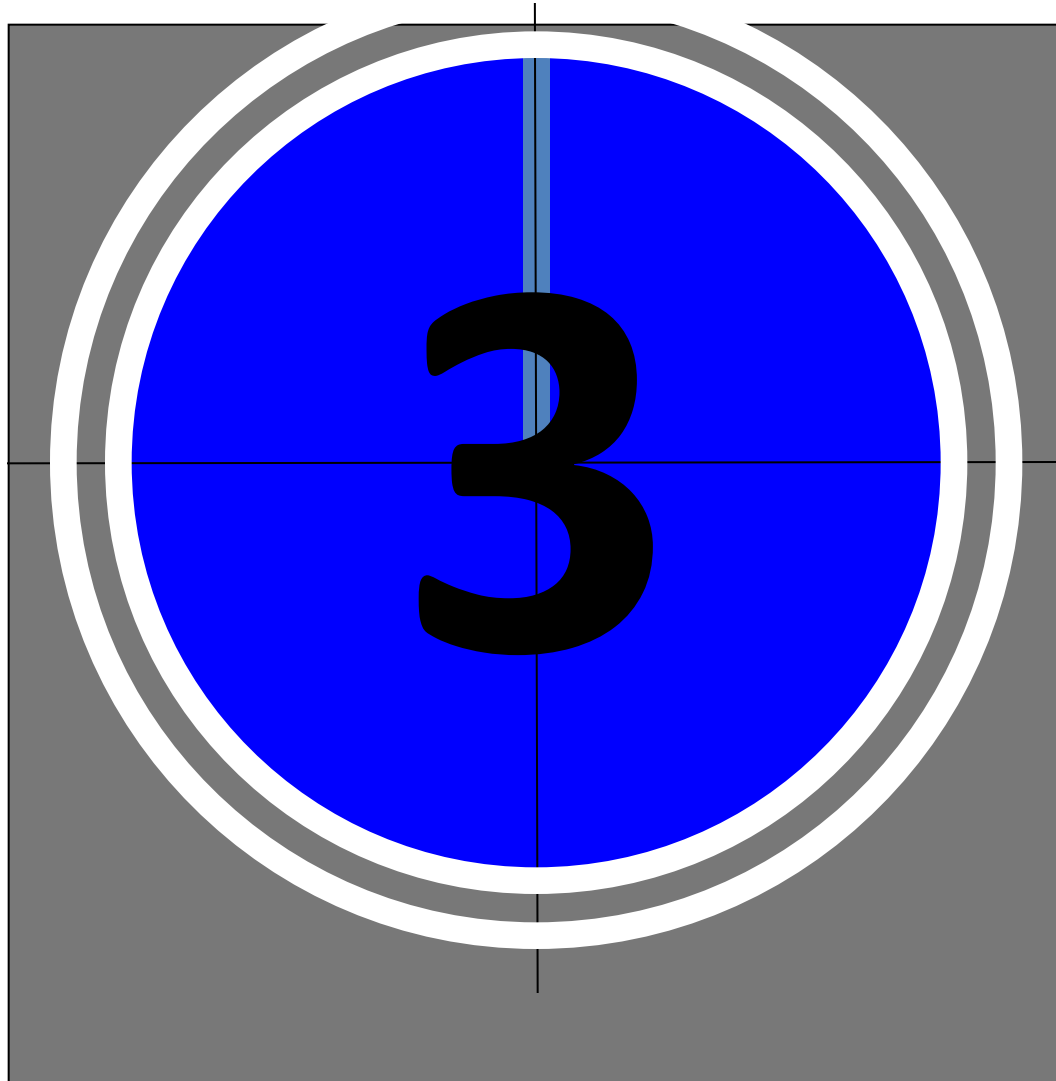
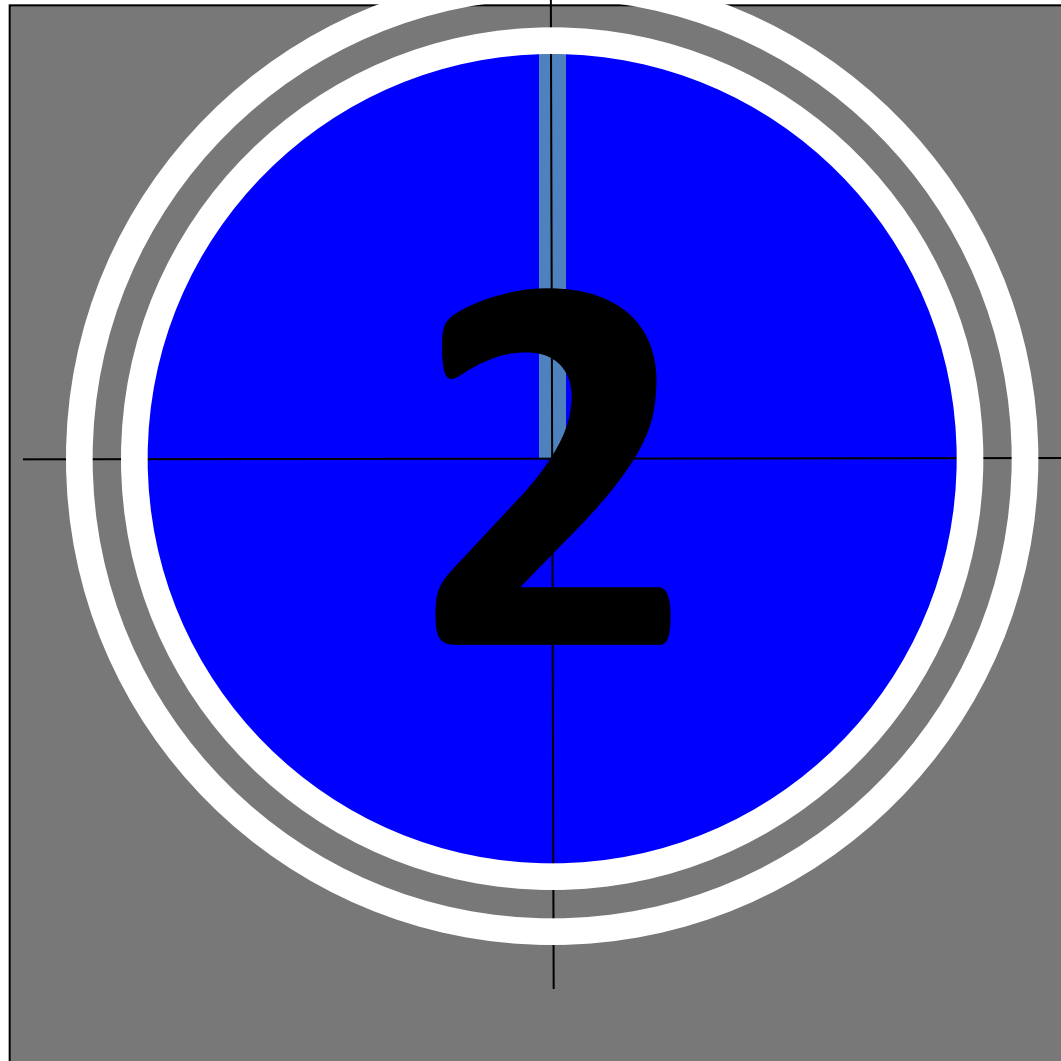


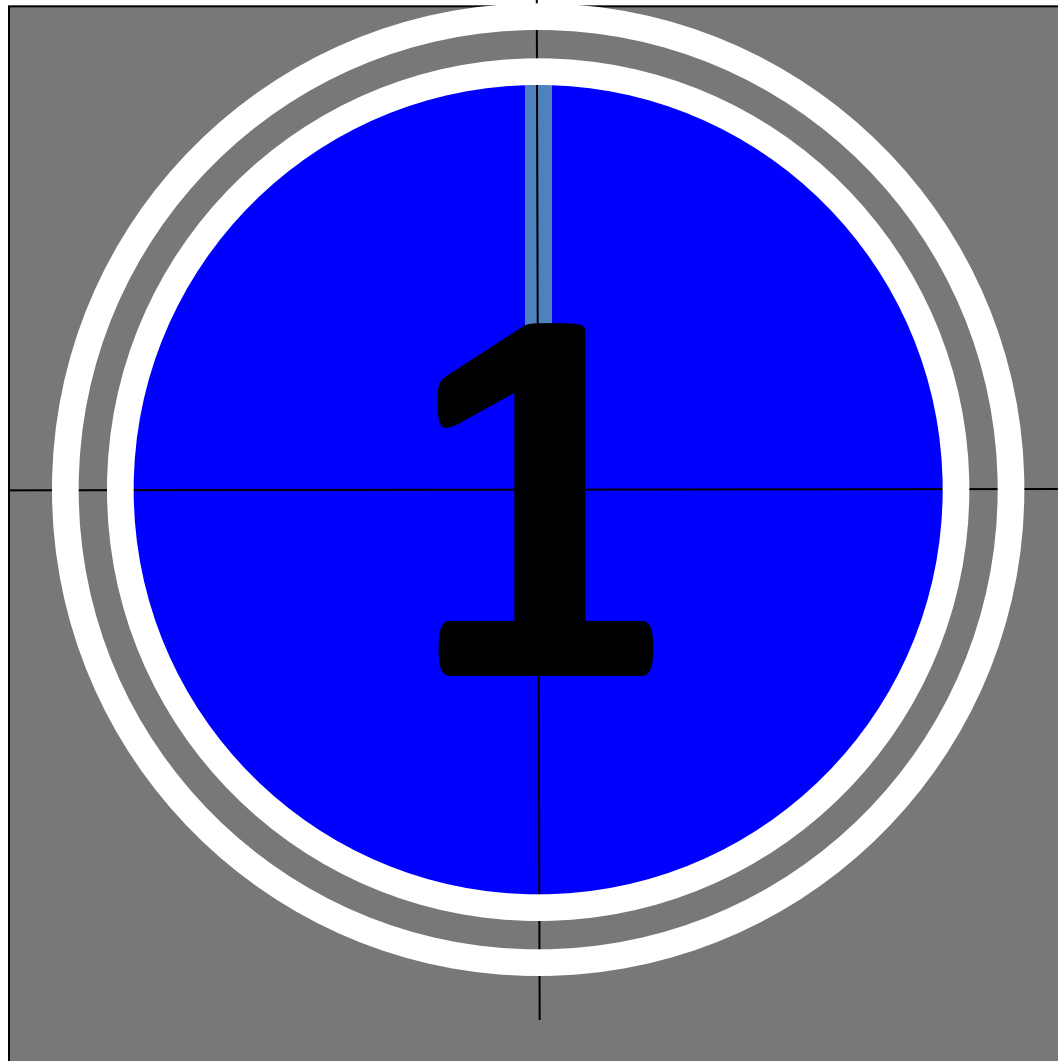
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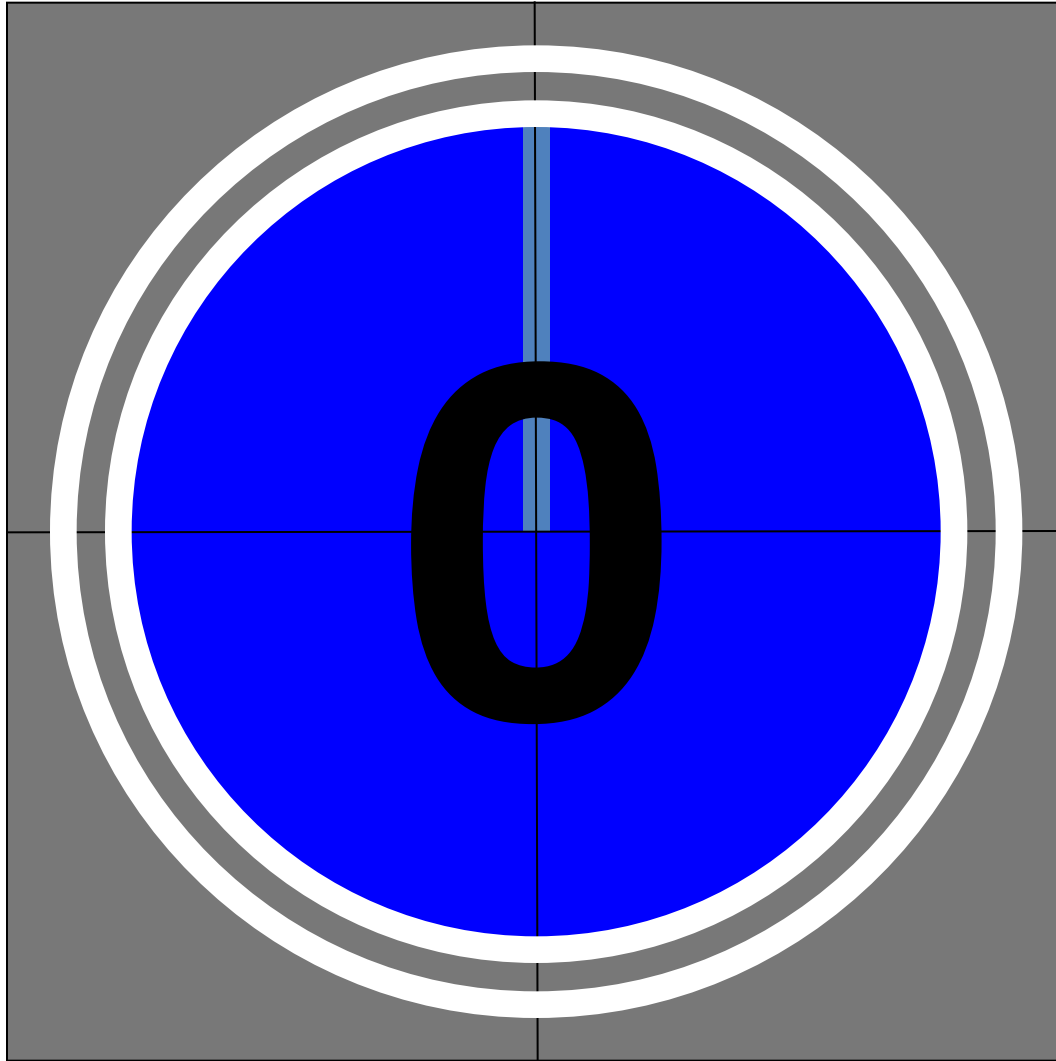
Peter Okebukola



Peter Okebukola



Peter Okebukola



Trends in Academic Rankings in the Nigerian University System and the emergence of the African Quality Rating Mechanism

Peter Okebukola

*Chairman of Council, Osun State University, Osogbo,
Nigeria and former Executive Secretary, National
Universities Commission*

**5th Meeting of the International
Rankings Expert Group (IREG-5)**

6-8 October, 2010

Peter Okebukola IREG-5, 2010

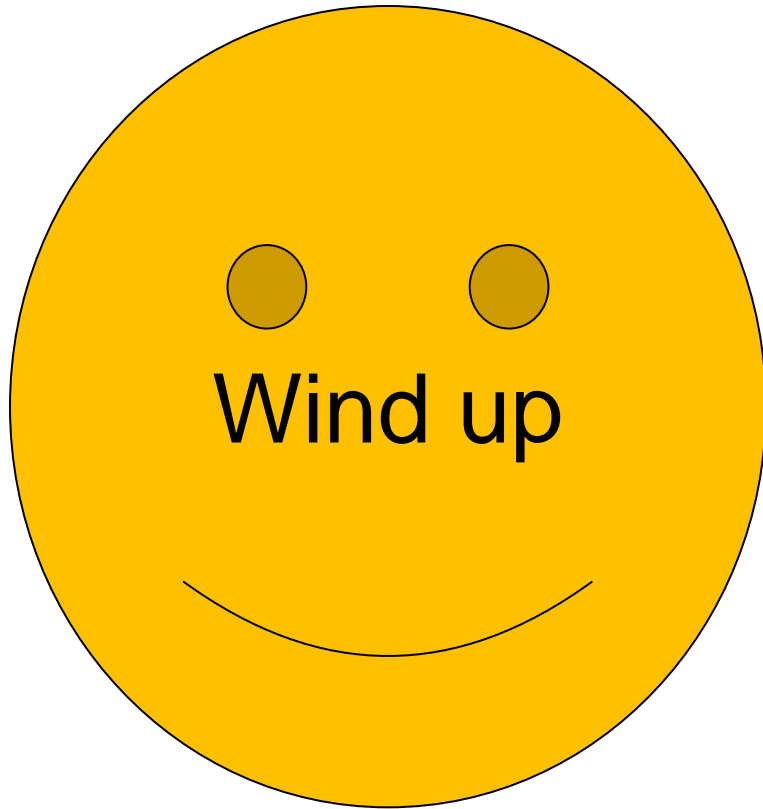


Round the Paper in about 20 minutes

- **About Nigeria**
- **University education in Nigeria**
- **Evolution and trends in ranking of Nigerian universities**
- **Impact of rankings on quality of the university system**
- **African Union African Quality Rating Mechanism**
- **From Popularity to Reliability and Relevance**



19
minutes

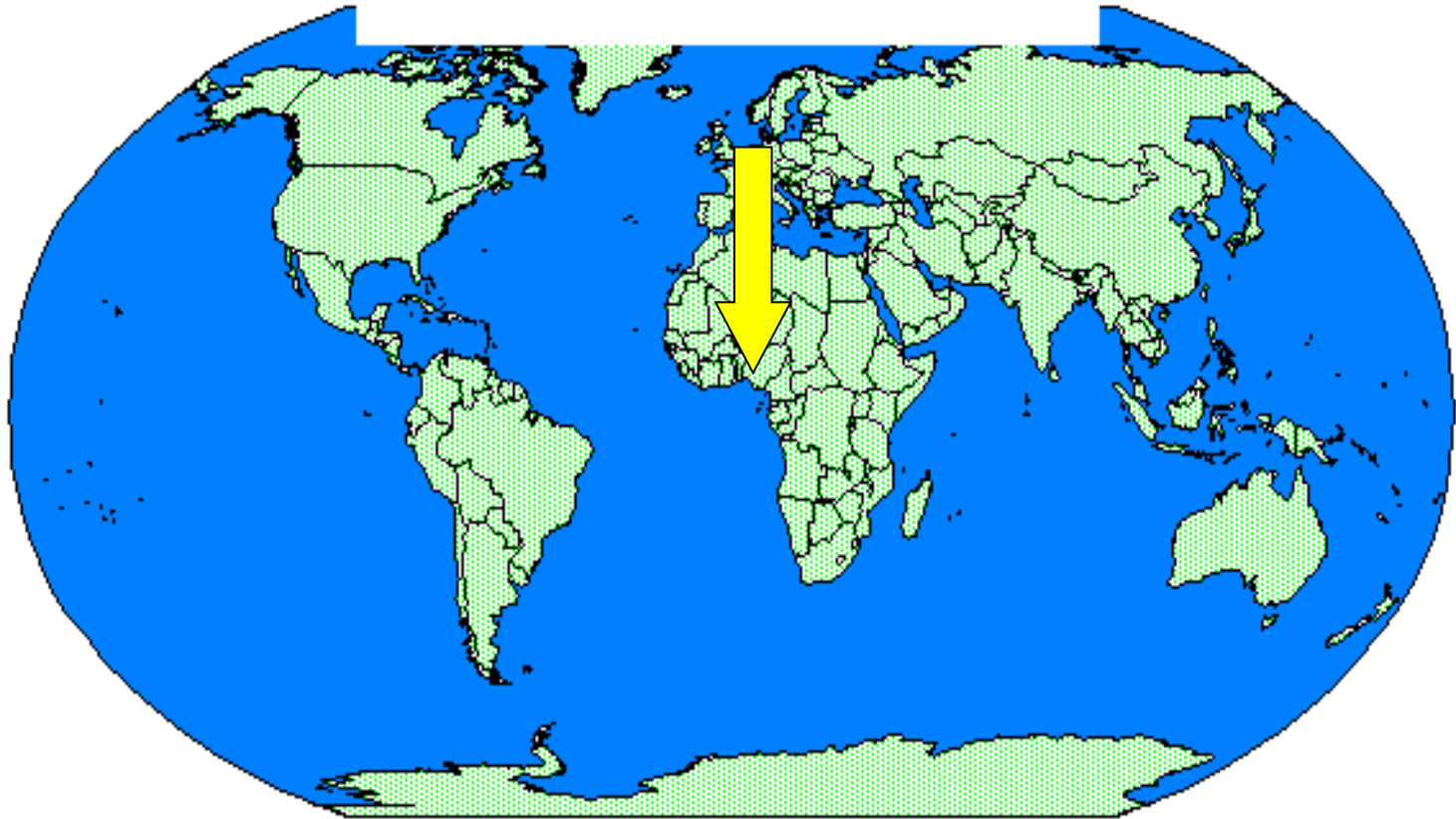


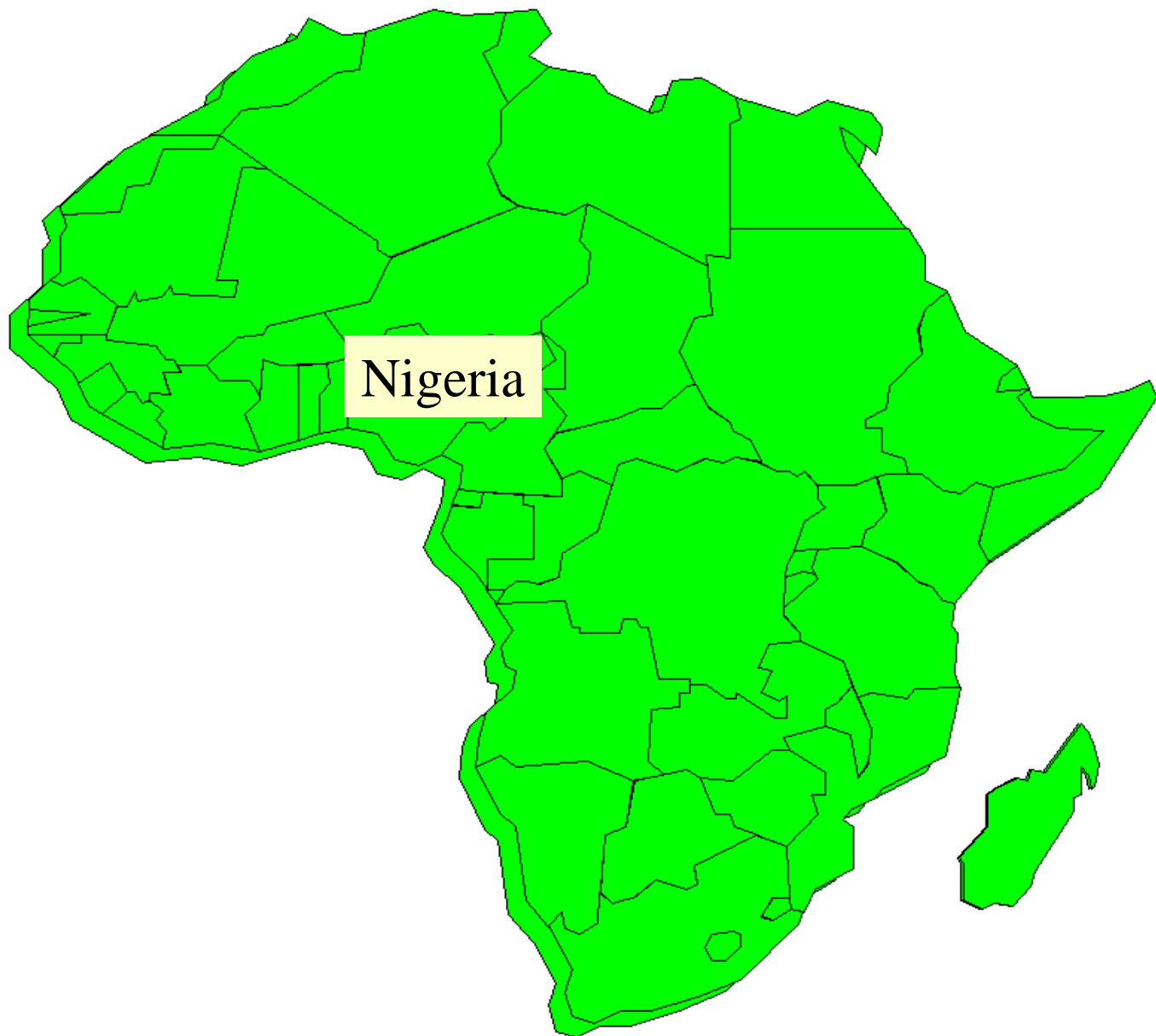
20
minutes



The context: A Trip to Nigeria

from Berlin Tegel Airport





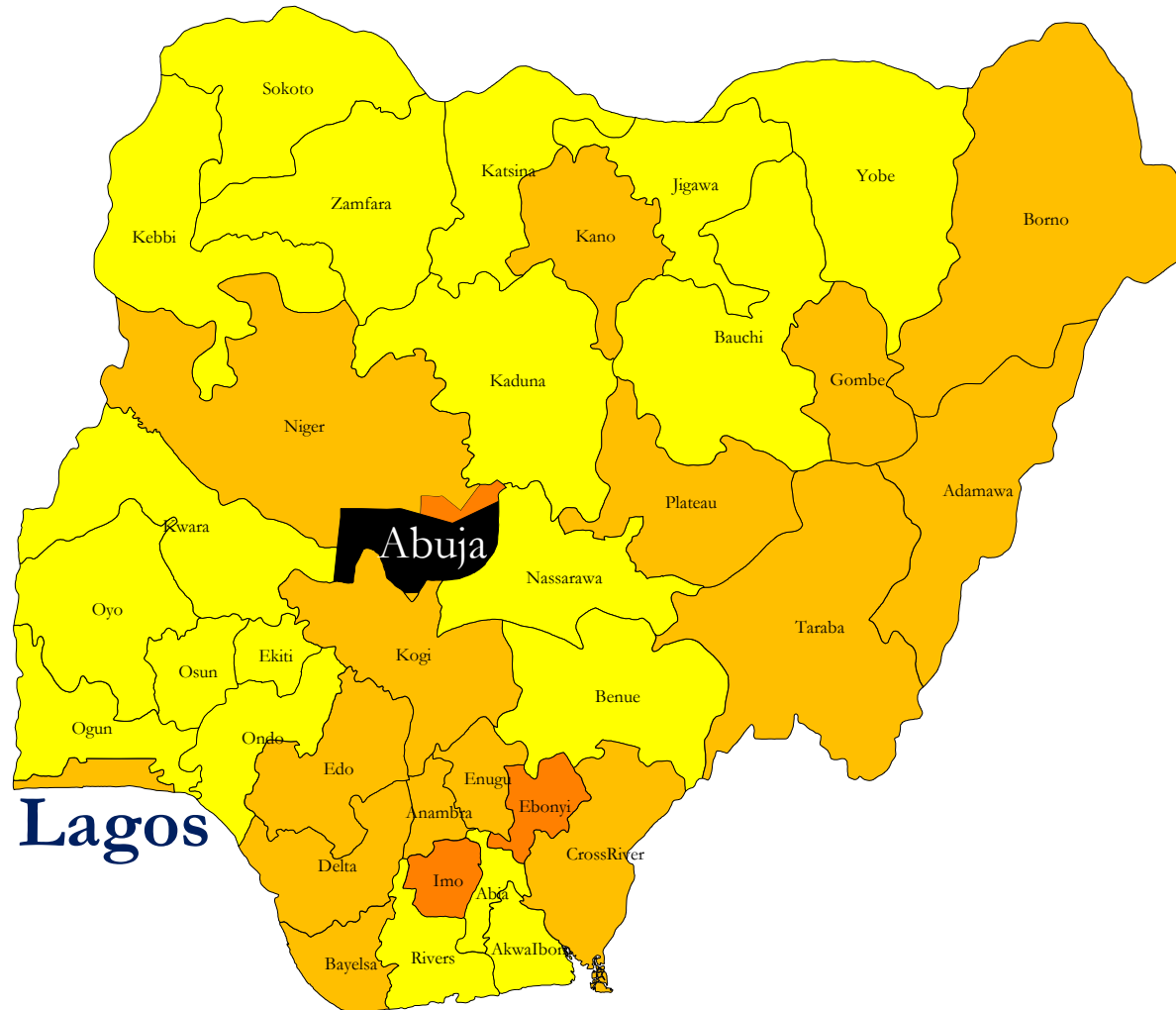
Nigeria

On the Ground in Nigeria

- all passengers disembark...

- **Population:** 153,828,587 (July 2009 est.)
- **Population growth rate:** 2.42%
- **Birth rate:** 41.84 births/1,000 population (2008 est.)
- **Death rate:** 12.98 deaths/1,000 population (2008 est.)
- **Literacy rate:** *total population:* 68%
male: 75.7%
female: 60.6%
- **Life expectancy at birth:**
total population: 46.94 years
male: 46.16 years
female: 47.76 years (2009 est.)
- **Ethnic groups:** Hausa, Fulani, Yoruba, Ibo, Ijaw, Kanuri, Ibibio, Tiv
- **Religions:** Muslim 50%, Christian 40%, indigenous beliefs 10%
- **Languages:** English (official), Hausa, Yoruba, Ibo, Fulani
- **GDP per capita:** \$2,300

NIGERIA

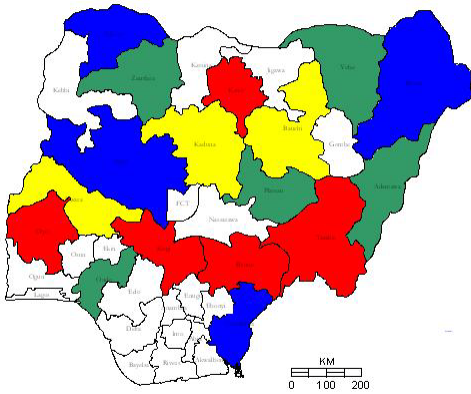


36 States and a Federal Capital Territory

A QUICK LOOK BACKWARDS

- Independence in 1960
- UPE in September, 1976
- National Policy on Education of 1981- **6-3-3-4 SYSTEM**
- **October 5, 2010: Move to revert to 6-5-4**
- First university established in 1948
- Nigerian universities hybrid of British and American models

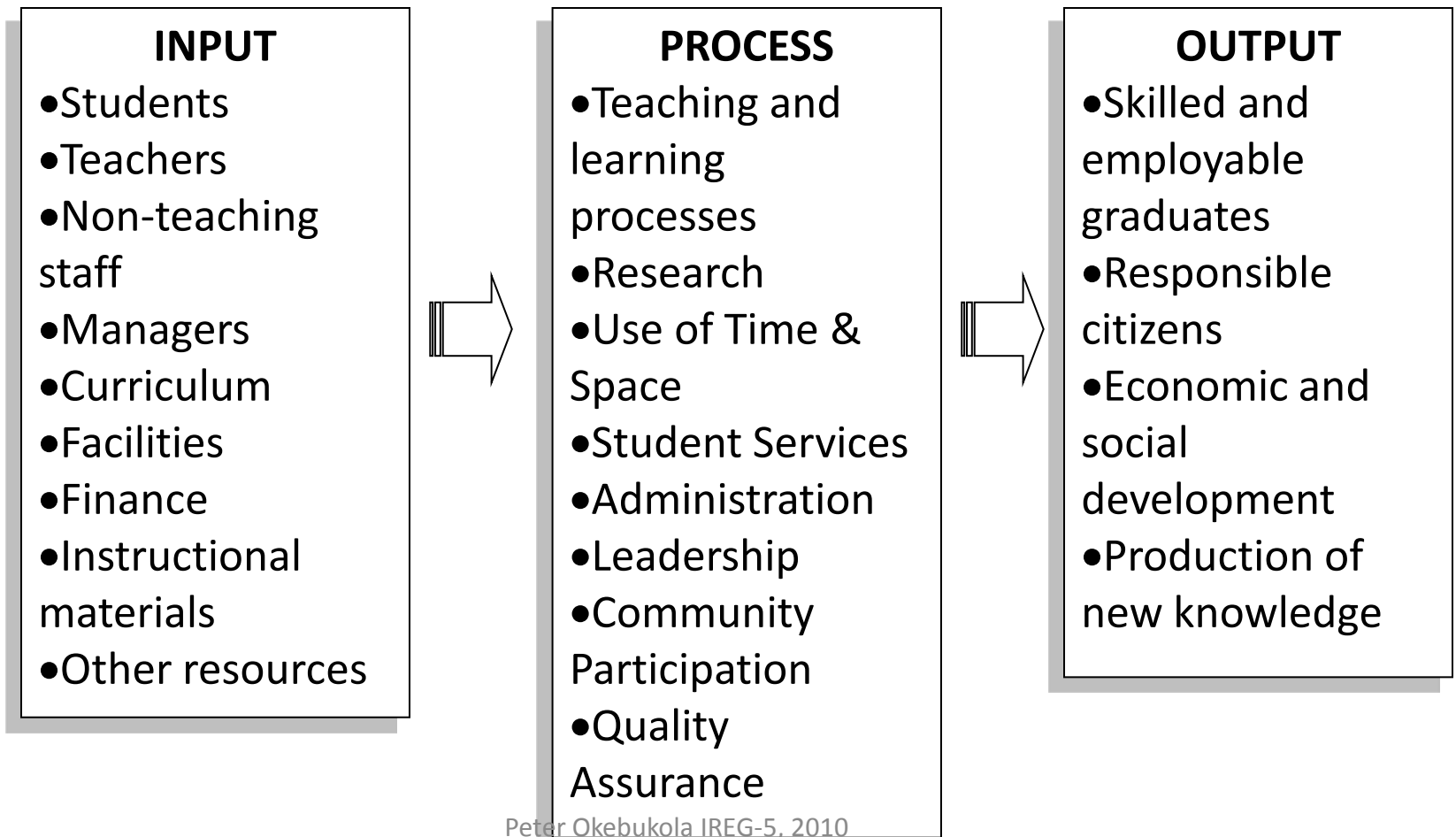
- Nigeria is the **most populous country in Africa**
- **Eighth most populous country in the world** with a population of over 150 million, therefore making it the **most populous 'black' country in the world.**
- Listed among the "**Next Eleven**" economies,
- **Economy** is one of the **fastest growing in the world** with the IMF projecting a growth of 8.3% in 2010



Higher Education System

- Universities (**N=104**) Enrolling **1,302,000**
- Polytechnics and Monotechnics (**N= 115**) Enrolling **380,205**;
- Colleges of Education (**N=86**) Enrolling **354,207**
- Innovative Enterprise Institutions (**N=62**) Enrolling **116,800**

Ranking of Nigeria Universities: Framework for Indicators



Evolution of and Trends in University Ranking

- Stimulus for ranking grew strong in 2001 as a result of increase in the number of universities and public clamour for a ranking scheme to guide potential students and employers
- NUC took up the challenge
- 2001 ranking used composite indicator of scores on comprehensive, system-wide accreditation exercise conducted in 1999/2000
- First university ranking released in October 2001

Evolution of and Trends in University Ranking in Nigeria

- **2002** ranking added indicators from THE-QS ranking
- **2003** ranking consolidated on the 2002 ranking and methodology of data gathering improved
- **2004** and **2005** rankings added indicators relevant to the Nigerian setting and methodology refined
- **2006** indicators added from ARWU, THE, Webometrics

Indicators ...1

- Percentage of academic programmes of the university with full accreditation status
- Compliance with carrying capacity (measured by the degree of deviation from carrying capacity)
- Proportion of the academic staff of the university at professorial level
- Foreign content (staff): proportion of the academic staff of the university who are non-Nigerians
- Foreign content (students): proportion of the students of the university who are non-Nigerians

Indicators ...2

- Proportion of staff of the university with outstanding academic achievements
- Research output
- Student completion rate
- Ph.D. graduate output for the year
- Stability of university calendar
- Student-to-PC Ratio
- Internally-generated revenue

Revised NUC Ranking Scheme for National, Regional and Global Application

Common

1. Academic Peer Review
2. Employer Review
3. Faculty /Student Ratio
4. Citations per Faculty
5. Retention: six-year graduation rate and first-year student retention rate
6. Graduation rate performance: difference between expected and actual graduation rate
7. Proportion of international staff
8. Proportion of international students
9. **Web impact factor**
10. **Alumni holding a post of chief executive officer or equivalent in one of the 500 leading international companies**

Unique

1. Percentage of academic programmes of the university with full accreditation status
2. Proportion of academic staff of the university at full professorial level

Success factors of the NUC ranking

- All indicators are derived through consensus building with VCs and their Directors of Academic Planning
- Data collection by individual universities verified through cross validation
- All universities had ownership of the process and endorsement of the league tables was largely rancour free

Impact of ranking on the Nigerian university system

- **Enhanced quality**
- **Stimulated efficiency**
- **Promoted accountability**
- **Enhanced proprietor funding**

2010-2011 Rankings to be based on data from institutional accreditation with indicators drawn from...

- Institutional vision, mission and strategic goals
- Institutional governance and administration
- Institutional resources including learning resources and student support
- Quality of teaching and research
- Management of human and material resources and institutional efficiency and effectiveness
- Extension, relationships with internal and external constituencies and consultancy
- Financial management and stability
- General ethos



African Quality Rating Mechanism for Higher Education (AQRM)

Key Issues that Informed the Development of an African Higher Education Quality Rating Mechanism (AQRM)

- Existing global ranking systems are criticised for **favouring certain types of universities** and certain aspects of higher education (e.g. science and research) **without understanding the context** in which HEIs operate and their unique missions and goals in dealing with social and economic priorities of their region

- Higher education institutions are **modifying their missions**, and focus areas **to maximize ranking performances**.
- This is narrowing diversity and is **reducing the scope for innovations** in strategy, curriculum, pedagogy and research.

- **Differing education systems** e.g. Anglophone vs Francophone have differing programmes, differing incentives to instructors, differing systems of promoting academic staff and hence penalised by existing ranking systems.

- Developing an African Ranking system **‘will create an opportunity to select both internationally valued and locally valued criteria as a basis for ratings and rankings’**

Purpose of AQRM

- To present an alternative to the existing global ranking/rating systems that **do not take into consideration African specificities.**

Rating Scales for AQRM

- Governance and Management
- Financial resources
- Infrastructure
- Recruitment, Admission and Selection
- Teaching and learning
- Research Outputs
- Student Support
- Community Engagement

Criteria	Sample issues
Governance And Management	1. The institution has a clearly stated mission and values with specific goals and priorities
	2. The institution has specific strategies in place for monitoring achievement of institutional goals and identifying problem areas.

Criteria	Sample issues
Infrastructure	1. The institution has sufficient lecturing spaces to accommodate many students taking the institutional mode of delivery into account.
	2. The institution provides sufficient learning /studying space for students including access to electronic learning resources, as required for the institutional mode of delivery
Finances	1. The institution has access to sufficient financial resources to achieve its goals in line with its budget and student unit cost.
	2. The institution has procedures in place to attract funding, including from industry and the corporate sector.

Sources of institutional indicators for AQRM

Governance And Management	
1.	The institution has a clearly stated mission and values with specific goals and priorities.
1.	The institution has specific strategies in place for monitoring achievement of institutional goals and identifying problem areas.
1.	Clear accountability structures for responsible officers are in place.
1.	Staff, students and external stakeholders, where appropriate, are represented on governance structures. Governance structures are representative in terms of gender.
1.	The institution has developed quality assurance policies and procedures.
1.	Appropriate mechanisms are in place to monitor staff in line with performance agreements with relevant authorities.
1.	The institution has put a management information system in place to manage student and staff data, and to track student performance.
1.	The institution has specific policies in place to ensure and support diversity of staff and students, in particular representation of women and the disabled.
9.	The institution has a policy and standard procedures in place to ensure staff and student welfare.

Infrastructure

1. The institution has sufficient lecturing spaces to accommodate student numbers taking the institutional mode of delivery into account.
1. The institution provides sufficient learning/studying space for students including access to electronic learning resources, as required for the institutional mode of delivery.
1. Staff (academic and administrative) have access to computer resources and the internet.
1. Students have access to computer resources and the internet at a level appropriate to the demands of the institutional mode of delivery.
1. The institution has sufficient laboratory facilities to accommodate students in science programmes, taking institutional mode of delivery into account.
1. Laboratory equipment is up to date and well maintained.
1. The institution invests in maintaining an up to date library to support academic learning and ensures that appropriate access mechanisms are available depending on the mode of delivery.
1. The institution makes provision for managing and maintaining utilities and ensuring that appropriate safety measures are in place.

Finances

1. The institution has access to sufficient financial resources to achieve its goals in line with its budget and student unit cost.
1. The institution has procedures in place to attract funding, including from industry and the corporate sector.
1. Clearly specified budgetary procedures are in place to ensure allocation of resources reflects the vision, mission and goals of the institution.
1. Financial and budgetary procedures are known and adhered to by the institution.
5. The institution provides financial support to deserving students (institutional bursaries and/or scholarships).

Teaching And Learning

1. The institution encourages and rewards teaching and learning innovation.
1. The institution has procedures in place to support the induction to teaching, pedagogy, counseling and the upgrading of staff teaching and learning skills through continuing education and/or life long learning.
1. Students have sufficient opportunity to engage with staff members in small groups, individually or via electronic platforms.
1. Student: staff ratios and academic staff average workloads are in line with acceptable norms for the particular mode of delivery, and are such that the necessary student feedback can be provided.
1. The institution has policies/procedures in place to inform the development, implementation and assessment of programmes offered by the institution and these policies take account of how higher education can contribute to socio-economic development.
1. The institution has developed a policy or criteria for staff recruitment, deployment, development, succession planning and a system of mentorship and/or apprenticeship.
1. Student support services, including academic support and required counseling services are provided, in line with the institutional mode of delivery.
1. The institution has mechanisms in place to support students to become independent learners, in line with the institutional mode of delivery.

Research, Publications and Innovation

1. The Institution has a research policy and publications policy, strategy and agenda. The research policy includes a focus (amongst others) on research supporting African socio-economic development.
1. The institution has a policy and/or strategy on Innovation, Intellectual Property Ownership and Technology Foresight.
1. The institution has demonstrated success in attracting research grants from national or international sources and in partnership with industry.
1. The institution has procedures in place to support academic staff to develop and enhance their research skills, including collaborative research and publication.
1. Staff and students publish their research in accredited academic journals and apply for patents (where relevant).
1. Researchers are encouraged and supported to present their research at national and international conferences.
1. Researchers are encouraged and facilitated, using Research and Development budget, to engage in research relevant to the resolution of African problems and the creation of economic and development opportunities.
1. The institution encourages and rewards research whose results are used by society.

Community/Societal Engagement	
1.	The institution has a policy and procedure in place for engaging with the local community or society in general.
1.	The institution encourages departments and staff to develop and implement strategies for community engagement.
1.	Students are required to engage with communities through their academic work.
1.	The institution has forged partnerships with other education sub-sectors to enhance the quality of education in the country and region.
1.	The institution provides access to an increasingly diverse range of students, taking account of additional support needs.
1.	The Institution disseminates information on its community engagement activities to the local community.
7. The institution offers relevant short courses to the community/broader society based on identified needs and supporting identified economic opportunities.	

Progress so far...

- 34 higher education institutions from all the sub-regions of Africa participated in the 2009-2010 data collection exercise
- Data now being analysed
- Results to be released in November
- Outlook for improvements in the process based on the 2010 pilot experience

Yellow Card



From Popularity to Reliability and Relevance

- Nigerian ranking system gained popularity over the years
- Reliability was improved as methodology was refined
- Increased relevance to socio-cultural context of the Nigerian university system
- African Quality Rating Mechanism will gain popularity in the coming years and made increasingly more relevant
- Nigerian ranking system and AQRM may exist side-by-side until a merger in the future

The Road ahead...

**Put in place a ranking
system with **global** and
locally-relevant indicators**

Thanks to DAAD, DIES, CHE....





Peter Okebukola IREG-5, 2010



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Thank you