

With the above steps, funds will continue to flow into the hospital and very soon poverty of medical infrastructure and non-maintenance of existing ones will be history. Furthermore there will be the positive externality of lower cost of health care as more grants flow into the hospital. Overtime, this will culminate into increased access of patients in the third World to good health care and by the year 2030 we can actually achieve good health for all.

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