Improving Global University Ranking By Incorporating Service-Learning into Academic Courses and Programs in Nigerian Universities

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Abstract: *An examination of the performance of universities around the world indicates that no Nigerian University is rated among the top and reputable universities. There is no gain in saying that the mission statements, goals and expectations of the founders have not been achieved since their global performance, competitiveness and reputation are low. This may be attributed to the fact that modern approaches to learning and teaching that bring students; universities and communities together are not considered in academic curriculum and programs in Nigeria. Universities are ranked based on certain criteria including learning, teaching, and research and to a greater extent community service. Therefore, this article examines an emerging approach to the Nigerian educational system that seeks to improve students' learning, research, university-community partnership and enhance university ranking at the national and global levels by incorporating service-learning into university curriculum and programs. Further, the paper attempts to show how service-learning could be effectively integrated into university programs. It provides a comprehensive theoretical discourse on university mission statements, ranking criteria and service-learning focusing on its major characteristics like reflection, community service and projects, diversity management, global citizenship, youth development, leadership, civic responsibility and so on. Literature findings reveal that service-learning is beneficial and universities that link service-learning to programs have better reputation globally than those that do not incorporate service-learning into their courses and are less committed to meeting real community needs through thoughtfully planned and organized service projects. It is recommended that service-learning pedagogy should be integrated into Nigerian University programs and be properly funded to accomplish the mission statements and goals of serving communities and improving university ranking nationally and globally.*

Keywords: *Civic Engagement, Community Partnership, Global Citizenship, Reflection, Service-Learning, University Ranking,*

I.   Introduction

Popoola (2017) asserts that Nigerian Universities are training students for obsolete jobs. This is because they are not adequately prepared to effectively address contemporary problems that affect their communities and to face future challenges due to absence of academic culture that drives creativity, leading-edge research, engage in technology transfer and the inability to identify societal problems and conduct research to solve those problems. Since Nigerian Universities cannot prepare students for community and global challenges, how would they aspire for recognition at the global level?

The question of how to improve Nigerian Universities to meet global challenges and be on top of global ranking has become a FAQ (Frequently Asked Question). From the period of Nigerian Independence (1960) to date, there are over 158 universities in Nigeria (Universities in Nigeria https://campusbiz.com.ng) and a critical examination of reveals that none of these universities is among the best or top 1000 at the global ranking index released by Times Higher Education World Reputable Ranking, 2018, (www.timeshighereducation.com). This is a worrisome situation which calls for improvement on part of the universities, students, communities and government.

It is observed that majority of top world universities are from United States of America (USA), Britain and China. There are very few that make the list of 500 from developing countries. In Africa, University of Cape Town and Alexandia University, Cairo are the ones that make the list. In Nigeria, a recent release by one of the ranking bodies shows that Ahmadu Bello University, Zaria, University of Ibadan, Ibadan, Obofemi Awolowo University, Ile-Ife, University of Lagos, Akoka, University of Ilorin, Ilorin, Covenant University, Ota, University of Nigeria, Nsukka have make the list of the best ten Universities in Nigeria. (https://www.naija.ng)

Attention and interest in applying service-learning in assessing and ranking universities has intensified over the years. All the stakeholders in the university system: students, parents, lecturers, organizations, the general public and government are questioning the methodologies that are used in our universities: community or pure academic oriented. All the stakeholders seem to demand an approach to learning, teaching, research and community service. It will be recalled that most African nations strove to set up higher educational institutions especially universities for the purpose of addressing challenges of hunger, unemployment, poverty, social disorganization, illiteracy, low productivity, diseases and so on using teaching methodologies that are today outdated, (Mosha, 1986).

With increase competition and improved technology the both at the national and global levels, there is need to change or include learning and teaching pedagogies that focus on community service. Addressing community problems would assist increasing the national and World University ranking. Few Nigerian Universities have restructured their courses to include service-learning among others to improve their relevance, student's skills and competitiveness. Some of these universities are committed to their mission statements specially in serving communities by employing new techniques in teaching, learning, research and community service when compares to their counterparts in USA, Britain, China, Japan etc. therefore, university education must be periodically reviewed to create room to check for effectiveness in research, focus on community service and pertinence in approach.

This article aims at reviewing the position of Nigerian Universities (nationally and globally) and to show integrating service-learning as an emerging pedagogy that focuses on community service will enhance global ranking of Nigerian Universities.

II. Literature Review And Conceptual Clarifications
It is pertinent to begin this article explaining what university mission statements are. Mission statements are guides to achieving university objectives and vision. As Nagy (2017) assert that a university mission statement describes what the institution is going to do and why it is going to do that. A mission statement includes the broadest and highest level institutional goal and objectives, the purpose and a description of the basic services to be provided and if accomplished, can assist in ensuring success. While vision inspires people to dream, mission statement inspires them to action (in accordance with the vision or dream). With regards to universities, a mission statement is a fundamental statement that describes the purpose of its existence or establishment and attempt to answer the questions: ''why do we do what we do'' and ''who do we serve''?

2.1 Functional Elements in a Mission Statement
Research indicates that a university mission statement must include the following characteristics: be short and snappy as possible, be unique, be realistic, be current etc. Further, an effective university mission statement should capture and strive to serve the following functional elements:
- Community Service
- Culture and diversity
- Citizenship and character
- Youth Leadership
- Entrepreneurship
- Innovation and creativity
- Learning and knowledge creation

Most of the top ranked universities have these elements incorporated in their mission statements and they strive to implement to the benefit of not only Nigerian students but also to the benefit of other stakeholders in education at the global level. To drive home a point in this article, a distinction between foreign universities that are ranked top on world ranking and Nigerian Universities is made below.

2.2 Top and Foreign Universities
2.2.1 Cambridge University
 *To contribute to society through the pursuit of education, learning and research at the highest international level of excellence (*Cambridge University, https://www.cam.ac.uk)

2.2.2. Oxford University
 To ensure that the university, as a self-governing academic community, maintains and enhances its standing as a university in both teaching and research (https://www.ox.ac.uk>gazette>supps)

2.2.3 University of Chicago
To ignite and nurture an enduring spirit of scholarship, curiosity, creativity and confidence, We value learning experientially, exhibiting kindness, and honoring diversity, (The University of Chicago, https://www.ucls.uchicago.edu/about-lab/missin-statement)

2.3 Nigerian Universities Mission Statement
2.3.1 University of Ibadan
To be a world-class institution for academic excellence geared towards meeting societal needs. To expand the frontiers of knowledge through the provision of excellent conditions for learning and research, to produce graduates who are worthy in character and sound judgment, To contribute to the transformation of society through creativity and innovation. To serve as a dynamic custodian of society's salutary values and thus sustain its integrity, (https://www.ui.edu.ng>content>vision-...)

2.3.2. Ahmadu Bello University, Zaria
To be a world-class university comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi-disciplinary approaches, to men and women of all races, as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large. To advance the frontiers of learning and break new grounds, through teaching, research and the dissemination of knowledge of the highest quality; to establish and foster national and international integration, development and the promotion of African traditions and cultures; to produce high-level human power and enhance capacity-building through retaining, in order to meet the needs and challenges of the catchment area, Nigeria and the rest of the world, (https://abu.edu.ng>index.php>about)

2.3.3. University of Nigeria, Nsukka
To attract, educate, train and transform qualified persons to high level manpower that are thoroughly equipped with adequate and update knowledge and specialized skills in research and innovation and deployable for first-rate development and improvement in all fields of human endeavor (www.unn.edu.ng>vision-and-mission-st...)

2.3.4. American University of Nigeria, Yola
To provide quality education to Nigeria and Africa's future leaders in order to equip them with the skills needed to solve development issues on the continent, and give them the knowledge needed to create solutions that will benefit their community, their country and, ultimately, the world. (www.aun.edu.ng>about>overview>m...)

2.3.5. Federal university Kashere, Gombe
To serve as a world renowned centre of learning through excellence in teaching, research and scholarly artistic activities and service to the community, state, nation and the world, (https://fukashere.edu.ng>about-us>mis...)
     A cursory look at both foreign/top ranked and Nigerian University mission statements reveal that the Nigerian University mission statements are not precise, do not emphasize community service and entrepreneurship development, culture and diversity, youth development and so on as compared to their counterparts and high ranked universities.   Functional elements and mission statements are important criteria in evaluating universities for ranking by different bodies and organizations.

III. University Ranking Organizations And Methodologies
     A number of organizations are involved in assessing and ranking universities globally. Though there are many such organizations, only three will be discussed in this article. These are:

3.1 Times Higher Education (THE)
     THE   evaluate   universities   based   on   the   following   performance   indicators/criteria: (https://www.timeshighereducation.com>...)
- Teaching (the learning environment): reputation survey, staff-to-student ratio, doctorate-to-bachelor's ratio and institutional income.
- Research (volume, income and reputation): reputation, research income and research productivity.
- Citations (research influence): average number of times a university's publish work is cited by scholars globally; this shows how much each university contributes to the sum of human knowledge – where research has stood out, has been picked up and built on by other scholars and shared around the global scholarly community.
- International outlook (staff, students and research): international-to-domestic-student ratio, international-t-domestic staff and international collaboration including international journals with foreign co-authors.

- Industry income (knowledge transfer): ability of a university to help industry with innovations, inventions and consultancy.

3.2 The Quacquarelli Symonds (QS) World University Ranking
Quacquarelli Symonds (QS) applies a methodology that effectively captures university performance, (https://www.topuniversities,com>metho...). These are:
- Academic Reputation: regarding teaching and research quality.
- Employer Reputation: ability to provide valuable preparation for the employment market.
- Faculty/Student Ratio: ability of a university to provide quality teaching.
- Citations per paper/faculty: quality of a university's research output (over a period of 5 years)
- International/Students and Faculty Ratio: ability to attract students and faculty from across the world suggestive of a strong international brand (global outlook and a multinational environment).

3.3 Academic Ranking of World Universities (Shanghai University Ranking)
This method considers several performance indicators including the following:
- Quality of Education: Alumni of the university winning Nobel Prizes and Fields Medals
- Quality of Faculty: Staff of the university winning Nobel Prizes and Fields Medals Highly cited researchers in 21 broad subject categories
- Research Output: Papers published in Nature and Science; papers indexed in Science Citation Index-Expanded (SCIE) and Social Science Citation (SSCI)
- Per Capita Performance: Per capita academic performance of an institution
    ARWU, (http://www.shangairanking.com/ARWU-Methodology-2017.html
Whichever methodology is being applied, it is clear that no Nigerian University has made it to the top 500.

IV. Service-Learning
Defining service-learning (SL) has been a challenge. Beginning from the time it was conceptualized to date, the term has been used to characterize a wide range of experiential educational endeavors including volunteer services, community service projects, field studies and internship programs. Sigmon (1979) originally defined service-learning as an experiential approach that is premised on reciprocal learning. He suggested that since learning is an outcome of service, both parties – those doing service and those receiving – would learn from experience. Since Sigmon's view, service-learning has been characterized in several ways. For example, Kendall et al (1986) suggested that the various definition of service-learning can be grouped into specific categories: a kind of education, a philosophy, a phenomenon, a movement, a field, pedagogy, a learning technique and a teaching technique, Eyler & Giles (1999), Bringle & Hatcher (1995) and Markus & Howard (1993).

Specifically, SL offers platform for learning by enabling students to test theories with life experiences, thus forcing upon them an evaluation of their knowledge and understanding grounded in service experience. For this paper, SL is defined as ''a credit-bearing educational experience in which students do the following: (a). Participate in a planned, organized and coordinated service activity in such a way that meets identified community needs. (b) Reflect on the service activity in such a way to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Definitions of SL indicate that SL is viewed as a method under which students learn and develop through active participation in thoughtfully planned, organized and coordinated service experiences. These experiences meet actual community needs and are integrated into the students' academic curriculum or course objective (outline) and /or provide structured time for reflection to enhance what is taught in university by extending students learning beyond the lecture hall and into the community. Based on the above definitions, SL can be distinguished from other community practices like internship, volunteerism, community service etc. The major differences service-learning and the other forms of community practices are that SL focuses on learning and service where the provider and recipient benefit equally from the partnership. SL de-centers the authority of knowledge in the lecture hall and intentionally places community in the center of the learning process.

Therefore, SL is an innovative educational approach that empowers students to learn through active participation in meaningful, planned, organized and coordinated community service experience that are directly related to course contents. Through reflective activities, students enhance their understanding of course-content, sense of social responsibility, general knowledge, self-awareness and commit to the community – university, local, state, national and international. Though there many characteristic of service-learning, four will be discussed for this paper namely: reflection, community service, global citizenship and diversity in the university.

4.1 Reflection

Dewey (1933) defined reflection as a person's intentional and systematic consideration of an experience, along with how the person and others are connected to that experience framed in terms of particular course content and learning objectives. Jasper (2003) state that reflection is the way we learn from an experience in order to understand and develop practice. It is the ability to reflect on one's actions so as to engage in a process of continuous learning. In service-learning, Toole & Toole (1995) opined that reflection ''is the use of creative and critical thinking skills to help prepare for, succeed in, and learn from the service experience, and to examine the larger picture and context in which the service occurs''.

The primary objective of reflection is to improve student learning by providing a structure for students to reflect systematically over time on the learning process and to develop the aptitudes, skills, and habits that come from critical reflection (Zubizarreta, 2009). Therefore, reflection serves in learning process as a bridge between experience and theory. It involves the creation of meaning and conceptualization from experience in addition to the correction of distortions in our beliefs and errors in problem solving thereby distinguishing service-learning from other forms of learning.

Research shows that a careful thought or consideration leads to effective outcomes. We reflect on everyday problems and situations all the time: what went wrong, what did not, how someone feels about the situation or problem and so on. Thus students or lecturers may reflect on why their university is not ranked among the top twenty in a country. We may also reflect on issues like poverty in a country, environmental pollution in a community, level of herdsmen attacks on innocent citizens, high rate of illiteracy in a particular region or state, drugs abuse among youth, health conditions in a university, level of corruption, the state of the economy and so on.

Therefore, reflection helps the student to integrate what a student has been absorbing through the course content with the community external to the institution before, during and after the actual experience. Altman (1996) suggests three types of knowledge that a student gains from connecting reflection to service-learning. These distinct kinds of knowledge are: content knowledge (involving application of knowledge), process knowledge (involving transfer of knowledge) and socially relevant knowledge (involving building of knowledge). According to Ma & Lo (2016), reflection is a matter of academic content, research and community as explained above. People do not simply learn from experience rather, they learn from reflecting on experience.

4.1.1 Tips for Successful Reflection Experiences
For reflection to be effective, the following tips below are suggested:
* Seek out quiet moments. Talking-and being talked to-can be distracting. Therefore be attentive to and mindful of the present moment.
* Practice acute observation. Work to decipher the clues in the world around you.
* Figure our matters most for the task being considered.
* Make a conscious effort to focus on the experience you're reflection on.
* Permit yourself to feel emotional.
* Use the lens of your past experiences to make links to the present.
* Recognize-and think about-the tension between being attached and involved and then stepping back to gain a detached perspective of the situation.
* Go beyond your ''self'' and your personal perspective.

Reflection can be done through certain approaches like storytelling, journalizing, role playing, writing, social networking, blogs, multimedia, wikis, interactive micro-blogging etc

4.2 Community Service and Projects

Community service and projects is a criterion for Nigerian Universities to be of good standing in the world today. Service-learning to some extent is about community service. Each one of us (whether in a university system or not) belongs to one community or the other in terms of solidarity, commitment, mutuality, and trust and so on. Therefore, all students and their lecturers, through service-learning ought to belong to one community or the other. Communities need services of students when they are learning or when they graduate from the universities or higher institutions and become members of the alumni of their institutions. Where they work, their performance and contributions to the development of their institutions are very significant and worthy. Universities should be keenly interested in finding and documenting where their graduates are.

They are the ones to bridge the gap between ''we'' and ''them'', or ''gown'' and ''town''. It is the community that could ''recommend'' the institution for higher ranking positions. Communities can be used to refer to a place, locality or territory – where people have something in common and this shared element is understood geographically. Community can also be referred to as interest where people share common

characteristics lined together by factors such as religious beliefs, sexual orientation, occupation, ethnic origin, sense of attachment to a place, group or idea and so on.

Therefore, a community can be defined as ''a way of relating to other persons as brothers and sisters who share a common origin, a common dignity, and a common destiny. It involves learning to live in terms of an interconnected ''we'' more than an isolated ''I''. It also involves making choices which reinforce the experience of relatedness and foster the sense of belonging and interdependence'' (Betz, 1990). Students and universities are expected to relate with their communities in partnership. Bouman (2003) defined community partnership as ''a close mutual cooperation between partners having common interests, responsibilities, privileges and power''. According to Reitenauer et al (2005), community partners are members of the community in business, government agencies and social service organizations that agree to work with students individually or collectively in order to meet community needs.

Community partnership is not about exchange of resources rather it is about building on partnership synergy to create something that is new and beyond the sum of its parts. A community partner is a co-educator who works directly with university to provide high quality service-learning projects. This also involves providing guided reflection, training, supervision and orientation of students who serve. Indeed community partners look for students and the university to share their academic expertise and address community issues while students in turn learn through serving the community as they turn theory into practice. This symbolic relationship exemplifies reciprocity.

4.2.1 Building an Effective Community Partnership
Stoecker & Tyron (2009) and Tinkler, Tinkler, Hausman & Strouse (2014) put forward some points on building effective community partnership. These points are outlined below:
- Paying attention to the community partner's mission and vision
- Understanding the human dimension of community partner's work
- Being mindful of the community partner's resources
- Accepting and sharing responsibility for ineffectiveness
- Considering the legacy of the partnership
- Regarding the partnership process as important etc

Community partners are very crucial in service-learning experience. The community partner is a co-educator with specific experience in the issues related to their communities and their organization. Depending on the type of project, the following partners are hereby suggested based on the experience from other universities (http://education.uoregon.edu/.../community-partners).

- The University
- Other universities and higher institutions
- Government organizations
- Correctional systems
- Community Leaders
- Faith-based institutions
- Centre for Service-Learning and Civic Engagement (CSLCE)
    (http://servicelearning.msu.edu/community-partners)

4.3 Global Citizenship
Educating students (and staff) to be global citizens is one of the areas universities may earn high marks for their ranking. Today, the forces of globalization are ever increasing causing the whole world to become a 'village' (an interconnected world). One of the major challenges to youth development and by extension Nigerian Universities is to become 'interconnected' with other parts of the world. As the world is technologically driven, learning and governance are increasingly conducted beyond the confines of the nation or state, the concept of global citizenship becomes very important to students of service-learning. Global citizenship consists of voluntary practices that are oriented to human rights, social justice and environmentalism at the local, state, regional, national and global level. Global citizenship is not associated with legal status or allegiance to an actual form of government as is the case with national citizenship.

Universities must train students to become global citizens. A global citizen is someone who is aware of and understands the wider world and their place in it: take active role in their community and work with others to make our planet more equal, fair and sustainable (Oxfam, https://www.oxfam.org.uk). Specifically, a global citizen:
- Respects and values diversity
- Is aware of the wider world and has a sense of their role as world citizen

- Is outraged by social injustice
- Has an understanding of how the world works
- Participates in the community at a range of levels – from the local to the global
- Is willing to act to make the world a better place (equitable and sustainably)
- Takes responsibly for their actions

Therefore, universities must incorporate global citizenship training in their courses to make students to be creative, proactive and able to solve problems, think critically, make useful decisions, work well with teams and projects, communicate ideas effectively and endeavor to be flexible. Global citizenship has become a way of living that recognizes our world in an increasingly complex web of connections and interdependences. It is a world in which our choices and actions may have repercussions for people and communities locally or internationally. It is about encouraging youth to develop the knowledge, skills and values they need to engage with the world with a strong believe that they can make a difference and the rights, responsibilities and duties that come with being a member of the global entity as a citizen of a particular nation (http://ideas-forum.org.uk/about-us/global-citizenship).

Schattle (2007) posits that the concept of global citizenship depends on the university's vision, mission, objectives and philosophy. However, there are important features of global citizenship that all universities must emphasize. These include:
a. A choice and a way of thinking
b. Self-awareness and awareness of others
c. Cultivating of principled decision making
d. Participation in the social and political life of one's community.

Today, education is for global citizenship. Global Citizenship Education (GCED) programs as anchored by UNESCO, an arm of the United Nations are expected to be taught at primary, secondary and tertiary levels. This policy aims at nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens, to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. The major aim of GCED (https://en.unesco.org) is to:
''ensure that all learners are provided with the knowledge and skills to promote sustainable development, including among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development''.

Therefore, GCED is a form of civic learning that involves students' active participation in service-learning projects that address global issues of economic, political, social, governance and environmental nature. Education is not just about reading, writing and counting. Rather it must fully assume its central role in helping people to forge more just, peaceful, and inclusive societies. Today, GCED hopes to combine 'global consciousnesses' (the ethical and moral dimension of global citizenship) and 'global competence' (a blend of the technical-rational and the dispositional or attitudinal) dimension of global citizenship. Many nations keyed into GCED.

For example, England is developing the global dimension in the school curriculum. It aims to show how the global dimension can be integrated in the curriculum and across the schools. It provides examples of how to integrate young people into key concepts: global citizenship, conflict resolution, diversity, human rights, interdependence, sustainable development, values and perceptions and social justice. In South Africa, the Activate, a network of young leaders aims at bringing change through creative solutions to problems in the society by a network of young leaders. Activate is a two-year program that bring youth from all backgrounds and provinces in South Africa to participate in working on particular and specific tasks.

In the United States and Columbia, Peace First, a non-profit organization has program in which youth volunteers work with children to design and implement community projects in a participatory way. The rationale is that children are natural creative thinkers and problem solvers and in Japan, Tokyo Global Engineering Corporation provides capstone education programs free of charge to engineering students and other stakeholders. These programs are designed to complement coursework requirements for academic degree programs of study in Japanese Universities. These are educational opportunities all correspondence among members is done via e-mail UNESCO (2015).

Apart from UNESCO, there are a number of institutions that actively promote GCED and Nigerian Universities could key into the programs of these institutions for the benefit of their students and community. Some of these universities and institutions are: Ana G. Mendez University (https://www.topuniversities.com>underg...), Oxfam (https://www.oxfam.org.uk), The Association of Korean Universities in Support of UNAI, Korea (https://academicompact.un.org) etc.

Universities that have imbibed the concept of Global citizenship stands to benefit from having equal access to rights, responsibilities and opportunities. Global citizenship is a concept students must embrace fully if they want to make a difference in the real world. Nigerian universities must include this concept in their academic curriculum to enable them more beyond ''extremely foreign'' to a place of actual understanding of the global world and higher ranking.

4.4 Diversity in Universities

We are all born different as individuals and so we tend to carry these individual differences to the university or other organizations where we work. University (workplace) diversity is one area that attracts marks for ranking. Issues of diversity are often raised in service-learning programs and endeavors. Students experience different pedagogies and are expected to be familiar with this aspect of experiential learning when they go out into the community to do their projects and research. In executing community projects, students encounter diverse locations and populations especially when the projects are located in communities outside their localities and cultures. Therefore, students' reflections should indicate these experiences as eye-opener, providing clarity and a sense of understanding not gained through text books or other media. Carrying out community projects can lead to diverse cultural awareness and understanding (Diversity Digest: www.aacu.org).

Studies indicate that service participation has a significant positive impact on several different outcome measures including academic performance, critical skills, participation, leadership, teamwork, and students' commitment to activism that assist them to promote an understanding of diversity in universities. Students who are working on community projects in diverse locations can enhance their multicultural understanding by allowing for firsthand experience in diversities. A well structured service-learning experience places students are in the position to interact more deeply than typical daily encounters with others who might be culturally divergent from them. Diversity not only involves how students perceive themselves, but also how they perceive others in their class, level, department, faculty or university as a whole. Those perceptions have significant impact on their interactions For students to execute their community projects effectively, they need to deal with issues such as communication, adaptability and change. Managing culturally diverse students is worth the efforts on the side of both students and university management.

V. Methodology

The paper relies on secondary sources of data. It reviews existing materials, literature and internet sources on university mission statements, university ranking methodologies, service-learning and so on. Relevant academic materials were consulted from papers written on foreign universities and Nigerian University's mission statements, service-leaning and the critical areas that drive universities to top positions, and so on. Findings reveal that universities that are top ranked integrate service-learning into their courses and programs. For Nigerian universities to be ranked high, they must revisit their mission statements to change their teaching methods inline the present global practices, integrate service-learning into university courses and curriculum so that the students, community and university would benefit and add value in the face of global competitive academic environment. Further, literature review indicates that service-learning involves executing community projects. Thus, there is need for funding, (Clarke, 2002) Government, owners and other stakeholders should provide the necessary funding to carry out these projects so that benefits of service-learning would be appreciated.

VI. Conclusion

The paper reviews university mission statements and service-learning to show how these variables could be connected to global university ranking. Whatever criteria or indicators used in ranking, the most important issue is that university positions have effect on recognition and competition. Any Nigerian University in attempt to move from its present position and to be among the top 500 should imbibe the concept of service-learning, revisit the mission statements, improve on teaching, research, journal publications, academic quality of faculty members, physical environment, collaborate with foreign universities and so on. Government should also increase its budgetary allocation to education in line with UNESCO's suggestion that 15-20% of developing countries budget should be allocated to education under Global Citizen Education guidelines. In Nigeria, budgetary allocation for education is about 7.04% less than what is recommended by UNESCO.

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