



**DAVID NWEZE UMAHI UNIVERSITY OF MEDICAL SCIENCES,  
PMB 211 UBURU, EBONYI STATE, NIGERIA**

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**INFORMATION HANDBOOK  
2022**

## Message From His Excellency, Governor of Ebonyi State



Dear Friends,

It gives me a great delight to welcome you to Ebonyi State.

My administration is committed to making Ebonyi State a model to other states of the federation in terms of job creation, infrastructural development and providing the most enabling environment for economic growth including the educational sector.

To achieve this, we rolled out new strategies, became more creative and innovative in our approach to the management of scarce resources, even in the face of escalating and competing demands from multiple quarters for these limited resources. These have led to unprecedented and massive infrastructural development in the State.

My administration has established a state-of-the-art **David Nweze Umahi University of Medical Sciences (DNUUMS)** in Uburu, Ohaozara LGA of Ebonyi State.

The establishment of this 21st century state-of-the-art International Medical University is a clear demonstration of the commitment of my administration towards enhancing the quality of manpower development in the health sector and improvement of the quality of healthcare in this part of the globe.

My administration has offered scholarships to candidates from the 36 States of the Federation and FCT into various medical sciences programme. This scholarship programme has enabled the University to have students from across the country, making it a true reflection of the diversity and unity of Nigeria.

The scholarship will be continued in the 2022/2023 academic session and will be extended to the West African sub-region

I invite you to take advantage of the quality education offered by the university as we look forward to improving the country's reputation in the educational sector among committee of nations.

Please accept the assurances of my highest regards.

**Engr. (Dr.) David Nweze Umahi FNSE, FNATE**  
*Executive Governor, Ebonyi State (Visitor to the University)*

## FOREWORD BY THE VICE-CHANCELLOR



I am highly privileged and honoured to be a part of the history of the making of the first University of Medical Sciences in South-eastern Nigeria. I am most grateful to the Governor of Ebonyi State, His Excellency Engr. David Nweze Umahi FNSE, FNATE for conceiving this vision of reversing medical tourism and nurturing it into reality through the establishment of The David Nweze Umahi University of Medical Sciences Uburu, Ohaozara, LGA of Ebonyi State, Nigeria.

The establishment of this state-of-the-art International Medical University by Governor Umahi's administration is a major mile stone achievement in tertiary education sector. The university has been adjudged as the most beautiful and modern University in Nigeria. The University's central goal is to develop critical competencies and expertise in the health sciences under the most conducive learning environment with the highest form of professionalism, ethics and excellence.

I wish to commend His Excellency, Governor Umahi for approving the establishment of a scholarship programme for qualified candidates from the 36 States of Nigeria and the FCT for the 2021/2022 academic session and for extending to the 2022/2023 academic session. A good number of students from various parts of the country have been admitted into the University under this scholarship programme for the 2021/2022 academic session. We are happy to acknowledge the approval of Governor Umahi's administration to extend the scholarship programme to qualified candidates from the countries of West African sub-region. This gesture will facilitate the internationalization mandate of the University.

The University will pursue its vision of achieving the highest form of quality manpower development for healthcare and other service delivery for all persons irrespective of gender, race, religion, and socio-economic status.

In all aspects of the operations of the University, we will uphold the University's core values of excellence, godliness, ethics, compassion, respect, delivery, collaboration, innovation, accountability, learning, improvement and sustainability.

**Prof. Jesse Uneke FAI, FSHP, MHSG**

*Vice-Chancellor*

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**PRINCIPAL OFFICERS OF THE UNIVERSITY**



**PROFESSOR JESSE UNEKE PhD, FAI, FSHP, MHSG**  
**VICE-CHANCELLOR**



**MR. VITALIS O. OFFOR**  
**AG. REGISTRAR**



**MR. CHARLES EMEKA NWOBIA**  
**AG. BURSAR**



**DR. KINGSLEY IGWE**  
**AG. UNIVERSITY LIBRARIAN**

**PROVOST, DEANS AND DIRECTORS**



**Prof. Comfort Akujobi**  
**Ag. Provost, College of Medicine**



**Prof. Blessing Idonije**  
**Ag. Dean,**  
**Faculty of Basic Medical Sciences**



**Associate Prof. Nkiru Folaranmi**  
**Ag. Dean,**  
**Faculty of Dentistry**



**Prof Sam Chidi Ibeneme**  
**Ag. Dean,**  
**Faculty of Health Sciences & Technology**



**Associate Prof. Bilikis I. Uneke**  
**Ag. Dean,**  
**Faculty of Natural Sciences**



**Associate Prof. Brian Ogbonna**  
**Ag. Dean,**  
**Faculty of Pharmaceutical Sciences**



**Associate Prof. Henry Urochukwu**  
**Ag. Dean,**  
**Faculty of Allied Health Sciences**



**Dr. Albert Okorocho**  
**Ag. Director,**  
**Academic Planning/Students Affairs**



**Prof. Grace Umezurike**  
**Ag. Director,**  
**Centre for General & Entrepreneurial Studies**



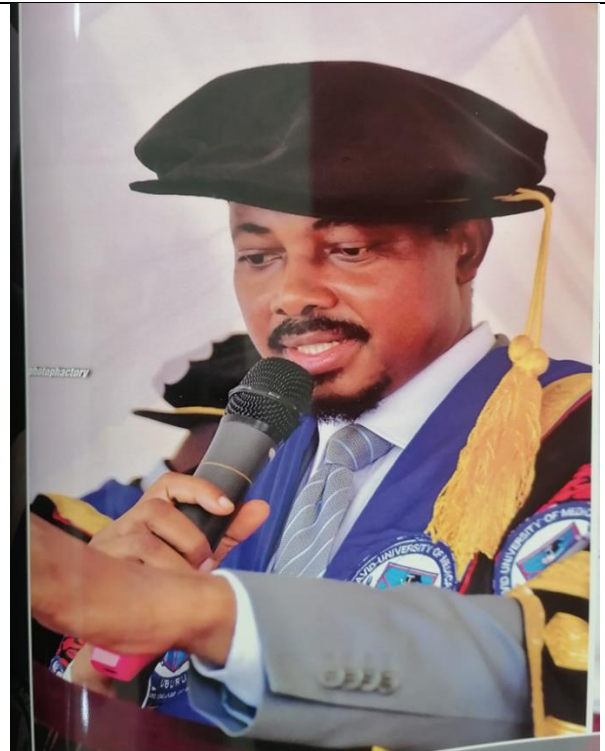
**Rev. Sr, Dr. Genevieve Ebulum**  
**Ag. Director,**  
**Pre-Degree School**



**Dr. Kingsley Ukwaja**  
**Ag. Director,**  
**Centre for Research, Innovation & Linkages**



**His Excellency, Engr. David Umahi giving an address during the maiden matriculation ceremony, June 11<sup>th</sup> 2022**



**The VC. Prof Jesse Uneke, delivering a speech during the maiden matriculation ceremony, June 11<sup>th</sup> 2022**

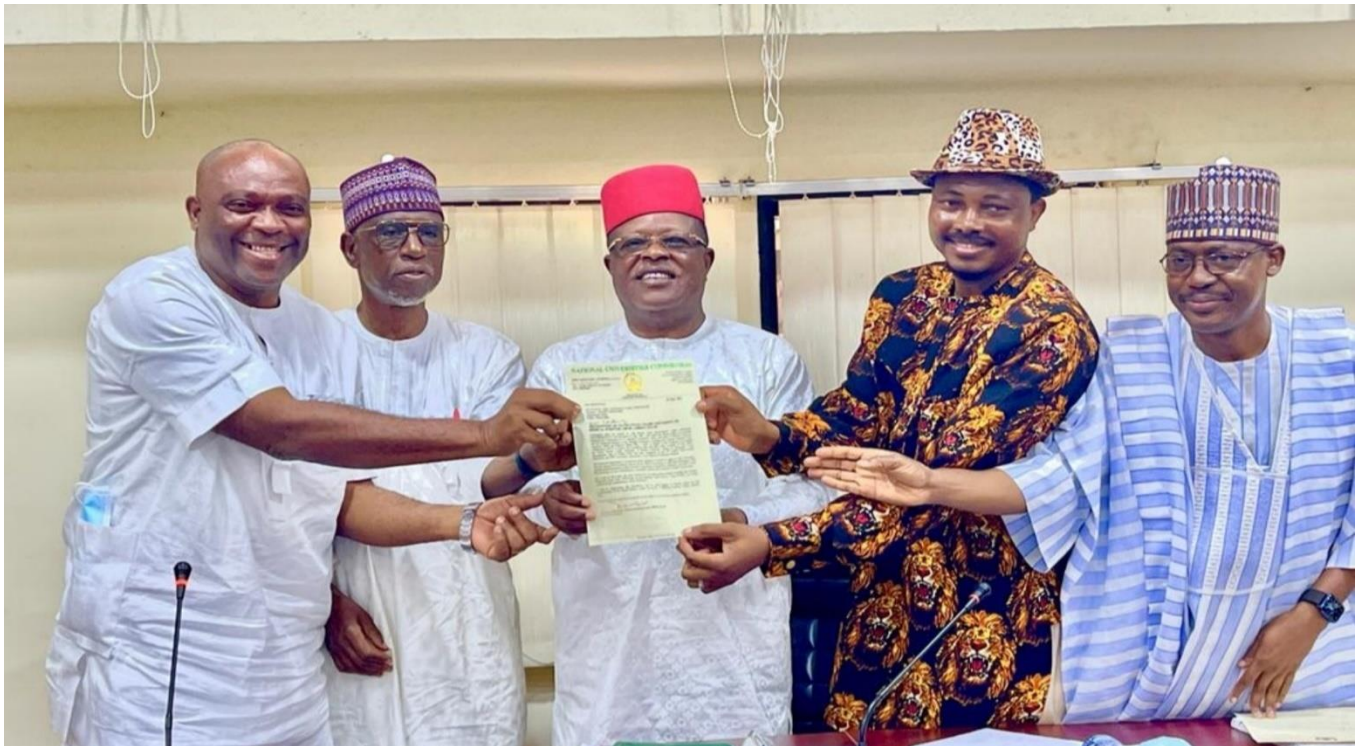


**Cross Section of Matriculating Students with Governor of Ebonyi State, His Excellency, Engr. David Umahi**

## 1.0 OVERVIEW OF THE UNIVERSITY

### 1.2 Brief History

David Nweze Umahi University of Medical Sciences was initially planned as the College of Health Sciences and Teaching Hospital of Ebonyi State University Abakaliki. This was in fulfilment of the Governor's promise to build a new College of Health Sciences and Teaching Hospital for the State University. However, when critical stakeholders in the Medical Sector including regulatory bodies like the Medical and Dental Council visited the facility and saw the magnitude of infrastructure in place, the Governor was advised to change the facility to a medical university. After due consultation with critical stakeholders both at state and at national levels, the Government of Ebonyi State approved the facility as the David Nweze Umahi University of Medical Sciences in April 2021. By May 2021, the Ebonyi State House of Assembly enacted the law establishing the University, which was assented by the Governor. On the 1<sup>st</sup> of June 2021 the pioneer Acting Vice Chancellor in the person of Prof Jesse Uneke (former Deputy Vice Chancellor –Academics of Ebonyi State University) was appointed by His Excellency Engr David Umahi. Prof Uneke is a Professor of Medical Parasitology & Health Policy/Health Systems, and a foremost consultant to World Health Organization, West African Health Organization and host of other international agencies. On assumption of office the Vice-Chancellor worked assiduously to obtain recognition of the University from the National Universities Commission (NUC).



**Figure 1. Issuing of the certificate of recognition of the university at the National Universities Commission Abuja on July 7<sup>th</sup> 2021**

**Left to right: Prof Chinedum Nwajiuba, Prof Abubakar Adamu Rasheed (Executive Secretary NUC), His Excellency, Engr David Umahi (Governor Ebonyi State), Prof Jesse Uneke (Vice Chancellor), Mr Chris Maiyaki (Deputy ES NUC)**

On the 7<sup>th</sup> of July, 2021, the University was recognized as the 197<sup>th</sup> University in Nigeria by the NUC. On the 21<sup>st</sup> of October 2021, the NUC approved the commencement of 20 departments and 17 programmes of the University as shown in the table below:

<b>S/No</b>	<b>Department</b>	<b>Programme</b>
<b>I. Faculty of Basic Medical Sciences</b>		
1.	Human Anatomy	MBBS. Medicine & Surgery
2.	Human Physiology	
3.	Biochemistry	
<b>II Faculty of Natural Sciences</b>		
4.	Computer Science	B.Sc. Computer Science
5.	Industrial Physics	B.Sc. Industrial Physics
6.	Industrial Chemistry	B.Sc. Industrial Chemistry
7.	Industrial Mathematics	B.Sc. Industrial Mathematics
8.	Biology/Biotechnology	B.Sc. Biology/Biotechnology
<b>III Faculty of Dentistry</b>		
9	Dentistry	BDS Dentistry
<b>IV Faculty of Health Sciences &amp; Technology</b>		
10.	Nursing Sciences	BNS. Nursing Sciences
11.	Medical Laboratory Sciences	BMLS. Medical Laboratory Sciences
12.	Physiotherapy	DPT. Physiotherapy
13.	Biomedical Engineering	B.Eng. Biomedical Engineering
14.	Radiography & Radiation Sciences	B.Sc. Radiography & Radiation Sciences
15.	Optometry	OD. Optometry
<b>V Faculty of Allied Health Sciences</b>		
16.	Microbiology/Parasitology	B.Sc. Microbiology/Parasitology
17.	Public Health	B.Sc. Public Health
18.	Human Nutrition & Dietetics	B.Sc. Human Nutrition & Dietetics
<b>VI Faculty of Pharmaceutical Sciences</b>		
19.	Pharmacy	Pharm. D. Pharmacy
<b>VII Centre for General &amp; Entrepreneurial Studies</b>		
20.	General Studies	

### **1.3 Vision**

The vision of The University is to achieve the highest form of quality manpower development for healthcare and other service delivery for all persons irrespective of gender, race, religion, and socioeconomic status.

### **1.4 Mission**

The mission of the University is to serve mankind with the highest form of professionalism, ethics and excellence by training highly qualified health professionals who will work to improve health conditions, alleviate sickness, suffering and pain through the provision of high quality, efficient, cost-effective and integrated healthcare with compassion and treatment.



### 1.5 Core values

The core values of the University include Excellence, Godliness, Ethics, Compassion, Respect, Delivery, Collaboration, Innovation, Accountability, Learning, Improvement and Sustainability.



**Figure 2. Aerial view of the University showing the University flyover and some key buildings**



**Figure 3. Aerial view of the University staff quarters and main university buildings**



**Figure 4. University Utility Block**



**Figure 5. University Administrative and Academic Block, Front View**



**Figure 6. Aerial View of Some of the Facilities of the University**



**Figure 7. Internal Connecting Round About of the University**



**Figure 8. Main dual carriage of the University Internal Road**



**Figure 9. University Senate Chamber**



**Figure 10. A section of University Vice Chancellor's Office**

## 1.7 The Philosophy of the University

It shall be the object, philosophy and aspiration of the University to:

- (i) Encourage the advancement of learning in Ebonyi State of Nigeria in particular and Nigeria in general;
- (ii) Hold out to all persons, without distinction of race, creed, political persuasion or sex, the opportunity of acquiring higher education.
- (iii). For the purpose of realizing the object, philosophy and aspiration set out, the University shall, so far as its resources permit:
- (iv) Provide such facilities for the pursuit of learning and acquisition of higher education as are appropriate for a University of the highest standing;
- (v) Make those facilities available on proper terms to such persons as are equipped to benefit from the use of the facilities:



**Figure 11. University Biology Laboratory**



**Figure 12. University Chemistry Laboratory**



**Figure 13. University Physics Laboratory**



**Figure 14. University Computer Laboratory**



**Figure 15. University E-Library**



### **1.8 The Objectives of the University**

- (i) To build critical competencies and expertise in the health sciences under the most conducive learning environment with the highest form of professionalism, ethics and excellence.
- (ii) To foster the spirit of creativity, inventiveness, resourcefulness and entrepreneurship;
- (iii) To impact on her products and associates the spirit of patriotism, fairness, impartiality, incorruptibility and justice, and to propagate the ideal equality of all mankind;
- (iv) To mobilize all resources both locally and internationally, and work collaboration with other institutions of learning and donor agencies within and outside Nigeria for the advancement of knowledge through research and training;
- (v) To provide such facilities that will give training that has concrete relevance to the developmental need of our society; and
- (vi) To undertake other activities and ventures that can conveniently be undertaken by the University for the overall benefit of mankind.



**Figure 16. University Main Administrative Block, Back View**

## 1.9. University Guiding Principles

- (i). **Sustainable improvement:** The University and its Teaching Hospital will continue to promote sustainable improvements in the quality of training of professional healthcare providers to render to their clients the highest quality health care services.
- (ii). **Putting people first:** The University and its Teaching Hospital will put the needs of the students and clients to the teaching hospital first and will treat them with utmost respect and compassion.
- (iii). **Fair and objective:** The University and its Teaching Hospital will continue to strive to be fair and objective in all our dealings with people and organizations, and undertake our work without fear or favour.
- (iv). **Open and accountable:** The University and its Teaching Hospital will share information about the nature and outcomes of our work, and accept full responsibility for our actions.
- (v). **Excellence and innovation:** The University and its Teaching Hospital will strive for excellence in our work, and seek continuous improvement through self-and organizational-evaluation and innovation.
- (vi). **Working together.** The University and its Teaching Hospital will engage with people providing and people using the services in developing all aspects of our work.
- (vii). **Professional ethics:** The University and its Teaching Hospital will maintain highest form of professional ethics through observance of human dignity, human rights, confidentiality and cultural sensitivity.
- (viii). **Responsibilities and accountability:** The University and its Teaching Hospital will ensure shared responsibilities and mutual accountability of both the client and the provider in health promotion, health-seeking, and service provision.
- (ix). **Gender consideration:** The University and its Teaching Hospital will ensure gender equity and responsiveness, cultural sensitivity and social accountability to be taken into account by all actors in the health system.
- (x). **Research and innovation:** The University and its Teaching Hospital will continue to undertake research in all aspects of health to facilitate the provision of evidence that will enhance evidence-based healthcare.
- (xi). **Cost improvement:** The University and its Teaching Hospital will establish a Cost Improvement Programme (CIP) that will make the Teaching Hospital to adopt mechanisms that will facilitate cost-effective operations and administration.

- (xii). **Provision of services to other healthcare facilities:** The University and its Teaching Hospital will develop Facility Support Services (FSS) that will provide some services on commercial basis to other health facilities eg., the supply of dialyzers and other dialysis consumables, supply of oxygen etc.
- (xiii). **Promotion of Medical Tourism:** The University and its Teaching Hospital will render world-class medical services in Nigeria, in line with global best practices and make a major contributor to the GDP through healthcare



**Figure 17. University Departmental Offices Floors**

### **1.10. Curriculum Developed in line with NUC BMAS**

The Curriculum for each programmes is developed in line with the Benchmark Minimum Academic Standard (BMAS) of the National Universities Commission (NUC).

### **1.11. Implementation of innovative 'teaching & learning' approaches and methods.**

- (a). The purpose of this is to replace the traditional teaching methods characterized by lectures and large groups demonstrations by modern innovative teaching/learning methods. The innovative methods we are introducing into the health sciences training unlike the traditional methods will help the student to develop skills such as:- self-directed learning, problem-solving, critical thinking, communication, information searching, evaluation, clinical reasoning, continuing education, and emotional & social support. All these will help students to be independent learners.
- (b). The following innovative learning and teaching methods would be introduced and implemented:

- (i). Self-Directed – Learning: This involves clear establishment of objectives by the learners. This may be done by individuals or groups of students. They may do it entirely on their own, or with some guidance from tutors. Information gathering commences and may lead students to either the library, learning resources centers
- (ii). Small Group Tutorial/Discussions: This entails engagement of small number of students working together in the teaching/learning process. The number of students in a group would range between 5 -10. This group tutorials would facilitate the development of many skills which are emphasized in innovative medical education such as: problem-solving skills, communication skills, reasoning skills, interpersonal skills, teamwork, and attitude – shaping.
- (iv). Competence Based Learning: This emphasizes performance of the learners in terms of knowledge, skills and attitudes, and is an appropriate method for professional training.
- (v). Community Based Education and Service (COBES): This is aimed at providing students with opportunities for learning within the communities. During such periods, students learn the sources, the nature and magnitude of health problems and related problems. In exchange for learning in this real life environments, students would provide needed health-related services to different communities, each according to need.
- (vi). The "SPICES" model: In this model emphasis is placed on educational approach that is Student-centred; Problem-based learning; Integrated; Community-oriented, Electives and Systematic.



**Figure 18. University Pre-Degree School Block**

- (vii). Case Study: In this method students take each case, read about it, analyze it, and make suggestions and recommendations regarding the case on the basis of the evidence they have gathered.
- (viii). Project Method: In this method the learners are assigned a task or group of tasks to carry out over a given period of time.
- (ix). Demonstrations and Illustrated Lectures: In this method provision is made for the students to practice and actively participate in the learning process. This will also involve the use of handouts, posters, charts and other audiovisuals in order to provide illustrations for the topics being addressed.
- (x). Role Play: In this method depending on the objectives of a session, a tutor or students, assign each other different roles. By acting out these roles, students learn various correct functions and responsibilities intended for the session.
- (xi). Computer Assisted Instruction & E-learning: This involves the use of computers and other information & communication technology in instruction and assessment. Also introductory videos, audio podcasts and conversations, MP3s and animations would be employed.

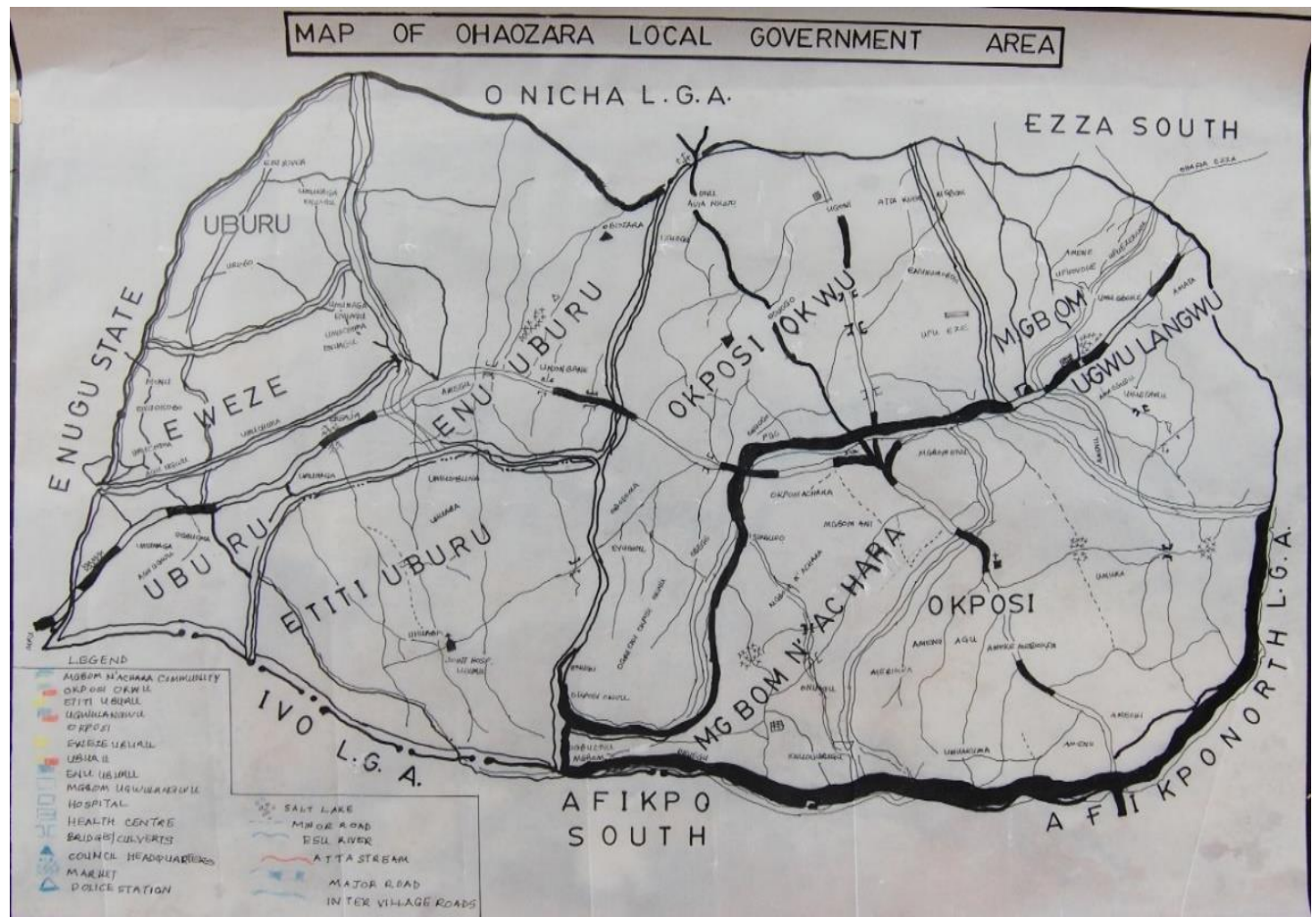
## **1.12. About University Host Community, Uburu**

### ***(i). Location of Uburu in Ohaozara Local Government Area***

Ohaozara LGA is bordered by Onicha LGA and Ezza South LGA in the North; Ivo LGA and Afikpo South in the south, Afikpo North in the west and Enugu State in the east. The postal code of the LGA is 491. The three principal areas that make up the present Ohaozara LGA include: *Uburu, Okposi, and Ugwulangwu* (see Fig. 5). The LGA headquarters is in Obiozara, where the LGA secretariat is located.

The geographical coordinates of Uburu are 6° 2' 0" North, 7° 46' 0" East. As in other south-eastern Nigeria region, the weather condition of Uburu is that of a typical tropical rain forest with high annual rain fall of greater than 1400mm. The average atmospheric temperature range is 24°C to 29°C. There are two distinct seasons which are the rainy season (April-September) and the dry season (October-March).

Uburu is more or less a table land which is excellent for agricultural purposes. There are also abundant swampy areas which are ideal for lowland rice farming. There are two major hills in Uburu which are *AgugwuUmuchima* and *AgugwuUmunaga*.



**Fig 19. Map of Ohazara Local Government Area showing Uburu Community**

**(ii). Uburu Villages and Autonomous Communities**

In the present day, Uburu is divided into fourteen major villages and four major autonomous communities. The fourteen villages include:

1. Amagu
2. Enuokwe
3. Ihenu
4. Mgbom
5. Ogwu
6. Umuanum
7. Umuchima-Agugwu
8. Umuchima-Eweze
9. Umuchukwu-Oke
10. Umunaga
11. Umuobuna
12. Umuoduigbo
13. Umu-Oji
14. Urobo

The four Autonomous Communities that make up Uburu can be seen in the map in Figure 3, and they include;

- (a). Enu-Uburu
- (b). Etitu-Uburu
- (c). Eweze-Uburu
- (d). Uburu

All of these autonomous communities and villages have their respective chiefs and council of elders as well as clan and family unions and association. These ensure that governance is administered in the area and enhance the smooth day to day activities with high regards to the maintenance of law and order.

### ***(iii). Uburu Economy***

Agriculture is the main economic stay of the Uburu Community. Uburu is blessed with arable land that is highly suitable for agricultural purposes. Most of the landscape is flat and the soil in Uburu is rich in humus soil, loamy soil and clay soil. These are highly suitable for the farming of major crops like cassava, cocoayam and various species and varieties of yam. Another major agricultural produce of Uburu people is rice as a result of the presence of abundant swampy areas which are suitable for the cultivation of rice in commercial quantities.

### ***(iv). Housing***

Most people in Uburu are living in their personal houses or family homes. However with the rapid development of the area, a number of commercial accommodation ranging from single rooms to four bedroom apartments exist across the town. Recently the Federal Government of Nigeria launched a 200 units of houses at a large low cost housing estate located in the Uburu community. The project is designed to provide housing for low and middle income earners.

### ***(v). Transportation***

Transportation within and out of Uburu is mainly by commercial operators. Including buses, tricycles and motorcycles. The road network in Uburu is excellent and makes for easy movement of people from one place to another. There are also a number of filling stations around the community.

### ***(vi). Industries***

There is the existence of a large industrial cluster area in Uburu (Fig 7). This location is designed to house various industries. The cluster is still undergoing construction.

### ***(vii). Entertainment***

There are a number of hotels within Uburu and neighbouring towns. The prominent hotels are the Osborne La Palm Hotel Uburu, Peoples' Choice Hotel Onicha and A to Z hotel in Okposi.

### ***(viii). Shops and Markets***

All over the community there are shops where people can buy any goods that they need. There are also a major daily market located at the statue round about.

### ***(ix). Schools***

Uburu has numerous schools from primary to tertiary. The first school in Uburu was established in 1913 by the Church of Scotland World Mission Council. The school is now the present day Central Primary/Secondary School Uburu and is one of the major government owned schools. Another government owned school is the community secondary school Uburu located in Umunaga. There are also a number of private owned secondary schools in Uburu. There are primary schools in all the fourteen villages of Uburu. In terms of tertiary education, the Ebonyi State Nursing Institute is located in Uburu.

### ***(x). Health***

Uburu is one of the first few eastern Nigeria towns to have a hospital. The Presbyterian Joint Hospital Uburu was the first hospital to be established in the Old Afikpo Division. It was established in 1912 by the Church of Scotland World Mission Council (CSWMC). According to CSWMC the Presbyterian Joint Hospital Uburu had about 190 beds. The hospital administered Rural Health, General Practice, tuberculosis (TB) and Leprosy work as well as Primary Health Care. The hospital was an accredited training centre by the National Postgraduate Medical College of Nigeria (NPNCN). The hospital has since been taken over by Ebonyi State Government. There are also a number of health centres and Primary Health Care Clinics all over Uburu. A few of them are located in Obiozara, Umuobuna, and Umunaga.

### ***(xi). Banks***

The Uburu community has the United Bank for Africa (UBA) branch and there is also First Bank which is being established at the University premises

### ***(xii). Places of Worship***

The main religion of the Uburu Community is Christianity. However a good number of the inhabitants practice traditional religion while a few individuals practice Islam. There are a number of churches in the area including Catholic, Anglican, Pentecostal etc.

### ***(xiii). Communication***

All the major telecommunication network providers have their coverage in Uburu. These include MTN, Glo, Airtel etc.

### ***(xiv). Electricity***

The main source of electricity is the public power supply. The State government provides for the powering of the street lights which are mainly done through solar and generators.



### **(xv). Water Supply**

Uburu is blessed with water bodies some of which are well recognized all over the south eastern Nigeria. There are four major rivers in Uburu. These are:

- (i). *EsuMgbom*,
- (ii). *EsuUrobo*,
- (iii). *EsuAkawo*,
- (iv). *EsuOgwu*.

These rivers are major tributaries of the Cross River Basin, and lead to the Atlantic Ocean. This is the reason why they had major economic and socio-cultural significance to the people of Uburu and played major role in the historical status of Uburu as an economic and trade meeting point in the south-eastern Nigeria during the era of slave trade. Uburu is also blessed with a renowned salt lake which is one of the few of its kind in the entire West African region. The salt lake is called *Mmahi*. The Salt Lake has contributed immensely to the socio-economic development of Uburu and its presence in Uburu has granted Uburu the status of one of the tourist attraction places worth visiting in Nigeria.

There are other lesser water bodies in Uburu scattered in various communities that make up the area. In fact all the communities in Uburu have their own smaller water bodies that serve as sources of water. A few examples include:

- (a). *Mbana* in Umuanum Enu-Uburu,
- (b). *Anyuru-uneke* in Umuanum Enu-Uburu,
- (c). *Otebene* in Umunaga Egu-ugwu,
- (d). *Iyi-odu* in Ihenu,
- (e). *Ogwu-obashi* and *Iyi-agwu* both in Umuchima Egugwu

It is important to note that most of the water bodies in Uburu contain high salt content. This explains why a natural spring water such as the *Otebene* in Umunaga Egu-ugwu serve as a very important source of fresh drinking water.

### **(xvi). Laws, Courts and Legal Institutions**

Uburu community has two State legal institutions. These Include the State High Court and the State Magistrate Court. There is also a police formation known as the Special Protection Unit as well as the Obiozara Police Station.

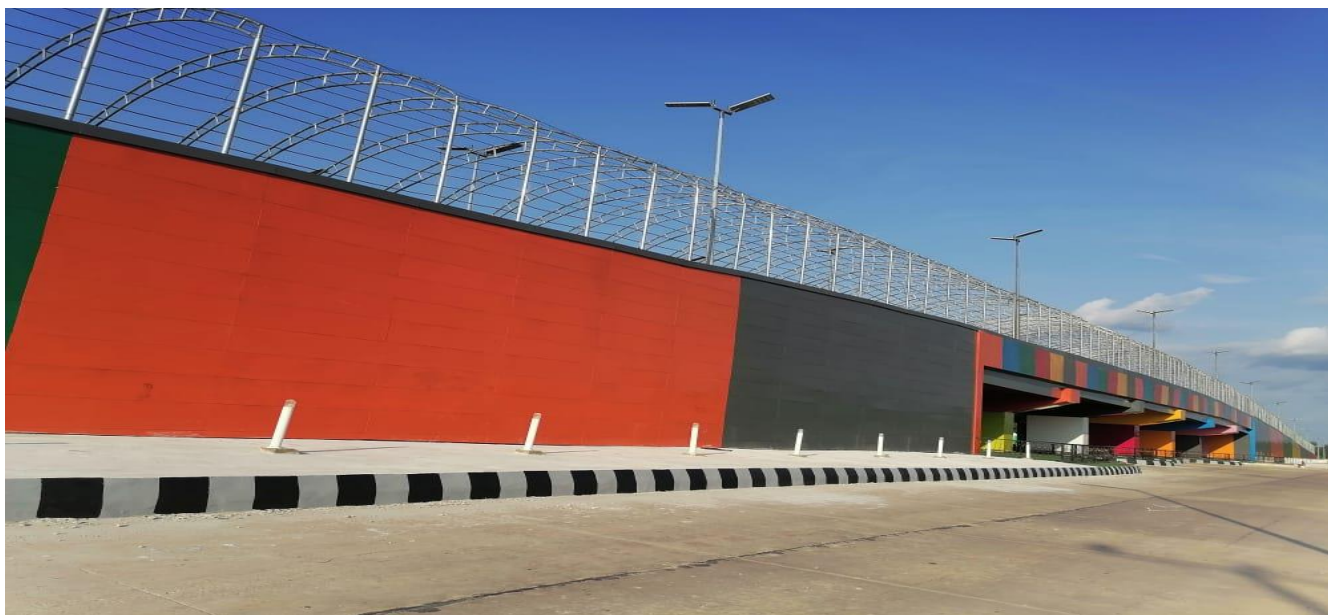
## **2.0 UNIVERSITY MASTER PLAN CONCEPT FOR GROWTH**

### **2.1 Promoting Research and Innovation**

- (i). Promoting research culture within the University
- (ii). Scaling-up PhD programs
- (iii). Supporting innovative research across disciplines to address global challenge
- (iv). Increasing income from research grants and research grant pools
- (v). Implementation of policies and guidelines on research benefits and incentives. Also incentives based on publications in highly ranked journals
- (vi). Developing and retaining high-performing staff
- (vii). Supporting and increasing our early career researchers and postgraduate research students (viii). Introduction of innovative strategies to learn how to do research such as: field studies, experiential learning, case based learning, problem based learning.
- (ix). Directorate of Research, Innovation & Commercialization (DRIC) to step up research activities in the University.

### **2.2 Promoting Staff Development**

- (i). Networking and partnership development through conferences and scientific meetings:
- (ii). Development of high-performing staff into high achieving staff:
- (iii). Development of scientific research skills, grantsmanship and scientific writing skill:
- (iv). Development of capacity for the implementation of new and innovative 'teaching & learning' approaches and methods:
- (v). Staff doctoral and post-doctoral scholarship/fellowship programme:
- (vi). Hosting of Professors/industry experts:
- (vii). Attracting high-achieving regional staff for special scientific meetings and workshops:



**Figure 20. A flyover in front of University Main Gate**

### **2.3 Promoting High Academic Standard**

- (i). Improving the standards in Postgraduate programmes
- (ii). Introduction of new MSc/PhD programmes and new electives
- (iii). Short term courses for industry and government professionals
- (iv). Introduction and implementation of new and innovative 'teaching & learning' approaches and methods.
- (v). Revising curricula both the content/context & Curricula development workshops
- (vi). Hosting of Professors/industry experts
- (vii). Institution and/or program accreditation
- (viii). Organization of and participation in training workshops/seminars/conferences
- (ix). Publication of research findings and facilitation of access to partner contents
- (x). Investment into new laboratories, purchase of learning equipment, upgrading of facility.
- (xi). Adherence to environmental and ethical guidelines
- (xii). Leveraging ICT to promote extensive collaboration while limiting travel costs
- (xiii). Attract and retain the best staff possible in the University
- (xiv). Establishment of proper evaluation and monitoring systems



**Figure 21. Male Hostel Blocks**



**Figure 22. Female Hostel Blocks**

#### **2.4 Promoting Development of Academic Faculties**

- (i). Development of University Environment and system so as to cultivate, expand and transmit relevant knowledge
- (ii). Development of the character and competence of our graduates
- (iii). Development of a system for proper utilization and management of resources
- (iv). Development of a University environment that supports the growth of staff in their professional careers, well-rounded personal development, and appreciation of community service.
- (v). Expansion and creation of access to learning opportunities based on the capacity, need assessments and relevance, diversify and expand programs
- (vi). Improvement of equity and access to education that addresses the participation of women and those from disadvantaged regions
- (vii). Provision of a system and an environment conducive to all types of research (e.g basic and applied), creative activity, and dissemination of knowledge.
- (viii). Promotion of research collaboration with local, national and international organizations
- (ix). Internationalization of the University



**Figure 23. Aerial view of the Main University Block and Students Hostel Blocks**



**Figure 24. A lecture session at the University**



**Figure 25. A cross section of pioneer students of the University**



**Figure 26. A cross section of students of the University during a practical session in the chemistry laboratory**



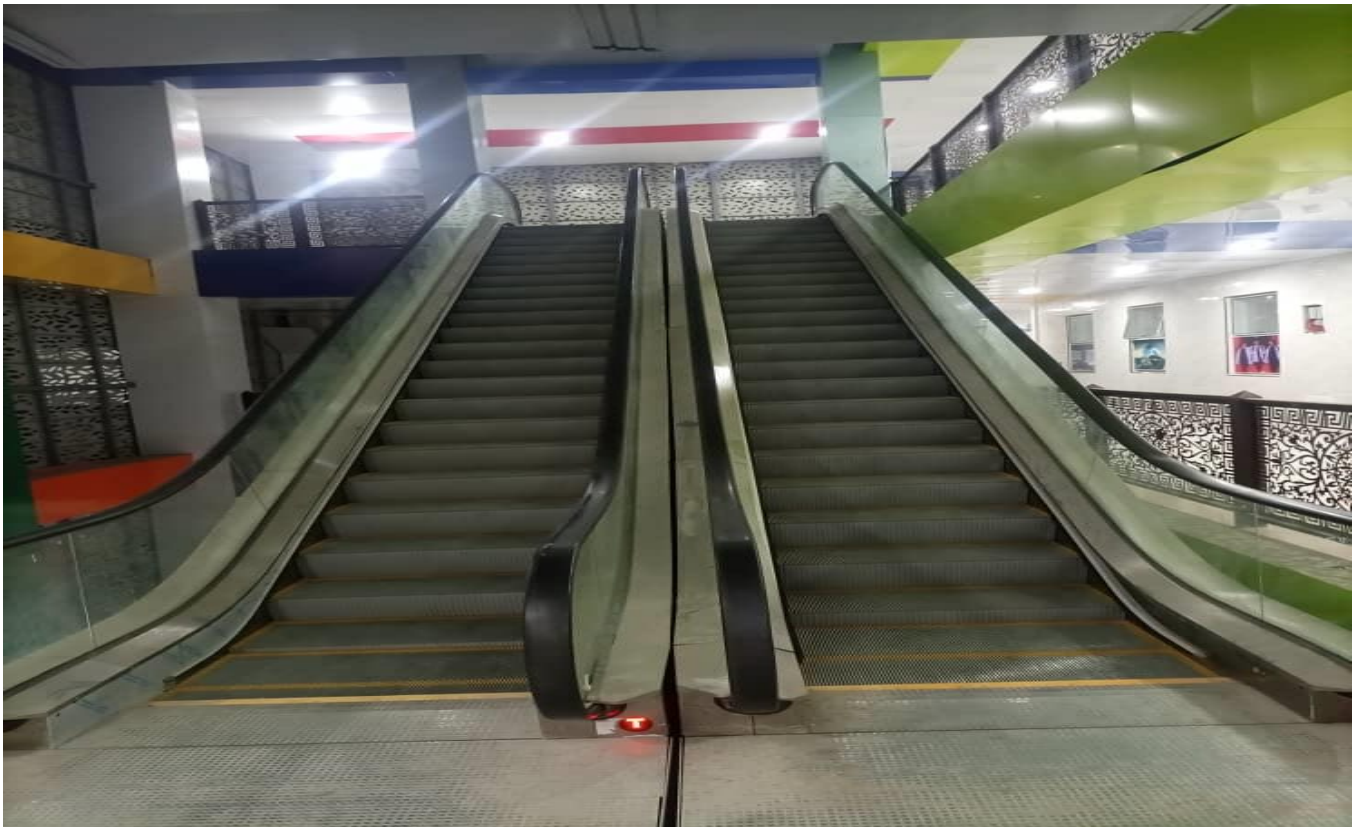
**Figure 27. A cross section of students of the University during a practical session in the computer laboratory**



**Figure 28. One of the floors of the hospital showing staff office**



**Figure 29. Entrance way into the University Administrative Block showing the elevators**



**Figure 30. Escalators at the Main Administrative Block of the University**





**Figure 31. University Senior Staff Quarters**



**Figure 32. University Junior Staff Quarters**



**Figure 33. His Excellency Engr. David Umahi inspecting progress of work during the construction of the University buildings**



**Figure 34. The Vice Chancellor welcoming His Excellency Engr. David Umahi along with visitors from Nile University Abuja at the University premises during the construction of the Facility**



**Figure 35. His Excellency Governor David Umahi and Prof. Is-Haq Olanrewaju Oloyede (Registrar of JAMB) with other dignitaries during the Governors visit to JAMB office in Bwari Abuja.**



**Figure 36. Cross section of the Deans, HODs and Directors of the University with the Vice-Chancellor**



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