



*Maiden*  
**International**  
*Lecture Series*



**Global Rankings**  
*and the*  
**Nigerian Higher  
Education System**



**Guest Lecturer:**

**Emeritus Professor Ladipo Ayo Banjo, JP, CON, FNAL, NNOM**

**Chairman:**

**Emeritus Professor Umaru Shehu, CFR, FAS**

**Special Guest of Honour:**

**Mallam Adamu Adamu, Minister of Education**

# Nuc International Lecture Series

## *Programme of Activities*

1.	9.30 a.m	NUC Staff Seated
2.	9.45 a.m	Guests Seated
3.	10.00 a.m	National Anthem
4.	10.05 a.m	Introduction of Guests
5.	10.10 a.m	Welcome Address by Executive Secretary, NUC; Prof. Abubakar A. Rasheed, <i>mni, MFR</i>
6.	10.15 a.m	Remarks by NAL President - Prof. Olu Obafemi
7.	10.20 a.m	Address by Special Guest of Honour, Honourable Minister of Education; Mallam Adamu Adamu
8.	10.25 a.m	Chairman - Emeritus Prof. Shehu Umar, <i>CFR</i>
9.	10.30 a.m	Introduction of Lecturer by Emeritus Pr of. Munzali Jibri 1, <i>OFR</i>
10.	10.40 a.m	Guest Speaker - Emeritus Prof. Ayo Banjo
11.	11.40 a.m	Discussion Lead Discussant - Prof. G.O.S. Ekhaguere Discussants - Prof. Francis Egbokhare - Dr. Tunji Okopa
12.	12.00 p.m	Vote of Thanks by Chairman Organising Committee; DIPR, Ibrahim Usman Yakasai
13.	12.05 p.m	National Anthem
14.		Group Photographs/ Refreshment;
15.		Departure

## 1. Origin of rankings

Universities around the world are today under an enormous amount of pressure to assess their performance levels continually, using global academic standards and best practices. These concepts, which are often only vaguely defined, have motivated diverse activities by several entities which purport to quantitatively evaluate all universities by means of some common or uniform sets of performance indicators formulated by them. The idea of ranking educational institutions was first introduced in the United States of America in 1983 by the *US News and World Reports* [1], when it released its first annual publication of *America's Best Colleges*. In 2003, the Institute of Higher Education, Shanghai Jiao Tong University, Shanghai, China, published the first edition of its *Academic Ranking of World Universities* (ARWU) [2]. The publication was motivated by a directive by Jiang Zemi, former President of the People's Republic of China, that some of China's universities must be of world-class and it enabled China to estimate the quality and performance gaps between its universities and the so-called world-class institutions. This event soon opened the floodgate to a diversity of ranking schemes introduced by several organisations [3-8].

## 2. Objectives of rankings

According to the *Berlin Principles on Ranking of Higher Education Institutions*, issued in 2006 by the International Ranking Expert Group (IREG), which was established in 2004 by the UNESCO European Centre for Higher Education (UNESCO-CEPES) in Bucharest and the Institute for Higher Education Policy in Washington, DC, rankings serve diverse purposes, including the following:

*they respond to demands from consumers for easily interpretable information on the standing of higher education institutions; they stimulate competition among them; they provide some of the rationale for allocation of funds; and they help differentiate among different types of institutions and different programs and disciplines. In addition, when correctly understood and interpreted, they contribute to the definition of "quality" of higher education institutions within a particular country, complementing the rigorous work conducted in the context of quality assessment and review performed by public and independent accrediting agencies. [9]*

Ultimately, a ranking is a listing of world universities in a *league table* using some criteria or indicators. The scheme is held out as a way of identifying the so-called "world-class

