

A PUBLICATION OF THE OFFICE OF THE EXECUTIVE SECRETARY

14 MAY 2007

Vol 2 No. 20

ISSN 0795-3089



The coordination meeting of the first-ever nationwide Universities Programmes Audit exercise was held last Monday, May 7, 2007 at NUC Secretariat. Second left is the Executive Secretary, Professor Julius A. Okojie. First left is Professor I.I. Uvah, Director, Academic Planning and Research. On the right of the Executive Secretary is Professor N. Adedipe Visiting Professor, NUC, and next to him is the Vice-Chancellor, ATBU, Professor Garba Babaji, extreme right is Professor Mohammed Ilya, Board Member NUC.

“Webometric Ranking of World Universities 2007”

The 13 March, 2006 edition of the erstwhile *Monday Memo* published the showing of world universities in the Webometric Ranking for 2006. “Webometric” means “measured on the basis of web characteristics or presence on the internet”. Parameters for the measurement of “web presence” upon which the ranking is based include (a) the volume of published materials of an institution on the web, and (b) the visibility and impact of the webpages measured by the citations (site citations) or links they receive (interlinks).

The 2007 edition of World Universities Ranking on the web recently published by Laboratorio de Internet (Inter Lab), a research group based in Spain, indicate that universities in Nigeria and indeed Africa put up a poorer showing in the current ranking when compared with that of 2006. The results are summarized in the tables below.

Distribution by Continent

CONTINENT	Top 200	Top 500
USA & Canada	123	238
Europe	63	211
Oceania	6	21
Asia	5	20
Latin America	3	9
Africa		1

Distribution by Country

RANK	Country	Top 200	Top 500
1	United States of America	106	211
2	Germany	21	51
3	Canada	17	27
4	United Kingdom	12	40
5	Netherlands	8	9
6	Australia	6	18
7	Sweden	6	10
8	Switzerland	4	7
9	Norway	3	4
10	Italy	2	13
11	Japan	2	7
12	Austria	2	6
13	Brazil	2	5
14	Spain	1	20
15	Finland	1	7
16	Denmark	1	5
17	Czech Republic	1	4
18	Israel	1	4
19	Taiwan	1	3
20	Mexico	1	2
21	Singapore	1	2
22	China	1	2
23	France		7
24	Belgium		5
25	Ireland		4
26	Hong Kong		4
27	Portugal		4
28	New Zealand		3
29	Greece		2
30	Korea Republic Of		2
31	Turkey		2

32	Hungary	2
33	Estonia	1
34	Argentina	1
35	South Africa	1
36	Serbia	1
37	Iceland	1
38	Chile	1
39	Russian Federation	1
40	Slovenia	1

TOP 100 UNIVERSITIES IN AFRICA

CONTINENT RANK	UNIVERSITY	WORLD RANK
1	<u>UNIVERSITY OF CAPE TOWN</u>	356
2	<u>RHODES UNIVERSITY</u>	563
3	<u>UNIVERSITY OF PRETORIA</u>	604
4	<u>STELLENBOSCH UNIVERSITY</u>	643
5	<u>UNIVERSITY OF THE WITWATERSRAND</u>	702
6	<u>UNIVERSITY OF THE WESTERN CAPE</u>	1,057
7	<u>UNIVERSITY OF SOUTH AFRICA</u>	1,355
8	<u>UNIVERSITY OF KWAZULU NATAL</u>	1,535
9	<u>AMERICAN UNIVERSITY IN CAIRO</u>	1,659
10	<u>UNIVERSITE DE LA REUNION</u>	2,023
11	<u>UNIVERSITY OF THE FREE STATE</u>	2,357
12	<u>NELSON MANDELA METROPOLITAN UNIVERSITY</u>	2,753
13	<u>UNIVERSITY OF DAR ES SALAAM</u>	3,403
14	<u>UNIVERSITY OF ZIMBABWE</u>	3,549
15	<u>UNIVERSITE CHEIKH ANTA DIOP DE DAKAR</u>	3,607
16	<u>UNIVERSITY OF NAMIBIA</u>	3,632
17	<u>UNIVERSITY OF MAURITIUS</u>	3,782
18	<u>CAIRO UNIVERSITY</u>	3,902
19	<u>UNIVERSITY OF JOHANNESBURG</u>	3,935
20	<u>ARAB ACADEMY FOR SCIENCE & TECHNOLOGY AND MARITIME TRANSPORT</u>	4,045
21	<u>EGERTON UNIVERSITY</u>	4,110
22	<u>UNIVERSITE CADI AYYAD</u>	4,164
23	<u>UNIVERSIDADE EDUARDO MONDLANE</u>	4,323
24	<u>UNIVERSITY OF NAIROBI</u>	4,483
25	<u>TSHWANE UNIVERSITY OF TECHNOLOGY</u>	4,498
26	<u>INSTITUT UNIVERSITAIRE DE FORMATION DES MAÎTRES DE LA REUNION</u>	4,528
27	<u>AL AKHAWAYN UNIVERSITY IFRANE</u>	4,678
28	<u>ADDIS ABABA UNIVERSITY</u>	4,794
29	<u>UNIVERSITY OF BOTSWANA</u>	4,866
30	<u>MANSOURA UNIVERSITY</u>	4,895
31	<u>ECOLE MOHAMMADIA D'INGENIEURS</u>	4,908
32	<u>POLYTECHNIC OF NAMIBIA</u>	4,977
33	<u>AFRICAN VIRTUAL UNIVERSITY</u>	5,049
34	<u>UNIVERSITE ABDELMALEK ESSADI</u>	5,189
35	<u>GERMAN UNIVERSITY IN CAIRO</u>	5,214
36	<u>UNIVERSITY OF ZULULAND</u>	5,261
37	<u>AIN SHAMS UNIVERSITY</u>	5,286
38	<u>NORTH WEST UNIVERSITY</u>	5,374
39	<u>UNIVERSITE ABOU BEKR BELKAID TLEMCEM</u>	5,490
40	<u>UNIVERSITY OF FORT HARE</u>	5,587
41	<u>UNIVERSITE DE OUAGADOUGOU</u>	5,688

42	UNIVERSITY OF KHARTOUM	5,699
43	UNIVERSITY OF GHANA	5,702
44	<u>OBAFEMI AWOLowo UNIVERSITY</u>	5,834
45	<u>MOGADISHU UNIVERSITY</u>	5,890
46	<u>AL AZHAR AL-SHARIF ISLAMIC RESEARCH ACADEMY</u>	5,893
47	<u>NATIONAL UNIVERSITY OF RWANDA</u>	5,967
48	<u>UNIVERSITE DE BATNA</u>	6,005
49	<u>ECOLE DU PATRIMOINE AFRICAIN</u>	6,067
50	<u>STRATHMORE UNIVERSITY NAIROBI</u>	6,236
51	<u>UNIVERSITE DE NOUAKCHOTT</u>	6,302
52	<u>ASSIUT UNIVERSITY</u>	6,331
53	<u>UNIVERSITE DJILLALI LIABES</u>	6,350
54	<u>MAKERERE UNIVERSITY</u>	6,429
55	<u>MANGOSUTHU TECHNIKON</u>	6,434
56	<u>VAAL UNIVERSITY OF TECHNOLOGY</u>	6,483
57	<u>ECOLE NATIONALE SUPERIEURE D'INFORMATIQUE ET D'ANALYSE DES SYSTEMES ENSIAS</u>	6,548
58	<u>UNIVERSITY OF MALAWI</u>	6,549
59	<u>UNIVERSITY OF BURAO</u>	6,623
60	<u>UNIVERSITY OF ALGER</u>	6,654
61	<u>UNIVERSITE SENGHOR D'ALEXANDRIE</u>	6,666
62	<u>KIGALI INSTITUTE OF SCIENCE & TECHNOLOGY</u>	6,696
63	<u>KWAME NKRUMAH UNIVERSITY OF SCIENCE & TECHNOLOGY</u>	6,703
64	<u>MOI UNIVERSITY</u>	6,807
65	<u>UNIVERSITY OF IBADAN</u>	6,809
66	<u>MONASH UNIVERSITY SOUTH AFRICA</u>	6,868
67	<u>UNIVERSITE MOHAMMED PREMIER OUJDA</u>	6,879
68	<u>SUDAN UNIVERSITY OF SCIENCE & TECHNOLOGY</u>	6,886
69	<u>UNIVERSITE M'HAMED BOUGARA DE BOUMERDES</u>	7,027
70	<u>CAPE PENINSULA UNIVERSITY OF TECHNOLOGY</u>	7,029
71	<u>KASRALAINY SCHOOL OF MEDICINE CAIRO UNIVERSITY</u>	7,071
72	<u>UNIVERSITE DES SCIENCES ET DE LA TECHNOLOGIE HOUARI BOUMEDIENE</u>	7,127
73	<u>UNIVERSITE VIRTUELLE DE TUNIS</u>	7,139
74	<u>UNIVERSITE DE BLIDA</u>	7,216
75	<u>SOKOINE UNIVERSITY OF AGRICULTURE</u>	7,255
76	<u>UNIVERSITE MOHAMMED V SOUISSI</u>	7,259
77	<u>ZAGAZIG UNIVERSITY</u>	7,299
78	<u>UNITED STATES INTERNATIONAL UNIVERSITY</u>	7,301
79	<u>UNIVERSITY OF BENIN</u>	7,318
80	<u>INSTITUT DE FORMATION EN TECHNOLOGIE ALIMENTAIRE</u>	7,321
81	<u>MINUFIYA UNIVERSITY</u>	7,326
82	<u>KENYATTA UNIVERSITY</u>	7,354
83	<u>UNIVERSITY OF SWAZILAND</u>	7,369
84	<u>UNIVERSITE DE YAOUNDE 1</u>	7,373
85	<u>JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY</u>	7,380
86	<u>ECOLE NATIONALE POLYTECHNIQUE D'ALGER</u>	7,394
87	<u>MUHIMBILI UNIVERSITY COLLEGE OF HEALTH SCIENCES</u>	7,424
88	<u>GARYOUNIS UNIVERSITY</u>	7,427
89	<u>SOUTH VALLEY UNIVERSITY</u>	7,464
90	<u>UNIVERSITE CHOUAIB DOUKKALI EL JADIDA</u>	7,475
91	<u>UNIVERSITE D'ANTANANARIVO</u>	7,495
92	<u>UNIVERSITY OF VENDA</u>	7,517
93	<u>INSTITUT NATIONAL DE FORMATION EN INFORMATIQUE</u>	7,543
94	<u>CENTRAL UNIVERSITY OF TECHNOLOGY</u>	7,550
95	<u>FACULTE DE MEDECINE DE TUNIS</u>	7,553

96	<u>UNIVERSITY OF LAGOS</u>	7,601
97	<u>INTERNATIONAL SCHOOL OF LANGUAGES UNIVERSITE LIBRE DE TUNIS</u>	7,611
98	<u>UGANDA CHRISTIAN UNIVERSITY</u>	7,633
99	<u>ECOLE SUPERIEURE PRIVEE D'INGENIERIE ET DE TECHNOLOGIES</u>	7,641
100	<u>ASHESI UNIVERSITY COLLEGE (ASHESI.ORG)</u>	7,670

Five Nigerian universities ranked 57th (Ibadan); 69th (Ife), 78th (Benin); and 90th (Lagos); (Jos) in the 2006 ranking. The current edition has only four universities ranking 44th (Ife); 65th (Ibadan); 79th (Benin); and 96th (Lagos).

Three major reasons were presented for the poor showing of Nigerian Universities on the webometric ranking in 2006. These were:

- The scant attention paid to presenting the findings of research conducted by scholars in Nigerian universities in a Web-searchable form – “web citation”;
- The absence of over 77% of Nigerian universities on the internet in a form that could be picked by the reader of the Internet Lab (the research group which conducts the research;
- Lack of up-to-dateness and the scanty content of the web sites of Nigerian universities.

Concerted institutional efforts and initiatives of government aimed at achieving the higher education vision on ICT are yet to be reflected on the world ranking. Government recently approved a number of ICT initiatives for Nigerian tertiary institutions and it is hoped that these and existing projects would strengthen the universities resolve for better performance.

In addition to all complementary institutional initiatives the recommendations by the *Inter Lab* group itself need be given attention. A summary of the recommendations is reproduced below:

The Ten Rules of good practices in institutional web positioning

The following recommendations are intended to give some advice to universities world-wide in order to have adequate web presence. Their websites should represent correctly their resources, activities and global performance, providing visitors with a true vision of the institution. The *Laboratorio de Internet* encourages medium and long term projects that give priority to the publication of large volume of quality contents under Open Access type models.

The group rejects the use of abusive positioning techniques that can generate misleading indicators.

1. URL naming

Each institution should choose a unique institutional domain that can be used by all the websites of the institution. It is very important to avoid changing the institutional domain as it can generate confusion and it has a devastating effect on the visibility values. The alternative or mirror domains should be disregarded even when they redirect to the preferred one. Use of well known acronyms is correct but the institution should consider including descriptive words, like the name of the city, in the domain name.

2. Contents: Create

A large web presence is made possible only with the effort of a large group of authors. The best way to do that is allowing a large proportion of staff, researchers or graduate students to be potential authors. A distributed system of authoring can be operative at several levels:

- Central organization can be responsible for the design of guidelines and institutional information
- Libraries, documentation centres and similar services can be responsible for large databases, including bibliographic ones but also large repositories (thesis, pre-prints, and reports)
- Individual persons or teams should maintain their own websites, enriching them with self archiving practices.

Hosting external resources can be interesting for third parties and increase the visibility: conference websites, software repositories, scientific societies and their publications, especially electronic journals.

3. Contents: Convert

Important resources are available in non-electronic format that can be converted to web pages easily. Most of the universities have a long record of activities that can be published in historical web sites. Other resources are also candidates for conversion, including past activities reports or pictures collections.

4. Interlinking

The Web is a hypertextual corpus with links connecting pages. If your contents are not known (bad design, limited information, or minority language), the size is scarce or they have low quality, the site probably will receive few links from other sites.

Measuring and classifying the links from others can be insightful. You should expect links from your “natural” partners: Institutions from your locality or region, web directories from similar organizations, portals covering your topics, colleagues or partners personal pages. Your pages should make an impact in your common language community.

Check for the orphaned pages, i.e. pages not linked from another.

5. Language, especially English

The Web audience is truly global, so you should not think locally. Language versions, especially in English, are mandatory not only for the main pages, but for selected sections and especially from scientific documents.

6. Rich and media files

Although html is the standard format of web pages, sometimes it is better to use rich file formats like Adobe Acrobat pdf or MS Word doc as they allow a better distribution of documents. PostScript is a popular format in certain areas (physics, engineering, mathematics) but it can be difficult to open, so it is recommended to provide an alternative version in pdf format.

Bandwidth is growing exponentially, so it is a good investment to archive all media materials produced in web repositories. Collections of videos, interviews, presentations, animated graphs, and even digital pictures could be very useful in the long term.

7. Search engine friendly designs

Avoid cumbersome navigation menus based on Flash, Java or JavaScript that can block the robot access.

Deep nested directories or complex interlinking can block robots too.

Databases and even highly dynamic pages can be invisible for some search engines, so use directories or static pages instead or as an option.

8. Popularity and statistics

Number of visits is important, but it is as much as important to monitor their origin, distribution and the causes why they reach your web sites. Most of the current log analyzers offer a great diversity of tables and graphs showing relevant demographic and geographic data, but make sure there is an option to show the referrers, the web pages from which the visit arrives or the search term or phrase used if the visit came from a search engine. Most popular pages or directories are also relevant.

9. Archiving and persistence

To maintain a copy of old or outdated materials in the site should be mandatory. Sometimes relevant information is lost when the site is redesigned or simply updated and there is no way to recover easily the vanished pages.

10. Standards for enriching sites

The use of meaningful titles and descriptive metatags can increase the visibility of the pages. There are some standards like Dublin Core that can be used to add authoring info, keywords and other data about the web sites.

ICT Initiative in Nigerian Tertiary Institutions

In recognition of the potential of Information and Communication Technology (ICT) in fostering educational development in Nigeria, the Federal Executive Council recently approved the following ICT initiatives for the nation's tertiary institutions to be coordinated and supervised by NUC:

- (i) Students ICT Resource Centres;
- (ii) Computer Acquisition Scheme for Lecturers;
- (iii) Upgrade of Website;
- (iv) Pooling of Bandwidth Requirements; and
- (v) Video Driven Lectures.

Student ICT Resource Centres in the University

Each of the centres shall consist of the following:

- A cyber centre with at least 200 computers connected to high speed internet via C-Band;
- Four or more fully equipped classrooms for instructor-led technical training;
- Provision of physical accommodation space for Students Career Counselling; and
- Campus-wide wireless distribution to support future growth.

The institutions shall implement a moderate annual ICT fee payable by students for the use of the facilities depending on the investment per institution.

The students shall be entitled to a bouquet of services including 50 hours of internet access, ICT training, certification programme and help centre.

This scheme is anchored on a Private Public Partnership (PPP) model with no financial commitment on the part of Government or the institutions. The operators shall provide the infrastructure, manage and operate the facilities for a period of five years, during which they would be expected to recoup their investment.

Computer Acquisition Scheme for Lecturers

This initiative is targeted at the provision of computers to academic staff of tertiary institutions at preferential rates. The Scheme shall apply the following:

It shall accommodate all brands of computers (local and non-local brands) under a 3-24 month consumer finance arrangement that will be subsidized by 5% off the prevailing bank rates. The Scheme shall also include the following benefits for the lecturers

- In-house computer appreciation training programmes
- Education-specific discounts
- 12 months warranty
- on-site support centre
- trade-in option to guard against obsolesce.

Upgrade of websites leveraging the content server of the Federal Ministry of Education

This initiative targets the establishment of an integrated Education sector look and feel in respect of the websites at the tertiary level leveraging on the new FME website. It shall:

- leverage on the content server of FME to drive down the cost of websites;
- incorporate webmaster training;
- all institutions shall have proper uniform domain addressing (.edu domain names); and
- be funded from the NUC fund warehoused for improvements across the universities;

Video-Driven Lectures

- This are targeted at liberating institutions from the bondage of distance and time.

The key features include:

- Fully interactive audio-visual broadcast;
- Lectures projected using a standard DLP projector and audio components;
- Institutions can participate by simply logging on to the video bridge at lecture time.

Pooling of Bandwidth Requirements to achieve Economies of Scale in Procurement

In line with FEC's directive to warehouse Government Connectivity needs with Galaxy Backbone

The provider shall deliver:

- a fully managed service with utilization reports
- a 100 megabit per second bandwidth pool for on-demand utilization across 24 universities;
- CPE for C-band support at all locations; and
- Real Time Video learning collaboration across 24 institutions.

Campus GIS Implementation Committee (CAMPIS)

Sensitization Workshop on the Establishment of Campus Geographic Information Systems (GIS), for Land and Facilities Management

The National Universities Commission is desirous of establishing a Campus Geographic Information System (GIS) for land use management in all the Federal Universities. To this effect, the Executive Secretary has graciously approved Sensitization Workshop on the Establishment of Campus GIS for Land and Facility Management to hold on May 22 and 23, 2007 at 9.00 am each day in the Professor Idris Abdulkadir Auditorium NUC, Abuja.

The goal of this initiative is to empower each University to have internal capacity to:

- Carry out regular updates of the campus map in a digital format;
- Carry out the revision of the master plan in line with the academic brief and the strategic plans of the university as and when required;
- Assess the land use and land cover changes in the university;
- Detect on time any encroachment on the university land
- Optimize the flow of development information between the directorates of Physical Planning and Works and Services.
- Create appropriate geospatial and attribute databases for variety of uses including:
 - ☐ project location
 - ☐ project design and costing
 - ☐ preparation of environmental impact statements on proposed projects
 - ☐ developing various cost models for facilities maintenance, etc.
- generate appropriate report to NUC and other relevant organisations such as ETF.

GIS is an integration of interrelated components (e.g. hardware, software, humanware and organization working together to collect, process, store and disseminate information to support decision making, control, analysis and visualization.

It has been observed that while most of the Universities have undergone tremendous spatial changes with increased population, their master plans and the existing campus maps have not been updated. In other words, most of the universities have no detailed knowledge of how the campus lands and building spaces are being utilized.

Up till now, both the NUC and the authorities of Nigerian universities did not have spatio-temporal data and information required for the orderly planning, development and management of universities' lands and facilities. This has made project identification, transactive planning, design and execution more difficult and expensive. A decision is as good as the information that goes into it, a proactive planning and effective management of universities' lands and facilities require that both the NUC and the universities should have up-to-date geospatial information about the status of the universities lands and how such lands are being utilized as well as detailed information about the "built environment" of the campuses.

Specifically, each university is expected to have, as minimum, an up-to-date geospatial information on:

- Topography;
- Land use and land cover;
- Individual building types and uses
- Road types and parking lots; and
- Facilities such as: surface and underground water and electric pipelines, electric poles, transformer locations, etc.

To obtain such information as listed above and process them for decision making require the adoption and application of Geographic Information Systems (GIS).

Executive Secretary Clarifies the Status of the National Open University

The Executive Secretary, National Universities Commission, Professor Julius A. Okojie at a meeting of NUC Management with Pro-Chancellor and some members of the Council of the National Open University of Nigeria (NOUN) held at NUC on Thursday, 10 May, 2007 clarified the status of NOUN.

Professor N. Gadzama, Pro-Chancellor, NOUN who was accompanied by Professor A. Ikpi, a member of Council, Professor O. Jegede, Vice-Chancellor and Dr. (Mrs.) G.I. Osuman, Liaison Manager, Abuja stated that they were in NUC in connection with some statements and pronouncements made about NOUN.

Briefing the delegation, Professor Okojie stated that he was misquoted by the pressmen. He expressed dissatisfaction about the misrepresentation in the newspapers. He maintained that his remark was in relation to NOUN's programmes which NUC was yet to visit.

The Executive Secretary maintained that it was a state

ment of fact that NOUN's programmes had not been visited/accredited by NUC. He explained that programmes could only be visited when they have matured and in the case of NOUN and other distance learning programmes after three (3) years.

The Executive Secretary further explained that to receive approval or recognition of the establishment of programmes or institutions was quite different from accreditation of programmes. He emphasized that NOUN belonged to the university system and was a recognized institution. He promised to send accreditation team to assess the programmes of NOUN at the appropriate time. He disclosed that the primary purpose of the programmes audit was to capture all programmes in the system including those of NOUN. Finally, the Executive Secretary advised NOUN to improve its interaction with NUC.

Responding, the Pro-Chancellor of NOUN thanked Executive Secretary for the opportunity given them to meet with NUC Management. He stated that the presence of NUC at the matriculation ceremony of NOUN reassured them that NUC had interest in the orderly development of NOUN.

In his remarks, the Vice-Chancellor, NOUN, Professor Olugbemi Jegede assured the NUC that before it embarks on the accreditation of NOUN's programmes the university would conduct an internal assessment to ensure success during the accreditation exercise.

Professor Jegede expressed displeasure at the publicity of the misrepresentation of the factual and true statement of the Executive Secretary, NUC by the press and hoped that at the earliest opportunity the NUC would endeavour to correct the enormous impression.

Best wishes for the week.