IMPROVEMENTS IN THE QUALITY OF EDUCATION:
THE UNIVERSITY OF DAR ES SALAAM'S EXPERIENCE WITH AN ACADEMIC AUDIT

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INTRODUCTION

For most of the 1980s, well into the early 1990s, universities in developing countries – more particularly in Africa – had a trying moment in their operations. With the economic recessions of the late 1970s and 1980s, government subventions had almost become nominal, affecting not only development and maintenance of the physical plant and facilities but also viability of academic programmes and staff morale. Most African universities had virtually come to a standstill, and, for the most part, the vital knowledge-production function had been relegated to a secondary place in the anguish of searching for survival and "making ends meet". It is true that experience is the best teacher and that insights to 'good practice' are solutions and never products of a perfect state of tranquillity and plenty, but rather of bitter experiences of anguish and hard thinking. So, in retrospect, mazes of anguish in one's experience are 'not bad' after all – if they have to lead to a way out and a way forward!

For most African universities the 1990s saw an upsurge of desire to take action towards improvement of the largely outmoded traditions in institutional organisation and operations, accompanied, as this was, by an often highly insensitive bureaucracy and a dilapidated infrastructure not only in physical plant but also in governance. It was a period of 'trial and error' whose results and effects would render important lessons either for the institution's decision to adopt new ways of doing things or else for its continuation with the old system.

Yet the 1990s are not so long a period ago to allow categorical judgement - in the affirmative or in the negative - of the decisions that were made, actions that were taken, and experiences that were encountered. For, in ordinary life, some changes take a relatively long time – decades, sometimes even generations - before they can be confirmed to have been innovations, while others take relatively short to be able to portray their impact. Part of the reason is the internal logic and dynamics of innovations themselves. Conceptually, it takes at least five stages for a new idea to be either adopted or rejected: awareness, interest, evaluation, trial and acceptance or rejection. Actors, too, contribute to the time-duration of change, depending on their perception of the situation and their personal attributes, as will be pointed out. First, it is necessary to give a brief background to changes that have characterised the University of Dar es Salaam in the recent years.

THE CONTEXT

The institutional Transformation Programme (ITP) that was formulated and published in 1994 is the cornerstone for the reforms that are taking place at the University of Dar es Salaam in areas that include

have come in as the 55th in the series of task reports that were commissioned in the process of implementing the Corporate Strategic Plan. The academic audit was thus part of a series of actions for institutional change, except that while many others before it focussed more on governance, structural, financial and economic aspects, the academic audit focussed on the academic side of the institution.

THE 1998 MAIDEN ACADEMIC AUDIT

While, as has been indicated above, it is legitimate to claim that the idea of an academic audit was a logical development within the wider context of strategic planning that had led to a generic series of renewal and innovative policies and actions, there were deeper-seated academic and intellectual issues that fuelled the need for it. Among them were the following:

(i)   *A need to redress the level of staff dedication and commitment in university teaching and research*. The effects of the economic recession of the 1980s and the stagnant wages for university staff had seen many of the UDSM academic staff abandon teaching and research as their first-line duties of their calling in favour of faster-paying side-activities, with the undesirable results of apathy and demoralisation among teachers; absenteeism; minimal and non-innovative teaching methodology; diminutive and sterile research ideas, and even physical staff flight in search of "greener pastures" in universities and other organisations outside the country.

(ii)   *A need to revamp the quality of courses on offer, to prune outmoded course programmes and to ensure the quality of the teaching-learning environment.* For more than thirty years since its establishment in 1961 as a college, the University had not been subjected to a comprehensive review in terms of the utility and relevance of its academic programmes notwithstanding a constantly changing social, economic, political and ideological environment. With the onset of the liberalisation of the national economy in the mid-1980s, a changing order of information communication technology (ICT) and a globalising world economy, and the varying aspirations and needs of multiple stakeholders, a strong need to critically look at the course offerings and the teaching methodology became imperative. There was need to introduce or else revamp course programmes that were more relevant for the modern times and were "marketable and attractive" to potential consumers and would at the same time have the potential of generating revenue to the University.

(iii)   *A need to review the institutional structure of academic units and programmes for improved efficiency and outputs.* Since the establishment of the University of Dar es Salaam, academic programmes had been modelled on a rigid system that restricted diversification of courses within and across individual academic units. Thus, students wishing to opt for courses in other faculties or in other academic programmes that were relevant to their future career aspirations could not readily do so. Also, with the expansion of student enrolment and the introduction of more academic programmes as stated in (ii), there was a need to enhance efficient utilization of human and other resources while addressing the possible tendency towards duplication of academic programmes. Furthermore, as the University continued to grow there was need to review the institutional setup of academic units in order to enhance effective and efficient management.

Thus, in the light of this background, what was an academic audit intended to accomplish? In the first place, as a concept, what was it?

In principle, an academic audit is similar in conception to the well-known practice in financial auditing, namely a thorough, rigorous and fairly objective investigation of an institution or aspect of an institution, with a view to ascertaining its performance and quality (i.e. efficiency, efficacy, validity and reliability) in relation to the mission and objectives for which it was established. In this respect, an academic audit is, as a process, basically similar to a financial audit. The difference between the two lies in the fact that, while the latter has financial flows and transactions as its focus, an academic audit focuses on the nature of and transactions in academic programmes and all attributes related to them.

For the University of Dar es Salaam, and indeed for most academic institutions, not least the universities in Africa, this idea – when it was introduced - seemed a rather novel one, perhaps one that not many would have accepted so easily because it had never been instituted before and, as is in the financial field, seemed to impinge on the individuals' sense of freedom to do anything and not to be questioned why they did so. An audit seemed to be taken – often erroneously - as something extending beyond a normal self-assurance 'inspection and interrogation' into perhaps witch-hunting practices. With some prior sensitisation and explaining through advocacy seminars, workshops, publicity notices and management appeals, a sizeable proportion of the University community at Dar es Salaam eventually 'accepted the new idea' as something that was, after all, useful for the future, being as it pledged to be:

> A systematic and thorough examination of the performance of an academic institution, including the management and relevance of its academic programmes, the manner of conducting the programmes, teaching quality, quality of the academic staff and the quality of its outputs (graduates, research, publications, consultancy and service delivery). By these very pointers, an academic audit is, essentially, an objective, impartial exercise in "validation," which is a companion concept with 'accreditation' (UDSM 1999:17-18).

The University community was to be assured that the exercise in itself had not been designed to be a vendetta but, rather, a search for certainty about the presence and adequacy of quality assurance elements and procedures, their applicability and effectiveness in guaranteeing quality of the inputs, the delivery systems and the outputs!

METHODS AND PROCEDURE

On identification and appointment by the University, an international panel of seven senior academicians conducted the audit in April 1998. The panel members came from diverse international and inter-cultural backgrounds - Tanzanian (3), Swedish (2), Norwegian (1) and Dutch (1); and with teaching appointments as professors: at the University of Dar es Salaam, Tanzania (3), the University of Florida, USA (1), the Royal Institute of Technology, Stockholm, Sweden (1), the University of Bergen, Norway (1) and the Catholic University of Nijmegen, The Netherlands (1).

A wide-ranging set of terms of reference given to the Panel included the following:

(1)   Checking whether there were adequate procedures in place for safeguarding the quality and quantity of teaching, research and public service;

(2)   Recommending a minimum frequency for compulsory curriculum review at the departmental and

⇨ Institutional evaluation of teaching;

⇨ Students' evaluation of teaching;

⇨ Institutional evaluation of research output;

⇨ Institutional evaluation of consultancy output;

⇨ Institutional evaluation of service delivery output;

⇨ Guidelines for approving new courses or new academic programmes;

⇨ Institutional partnership in research and competence building;

⇨ Institutional procedures for storage, retrieval and dissemination of knowledge.

(4) Studying the adequacy of all resources available in the delivery of the core academic activities (teaching, research and public service) and recommending remedial measures;

(5) Studying the mode and efficiency of delivery of the academic programmes in comparison with other universities; identifying areas of unwanted and unnecessary duplication at all levels, with respect to staffing, resources and academic programmes, and recommending possible amalgamation of programmes or units;

(6) Studying the distribution of academic workload within and across academic units, adequacy within and across fields/units, and recommending appropriate corrective measures;

(7) Looking into the relevance (in the broadest sense) of the academic programmes in relation to national, regional and international needs and trends;

(8) Establishing to what extent the current set of academic programmes measure up to the proclaimed goals of excellence stipulated in the Corporate Strategic Plan (CSP), and making appropriate recommendations;

(9) Undertaking any activity relevant to and necessary for the smooth conduct of the academic audit;

(10) Preparing and submitting a draft report of the Panel's findings and recommendations to the Chief Academic Officer latest two months after completion of the fieldwork.

In carrying out the assignment, the Team referred to a number of background and related documents; planned and implemented a systematic schedule of physical visits to all academic units of the university main campus and its constituent colleges, institutes and bureaux, the student organization (DARUSO); and conducted interviews with representative groups of staff, undergraduate and postgraduate students. The Panel conducted site visits and interviews with governmental and non-governmental institutions, including the Ministry of Science, Technology and Higher Education, the Ministry of Education and Culture, and selected other end-user organisations and employers (including selected secondary schools, a parastatal organisation, and private industries and firms). The process was carried out in a participatory manner through discussions with a wide spectrum of stakeholders within and outside the University.

It must be admitted that, for the University of Dar es Salaam, an academic audit was a new idea and in that sense a radical proposition, which, even though University Management and enthusiastic senior academics had a strong passion for it, no one had the expertise to conduct. The University had to rely on only one or two of those few universities that had ever attempted such a task. In this case, the Audit Panel

and Accreditation (1994), which added insights into the conceptualisation of standards of achievement that could serve as yardsticks in evaluation, and *Handbook for Chairing and Hosting an Evaluation Team* (1994), which was an important resource for the Chairman and the Deputy Chairman in their task of steering meetings within the Panel and between the Panel and different groups. More particularly, insights were gained concerning the art of interviewing the different age-groups of a clientele and dealing with different professional levels; articulation of points and language expression; elicitation of thoughts, opinions and meanings; ways of handling sensitive issues; and interpretation of a multiplicity of gestures.

THE REPORT

The report that was submitted to the University Management was as comprehensive as were the terms of reference that had been given. Apart from the first two chapters on the genesis and conception of the audit and the last two chapters on the recommendations and the proposed implementation plan, a total of ten chapters (*Report on the 1998 UDSM Academic Audit*, Chapters 3-12) were dedicated to a detailed reporting as well as discussion of the findings. Box I below summarises the wide spectrum of the findings by chapter title and sub-title, covering certain critical issues encountered in the Panel's investigation.

Altogether, a total of 57 substantive recommendations (as contained in Chapter 13) were made on the basis of findings, observations and discussions with respect to the ten areas (see Table 1, No. 3-12) identified as critical. Also, an implementation plan (Chapter 14) was proposed, indicating, for each recommendation, who should take the responsibility in initiating action, the priority level – whether immediate, medium-term or long-term – and any other pertinent advisory, for instance whether this required Senate approval, or whether action required any parallel measure or action in tandem.

Table 1. Focal areas of findings, observations and recommendations (by chapter title and sub-title)

3	*Academic programmes*	8	*Academic workload*
	⇨ Structure and content		⇨ Background
	⇨ Resources		⇨ Nature of the formula
	⇨ Inter- and multi-disciplinarily		⇨ The relationship between workload
	⇨ Organisation and management		and performance assessment
		9	*Effectiveness and impact*
4	*Teaching*		⇨ Level of preparedness
	⇨ Teaching methods and styles		⇨ Adequacy of curricula
	⇨ Teaching load		⇨ Attitudes, adaptability, expectations
	⇨ Language medium of teaching		⇨ Intellectual growth and initiative
	⇨ Teaching terms		
		10	*Governance and administration*
5	*Research*		⇨ External dimensions
	⇨ Inter-relationship between research and		⇨ Internal dimensions
	university-level teaching		
	⇨ Organisation and management		⇨ The role of students
	⇨ Multi- and inter-disciplinarity		
		11	*The gender dimension*
6	*Consultancy and public service*		⇨ Gender aspects of the UDSM
			transformation programme
	⇨ Mission statement on consultancy		⇨ Gender-related problems at UDSM
	⇨ Consultancy environment at UDSM		
	⇨ Grantsmanship	12	*UDSM in comparative perspective*
	⇨ Future perspective		⇨ On general issues
			⇨ At the national level
7	*Quality assurance*		⇨ At the regional level
	⇨ Existing system of quality assurance		⇨ At the international level
	⇨ Organisation and management		

Were the recommendations implemented? Was the report itself accepted? These are very important questions. For, recommendations, like new ideas, may be accepted or rejected; they may be implemented or be left unimplemented or even abandoned; they can be implemented only for a while (temporarily) and be discontinued thereafter. On the other hand, some recommendations can temporarily be placed in cold storage, only to be implemented at a later date. So, the question of implementation can be a complex one, depending on a number of conditions.

With specific reference to the Academic Audit recommendations, there is reason for the University of Dar es Salaam to feel to have been – to a considerable extent –successful in implementing them. Two levels of an evaluative fact-finding support this claim.

Post-Audit formative assessment, 2000

Following the university-wide audit and a draft report that was submitted to the University management and Committee of Deans, a year later, in 2000, a taskforce was appointed to assess the university community reaction, especially the measure of acceptability or unacceptability of the general as well as unit-specific recommendations. The result was such that, overall, the recommendations received 84% endorsement. As for the remaining 16% of the responses, the reaction seemed to be more of a need for further information and clarification than outright rejection or resistance (Ishumi, Masenge, Mshana 2000:32-37).

This is not to say that there were no (and are no) ultra-resistant and conservative individuals at all. For instance, there were individual staff members, particularly of senior ranks, who detested the idea of being monitored for their habitual absenteeism and cancellation of classes in pursuit of private consultancies and business. There were others who would not reconcile themselves with the demand to take on a bigger teaching load and more teaching responsibilities that 'equalled' their rank and seniority, rather than pile up all teaching responsibilities to younger and junior staff. Indeed, there were staff members who would not be sympathetic with the idea of moving away from straight lecturing (even when unnecessary) into a variety of teaching methods appropriate to the kind and size of classes. Also, only few staff members in the research institutes and bureaux would willingly accept the call to take on teaching tasks just as those in teaching departments were required to research and to demonstrate the fact for their own promotions to higher ranks. Others were dissatisfied with the requirement to amalgamate their seemingly duplicate courses with the related ones within or in another academic unit while others were reluctant to abandon their outdated course materials in favour of appropriate modern alternatives. Today, there are still a few individuals among professors that cannot touch a computer keyboard, have refused to attend even simple and generously sponsored introductory computer courses, and are still satisfied with drafting their letters and lectures with pen on a draft pad!!

On the whole, however, such ultra-conservative and resistant individuals were not very many and, over the years, a number of them have tended to modify their views and attitudes as they interact with the majority who embraced the position and recommendations of the Audit. Also, it does seem that formal and informal sensitisation seminars, staff-student meetings, faculty and institute board meetings, and other university meetings and colloquia, have helped in changing people's attitudes in terms of upholding and stressing the ideal while sometimes openly castigating the outmoded or faltering practices.

In June 2002, three and a half years after the report, a team under the Director of Planning and Development conducted a physical survey of areas of implementation as had been recommended by the Audit Report. The June 2002 status report has been updated to June 2003. Table 2 indicates how many of the 57 recommendations have, as of now, been fully implemented, largely implemented, are in the process of being implemented, as well as those that have not been implemented at all (for whatever reason).

Table 2. Implementation status of Academic Audit Recommendations, March 1999-June 2003

Recommendations	No	%
Total number made [57 + 2nd part to Recommendation 1]	58	100.0
Recommendations fully implemented by June 2003	10	17.2
Recommendations to a large extent implemented by June 2003	16	27.6
Recommendations in the process of implementation	22	38.0
Recommendations not implemented, for whatever reason	10	17.2

Source: Analysis of the Appendix.

A detailed record of the implementation status on all the recommendations appears in the accompanying *Appendix*.

From the table, it is clear that a considerable proportion of the recommendations (more than 80%) have been adopted, of which more than half have been implemented to a significant extent. More than one-third of the recommendations are at various stages of being implemented. With only 17.2% of the recommendations not implemented to date, it is evident that the outcome of the Academic Audit has so far been a success – in terms of readiness to embrace the ordinarily tempestuous moments of change and innovation. It should also be noted further that, among the 17.2% of the recommendations that have not been implemented not one has been discarded out of hand as such. Rather, these have had to wait for the right moment or right environment for strategic action to be taken. In not more than one or two cases – such as for recommendation 28, on privatisation of UCB (the University Consulting Bureau) – was a recommendation rejected on account of its irrelevancy, naivety or difficulty of implementation.

REFLECTIONS AND LESSONS ON THE INNOVATION AT UDSM

Every experience has a lesson to teach. The *Academic Audit* is no exception to this, more as this deliberate innovation was instituted as part of the larger institutional transformation-cum- renewal process.

When the ITP was beginning in 1994 - through which the Academic Audit of 1998 was conceived - a considerable number of members of staff, academic and administrative alike, were sceptical and would not like to hear some of the ideas, even concepts and terms, used in the 'strategic language' being used then – phrases like 'executing programmes in a business-like manner,' establishing 'income-generating ventures' for the University, 'marketing' the programmes, and making course programmes 'competitive and marketable.' To the conservative dons, this kind of language was denigrating the academic posture of the University and turning it into a 'commercial business firm'! Now about a decade later, most of those old sceptical voices have gone quiet, only secretly appreciating the improved conditions. What has really

department – wanting or planning to go out on a retreat in order to review or reflect more on their academic programme in general or on a particular set of courses, with a view to making it better;

✓ The University, through its Computing Centre, has for the last three years been conducting training and adaptations in information communication technology (ICT), including more specialised and dedicated computer application courses for academic staff and university management;

✓ A special Instructional Technology Resource Unit (ITRU) has been training teachers on techniques of electronic teaching and learning (e-teaching and e-learning) offered through TEIL [technology-enhanced independent learning] platform;

✓ During 2002 through 2003, all faculties and teaching institutes have been conducting tracer studies of their graduates (alumni) and employers, with a view to knowing the whereabouts of the alumni, their experiences, the impact of their university training on their subsequent careers, and the extent to which curricula need to be adapted for greater impact;

✓ More confidence and trust is now being placed on University staff for professional consultancy undertakings and advisory engagements. More visibly, individuals and teams within departments and faculties have been more forthcoming in planning and writing textbooks in areas of academic need, while collaborating with individuals and departments elsewhere within the region to produce teaching materials and models for a wider clientele.

✓ All Faculties and Institutes have charted out comprehensive research agendas that give clear research visions within short-, medium- and long-term perspectives, in which inter- and multi-disciplinary research approaches are emphasized.

And what can be 'theorised' about - and taken as useful hints from - these examples and from the wider experience that has been recounted above? The following are some:

➲ Institutions, like human beings, are capable of change and renewal only if they are given dynamic, positivist, consistent and resolute leadership;

➲ Optimistic radicalism on the one hand and atavistic traditionalism on the other live side by side within an institution. The struggle – i.e. the active contention - between them will end up with the triumph for the former *only if* agents of the latter can be shown practical results from the radical feats they renounced or feared in the first instance. The practical results in themselves serve to "temporarily isolate" the conservatives and to give them time to re-think in the face of the practical results;

➲ The process of innovation, or change, is never a one-shot event. It takes a time-duration that can never be strictly defined or predicted. For, according to theorists of diffusion of innovations, the process assumes several stages – (i) *Awareness* [a period when individuals are exposed to new ideas], (ii) *Interest* [a period when individuals experience a criss-cross of information about the innovation], (iii) *Evaluation* [a process of mental-physical assessment], (iv) *Trial* [or a process

individuals involved in the change (Rogers 1962; Bennis 1966; Rogers & Shoemaker 1971). For the University of Dar es Salaam, which had by June 2002 adopted most audit recommendations for immediate implementation, and, given the "venture into change" in a context of a dominant organisational culture that had not anticipated such a turn, one may appreciate the relatively rapid change that has been stimulated, with a fairly fast-growing proportion of its constituency abiding by its side.

⮑ Like all other individuals and groups involved in social change (Rogers 1962: 309), members of the University constituency can be perceived and identified in terms of the five adopter categories of Rogers' diffusion-adoption paradigm, namely:

  (i) *Innovators* - those who readily adopt;
  (ii) *Early Adopters* - those generally command opinion leadership;
  (iii) *Early Majority* - who adopt a little earlier than the average client in the social system;
  (iv) *Late Majority* - adopters after the average clients; and
  (v) The *Laggards* - those that adopt last and evidently take long to adopt.

Going by the change process analysis given in Table 1 and by the account above on the audit report implementation, it is fair to believe that a majority of the UDSM community – staff and students alike – have steadily moved to a position of innovators, early adopters or early majority, all three of which categories might add up to not less than three-quarters of the total constituency. Almost for certain, there is close to 50% (44.8% as represented here by proxies of **FI** and **I**) of the constituency that can be fairly depended upon as innovators or early adopters, or as full supporters of the innovations emanating from the Academic Audit. The University, as an organisation, would still have about a third or less of its constituency to contend with – the laggards and part of the late majority. Yet the best way to content with resistance or outright opposition is to tolerate, educate and try to bring them back into the mainstream. This point is well reflected in the next, last though not least, lesson in connection with implementation of change.

⮑ Right from the beginning, the innovating organisation must passionately and frankly involve members of the target system or its key representatives, i.e. the community's opinion leaders. This is *because* of the assumptions confirmed about human response in ordinary real-life situations (Argyris 1962: 91-93; Gross, Giacquinta & Bernstein 1971: 122-148, 202-203; Ishumi 1988: 27-29):

 (i) Participation leads to morale on the part of individuals or group targeted; and high morale is necessary for successful implementation;

 (ii) Participation leads to greater commitment, and a high degree of commitment is necessary for effecting change;

 (iii) Participation leads to greater clarity about an innovation, and clarity is necessary for implementation;

 (iv) Client participation will reduce initial resistance to change and thereby open up ground

without regard to the necessary informational and educational effort for optimal client understanding, participation and a sense of ownership.

CONCLUSION

In conclusion, three points need emphasis as some of the critical ingredients for success with such an audit and the transformation programme of which it is a part:

(i)   Resolution – which, in turn, demands a united, firm, and coherent front and leadership within an institution's management, in this particular case the University;

(ii)   Institutional tolerance for a usually small but could-be influential and disruptive core of resistant cadres, who are usually vocal and will be quick to point out "failures of the system" when there are only mishaps in implementation or output but will simply remain unappreciatively quiet when things are moving in the right direction; and

(iii)   Institutional encouragement and support for change supporters ('innovators' and 'early adopters'), for these seem to be categories of institutional clients that are critical in the driving of the engine to any success story that may be presented of an institutional transformation-cum-renewal process.

An academic audit, as a deliberate self-searching process in the quest for improved institutional performance, is a tradition worth adopting in all systems of higher education. William Massey, in *The Chronicle of Higher Education* (2003), puts it this way:

> Audits at many institutions should grow significantly in the future, as they can spur improvement and accountability in flexible and inexpensive ways. Professors can discuss education-quality processes without the defensiveness associated with direct quality evaluations. Furthermore, it is impossible to fake an audit – if one has not focused seriously on quality processes it's impossible to discuss them coherently. And because audit conversations don't require expertise in any particular discipline, professors from all fields can learn and spread exemplary practices by serving on audit teams.

One could not agree with him more. In continuing the tradition it has created for itself, the University of Dar es Salaam has established a policy of conducting an academic audit after intervals of five years. A second round of an academic audit is thus due next year, in 2004.

THE AUTHORS

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APPENDIX

Status/Level of Implementation of 1998 Academic Audit Recommendations, as at the June 2002
Reporting to Senate by the Director of Planning and Development (DPD), with an update to June 2003.

FI = Fully Implemented	**I** = To a large extent Implemented	**PI** = In Process of Implementation	**NI** = Not Implemented (for whatever reason)

	Recommendation	**Status/Level of Implementation**	**Future**
		ACADEMIC PROGRAMMES	
1	Reviewing (merging, harmonising) of academic programmes making them flexible, etc	Clustering of academic units, taskforce report submitted May 2000 → Faculty of Engineering & Institute of Production Innovation clustered to a [prospective] College of Engineering and Technology. For others, proposed structures to await the Umbrella Act to be passed by Parliament to legalise clustering into campus colleges **PI**	Complete curriculum reviews
		Programmes semesterisation and modularisation introduced since 2001/02 for the main campus and UCLAS and since 2002/03 for MUCHS **FI**	
2	Conducting of tracer studies by faculties as part of curriculum review.	• Tracer studies underway 2002-2003; • Curriculum review in 2001/02 (in preparation for semesterisation) and continuing 2003 **FI**	
3	Devolving powers to faculties for approving minor curriculum changes.	Limited powers, along with financial resources, transferred to faculties and institutes **I**	
4	Establishing of a School of Graduate Studies to Strengthen Management of Postgraduate Studies	Rolling Strategic Plan for the DPGS is under preparation **PI**	Rolling Strategic Plan under development
5	Introduction of annual performance agreement for academic staff	Not yet on account of limitation caused by existing Government policies and procedures: pending new and enabling	

			FI	
7	Reintroducing staff development programmes to attract good performers after their first degree. Introducing measures to ensure replacement/succession of retiring staff	• Committee of Vice-Chancellors and Principals in Tanzania (CVCPT) commissioned a study to review staff welfare; • Recruitment of new academic staff undertaken where was necessary; • Introduced a transitory Teaching Assistantship position.; • Posts left vacant filled; • A study on succession plan conducted; yet to report. **PI**	Follow up on the initiatives
8	Departments and faculties to work out additional resource requirements for projected expansion of student enrolment [e.g. Expansion of physical facilities to anticipated expanded enrolment]	• Construction of new lecture halls with combined sitting capacity of 1,000 students completed; • Mabibo hostel completed with an accommodation capacity for 4,800 students; • Kunduchi Fisheries Institute integrated into UDSM to form the Faculty of Aquatic Science and Technology; • Planned construction of multi-disciplinary science complex underway; • Planned extension of Faculty of Law building recommended for funding; • Planned construction of new site for the Institute of Marine Sciences in Zanzibar underway; • Integration of the Tanzania School of Journalism into UDSM is being finalised, whereby a UDSM Institute of Journalism and Mass Communication will be established. **I**	• Soliciting Investors to invest on UDSM land; • Planning to build student Welfare Centre
9	Abolition of academic status for University Library staff	• Team was formed to review status of Library staff. Submitted a report; • In 2002 Library was given one year to improve for a decision on the academic status; • Library reorganised based on areas of specialisation; Team will be appointed to review Library status after latter's	To revisit the library staff status

	promotion of ICT literacy at the University	• Status of UCC changed into a limited-liability company to commercialise some of its services; • Fibre optic link to academic units; • ICT training conducted and continuing for staff and students; • Introduction of TEIL (technology-enhanced independent learning), e-learning and use of Blackboard; • Modernization of Library – digitisation; • A Management Information System (MIS) established; • Establishment of an Instructional Technology Resource Unit to guide the adoption of ICT in teaching and learning; • Establishment of an Academic Register Information System for student records; • Establishment of public access centres for students and staff in all Faculties, student halls of residence, with a student-computer ratio of 5:1; and • The UDSM has been identified as a lead partner university for AVU computer science programmes for Anglophone African Universities to be offered by the UDSM AVU Learning Centre. Programmes started in January 2003. **I**	training • To continue modernization • To strengthen the Information Management Unit (IMU)
		TEACHING	
11	Heads of Department to monitor and regularly report to CACO on teaching performance of staff	• Annual confidential staff review form reviewed and improved; • Promotion criteria reviewed and improved; • Teaching staff performance form has been introduced and administered by the Centre for Continuing Education (CCE) **I**	
12	University to introduce measures for motivating full professors to become continually productive; Introduce	Proposal under consideration, but Professors now receive an honorarium for delivering a professorial inaugural	Decision needed

	University Centre for Instructional Resources (UCIR).	Centre for Continuing Education (CCE); • CCE established and is now fully operational, whereby it also offers short course training to both internal and external clients. **FI**	transformed into a bigger unit concerned with overall continuing education.
14	Recognizing UTLIP (the UCIR-to-be) as a major cost centre	CCE is a cost centre within the University budget. **FI**	Ditto
15	Training of academic members of staff in teaching methodology	CCE now implementing this, with frequent training workshops, integrating/complementing ICT and new e-learning/e-teaching techniques **PI**	Programmes to continue
16	Taking measures to address deteriorating language proficiency. Address deteriorating English proficiency among students.	University-wide committee created in December 2002 to study problem and recommend measures [final report submitted in June 2003] **PI**	Taskforce recommendations to be considered by Senate.
17	Introducing semester system and course modularisation in all academic units.	Programmes semesterisation and modularisation introduced since 2001/02 **FI**	
18	Introducing mechanism for regulating coursework assessment.	An ad-hoc committee was set up in 2002 to study issues and advise on the formula of assessment. New examination regulations have established uniform coursework assessment marks in all Faculties **FI**	
	RESEARCH		
19	Increasing efforts of securing research funds from local sources: establishment of a Research Endowment Fund	Fund not yet set up; but two research chairs now secured (in Faculty of Engineering, now prospective College of Engineering and Technology - pCET) since 1998 **PI**	
20	Integrating masters and PhD research into on-going research projects	• Research proposals with training components encouraged. • Research agenda developed **PI**	To continue
21	Synchronising research with national development priorities: Annual consultative meetings at faculty/institute levels	• Research priority areas developed on the basis of national priority areas within the already developed research agendas in Faculties and Institutes; • Faculties/Institutes now holding	

22	Training of scientific staff in faculties and institutes to support research (e.g. Engineering, Science, Health Sciences); [Prepare to introduce the new cadre to start immediately]	• Training of technical staff to degree level being carried out; • Efforts to recruit made; • Cadres of laboratory scientists and laboratory engineers (with MSc/PhD training) introduced **PI**	To continue recruitment and training
	CONSULTANCY AND PUBLIC SERVICE		
23	Transferring of partial ownership of contracted research results to the University [Policy framework is already in place].	• Transferring of ownership not yet successful; but now; • University Consultancy Bureau (UCB) institutionalised • Reports on consultancy activities produced; • Rolling Strategic Plan (RSP) for UCB under preparation; • Business plan for UCB has been prepared; • A Technology Development and Transfer Centre established within pCET as a nucleus for the establishment of 'Science and Technology' parks for commercialisation of research results **PI**	RSP and Business plan to help towards right direction for UCB
24	Sensitising staff on the UDSM Consultancy Policy	UCB Brochures prepared and circulated **I**	
25	Continuing to sensitise the Government, external agencies, public and private institutions and the general public to UDSM's consultancy potential.	• UCB participating in exhibitions to Parliament (*Bunge*) and the Dar es Salaam International Trade Fair (*Saba Saba*); • Each Faculty and Institute is *de facto* a consulting unit under UCB; • UCB Directory of consultants posted on the UDSM website; • UCB features in the recently published *Tanzania Educational Directory* (Universal Business Directories Ltd, Dar es Salaam, 2003, 340 pp) **I**	To continue to market activities of the UCB
26	Establishing Grantsmanship	Modalities yet to be established **NI**	
27	Establishing a Consultancy Fund. A special university fund from which a	Yet to be established as such; but consulting staff are remunerated on the	

28	Transforming UCB into a private company	• Recommendation subsequently not accepted. Instead, was thought more prudent to give UCB time to implement marketing and sensitisation strategies as had earlier been proposed. • Rolling Strategic and Business Plans have now been developed **NI**	
		QUALITY ASSURANCE	
29	Development of performance indicators for prime terms of reference activities: Faculties and Institutes to work out performance indicators for assessing performance	• All faculties and institutes have developed Rolling Strategic Plans with SMART targets. **I**	Required to use the established SMART indicators in future performance evaluations
30	Strengthening course evaluation by students [Issue guidelines on the conduct of student course evaluation]	Guidelines have now been issued and a first round of analysis of the evaluations has been carried out by CCE. Staff weaknesses as pointed out by students will be communicated to the staff concerned **PI**	Such evaluation to continue
31	Abolishing the external examiner system and instituting external review [i.e. abolishing the traditional system that is confined to examination scripts alone and replacing it with a periodical preferably biennial comprehensive external review system (that takes into account syllabi, course materials, pedagogical processes, inspection of the learning environment & interviews with a cross-section of students and staff)	Not yet. Faculties feel that abolishing the current external examiner arrangement is not yet ripe for UDSM, particularly for the young course programmes **NI**	The matter is still being considered
32	Training of staff with significant management and administrative responsibilities in Management [Inculcate management techniques among staff with significant administrative responsibilities]	Not yet; a project on Management Change is being developed for support under new frame agreement with NORAD. However, some senior staff have been attending special programmes in management locally and abroad **PI**	
33	Operationalising maintenance and ensuring its adequate funding [Carry out timely preventive maintenance of facilities]	• Allocated funds for rehabilitation; • Rehabilitation of buildings, including staff houses and main roads, carried out; • Carried out preventive	

		maintenance model that is already in use **I**	

	ACADEMIC WORKLOAD		
34→ 36	On academic workload: (i) Establishing a documented standard measure of an academic workload (6 elements, p. 191); (ii) Distribution as per pp. 191-193; (iii) Adopting definitional … as per pp. 193-194	Not yet. The matter is still under consideration. This is not as much due to staff resistance as the University's waiting for Parliament's passing a new enabling University act that would warrant any new work procedures and rules. **NI, NI, NI**	To be done
37	⇨ Abolishing permanent research staff positions [All staff to be given same term of reference (teaching, research and public service) and should be subjected to the same workload formula]; and ⇨ Abolishing Library academic staff positions	Not yet. The matter will be handled in the process of clustering of academic units once the legal framework is reviewed **NI**	⇒ To be done; ⇒ To be decided after ad-hoc report
38	Establishing and institutionalising a system for assessing staff performance: introducing a Performance Assessment Agreement	Not yet; as per observations in 5 **NI**	To be done

	EFFECTIVENESS AND IMPACT		
39	Promoting project-based instruction and group-work among students for functionality in future labour market.	• University of Dar es Salaam Entrepreneurship Centre (UDEC) has been established; • Entrepreneurship courses are being introduced in academic programmes. **PI**	• Business Incubators to be established • A Trust Fund to be established
40	Promoting problem-solving mentality	• Curricula (in some units) reviewed in the light of market demand **PI**	Process to continue with other units in the new triennium
41	Promoting structured professional training of undergraduates in preparation for the job market	As in 39. All professionally oriented courses have practical training components established **PI**	
42	Encouraging and supporting staff and students to join professional bodies	A number of staff and a few students are members of professional associations/societies **PI**	More will be encouraged to join

		PI	
44	Assisting students to prepare for the job market: career guidance and counselling; establishment of a Placement Office	Not yet; however, each student is assigned an academic adviser who is also expected to give career guidance and counselling **PI**	
45	Preparing for effective competition in the liberalised higher education market. [Adjust admission process to allow candidates to join university the same year]	• Admissions Office has produced information brochures on opportunities and procedures (exhibited also at Parliament Sessions and International Trade Fairs; • UDSM has opened regional admission/examination centres; • Negotiation underway with the Government regarding admitting first-year students in the same year as the Advanced Form 6 results; • Admission information posted on the UDSM website. **I**	To prepare and post more information on the UDSM website.
		GOVERNANCE AND ADMINISTRATION	
46	Educating students to participate in cooperative governance	• Student representation in all participatory organs of the university is in place **FI**	Spirit to continue
47	Introducing and institutionalising measures to curb academic staff absenteeism and cancellation of classes	Monitoring of staff performance through liaison with Heads of Department, Deans of Faculty and students. The rate reported in 1998 (especially in particular Faculties) has now been significantly reduced **I**	
48	Devolving powers to faculties and institutes in approving research proposals	• Research Policy developed and implemented; • Faculty/Institute research agenda developed; • Still Senate Research and Publications Committee vets for quality assurance **PI**	Will be fully implemented after completion of clustering of academic units
49	Expanding and strengthening facilities in the University Library to match expanding student enrolment and number of Library users	• Chairs increased to a student/chair ratio of 8:1; • Computers increased to a student/computer ratio of 100:1 but students can access the Library through computers in the Internet in	These processes to continue

		provision of diversified titles; • Number of books/journals increased; • Library collections and records being digitised; • VC has, through partner institutions (e.g. Carnegie), requested for online journals and other records from international organisations; • University Library space expanded by 1,000 square metres; • Digitisation of the Library in progress. **I**	
50	Managing the Institutional Transformation Programme (ITP) with necessary sensitivity to staff and student' interests	• Stakeholder consultative workshops carried out every year; • Stakeholder views and recommendations considered for subsequent implementation; • Transformation monitored progressively **I**	To continue involving stakeholders in discussions
		GENDER DIMENSION	
51	Educating students on principles and ethics of cooperative living and mutual respect across gender, religion, ethnicity and other dimensions.	• A Gender Dimension Programme Committee exists at the University and has carried out gender sensitisation sessions through sensitisation workshops often involving students but also staff and top University management; • Latest have been 'gender mainstreaming' workshops; • Integration of gender in curricula is in progress; • Establishment of a gender unit as part of the formal UDSM organisational structure is being worked out. **I**	To continue sensitisation and gender mainstreaming
52	Instituting a mechanism for monitoring and reporting on acts of harassment of/among students	• Committee for such yet to be formed; but there is meanwhile a Gender Dimension Programme Committee (GDPC) for counselling facility and support action **PI**	
53	Strengthening student-counselling services.	• Student Affairs Policy developed; • Counselling seminars/workshops	• Dean of Students (DoS) office to

		• GDPC Rolling Strategic Plan developed; • University Student Accommodation Bureau (USAB) established **I**	implement Student Affairs Policy
54	Establishing an Advisory Committee on Sexual Harassment	Committee for such yet to be formed; but relevant issues currently handled as per 52 **PI**	
55	Revising Student By-laws of 1992	By-laws reviewed **FI**	To be circulated widely among students
56	Establishing linkages with gender-related organisations in the civil society.	• Established links with NGOs e.g. the Tanzania Gender Networking Programme (TGNP) and Community Agency for Social Enquiry (CASE); • Pre-Entry Programme for female candidates for science-based fields established; • Female undergraduate scholarship programme established; • GDPC rolling strategic plan prepared and being implemented; • Research on gender at UDSM being carried out **I**	To solicit more links and networks
	COMPARATIVE PERSPECTIVE		
57	Establishing and regular updating of Faculty and Department websites	Websites established by all faculties and institutes and being updated **FI**	To keep reminding them of the need for regular updating of the websites
	PLAN OF ACTION		
58	What next from here? ➤ Immediate action on 47 recommendations; and ➤ Medium-term action on 10 recommendations		

FI = Fully Implemented   **I** = To a large extent Implemented   **PI** = In Process of Implementation   **NI** = Not Implemented (for whatever reason)