THE ROLE OF THE UNIVERSITY IN CREATING A LEGACY AND IMPACT ON THE WORLD: AUN AS A CASE STUDY *[1]

By

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INTRODUCTION

"**Legacy**" and "**impact**" are terms with multifaceted meanings, encapsulating the essence of continuity, influence and transformation. Traditionally, "legacy" means "that which is inherited; a title or property or estate that passes by law to the heir on the death of the owner. A gift. Something acquired without compensation. Practices handed down from the past by tradition"[2]. Conversely, impact denotes "the force of impression of one thing on another: a significant or major effect"[3]. Yet, beyond their conventional definitions lies a deeper narrative of enduring significance and profound consequence.

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[1] Being a Commencement Speech delivered by Professor Mike A. A. Ozekhome, SAN, CON, OFR, FCIArb, LL.M, MA, JD, Ph.D, LL.D, D.Litt, D.Sc, DA. at the American University of Nigeria's 15th Graduation Award Ceremony on **18th May, 2024**, at the AUN Robert Pastor Library & E-Learning Centre, Yola, Adamawa State.

[2] https://www.vocabulary.com/dictionary/legacy#:~:text=that%20which%20is%20inherited%3B%20a,synonyms%3A%20heritage. Accessed on 22nd April, 2024.

[3] https://www.merriamwebster.com/dictionary/impact#:~:text=%3A%20the%20force%20of%20impression%20of,a%20significant%20or%20major%20effect Accessed on 22nd April, 2024.

For this lecture, the concept of legacy transcends mere material inheritance. It cuts across tangible and even intangible contributions that shape societies and reverberate across generations. Similarly, the concept of impact extends beyond immediate causality, encompassing the transformative influence wielded by individuals, institutions and ideas on the fabrics of human existence.

This lecture explores the pivotal role of universities as catalysts for enlightenment, innovation, and societal development; sculpting the destinies of individuals, nations and fostering worldwide progress.

DEFINITIONS

LEGACY

The concept of legacy is viewed by different people, societies and beliefs from varying perspectives and dimensions. For instance, some people believe that there are **good legacies and bad legacies**. Some believe that acquiring unthinkable wealth or marrying so many wives or performing and accomplishing some outstanding great tasks could be classified as legacy. But the questions we may ask are: is there a bad or good legacy? Is there a common variant of legacy for all societies, communities and nations of the world? What is the yard stick for measuring an accomplishment or success that can be rightly classified as legacy? Perhaps by attempting the definition of legacy, we will be able to answer these questions.

From the legal perspective, legacy is defined in terms of inheritance documented in a will by the departed which can only be money or

property. Therefore, to the legal mind, legacy is seen as "an amount of money or property left to someone in a will."[4] Furthermore, *Longman Dictionary of Contemporary English* defines legacy as "money or property that you receive from someone after they die"[5]. It went on to give example, "the house was a legacy from an aunt"[6]. This is quite a restrictive definition of legacy because it limits legacy to physical or material possession. By inference, only the rich can leave a legacy. But obviously this is not quite true because every individual is endowed in one way or the other to leave a legacy which may not be physical or material possessions.

According to Wikipedia, "…a legacy is something that someone gets by inheritance, or by a will. In history terms, a legacy is something that is handed down from one period of time to another period of time. Often it means something handed down from an ancestors or predecessor"[7]. It goes on to give examples such as **the Buddha Confucius** and **other religious philosophical teachers** have **left moral legacies**; **Greek Mathematician, Euclid of Alexandra,** collected and wrote ideas about geometry and measurement in a text called ***Elements***[8]. Other examples given by Wikipedia include the **Ancient Egyptian and Babylonian's legacy** to the world in **sciences;** and **Athens** and **Ancient Rome's legacy of democracy** to the world.[9] Concluding, Wikipedia stated:

[4] Marriam Webster Dictionary, www.marriamwebster.com, accessed on 14/04/2024
[5] Longman Dictionary of Contemporary English, wwwidoceonline.com, accessed on 14/04/2024
[6] Ibid.
[7] Wikipedia, https://simplewikipedia.org, accessed 14/04/2024.
[8]Ibid.
[9] Ibid.

> *"Some families pass objects and ideas down from generation to generation. These heirlooms and ideas can also be called legacies. It may have to do with a person or many people. Individuals can leave historical legacy".*[10]

In an attempt to define what it means to leave a legacy, **Elizabeth Perry** opined"

> *"The definition of ...legacy is the positive impact your life has on other people - friends, colleagues, even strangers. Your legacy is the sum of the personal values, accomplishments, and actions that resonate with the people around you. It is how you made a difference in the world, whether that's building a Fortune 500 Company or always putting a smile on people's faces*[11]*."*

We will conclude this segment by mentioning very few historic persons in the world who made impressionable impact on the world by leaving lasting legacies. **"Nelson Mandela helped to defeat apartheid. Laurence Rockfeller conserved thousands of acres of parkland. Marie Curie discovered radiation** and **was the first woman to earn a Nobel Prize. Albeit Einstein** changed our **understanding of the entire universe**. **Mother Teresa**

[10] Ibid.
[11] Elizabeth Perry, "Every Good Legacy Tricles Down", 2023, www.betterup.com, accessed on 16/04/2024.

left such lasting legacy and was **canonized as a saint** - leaving a legacy is the true purpose of life."[12]

IMPACT

According to the **United Nations**[13], impact implies:

> ***"changes in people's lives which might include changes in knowledge, skill, behavior, health or living conditions for children, adults, families or communities. Such changes are positive or negative longterm effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended. These effects can be economic, socio-cultural, institutional, environmental, technological or of other types. Positive impacts should have some relationship to the Millennium Development Goals (MDGs), internationally-agreed development goals, national development goals (as well as human rights as enshrined in constitutions), and national commitments to international conventions and treaties."***

By the **European Commission**[14], impact describes:

> ***"...all the changes which are expected to happen due to the implementation and application of a given policy***

[12] Tony Robbins, "Great Leaders in History who left a legacy", https://wwwtonyrobbins.com.
[13] https://youmatter.world/en/definitions/impact-definition/
[14] Ibid.

option/intervention. Such impacts may occur over different timescales, affect different actors and be relevant at different scales (local, regional, national and EU). In an evaluation context, impact refers to the changes associated with a particular intervention that occur over the longer term".

Impact, in this context, is the tangible result of exceptional research and activities on society and the economy. It signifies a measurable effect or benefit across various aspects such as activity, behavior, policy, and understanding. Academic impact, an integral part of this journey, contributes to advances within disciplines, including significant progress in understanding, methods, theory, and application.

While impact can vary in interpretation, there is no universal approach. **The concept has been classified into four broad types[15]:**

1. **Responsive impacts:** Arising from research addressing identified unmet needs or problems, often in response to calls for further evidence to inform policy revisions.

2. **Proactively nurtured impacts:** Resulting from research that identifies unmet needs or problems, requiring stakeholders' awareness and buy-in to translate findings into tangible benefits.

[15] https://www.gla.ac.uk/media/Media_383307_smxx.pdf

3. **Reputational impacts:** Emerging when research staff are sought out by stakeholders based on their established track record of impact in a particular field, leading to commissioned work.

4. **Passive impacts**: Arising serendipitously from research, with limited engagement with stakeholders, and researchers having minimal knowledge of how and where their work is being utilized and its resulting impact.

THE ORIGIN AND EVOLUTION OF UNIVERSITY

The origins of universities trace back to **ancient times,** notably with **Plato's Academy in Athens**, established around **387 BC.** This institution, characterized by exclusivity and **a fusion of teaching and learning**, embodied Plato's philosophy, focusing on cultivating an **educated citizenry**. It emphasized a holistic approach to education, encompassing **"Savoir d'etre"** for **understanding and meaning**, **"Savoir faire"** for **practical skills**; and **"Savoir vivre"** for **societal integration**, with wisdom arising from the balance of these aspects[16].

The curriculum was structured around the "**trivium**" of **Grammar, Logic,** and **Rhetoric**, teaching effective expression, and the "**quadrium" of Arithmetic, Geometry, Astronomy,** and **Music,** reflecting broader intellectual pursuits. These philosophical principles, particularly those

[16] https://www.researchgate.net/publication/343978368_The_role_of_universities_in_modern_society

advocated by **Aristotle**, exerted significant influence on **European society** for centuries, shaping the foundations of **European universities**.

In **medieval Europe,** the emergence of universities such as **Oxford, Cambridge, Salamanca, Padova,** and **Bologna** marked a **shift towards institutionalized education**, primarily catering to the **training of priests under the auspices of the Catholic Church in Rome.**

Through an analysis of historical transformations across different nations, this lecture examines how the role of universities evolved over time, culminating in their contemporary functions and significance.

DEVELOPMENT OF UNIVERSITIES IN FRANCE[17]

During the Renaissance in Europe, a transition occurred **from religious-centric education to specialized institutions,** notably propelled by Napoleon's vision of a trained civil service to govern France. This vocational shift significantly influenced the structure and function of modern French universities, giving rise to the prestigious "**Grandes Ecoles" – exclusive institutions** known for their **small classes, elite status,** and **top-tier faculty**[18].

These Ecoles, epitomized by the renowned Polytechnique, cater to the nation's future elites, nurturing leaders in various fields including **civil service, industry, military, politics, engineering, and physics**. Despite

[17] ibid
[18] https://en.m.wikipedia.org/wiki/Grande_%C3%A9cole

France's historical commitment to equality, these institutions remain highly selective and elitist, producing a cadre of senior civil servants and leaders predominantly from privileged backgrounds.

Emphasizing practical skills and personal development, the Ecoles offer a curriculum that integrates academic rigor with vocational training, fostering **savoir faire (know-how)** and **savoir d'etre (self-awareness).** Meanwhile, research activities are primarily conducted in universities and prestigious public institutes like Centre National de la Recherche Scientifique (CNRS), Institut National de la Recherche Agronomique (INRA), and Institut National de la Sante et de la Recherche Medicale (INSERM), renowned for their scientific contributions.

However, these institutions have faced criticism, exemplified by **President Macron's proposal to shutter the Ecole Nationale d'Adminstration (ENA), citing concerns over elitism and lack of diversity.** Despite challenges, the French higher education system continues to evolve, embracing internationalization, language training, and interdisciplinary approaches to meet global demands.

DEVELOPMENT OF UNIVERSITIES IN GERMANY[19]

Wilhelm von Humboldt, a pivotal figure in German higher education, established the **Humboldt University in Berlin in 1811**, pioneering a progressive educational paradigm that integrated arts and sciences, theory

[19] ibid

and practice. His holistic approach emphasized systematic learning and the cultivation of critical thinking over strict vocational training, encapsulating the belief that "**knowledge is power and education is liberty**."[20]

Humboldt's vision aimed to nurture educated and confident citizens regardless of their social or familial background, embodying a cosmopolitan and liberal-minded philosophy that remains influential in present-day German education policy. Despite challenges such as regional interests and packed curricula, Humboldt's legacy endures, with **Humboldt University (now the University of Berlin)** standing as a beacon of academic excellence in Europe.

The German educational model, characterized by its emphasis on savoir-vivre and the unification of teaching and research, contrasts sharply with the French system. It **prioritizes Lernfreiheit (freedom of study)** and **Bildung (holistic education),** drawing inspiration from ancient Greek philosophy. Despite state funding, **universities maintain corporate autonomy** and **uphold the principles of academic freedom**.

Led by visionary reformers like **Fichte, Schleiermacher,** and **Humboldt**, Berlin University became a focal point of national cultural revival, exerting a profound influence across central, eastern, and northern Europe.

[20] https://en.wikipedia.org/wiki/Humboldtian_model_of_higher_education#:~:text=Humboldt%20sought%20to%20create%20an,the%20naturalist%20Alexander%20von%20Humboldt.

DEVELOPMENT OF UNIVERSITIES IN THE UNITED KINGDOM[21]

Influential figure **John Henry Newman's work "The Idea of a University"**[22] shaped UK education, emphasizing a **liberal education rooted in classical tradition**. This vision led to the establishment of elite institutions like **Oxford** and **Cambridge**, focusing on a broad curriculum encompassing the liberal arts and later expanding to include science and theology.

The **collegiate system, exemplified by Oxford and Cambridge**, emerged, offering classical syllabi with limited emphasis on science. However, the post-World War II era saw a surge in higher education, particularly with the **formation of polytechnics in the 1970s**, aimed at technical competence and vocational training.

Government policies in the 1990s transformed polytechnics into "new" universities, increasing the number of universities significantly. This distinction persists today, with **"old" universities retaining a research-oriented focus, while "new" universities maintain a vocational emphasis**.

Contemporary English universities prioritize research, education, and knowledge exchange, with initiatives like Innovate UK's Knowledge Transfer Partnerships fostering **collaboration between academia and industry**. Despite challenges, demand for higher education remains high, albeit with some new universities facing difficulties.

[21] Ibid

[22] https://www.researchgate.net/publication/332739400_John_Henry_Newman_The_Idea_of_a_University

DEVELOPMENT OF UNIVERSITIES IN THE UNITED STATES[23]

Early US universities, heavily influenced by the UK model, emerged in the **17th and 18th centuries, including Harvard, Yale, and Princeton**. These institutions focused on a liberal arts-based curriculum with an emphasis on classical languages and subjects. Despite calls for modern language inclusion, classical languages persisted until after the Civil War.

Throughout the 19th century, small colleges played a vital role in facilitating the transition of young men to urban occupations, particularly through ministerial training. Elite colleges like Harvard contributed to the formation of a Northeastern elite, while smaller institutions promoted upward social mobility.

The 20th century saw explosive growth in the number of colleges, especially state universities, which expanded significantly to accommodate broad curricula and regional campuses. Historical patterns continue to influence higher education trends today, impacting state-level indicators of enrollment and funding**.**

[23] Ibid

DEVELOPMENT OF UNIVERSITIES IN AFRICA AND OTHER DEVELOPING COUNTRIES[24]

Religious affiliations played a significant role in establishing universities in Africa, focusing on **religious, philosophical, moral, and medical studies** to meet local needs. However, **historical disruptions such as slave trade and wars** led to a disconnect from this past. During the colonial era, universities became tools for colonial administration rather than societal enlightenment, with **limited access for Africans**. Post-independence, there was a push to Africanize staff and curriculum to address colonial legacies. Universities were tasked with multiple roles: economic growth, nation-building, and identity creation. Government policies aimed at socio-economic development defined education strategies, emphasizing the role of universities in training professionals and promoting access to knowledge.

The theory of change underscored the cumulative effect of investing in education for individual and societal development. Universities played a crucial role in reconstructing African identity and nation-building by creating a skilled middle class and fostering nationalism through education. **Graduates and academics became intellectual bases for African nationalism**.

Following independence, African nations prioritized the establishment of national universities to address pervasive issues of poverty,

[24]https://www.researchgate.net/publication/319939290_Tracing_the_evolution_of_higher_education_institutions_and_linkage_to_rural_development_in_Africa/link/59c27750aca272295a0de2c9/download?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

unemployment, and underdevelopment. Despite substantial investments, the direct impact of higher education on solving these challenges remains uncertain.

ASIA AND LATIN AMERICA

Meanwhile, **since 1980, Asian countries** have witnessed significant growth in higher education access and quality, with some institutions rivaling those in the West. Additionally, in **Latin America**, the influence of colonization, particularly by the Catholic Church, has shaped the development of universities, serving both religious and state interests.

PURPOSE OF A UNIVERSITY

The contemporary purpose of universities has evolved overtime to **address** the **prevalent underemployment in the 21st century**. The organizational structure of universities must adapt to accommodate these changes. The future vision for universities should prioritize teaching individuals how to live fulfilling lives in the face of shifting employment patterns, rather than solely focusing on vocational skills. This shift would require new teaching methods and materials, as well as a shift in mindset among university staff. Challenging traditional beliefs about the role of universities, such as the emphasis on employability and the value of degrees, is necessary. Research, for instance, has become self-perpetuating and may benefit from adopting a French-style system of separate research institutes and teaching establishments. **The increasing prevalence of first-class degrees raises**

questions about their value, prompting a reconsideration of the need for traditional accreditation. **Instead, the focus should be on ensuring that education equips individuals with the skills and purpose to lead meaningful lives.**

HOW UNIVERSITIES CREATE IMPACT AND LEAVE LASTING LEGACIES

1. ACADEMIC EXCELLENCE AND INNOVATIONS

Through prowess in research and discovery, universities pioneer new **knowledge, technologies, and solutions** across diverse disciplines, propelling societal progress. By providing rigorous education and training, **universities equip students with the requisite skills** and acumen to **thrive in their chosen fields**, thereby fostering future leaders and contributors to society.

Additionally, universities play a **pivotal role in technology transfer and commercialization,** translating research insights into tangible products and ventures that benefit society and the economy. Most of Africa's universities are dedicated to teaching with few incentives for research or commercialization of research results. There are, however, a few African universities that have demonstrated leadership in innovation. For example, **Stellenbosch University in South Africa** became one of the first higher education institutions in the developing world to **build and launch a satellite**. **The Jomo Kenyatta University**

of Agriculture (JKUAT) in Kenya pioneered in the **commercialization of tissue culture bananas and other agricultural products**[25].

Nigerian universities are not exempt from laudable academic excellence and innovations. The University of Lagos has made ground breaking achievements in **Petrochemical Engineering research,** developing the ***Peng-Robinson-Babalola–Susu Equation of State (PRBS)*** by carrying out a major modification of the old Peng-Robinson Equation of State (PR)[26].

THE AUN PHENOMENON

The **American University of Nigeria (AUN)** stands as a shining example in **STEM (Science, Technology, Engineering and Mathematics)** education in the North-Eastern region through its commitment to excellence, cutting-edge facilities, and a comprehensive curriculum. One of its innovations in its STEM program includes the development of **Enterprise Resource Program (ERP**) by its computer **science students in programming**[27]. This program is a type of software system that helps organizations

[25] https://www.belfercenter.org/sites/default/files/legacy/files/JumaDP-Education-Africa2.pdf Accessed 5th May, 2024
[26] https://unilag.edu.ng/?p=36536 Accessed 4th May, 2024
[27] https://www.aun.edu.ng/index.php/news-events/speeches/how-aun-is-a-catalyst-for-stem-education-in-the-region-by-dewayne-frazier Accessed 4th May, 2024

automate and manage core business processes for optimal performance and it is currently utilize across the entire University[28].

In addition to these achievements, collaborations between industry, government, and academia serve to amplify their impact, fostering innovation ecosystems that drive economic growth and address multifaceted challenges.

2. **ENGAGING IN SOCIAL RESPONSIBILITY AND COMMUNITY ENGAGEMENT**

Universities play a pivotal role in tackling societal issues through various avenues including community involvement, policy shaping, and fostering entrepreneurship.

AUN, through the **Atiku Institute for Development (AID)** and its partnership with **United States Agency for International Development (USAID)** is creating positive impact within the communities in the **North-East Region** of Nigeria, providing aid to support Internally Displaced Persons **(IDPS).** Its **Strengthening Education in North-East Nigeria States project (SENSE)** focuses on reviving and investing in educational systems in the North-East, especially among the **Almajiri children**[29]. In the **UNHCR Livelihood**

[28] https://dynamics.microsoft.com/en-us/erp/what-is-erp/#:~:text=What%20is%20ERP%3F,business%20processes%20for%20optimal%20performance Accessed 4th May, 2024

[29] https://aid-aun.org/index.php/projects Accessed 5th May, 2024

Empowerment Project for IDPs, implemented by **the University and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ),** Agricultural Extension Workers are strengthened to further boost their skills and livelihoods of returning farmers and farmers in host communities[30].

These efforts reflect universities' commitment to driving positive change and creating a more equitable and sustainable society. By engaging with communities and addressing pressing issues, universities such as AUN **extend their impact beyond campus boundaries,** fostering transformative outcomes. Overall, universities' contributions to academic excellence and innovation are indispensable for addressing global challenges and promoting positive social change.

3. GLOBAL CITIZENSHIP AND CULTURAL EXCHANGE

Universities serve as **microcosms of the broader society, bringing together individuals from diverse backgrounds, cultures, and experiences.** By embracing this diversity within their campuses, universities create environments that nurture mutual respect, understanding, and appreciation for different perspectives and cultures. This fosters a sense of belonging and community among students, faculty, and staff, enriching the academic and social experiences of all involved.

[30] Ibid

WORLD HISTORY LAB

At the forefront of this global exchange stands **AUN, in collaboration** with **approximately 22 universities worldwide**, united under the banner of the "**World History Lab"[31].** This innovative initiative is dedicated to **advancing mutual understanding, driving the frontiers of knowledge and innovation, and promoting cultural enrichment and diplomatic engagement**. AUN's commitment to fostering global connectivity is underscored by its endorsement of a memorandum of understanding for cooperative scientific and cultural exchanges.

In a notable instance of this commitment, **AUN spearheaded a Spring Intercultural Course Connection with a Pakistani college in 2021**[32]. This collaborative endeavor exemplified AUN's dedication to fostering international collaboration and intellectual dialogue among students, transcending geographical boundaries to cultivate a global mindset.

Through their international exchange programs, cross-cultural collaborations, and multicultural initiatives, AUN has championed the development of intercultural competence and empathy – essential attributes for navigating our increasingly interconnected and diverse world. Generally, by **championing diversity and inclusivity,**

[31] https://www.aun.edu.ng/index.php/news-events/news/aun-princeton-twenty-other-universities-collaborate-to-teach-world-history-2 Accessed 5th May, 2024
[32] https://www.aun.edu.ng/index.php/news-events/news/reviewing-spring-2021-intercultural-course-connection-with-pakistani-college Accessed 6th May, 2024

universities not only excel as institutions but also fulfill their broader mission of nurturing global citizenship and facilitating cultural exchange, thus shaping a more interconnected and harmonious global community

THE ROLE OF AUN IN IMPACTING NIGERIA AND THE WORLD

A. EDUCATIONAL EMPOWERMENT[33]

In its steadfast commitment to cultivating a lasting legacy through educational empowerment, AUN exemplifies a noble dedication to fostering academic excellence and inclusion. **Annually, AUN extends a benevolent hand to nearly 15% of its student body through a comprehensive array of scholarships and financial assistance programs**, epitomizing its mission to facilitate access to quality education for deserving individuals.

Recognizing the intrinsic value of a globally respected, private university degree and acknowledging the potential financial barriers that may impede access to such opportunities, AUN meticulously tailors its Financial Aid Program to alleviate these challenges. **Designed to support qualified students who may require additional financial resources to pursue higher education, this program serves as a beacon of hope, ensuring that**

[33] studyandscholarships.com/2012/05/american-university-of-nigeria-aun.html Accessed 6th May, 2024

economic considerations do not hinder the pursuit of academic excellence for those who meet AUN's rigorous academic criteria.

At the heart of AUN's Financial Assistance Program lies a multifaceted approach, encompassing **a spectrum of scholarships and grants that span academic merit, financial need, and exceptional achievement**. The institution's unwavering **commitment to meritocracy** is evident in its provision of **full-tuition Merit Scholarships**, bestowed upon undergraduate students distinguished by exceptional academic prowess and promise. These prestigious awards, renewable annually contingent upon the maintenance of a **minimum cumulative GPA**, epitomize AUN's unwavering dedication to nurturing scholarly excellence and fostering a culture of academic achievement.

Moreover, AUN's steadfast commitment to inclusivity and social responsibility is underscored by its **Need-Based Merit Scholarships**, which serve as lifelines for deserving undergraduates grappling with financial constraints. Bolstered by a rigorous evaluation process that considers both financial need and academic merit, these scholarships embody AUN's ethos of equitable access to education, empowering students to transcend socio-economic barriers and pursue their academic aspirations with unwavering determination.

In a testament to its visionary leadership and unwavering commitment to excellence, AUN extends the mantle of opportunity to students who have demonstrated **exceptional academic acumen and financial need through**

its Presidential Scholarships over the years. Facilitated by the esteemed office of the President, these scholarships exemplify AUN's dedication to recognizing and nurturing talent, empowering deserving individuals to realize their full potential and make a transformative impact on society.

Furthermore, in a poignant demonstration of solidarity and empowerment, AUN collaborates with esteemed organizations such as the **Peace Corps Nigeria Alumni Foundation (PCNAF)** and **Friends of Nigeria (FON)** to extend a helping hand to female Nigerian students facing unforeseen financial adversities. Through the **PCNAF-FON Nigerian Female Leaders Scholarship,** AUN reaffirms its commitment to **gender equality** and **economic empowerment**, providing a lifeline to aspiring female leaders who embody the spirit of resilience, academic excellence, and community service.

In essence, AUN's unwavering dedication to educational empowerment and inclusive excellence serves as a testament to its enduring legacy as a beacon of hope, opportunity, and transformative change. Through its steadfast commitment to **nurturing talent, fostering inclusivity, and promoting social responsibility**, AUN continues to pave the way for a brighter, more equitable future, leaving an indelible mark on the landscape of higher education and societal progress

THE CHIBOK GIRLS EDUCATION INITIATIVE[34]

In **2014**, the infamous Chibok schoolgirls kidnapping unfolded when Boko Haram militants **abducted 276 female students from the Government Girls Secondary School in Chibok, Southern part of Borno State, Nigeria.** The incident garnered widespread global condemnation, yet despite concerted efforts, a number of the girls remained missing for an extended period.

Responding to this tragedy, AUN took proactive steps to provide education and support to those affected. Central to their efforts was the establishment of the **AUN New Foundation School (NFS) program**, designed to cater **specifically to individuals impacted by conflict and adversity**. Through NFS, AUN demonstrated its unwavering commitment to education and social responsibility, offering a beacon of hope and opportunity to the survivors.

In recognition of the long-lasting psychological effects of their ordeal, AUN prioritized **psychosocial support** as an essential component of the girls' **reintegration into society**. This included **partnering with the Ministry of Women Affairs to address the post-traumatic stress** experienced by the rescued Chibok schoolgirls, **who were no longer adolescents but young women aged between 26 and 30**. AUN recognized the unique challenges faced by these women, particularly in

[34] https://www.google.com/search?q=aun+education+of+chibok+girls&oq=aun+education+of+chibok+girls&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTE1Mjg4ajBqN6gCALACAA&sourceid=chrome&ie=UTF-8#ip=1 Accessed on 6th May, 2024.

rural areas, where societal expectations often included early marriage and starting a family[35]. Despite the complexities, AUN remained steadfast in its commitment to supporting the girls in becoming self-reliant amidst the economic instability exacerbated by their traumatic experiences.

The "Chibok Girls" Education Initiative, spearheaded by AUN, aimed to assist the predominantly female victims of the Boko Haram insurgency in the region. As part of this initiative, **AUN welcomed girls who had escaped Boko Haram's clutches, providing them with the opportunity to complete their secondary education through NFS.** Established in **September 2014,** NFS was tailored specifically to meet the academic needs of the Chibok Girls, offering them a pathway to pursue their dreams of higher education.

The NFS program, costing **approximately $3,410 per student**, aimed to equip the girls with the necessary academic skills and support to pursue tertiary education. **Tuition and other fees for enrollment in AUN's university degree programs ranged from $4,279 to $5,067 per semester,** depending on the chosen field of study. Recognizing the financial burden on individual sponsors, AUN encouraged group, foundation, or organizational sponsorship, with **approximately $10,000** covering the expenses for **one woman's full academic year**.

[35] https://www.aun.edu.ng/index.php/news-events/news/outpouring-of-tributes-as-father-of-chibok-education-initiative-bows-out Accessed on 6th of May, 2024.

B. SKILL-BUILDING INITIATIVES TO EMPOWER NIGERIAN YOUTHS

Since **2016**, the AUN has joined forces with the **UN Refugee Agency (UNHCR) to implement the Protection Safety-Net and Livelihood Project, targeting internally displaced persons (IDPs), refugee returnees, and host community members in Borno, Yobe, Gombe, and Adamawa State**s. This collaborative effort, generously funded by UNHCR, has reached over **10,000 individuals**, offering a diverse range of livelihood programs. These initiatives encompass agricultural training, microbusiness support, livestock management, vocational skills development, and fisheries and crop farming. Beneficiaries receive both training and essential resources to kickstart their businesses, empowering them to become self-sufficient and contribute to their communities' economic growth.

The impact of these programs has been profound, with beneficiaries reporting tangible improvements in their lives. **Notably, many have transitioned from dependency on food aid to becoming active participants in local economies, selling surplus produce and bolstering economic resilience**. AUN also initiated a **groundbreaking summer camp** in collaboration with local empowerment groups, including the **Adamawa Grand Alliance and the Adamawa State Local Apprenticeship Scheme**. This camp, spearheaded by AUN and supported by various stakeholders, serves as a platform for behavioral

change, literacy promotion, skills acquisition, and empowerment for vulnerable youths in Adamawa State and beyond.

Additionally, **AUN's Peace through Sports initiative** is fostering interfaith and intertribal harmony through friendly competitions. Participants undergo **workshops on peace and conflict resolution** before forming teams and engaging in tournaments aimed at promoting unity and friendship across ethnic and religious lines.

For those interested in supporting these endeavors, sponsoring a Peace through Sports event named after their organization is a meaningful opportunity. With a contribution of $500, **AUN organizes full tournaments for local villages, covering expenses such as trophies, medals, transportation, soccer balls, and jerseys.**

In addition to its partnership with the UN Refugee Agency, its Peace through Sports initiative and other laudable projects, AUN also runs a **Community Service Project** known as "**Students Serving Society."** This project serves as a window into the realities of the local community for students, exposing them to the everyday lives of people and the urgent need for societal change.

Under this initiative, students are taken to preselected sites within the local community where they engage in **various projects**. These projects include **tutoring women and children, particularly focusing on addressing the high illiteracy rates among women.** The aim is to

empower these individuals through education and skill development, fostering positive change within the community.

Moreover, the Community Service Project extends its **reach by enrolling out-of-school children in educational programs.** The cost to enroll one out-of-school child for a term is $40, covering expenses such as school fees, uniforms, and books. Additionally, the project offers skill acquisition training for women, with a three-month tailoring program costing $414. This fee includes a complete set of sewing machines, accessories, and a stipend for the participants.

This detailed and hands-on approach reflects AUN's commitment to making a lasting impact in conflict-affected communities, one life at a time.

C. SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL CONSERVATION

AUN has joined the **Race to Zero, a global movement aimed at garnering support from various sectors—including education, businesses, cities, regions, and investors—for a resilient, zero-carbon recovery**. This initiative seeks to prevent future threats, generate decent jobs, and foster inclusive, sustainable growth.

As part of its commitment to sustainability, AUN also launched the **"Waste-To-Wealth** and **Rags-To-Riches Initiative"[36].** This initiative, aligned with

[36] https://www.aun.edu.ng/index.php/news-events/news/aun-president-frazier-visits-waste-to-wealth-center-praises-women-s-creativity-tenacity Accessed on 6th May, 2024

ongoing research efforts, aims to protect and enhance the natural environment while promoting local economic development.

Through the Waste-To-Wealth And Rags-To-Riches Initiative, AUN provides hands-on **training to local women**, empowering them to transform waste polythene and cloth remnants from tailoring shops into valuable products. Additionally, the initiative involves **recycling waste soft drink plastics into eco-bricks for building walls,** thereby addressing environmental concerns and creating income opportunities for participating women and their families.

AUN's flagship program, the Yola EcoSentials[37], was also reintroduced on **November 10, 2021**. This project, known as **AUN YES!**, has had a positive impact on the local community by combining environmental conservation with sustainable livelihood support for women and their families.

Overall, AUN's participation in Race to Zero and other sustainable initiatives underscore its dedication to environmental stewardship, economic empowerment, and community engagement.

D. PROMOTING PEACE AND CONFLICT RESOLUTION

AUN established the **Center for Conflict Analysis, Early Warning, and Peacebuilding**, which will replace the **Center for Disaster Management**. This new center plays a vital role in understanding and addressing the

[37] https://www.aun.edu.ng/index.php/news-events/news/aun-yes-sustainability-project-returns-as-community-women-narrate-life-changing-experience Accessed on 6th May, 2024

complex dynamics of insecurity, illiteracy, climate change, weak governance structures, and extremist violence in northern Nigeria and the broader West African Sahel region.

At the heart of the Center's mission is the facilitation of funded development projects focused on conflict transformation, peacebuilding, and early warning systems. These projects will leverage the Center's expertise to address the root causes of conflict and promote sustainable peace in the region.

Another initiative is the **Adamawa Peacemakers Initiative (API),** which aims to foster peace and harmony among various religious and tribal groups in Adamawa state and the Northeast region. AUN collaborates closely with API to provide training opportunities for vulnerable youth in the community. Recognizing that **violence often stems from feelings of hopelessness, poverty, and lack of opportunity,** AUN implements development projects such as ICT training to equip young people with the skills and knowledge needed to pursue employment and entrepreneurship using modern technologies.

API has successfully facilitated **peace-building efforts in communities like Madagali, Gulak, and Numan in Adamawa state**, resolving conflicts between previously antagonistic tribes. These and many more initiatives showcase AUN's commitment to promoting peace and development in northern Nigeria and the Sahel region.

STRATEGIES FOR UNIVERSITIES TO CREATE LASTING LEGACIES AND IMPACT

Outside the traditional functions of academia, universities can leverage their intellectual and institutional resources to create enduring legacies and effect meaningful societal impact, both locally and globally through the following:

1. **Establishing Centres of Excellence**: Universities can create **specialized research centers** focused on key areas of innovation and societal impact, fostering a culture of excellence and cutting-edge research. Some examples are the **University of Sussex's Centre for Global Health Research**[38] which is focused on addressing global health and well-being challenges including infectious diseases and neglected tropical diseases; **the African Centre of Excellence (ACE)**[39] **project** which was established in 2013 to promote regional specialization among member universities in Africa to which Nigeria belongs; the **Tetiary Education Fund (TETFund)**[40] with Centres of Excellence across many Nigerian Universities.

2. **Promoting Interdisciplinary Collaboration**[41]: Embracing interdisciplinary collaboration emerges as a pivotal approach. In an increasingly interconnected world, breaking down traditional

[38] https://www.bsms.ac.uk/research/global-health-and-infection/research-areas/research-areas.aspx Accessed on 7th May, 2024
[39] https://ace-partner.org/en/our-centers/ Accessed on 7th May, 2024
[40] https://tetfund.gov.ng/index.php/center-of-excellence/ Accessed on 7th May, 2024
[41] https://universities.thehighereducationreview.com/news/why-interdisciplinary-collaboration-is-the-future-of-higher-education--nid-3929.html Accessed on 7th May, 2024

boundaries between disciplines opens up new avenues for research, teaching, and societal engagement. Examples from fields like public health and sustainability demonstrate how interdisciplinary collaborations lead to innovative solutions to complex challenges. Within higher education, fostering interdisciplinary collaboration enhances students' understanding of complex topics, fosters critical thinking, and fuels innovation. Practical examples include interdisciplinary courses offered at liberal arts colleges, joint research projects facilitated by research institutes, and professional development programs that equip students with versatile skills. By integrating interdisciplinary collaboration into their fabric, universities can nurture a culture of innovation, foster societal impact, and leave a lasting legacy of academic excellence and engagement.

3. **Fostering Research Partnerships:** Forge strategic partnerships with industries, government agencies, and international institutions to leverage resources, expertise, and networks, amplifying the university's impact on society.

4. **Supporting Innovation Initiatives:** Provide funding and resources for faculty and student-led innovation projects, incubators, and entrepreneurship programs to translate research discoveries into real-world solutions.

5. **Implementing Diversity Initiatives**: Develop inclusive recruitment practices, curriculum development, and campus policies to create a welcoming and supportive environment for individuals from diverse backgrounds, fostering a vibrant academic community.

6. **Community Engagement Programs**: Active engagement with local communities through outreach programs, community service initiatives, and partnerships is a cornerstone of a university's commitment to social responsibility. By fostering a sense of responsibility and a desire to make a difference in students, these initiatives encompass acts of voluntarism, service-learning projects, and partnerships with local organizations. Through these experiences, students learn the value of giving back and contribute to community development while demonstrating the university's dedication to societal impact and ethical citizenship.

7. **Global Education Initiatives**: Education is a cornerstone in the creation of a lasting legacy, empowering generations of students to think critically, innovate, and pursue their passions. By providing a rigorous academic curriculum within a supportive learning environment, students gain the knowledge and skills needed to drive meaningful change and positively impact society. Through fostering international collaborations, supporting study abroad programs, and promoting cross-cultural understanding, universities prepare students for global citizenship and equip them to address the complex

challenges of our interconnected world. In essence, a well-rounded education not only nurtures individual growth but also cultivates a sense of responsibility towards the broader community and the world at large.

8. **Embracing Traditions**: Universities are founded basically on **traditions of the founder(s) or the basic principles of the society. This is the reason why universities are named after certain individuals** that have left some legacies and have made some marks or impact on the society. Examples of these personalities are too numerous, but suffice it to mention institutions like Lincoln University, Nnamdi Azikiwe, Ahmadu Bello University, Mandela University, Obafemi Awolowo University, Michael Opara University, Ladoke Akintola University, etc. This is done to make students always reflect on the achievements and legacies of these personalities, and therefore challenged to follow the traditions already laid by them. Also, this can be seen on the **logos and mission statement of various universities** where certain inscriptions are made to inspire students towards creating legacies and impacting on the world. These are done so that "students who walk its hallowed halls are reminded daily of the legacy, the intent and the responsibility to carry it forward".[42]

9. **Perpetuating the legacy**: The **alumni of universities** are veritable source of mentorship to the students. From those who have passed

[42] Ibid.

through universities, and the impacting they are making to their various communities, the students are encouraged to toe their footprints to achieve success and leave legacies.

ENDURING LEGACIES: INFLUENTIAL FIGURES WHO IMPACTED NIGERIA AND GLOBAL LANDSCAPE[43]

BRITISH Nobel laureate **Dorothy Hodgkin** once notes that the **University of Lagos** was one of the world centres of expertise in her specialist field of **chemical crystallography**. **Ahmadu Bello University, Zaria,** had the first world class **computer centre in Africa**. **The University of Ife** had a notable pool of expertise in **nuclear physics**. Our premier **University of Ibadan** had an **international reputation** as a leading **centre of excellence in tropical medicine, development economics and historical sciences**. **The Saudi Royal family** used to frequent UCH for medical treatment in the sixties. The engineering scientist **Ayodele Awojobi**, **a graduate of ABU Zaria**, was a rather troubled genius. He tragically dies of frustration because our environment could not contain, let alone utilize his talents. **Ishaya Shuaibu Audu,** pioneer Nigeria Vice-Chancellor of ABU Zaria, collected all the **prizes at St. Mary's University Medical School London.** His successor in Zaria, **Iya Abubakar,** was a highly talented Cambridge mathematician who became a **professor at 28** and was a notable consultant to NASA. **Alexander Animalu** was a gifted **MIT physicist** who did work of original importance

[43] https://ntm.ng/2022/12/03/is-this-the-nigeria-of-our-dream/#google_vignette Accessed on 7th May, 2024

in **superconductivity.** His book, intermediate Quantum Theory of Crystalline Solids, has been translated into several languages, including Russians.

Renowned mathematician Chike Obi solved **Fermat's 200-year old conjecture** with **pencil and paper** while the **Cambridge mathematician John Wiles** achieved same with the help of a computer working **over a decade**. After the harsh environment of the 1980s IMF/WB structural adjustment programmes, the Babangida military dictatorship undertook massive budgetary cutbacks in higher education.

Our brightest and best fled abroad. Today, **Nigerian doctors, scientist**s and engineers are making massive contributions in Europe and North America. **Prof Philip Emeagwali** won the **1989 Gordon Bell Award** for his work in **super-computing. Jelani Aliyu** designed the **first electric car for American automobile giant General Motors. Olufunmilayo Olopede,** Professor of Medicine at the University of Chicago, won a McAurthur Genius Award for her work **on cancer**. **Winston Soboyejo,** who earned a **Cambridge doctorate at 23,** is a Princeton engineering professors laurelled for his contributions to **materials research**. He is **Chairman of the scientific Advisory Board to the Secretary-General of the UN**. Washington University biomedical engineering professor **Samuel Achilefu** received the St. Louis Award for his invention **of cancer-seeing glasses** that is a major advance in **radiology**.

Kunle Olukotun of Stanford did work of original importance on **multi-processors.** National **Merit laureate Omowunmi Sadik** of State University of Binghamton owns patents for **biosensors technology**. Young Nigerians

are also recording stellar performances at home and abroad. A Nigerian family, **the Imafidons,** were voted "**the smartest family in Britain" in 2015. Anne Marie Imafidon** earned her Oxford Masters' in Mathematics and Computer Science when she was only 19. Today, she sits on several corporate boards and was awarded an **MBE in 2017** for services to science. Recently, **Benue State University mathematician Atovigba Michael Vershima** is believed to have solved the **two centuries old Riemann Conjecture that has defied giants such as Gauss, Minkowski and Polya.**

Another young man, **Hallowed Olaoluwa,** was one of a dozen "**future Einstein**" awarded postdoctoral fellowship by Harvard University. He completed a remarkable doctorate in mathematical physics at the University of **Lagos age 21.** While at Harvard he aims to focus on solving problems relating to "quantum ergodicity and quantum chaos", with applications to medical imaging and robotics. Another Unilag alumnus, **Ayodele Dada**, graduated with a **perfect 5.0 GPA**, an unprecedented feat in a Nigerian University. **Victor Olalusi** recently graduated with such stellar performance at the Russian Medical Research University, Moscow, and was feted the best graduate throughout the Russian[44] Federation. Habiba Daggash, daughter of my friend Senator Sanusi Daggash recently graduated with a starred rust in Engineering at Oxford University.

Emmanuel Ohuabunwa earned a **CPA of 3,98 out of a possible 4.0** as the best overall graduate of the Ivy-League Johns Hopkins University. Stewart Hendry, Johns Hopkins Professor of Neuroscience, described the young

[44] "*Smartest people, mediocre nation – the irony of Nigeria" accessed on the 11th September, 2022*

man as having "an intellect so rare that it touches on the unique...a personality that is once-in-a-life-time". There is also young **Yemi Adesokan**, postdoctoral fellow of Harvard Medical School who patented procedures for tracking spread of viral epidemics in developing countries. **Ufot Ekong** recently solved a **50-year mathematical riddle at Tokai – University in Japan** and was voted the most outstanding graduate of the institution. He currently works as an engineer for Nissan, having pocketed two patents in his discipline. This is only the tip of the iceberg.

HOW TO CREATE A LASTING LEGACY AND DRIVE IMPACT AS AN IDIVIDUAL

It is important to note that in one way or the other each and every one of us has the capacity and ability to leave a legacy. But the question is what type of legacy are you leaving: bad or good and how are willing to reposition yourself for it? A writer once pointed out that "your personal values, nurtured relationships, and free-time activities form the building blocks of your legacy." And so, it becomes very noteworthy we should be conscious of the things we do in and with our lives at every moment. Each action or activity we engage in at every moment of our lives is a process of creating a legacy.

SOME STEPS TOWARDS CREATING A LEGACY

There are different views as to the steps to be taken to creating legacy. However, these views are highly interrelated. We shall be taking the views of just three psychologists

1. According to **Tony Robbins**, there are **7 steps** that can guide one to creating legacies.
    i. **Discover your purpose**: it is important you know from the onset the meaning of it. With the knowledge and discovery of the purpose, you will develop the zeal and passion to pursue and achieve it. To discover your purpose, start with the end in mind. Ultimately, you want to be remembered for your values, such as hardwork, vision and altruism. It equally important you write them for constantly reminding you of them.
    ii. **Reveal your natural skills abilities**: **think of your heroes**, **the people who inspire, encourage and uplift you**. It is in **self-actualization - living out the innate talents that make you unique you - that you** demonstrate how to leave a legacy that others will admire.
    iii. **Unlock your passion**: Living out your passions creates contentment in your life. Finding your passion and relating it back to your purpose and your innate skills and talents is the recipe for leaving a legacy.
    iv. **Determining your x- factor:** You can't leave a legacy if you don't provide **more value than anyone else. X-factor here means that**

which you have that no-one else does - and leverage it. Consider how to improve your product or service so that it leaves a lasting impression. To accomplish this, your product must capture the hearts of your ideal clientele, adding real value to their likes so that no competitor can ever come close.

v. **Create a business map:** Leaving a legacy is about creating something that can exist without you. To do that, you will need a mastermind business map.

We shall consider another steps for achieving legacy as espoused by **Sam Maxton** in his book, ***Building your Legacy: Unleashing your potentials for Lasting Impact (2023).*** According to him, there are nine steps in creating a legacy.

i. Discovering your values and visions
ii. Setting clear goals
iii. Cultivate expertise and skills
iv. Building relationships and networks
v. Leading with integrity and leading by example
vi. Making positive impact, show empathy and demonstrate honesty.
vii. Making a positive impact
viii. Documenting and sharing your journey
ix. Planning for succession.[45]

[45] Sam Maxton, *Building your Legacy: Unleashing your potentials for Lasting Impact* (2023).

Ed Herzog, renowned psychologist, listed 7 steps to creating a legacy. These are as follows:

i. **Decision making:** Taking time to make deliberate decision to create and leave a legacy by making wise use of the time and opportunities you have while living on earth

ii. **Taking action:** Making the right effort to put into action those decisions made by setting your goals right.

iii. Simplify your life and focus on the essentials.

iv. Treat everyone you meet with decency.

v. Serve to the best of your ability.

vi. **Do the next right thing**. In the midst of several contended options, begin with the next right thing.

vii. Remind yourself that you have limited time on earth.[46]

LESSONS FOR UNIVERSITIES AND INDIVIDUALS FROM THE ASIAN 'TIGERS'[47]

The economic transformation of the **Asian Tigers**, including **South Korea, Taiwan, Hong Kong,** and **Singapore**, from **Third World status** to **First World economies** has been remarkable and unprecedented. Despite facing challenges such as colonial rule and periods of instability, these nations have achieved remarkable economic growth and prosperity[48]. Universities

[46] Ed Herzog, "You can make a difference: 7 ways to create powerful legacy", https://tonybuddha.com, accessed on 17/04/2024.

[47] https://mikeozekhomeschambers.com/is-this-the-nigeria-of-our-dream-part-5/ Accessed on 7th May, 2024

[48] file:///C:/Users/ADMIN%20PC/Downloads/10-Article%20Text-19-1-10-20210313.pdf; AN APPRAISAL OF DEVELOPMENTAL CRISES IN AFRICA: LESSONS FROM THE ASIAN TIGERS By Abdulrasheed Abdulyakeem And Bashir Ibrahim Amin.

and individuals alike can draw valuable lessons from the experiences of the Asian Tigers to inform its own development strategies and pursue lasting legacies and impact.

1. **Investment in Skills:** Universities can prioritize the development of specialized skills aimed at enhancing productivity through improved educational standards. Individuals can also invest in acquiring relevant skills that align with market demands and economic priorities.

2. **Advancements in Technology:** Universities can focus on research and development to drive technological advancements that contribute to economic growth and competitiveness. Individuals can also embrace technological innovation and digital literacy to adapt to evolving industries and market demands.

3. **Engagement of Specialized Agencies:** Universities can collaborate with specialized agencies and industry partners to address specific societal challenges and opportunities through targeted research and development initiatives. Individuals can also seek opportunities to engage with specialized agencies to gain practical experience and contribute to impactful projects.

4. **Establishment of Pilot Projects**: Universities can initiate pilot projects to test innovative ideas and solutions in real-world settings, fostering a culture of experimentation and learning. Individuals can also

participate in or support pilot projects to gain practical insights and contribute to scalable solutions.

5. **Involvement of International Agencies:** Universities can collaborate with international agencies such as the United Nations to address global challenges and contribute to sustainable development goals through research, education, and advocacy. Individuals can also engage with international agencies to gain global perspectives and contribute to cross-border initiatives.

Overall, by adopting these lessons, universities and individuals can contribute to the sustainable development and prosperity of their respective communities and nations, thereby creating enduring legacies and impact.

CONCLUSION

In the words of **Zohvib**[49]:

> ***"Your legacy is your footprint in the sands of time. It's the mark you leave on the world. It's about making a difference. Not just in grand gesture, but in every day moments".***

Maya Angelou[50]:

[49] Zohvib, "How to Build a Legacy that Lasts", https://www.medium.com. Accessed on 19/04/2024
[50] https://m.facebook.com/MayaAngelou/photos/a.485171054795/10160158665629796/?type=3 Accessed on 7th May, 2024

> *"If you're going to live, leave a legacy. Make a mark on the world that can't be erased".*

Dara Horn[51]:

> *Every person has a legacy. You may not know what your impact is, and it may not be something that you can write on your tombstone, but every person has an impact on this world.*

Throughout history, universities have played a pivotal role in shaping society and leaving a lasting impact on the world. As discussed in this lecture, **the AUN serves as a prime example of how universities can contribute meaningfully to their communities and beyond**.

Firstly, **AUN excels in academic excellence and research innovation**, driving forward knowledge creation and technological advancements that benefit society at large. AUN's specific achievements, such as pioneering educational programs and groundbreaking research endeavors, highlight its commitment to academic excellence.

Furthermore, social responsibility and community engagement are integral components of AUN's mission, as it actively **addresses societal issues and initiates impactful projects to improve the lives of Nigerians and beyond**. Through educational empowerment, skill development, and sustainable

[51] https://www.brainyquote.com/topics/legacy-quotes Accessed on 7th May, 2024

development initiatives, AUN demonstrates its dedication to fostering positive change and empowering future generations.

Furthermore, **AUN emphasizes global citizenship** and cultural exchange, recognizing the importance of diversity and inclusivity in fostering understanding and collaboration across borders. By engaging in international collaborations and cultural programs, **AUN promotes dialogue, cooperation, and mutual respect among diverse communities**.

Finally, the role of universities, exemplified by AUN, extends far beyond the classroom walls. Universities have a responsibility to prioritize legacy and impact by committing to excellence, fostering collaboration, embracing diversity, and engaging with local and global communities. As we reflect on the transformative potential of universities, we recognize that they serve as catalysts for progress, innovation, and positive change in our world. Through their collective efforts, universities can continue to shape society, inspire future generations, and leave a legacy of lasting impact for generations to come. This is what AUN has stood for.

Now, the paramount question arises: "**What legacy will you leave behind?"**