



UNIVERSITY OF DAR ES SALAAM



# Vision 2061

*Advancing Knowledge, Creating Futures*

# **UNIVERSITY OF DAR ES SALAAM**



## **UNIVERSITY OF DAR ES SALAAM VISION 2061**

**December 2014**

University of Dar es Salaam  
P.O. Box 35091  
Dar es Salaam  
Tanzania

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## Contents

<i>List of Acronyms and Abbreviations.....</i>	<i>iv</i>
<i>Foreword.....</i>	<i>v</i>
<i>Realising the UDSM Vision 2061.....</i>	<i>vii</i>
1. History: Towards the Vision of a World Class Public University.....	1
2. UDSM Vision 2061.....	6
3. UDSM Mission and Core Business.....	7
3.1 Teaching and Learning.....	8
3.1.1 Leadership in Postgraduate Training.....	8
3.1.2 Consolidation of Undergraduate Teaching.....	10
3.2 Research.....	12
3.3 Knowledge Exchange.....	14
4. Key Pillars of the Vision .....	16
4.1 Inspired Staff and Students.....	17
4.1.1 Progressive Human Resources Management.....	17
4.1.2 Constructive Students Affairs Management.....	20
4.1.3 Conducive Working Environment.....	21
4.2 Pillar II: Visionary Leadership.....	23
4.2.1 Strategic Governance and Management.....	24
4.2.2 Gender Equality and Inclusiveness.....	26
4.2.3 Quality Assurance and Control .....	28
4.3 Sustainable Resources.....	29
4.3.1 Strategic Marketable Products/Services.....	31
4.3.2 Strategic Network and Internationalisation.....	34
4.3.3 Strategic Entrepreneurship, Innovation and Investments.....	37
5. Conclusion.....	41

## Acronyms and Abbreviations

ARU	-	Ardhi University
CoET	-	College of Engineering and Technology
COSTECH	-	Commission for Science and Technology
CSP	-	Corporate Strategic Plan
DUP	-	Dar es Salaam University Press
EAC	-	East African Community
HRM	-	Human Resource Management
ICT	-	Information and Communication Technologies
IMF	-	International Monetary Fund
IP	-	Intellectual Property
ITP	-	Institutional Transformation Programme
LAN	-	Local Area Network
MUHAS	-	Muhimbili University of Health and Allied Science
QA	-	Quality Assurance
SAP	-	Structural Adjustment Programme
SEACOM	-	African Cable (fibre-optic) System
SMEs	-	Small and Medium Enterprises
SUA	-	Sokoine University of Agriculture
TDTC	-	Technology Development and Transfer Centre
TDV	-	Tanzania Development Vision
UCC	-	University Computing Centre
UDBS	-	University of Dar es Salaam Business School
UDEC	-	University of Dar es Salaam Entrepreneurship Centre
UDSoL	-	University of Dar es Salaam School of Law
UDSM	-	University of Dar es Salaam



## Foreword

- ◆ The University of Dar es Salaam is a unique institution that from its inception it has charted distinct pathways to academic excellence. It has aptly been described as the ‘first and oldest Tanzanian university’, comprehensive in scope, open and accessible to every Tanzanian. After transformation at institutional and national level, the University still requires to live up to its name and brand. Today the University of Dar es Salaam, though no longer comprehensive, still interweaves its main elements and functions with an unusually strong public service mission. It still remains to one of the most distinguished and preeminent institutions of higher education in the nation, region and Africa.
- ◆ In 25<sup>th</sup> October 2012, we launched UDSM Vision 2061, anticipating the landmark 100<sup>th</sup> anniversary of the establishment of the University of Dar es Salaam. The preparation of this document began in 2010 and was earmarked as a symbol of the aspirations of the University for the next 50 years. Two years forward, our upward trajectory has continued. Considered against a range of measures that include research success, academic progress, student and staff welfare improvement, international recognition and financial sustainability, the University is delivering its mission and fulfilling its objectives regardless of the increasing challenges it faces. The limited successes that the University has achieved during a period of great uncertainty in higher education delivery, dwindling public funding and major changes in student enrolment numbers cannot be left unrecognized. The turbulence associated with these few challenges demands the University review its strategy, its long term objectives and roll out a vision that puts the institution in the heart of advancement. UDSM remains an ambitious public institution aimed at achieving even more successes against all odds.

- ◆ The UDSM Vision 2061 takes as an object of focus *University of Dar es Salaam as a single entity*. In part because of its complexity, UDSM today is often characterised as a collection of excellent colleges and academic programmes. This document, therefore addresses the university as a whole. The UDSM Vision 2061 provides a roadmap for the University as it begins a new phase of 50 years of higher education. As the new phase begins, the need to project the future of the University of Dar es Salaam, and chart out the kind of university that we would like to see towards 2061 becomes more urgent. This requires, among other things, a careful and systematic reflection on the Vision and Mission that foreseen even greater and more prosperous university that is competitive, relevant and responsive to the national, regional and international needs and challenges of the 21<sup>st</sup> century.
- ◆ The UDSM Vision 2061 is organised around three key topics; Teaching and Learning, Research and Innovation, and Knowledge Exchange. First, Sections 1, 2 and 3 establish a context for the vision by affirming the key elements and functions of the University as an institution of higher learning. Second, Section 4 breaks down the key pillars of the vision and discusses them in detail. The document concludes with a restatement of the vision and its future prospects. Among other aspirations lined up in the document include; 1) turning the University into an e-learning institution in terms of the availability and wide use of modern Information Technology; 2) expanding and modernizing postgraduate training programmes and activities; 3) making major advances in research planning and management; 4) internationalization of teaching programmes and learning experiences, and; 5) establishing strong alumni networks in order to strengthen their solidarity with the University. There is no doubt that, if these ambitions are realized in good measures and in a timely manner, the University will have a clearly different outlook in 2061, and that visible improvements will accrue in the amount and quality of its service to society. However, we realize

that the desired outcomes can only be achieved through dedication and hard work by all of us in our different and changing capacities.

- ◆ Indeed, this document restates our core values and our commitment to academic excellence. It maintains the clarity of our mission and principal objectives. Dar es Salaam is a great University which has worked tirelessly in enhancing its position as a major force and player in our city, region and country. We have made significant strides in extending our international presence. Our vision to 2061 maintains this growth in the University's academic standing and in our role in serving Tanzania.

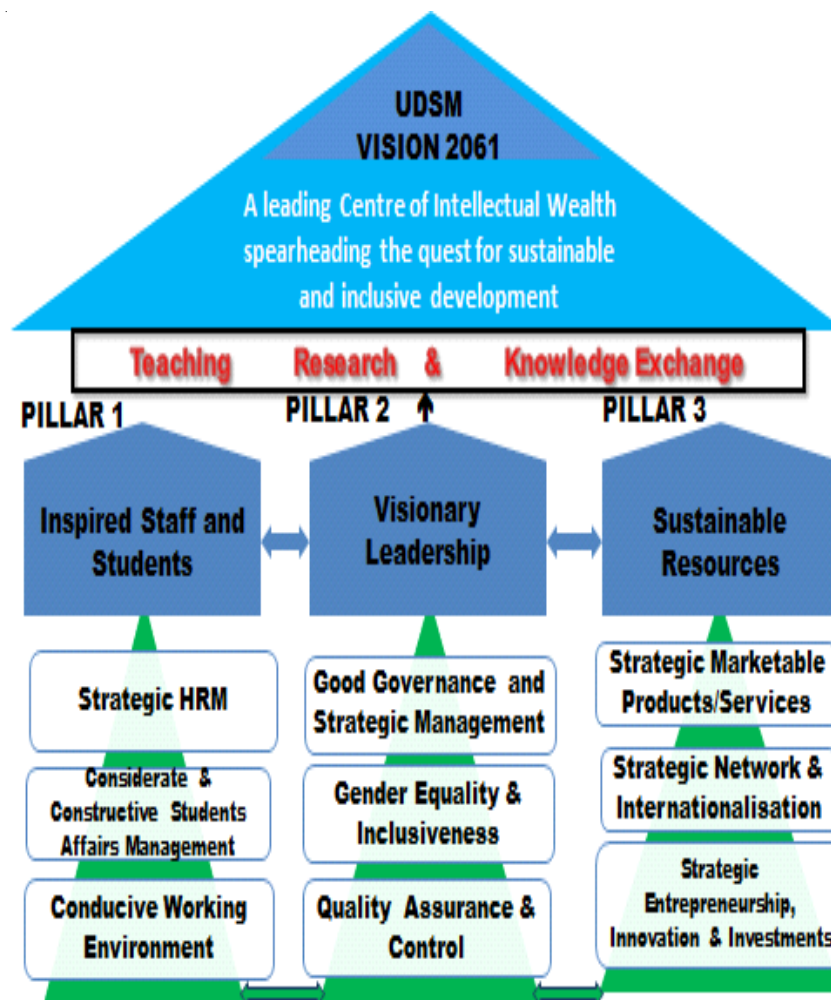
**Professor Rwekaza S. Mukandala**

*Vice Chancellor*

December 2014



## REALISING THE UDSM VISION 2061



## **1. History: Towards the Vision of a World Class Public University**

Transformation initiatives at the University of Dar es Salaam (UDSM) started in the early 1990s and paved the way for the approval of the Corporate Strategic Plan (CSP) of 1994. The motivation behind the CSP was to establish and implement the Institutional Transformation Programme (ITP). The ITP was launched in response to significant socio-economic changes which, occurred in the country starting in the mid-1980s. These included the re-orientation of the economy from a centrally planned to a market oriented economy in line with the Structural Adjustment Policies of the International Monetary Fund and the World Bank and the adoption of the multi-party democracy from a one party system. With this change came the decline of the economy that gave way to diminishing financial allocation to the University with attendant stagnation and deterioration of physical resources. The liberalization policies that were adopted during this period basically introduced competition in a monopolistic environment and had an impact on almost all spheres of the society. For example, the provision of university education was no longer monopolized by the public sector as private universities were being established. Although, UDSM remained the largest public university in the country, the trends within the country at that time not only increased competition for UDSM from other national universities but also from regional and international universities in search of profits. It was in this milieu that the University of Dar es Salaam instituted ITP to try and reverse the downward spiral and reposition itself for forward progress into the 21<sup>st</sup> century.

At the beginning of the ITP reform programme, there were more questions than there were answers and even opposition from some quarters. It was a tough and rough period for the preceding managements, trying to change the general mind-set and routines that were heavily embedded in traditions. However, with nearly two

decades following the ITP implementation, there is no doubt as to the value of ITP; successes that have been recorded on many fronts are in no small measure due to ITP.

During the ten years of implementation of ITP, there were significant achievements in terms of student enrolment, resource utilization, governance and management of the institution and adaptation and deployment of information and communication technology. Obviously there was a significant change in the planning culture and an enhanced attitude towards the transformation process. The change was not only evident among staff of the University but also among students. Furthermore the University registered tremendous achievements in research by which the volume and quality of research output increased as evidenced in the number of publications in local and international referred journals. Other notable achievements were the genuine strides that the University made in attempting to achieve gender parity both as an employer and a service provider to society. The increased female population at the University today is in line with national as well as international protocols.

Notwithstanding the many successes of ITP, there were also a myriad of challenges that affected its implementation indicated as follows:

- (a) The University lost three major disciplines following the promotion of its constituent colleges to the status of full Universities. These fully-fledged universities are Muhimbili University of Health and Allied Sciences (MUHAS), Ardhi University (ARU) and Sokoine University of Agriculture (SUA). Established as a multi-disciplinary institution to tackle Tanzania's three big enemies poverty, disease and ignorance it was hobbled and its capacity to do so diminished.
- (b) Implementation of ITP included an increase in student enrolment, currently the University boasts of approximately

23,000 students enrolled in all its campuses. The University is naturally proud of the achievements made in expanding student enrolment and output following the campaign launched by the University during 1996/1997. However, these achievements came at a cost of congested infrastructures. During this period, there were no significant improvements in the learning environment. Consequently, the quality of our study programmes and the final products was compromised.

- (c) Relatedly, there was a delinking of the age old tradition of admission and accommodation of our students. We now tell our students to look for places to stay elsewhere. Though Mabibo Hostel came on board later, accommodation continues to be a big headache for our students.
- (d) The UDSM community has continued to grapple with the inadequacy and decay of its infrastructure such as laboratory and workshop equipment, office and teaching space, and accommodation facilities. In addition, due to old age and lack of regular maintenance, most of our established infrastructure was and still is in bad shape. The most critical areas in this respect include students' halls of residence, staff quarters, laboratories, workshops and some of the University roads.
- (e) There were serious deficits in the availability of senior and experienced academic and administrative staff at the University due to reasons that included the 1990s' SAP inspired employment freeze, retirement, premature death, relocating to greener pastures, government positions or new universities. While the University boasted that the majority of its staff were PhD holders, the age profile of the University staff on the other hand was skewed towards old age. With the majority of staff retiring within ten years, the future sustainability of the achievements of ITP was threatened.

- (f) The University during its implementation of ITP was marred by conflicts with students over the cost sharing policy passed by government. Formal cost sharing in higher education was introduced in the late 1980's due to the economic crisis. During this period, the government reduced its financial support to the sector as part of wide-ranging economic and social reforms under the IMF/World Bank sponsored structural adjustment programs (SAPs). Intermittently since the implementation of the policy, there were several student strikes whose underlying cause was financial despite the fact that cost-sharing continued to evolve to this point where it is being regulated by a loans board. Cost sharing not only brought about student conflicts but it also destabilized the teaching and learning environment often bringing institutional operations to a standstill.
- (g) Funding remained a major bottleneck for the University. Under-funding retarded the speed of transformation, with the University either failing to implement all planned activities or by being very selective in prioritizing areas of focus.

The next 50 years of the University should not be misconstrued to be a period where the UDSM will merely focus on alleviating the pitfalls of ITP. There are several expectations that need to be met in the next 50 years, and there are opportunities available that must be fully seized to realize the University's vision and mission. These include:

- (a) The need to have a more aggressive and University-wide approach in elaborating a general education programme that will broaden the horizons of all the students, and which takes into account the skills needed for the 21<sup>st</sup> century vis-à-vis the future needs of Tanzania in general, and UDSM in particular.

- (b) Development of programmes that for obvious reasons will be prioritized due to specific needs in the country. Currently, the University supports the government's effort to improve primary and secondary education in the country by continuing expansion of enrolment in the field of education. However, the university also needs to provide support to the government as it comes to grips with the rapid growth of the gas and petroleum industry. Similarly, we need to pay special attention to other areas in the humanities, sciences, technology and business due to the strategic significance of these programmes in our national development and also because of their increasing market demand.
- (c) The University requires radical improvements to ensure availability of adequate, modern and well maintained teaching and learning infrastructure, facilities and financial resources in order to enhance competitiveness. The main types of facilities include teaching facilities, research laboratories, physical and electronic libraries and online and distance learning. Progressive universities have solid foundations for financial sustainability. The fulfilment of the aspirations of UDSM and its principal stakeholders largely depends on its financial capacity and sustainability.
- (d) There is still a general concern over low enrolment of science students. Being a premier University in the country, we need to take a leading role in promoting a science culture. Hence the need to re-establish the disciplines lost with the departure of MUHAS, SUA and ARU from UDSM. A purposeful decision of this magnitude would in turn call for improved facilities for research, teaching and learning of the basic and natural sciences.
- (e) The University also needs to have a long-term plan for the



rehabilitation and regular maintenance of these aspects of its physical infrastructure. Here too, the need for financial and other forms of material support from outside the University is critical.

- (f) High quality and progressive human resource is critical in any institutional development. Indeed, a pre-requisite of a concentration of talented and motivated faculty and researchers is one of the characteristics of a world class university. The administrative and technical staff cadre should be of an equally high level so as to offer competent support to the teaching and research functions of the University in particular, ensuring that the staff are fully deployed in the delivery of high quality teaching and research outputs and so augment the profile of the University.

The search for solutions and optimum use of the available scarce resources still continues and UDSM Vision 2061 is therefore seen as a solution to the many challenges that arose with the implementation of ITP. UDSM Vision 2061 is considered to be a means of the University repositioning itself to meet the demands of society and global challenges. The country and the global economy is dynamic, many more universities are being opened, thus it is time for the University to rethink and reposition itself to meet the demands of teaching, research, and knowledge exchange. UDSM Vision 2061 clearly emphasizes the direction in which future research should lead the institution in making purposeful strides in research, innovation and knowledge exchange.

## **2. UDSM Vision 2061**

By 2061, UDSM shall be transformed into a world class, international university, whose performance is clearly and distinctively outstanding. It will be underlined by distinguishing characteristics such as:

- concentration of inspired staff and students;
- visionary leadership, and;
- significant and sustainable funding from alumni, University investment and academic staff who readily attract substantial research and consultancy projects.

This transformation is concisely encapsulated in the following statement of the vision:

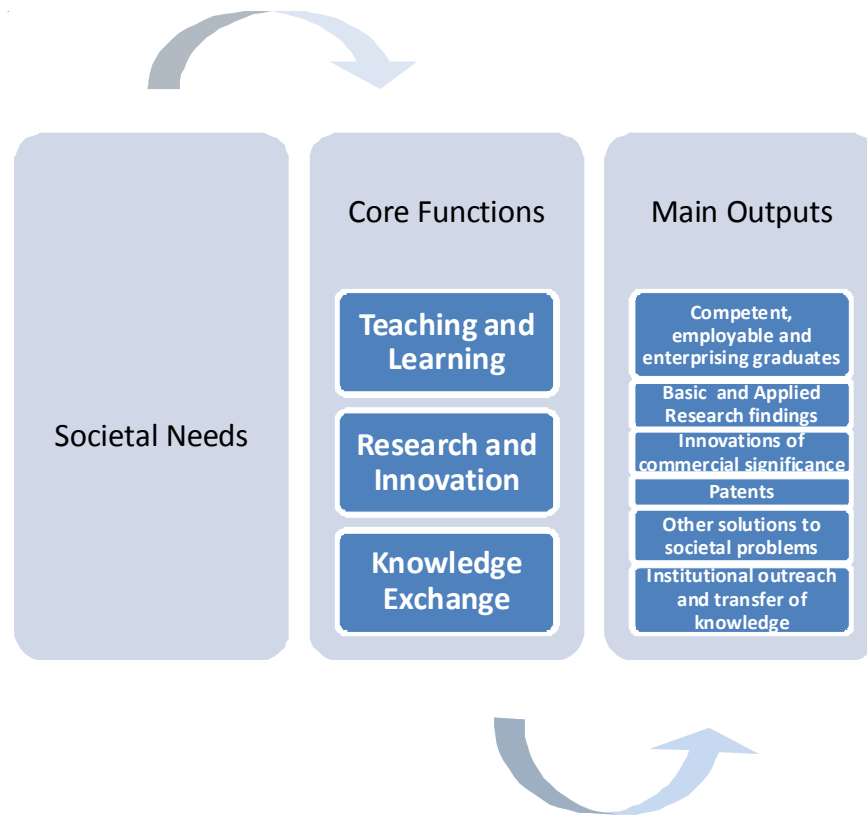
*‘To become a leading Centre of Intellectual Wealth spearheading the Quest for Sustainable and Inclusive Development’*

### **3. UDSM Mission and Core Business**

The core business of the transformed UDSM is captured in the following mission statement:

*‘The University of Dar es Salaam will advance the economic, social and technological development of Tanzania and beyond through excellent teaching and learning, research and knowledge exchange’.*

The core business of UDSM is summarised as follows:



**Fig. 1.** *University of Dar es Salaam Core Business*

### **3.1 Teaching and Learning**

#### **3.1.1. Leadership in Postgraduate Training**

Tanzania needs highly competent experts, academics, researchers, industry leaders, government bureaucrats, civil society leaders and entrepreneurs. This requires further investment in postgraduate training and programmes. Attaining a balance between undergraduate and postgraduate students and programmes characterises a world class university. It is also desirable for a reputable university to ensure that graduate and professional students are actively and deliberately

involved in research activities outlined in the institutional research agenda and aligned with respective country's needs. The University is already well-placed to play a strategic national and leadership role in postgraduate training.

### ***Rationale***

Postgraduate training is potentially a high growth area for UDSM. The main areas that require attention are: inadequate relevance of programmes, low enrolment of postgraduate and professional students considering the available capacity at about 19% in 2011/2012; small number of postgraduate programmes; inflexibility in admission criteria - especially considering relevance and working experience; too few taught PhD programmes; low quality of graduate outcomes that is being achieved; inadequate responsiveness to national priorities; inability to take advantage of and harness the competitive advantage of UDSM over other universities in the country; poor learning environment for postgraduate students' welfare and accommodation.

### ***Way Forward***

The University will in the coming years and decades prioritize postgraduate training. This will see a major transformation to a renowned graduate university with befitting programmes and learning environment. Therefore, appropriate capacity will be built with heavy emphasis on the number and relevance of programmes, the quality of training and competitiveness of training programmes as well as their delivery. Sustainable arrangements will be made to promote availability of students' scholarships and to improve the quality of training and research as well as living facilities for postgraduate training.

### ***3.1.2 Consolidation of Undergraduate Teaching***

The total number of undergraduate students has increased steadily from 14 students when the University started in 1961 to more than 17,000 students in 2013/14. As UDSM is still largely a teaching university, the undergraduate student numbers are relatively large, although the trend is to balance this with the postgraduate numbers which is fundamental in realising the national vision and goals. This in itself calls for consolidation of the current enrolment of undergraduate students.

Similarly, there is a general concern over low enrolment of science students. This situation calls for a defined ratio between basic science and applied science students. Being a premier university in the country, it is imperative that the University takes a leading role in promoting a science culture. In doing so, the University aims at re-establishing disciplines lost following the promotion of its constituent colleges to fully fledged Universities. This development will call for improved facilities for research, teaching and learning of the basic and natural sciences.

#### ***Rationale***

A world class university would have a balance between undergraduate and postgraduate programmes. The mismatch between the curricula of universities in Tanzania and the problems facing the society calls for an urgent need to address the pedagogical approaches utilised in higher education. Immediate action should start with the inclusion of problem-based learning in the university curricula so as to produce employable graduates. This entails producing graduates with entrepreneurial attitudes, with creative thinking and ability to communicate both in writing and orally with commitment towards life-long learning and with appreciation of broader global issues. The undergraduate training should consider issues pertaining to curricula, students' facilities and welfare and the need to develop and devise a package of 'core curricula' or 'general

education' that is specifically targeted at achieving the basic mission of the University. We need to have a more aggressive and University-wide approach in elaborating a general education programme that will broaden the horizons of all students, and which takes into account the skills needed for the 21st century vis-à-vis the future needs of Tanzania in general, and UDSM in particular.

### ***Way Forward***

In line with appreciation of global issues and life-long learning commitment made by the University in delivery of quality undergraduate training, the University of Dar es Salaam Vision 2061 puts emphasis on:

- (a) highest standards of general knowledge for a global student;
- (b) critical and entrepreneurial thinking and attitude in every aspect of life of this student;
- (c) relevance of undergraduate programmes by either expanding and or focussing on relevant and strategic areas of the country;
- (d) curriculum review to address societal needs;
- (e) enrolment of highly talented students without gender bias, but also where necessary apply affirmative action to enhance the number of female students;
- (f) realisation of the ambition to become a comprehensive University once again with health-related disciplines, land and architectural studies, among others, and;
- (g) programmes that generate knowledge for future generations, namely intellectual wealth creation, not necessarily with immediate application i.e. for striking a balance between market driven training and knowledge production.



### **3.2 Research**

An aspiring world-class university is an ideal place to conduct interdisciplinary and multi/trans-disciplinary research by its academic staff and students. Research can be successfully accomplished through research institutes/centres that constitute diverse research groupings from university departments or other institutions working on broadly defined research themes and/or in partnership with the private industry. Such an approach leads to high quality research and internationally recognised outputs and publications. Research funding comes primarily from the Government, and other competitive sources from both inside and outside the country. Other sources for research funding can be university-industry links especially those which eventually lead to high impact research outcomes, innovations and technological applications.

#### ***Rationale***

The University seeks to tap the advantages of collaborative/multidisciplinary research approaches and make it a priority in its research agenda. However, the University faces challenges in funding and research management. Research funding remains to be highly foreign partner dependent with declining government investment in research over the years, while tapping into the local donor sources and private sector has been limited. Consequently, the uptake of research results and findings by the industry and policy makers remains minimal, and this leads to a perception of low relevance of research activities done by institutions of higher learning. Proactive engagement with COSTECH and other funding agencies is limited resulting into inadequate exploitation of their funding potential. Most postgraduate programmes are developed by individual units and with a few exceptions of programmes developed in a collaborative mode.

The management of research, including dissemination of findings,

publications, performance monitoring and reporting is yet to be optimally coordinated. Training in writing skills for winning proposals and grants is needed especially for young scholars where senior researchers are exiting the University through retirement. Critical projects for basic and applied research will be prioritised in the research agenda.

### ***Way Forward***

In order to produce high impact research outcomes, the University will:

- (a) strengthen its structure for effective management and research productivity and outcomes through the Office of the Deputy Vice Chancellor responsible for Research and Knowledge Exchange. This will entail restoration of research management in Colleges/Schools/Institutes and particular flagship research projects;
- (b) reinforce collaborative and multidisciplinary research approach through creation of trans-disciplinary research groups and centres of excellence, which includes joint research activities with international researchers in a manner that protects the intellectual property generated by UDSM;
- (c) engage and create collaborative links with industry, other research institutions and local donors pro-actively through strong outreach, research findings dissemination and communication programmes;
- (d) allocate resources from the University internal sources to demonstrate the University's commitment and dedication to research undertakings.
- (e) enhance the University's relevance to national strategic priorities as well as addressing social economic needs by carrying out applied research, disseminating the results and prototypes or

technologies that can be used for the advancement of Tanzanians;

- (f) continue and intensify search for new knowledge by conducting basic research in sciences;
- (g) build research capacity of young scholars by engaging professors retained on contract in order to attract research funds and projects from all possible sources in order to carry out high level research through postgraduate teaching and in collaboration with young scholars, and;
- (h) inculcate a research culture by promoting research standards at undergraduate and postgraduate levels.

### **3.3 Knowledge Exchange**

Knowledge exchange is fundamental in a world class university, since this specific component links the University in a practical manner with the industry. Knowledge exchange takes place in different forms including dissemination of research findings to inform policy makers and practitioners, and commercialization of innovations, technologies and prototypes developed by researchers. Other modalities include provision of consultancy services and solutions to real-life situations and challenges facing the public, private and civil society programmes. International universities are now known for establishment of incubation programmes in which fresh graduates work with industry to develop their ideas and innovations into fully fledged business concepts while the University facilitates such linkages. Provision of professional and life-long learning programmes as refresher knowledge and new developments in various disciplines is the role of any university.

#### ***Rationale***

The University has realised the need to increase efforts in knowledge exchange and has already put in place a division responsible for

knowledge exchange. What remains is to ensure that the aspirations of the University in exchanging knowledge with the Government, the private sector, the civil society and the public at large is made a reality.

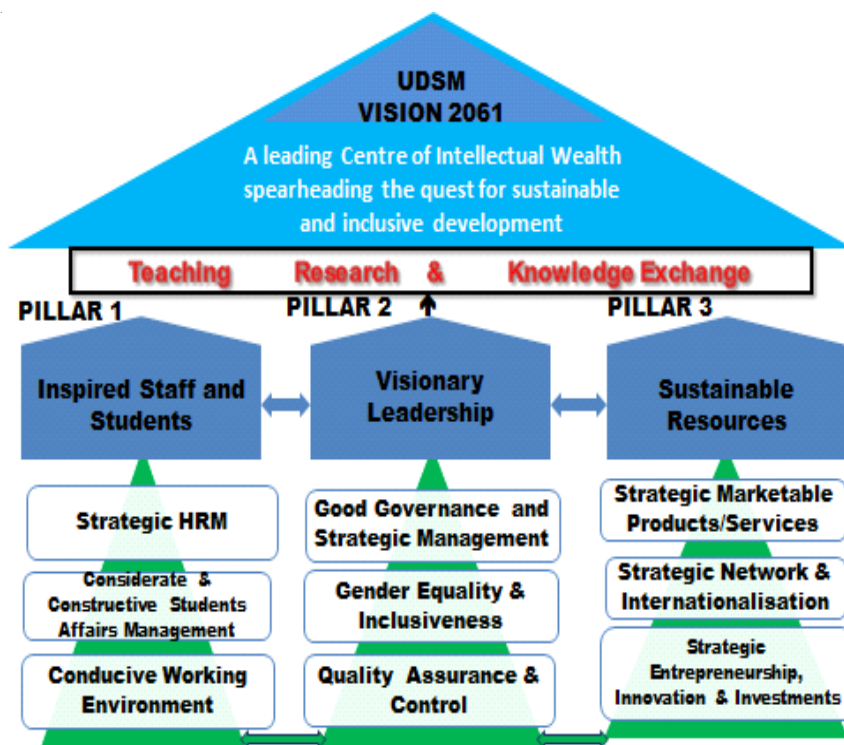
### ***Way Forward***

To realize Vision 2061, UDSM will adopt the following approaches for intensified knowledge exchange which are to:

- (a) ensure that all researchers disseminate their research findings not only in scholarly outlets but also in popular forms as well as policy briefs that inform the Tanzanian society of the findings;
- (b) have an effective knowledge exchange communication strategy and means using first its own media outlets;
- (c) work with the industry in resourcing and establishing multidisciplinary incubation centres in which a diverse cadre of offspring entrepreneurs are moulded not only for business but also as responsible future business persons;
- (d) facilitate and encourage researchers to partner with industry so as to commercialize applicable research findings for enhanced reputations of the University and researchers as well;
- (e) adopt a proactive approach focussed on bringing the University into direct contact with the populations;
- (f) become accessible to the community;
- (g) encourage academic units to meet prospective students on individual basis, a function that should be spearheaded by professors;
- (h) hold consultative meetings and exhibitions with stakeholders to inform them of what is going on at the University, and;

- (i) ensure that each academic unit conducts professional or life-long programmes to upgrade the skills of the population as a service to the community.

#### 4. Key Pillars of the Vision



The UDSM Vision 2061 is to be built on three key pillars. These are areas in which the University, working closely with stakeholders, will focus her investment efforts and resources in order to gradually achieve the vision and subsequently, enable the University to effectively advance technological, economic and social development of Africa through responsive premier training, research and knowledge exchange.

The three key pillars of the vision are:

- I. Inspired Staff and Students
- II. Visionary Leadership and
- III. Sustainable Resources.

Each of the Three Key Pillars has three components, thus nine sub-pillars as follows:

**I. Inspired staff and students**

- 1. Progressive Human Resource Management
- 2. Constructive Student Affairs Management
- 3. Conducive Working Environment

**II. Visionary Leadership**

- 1. Strategic Governance and Management
- 2. Gender Equality and Inclusiveness
- 3. Quality Assurance and Control

**III. Sustainable resources**

- 1. Marketable Products/Services
- 2. Strategic Networks and Internationalisation
- 3. Strategic Entrepreneurship, Innovation and Investments

Each component of the key pillars is elaborated in the following sections.

**4.1 Inspired Staff and Students**

***4.1.1 Progressive Human Resources Management***

High quality and progressive human resource is critical for institutional development. Indeed, a pre-requisite of a concentration of talented and motivated faculty and researchers is one of the characteristics



of a world class university<sup>1</sup>. The administrative staff cadre should be of an equally high level so as to offer competent support to the teaching and research functions of the University in particular, ensuring that the faculty is fully deployed in the delivery of high quality teaching and research outputs and so augment the profile of the University.

### ***Rationale***

There are serious deficits in the availability of senior and experienced academic and administrative staff at the University due to many reasons including the 1990s' employment freeze, retirement, premature death and relocation to better employment, government and new universities. As a result, some academic staff members are over-utilized, while others are underutilized, a fact that calls for the University to rationalize human resource deployment in particular academic staff.

### ***Way Forward***

In order to attract, retain and have in place a talented and competent pool of human resources, the University aims at:

- (a) continuing to recruit among the best talents from among its graduates and those from reputable international universities;
- (b) building its identified best talents in internationally/regionally recognized universities so as to have the right mix and balance of international and national exposure among its staff;
- (c) progressively raising the performance bar for staff in particular staff evaluations so as to enhance staff productivity in publications rate and quality, sourcing research funds,

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<sup>1</sup> Salmi, J. (2009), The Challenge of establishing World-Class Universities. The World Bank, Washington, DC.

completion of consultancies, minimum teaching performance and contribution to administration;

- (d) recruiting administrative staff with requisite qualifications to effectively assume and manage administrative functions thereby relieving senior academic staff from administrative duties e.g. establishment of graduate internship programme in administrative tasks;
- (e) instituting a formal mentoring culture/system of young academic/administrative staff at the University to create a sustainable succession plan;
- (f) implementing more inclusive performance measurement, appraisal and reward systems that reflect staff productivity in relevant areas (de-concentration of useless talents);
- (g) creating human resource capacity in emerging areas which can generate break-through-knowledge in collaboration with the industry and international partners;
- (h) consciously increasing the efforts to enhance gender equality, diversity and equity among staff recruitment and development;
- (i) in a continuous and consultative manner with staff, developing and implementing staff welfare programmes for promoting healthy and long living including preventive and curative health practices; and
- (j) maintaining meritorious staff promotion, recruitment and development, but in addition creating a conducive and facilitative environment for female staff and those living with disabilities.

#### ***4.1.2 Constructive Students Affairs Management***

The University is committed to promote constructive student affairs management. This is to be done within the framework of the Student Affairs Policy which is normally reviewed and updated from time to time. Areas in student welfare that will be prioritised include not only their general state of wellbeing but also specifically their good health stability, comfort, prosperity, as well as offering an environment which is conducive for studies.

UDSM philosophy on student welfare services will take a holistic view. UDSM will seek to improve services and engage students positively at every important stage of their lives at the University i.e. before they come to the University, when they enter the University, as they are in the University pursuing their programmes of study and when they leave the University after completing their studies.

##### ***Rationale***

In spite of the tremendous efforts by UDSM, there is still much more to be done to achieve a conducive and supportive environment which effectively nurtures and empowers students to emerge as educated, responsible, service-oriented and committed citizens.

##### ***Way Forward***

Students constitute the most important stakeholders in the life of any education institution. Nurturing and empowering them to emerge as educated, responsible, service-oriented and committed citizens are responsibilities which cannot be avoided by their institutions and society. In line with these aspirations, UDSM will:

- (a) maintain good relations and harmony among UDSM students and UDSM community at large to develop an effective teaching and learning environment;

- (b) provide a peaceful living environment for students and encourage positive social interaction so as to maintain a positive corporate image for UDSM. An effective student services programme produces students who are more productive and who derive greater satisfaction from their studies;
- (c) improve and safeguard the entire University's physical facilities and property including assets and utilities available for use by students during their stay at the university;
- (d) share responsibilities of student affairs management equitably between the student government and UDSM management so that the latter can concentrate more sharply on the functions of her core mission;
- (e) build a positive image of the University and its students and graduates in the society. This image will enhance the institution's competitive edge and ability to attract and retain good students.

#### ***4.1.3 Conducive Working Environment***

To a large extent, inspiration of staff and students is influenced by the presence of a favourable environment in terms of the quantity and quality of physical and hard infrastructure and facilities that enable staff and students to do their work effectively and efficiently.

##### ***4.1.3.1 Physical infrastructure and facilities***

As for the physical infrastructure and facilities, UDSM aims at:

- (a) Mobilizing resources to expand facilities to match the demand in a prioritized manner (offices, classrooms, laboratories, technology park(s), staff houses, student hostels);

- (b) Expanding strategically to new locations within the country and the region;
- (c) Acquiring more land for expansion of activities and future investments;
- (d) Maintaining and preserving the value of existing facilities;
- (e) Taking firm action to get ICT in mediating all academic and administrative functions of the University.

#### *4.1.3.2 ICT as an enabler of the University Business*

Rapid developments in deployment and use of Information Communication Technology (ICT) worldwide have inclusively affected both the pedagogy and administrative approaches of the academia and indeed the quality of the working environment for both staff and students. UDSM is no exception. Several initiatives are being undertaken by UDSM to see to it that the University keeps abreast of the agility in the integration and use of ICT in teaching, learning, research and public services offering.

#### **Way Forward**

As we go into the next 50 years, the University shall review and refocus its ICT development programme and take special measures in:

- (a) harnessing the full potential of ICT to support national development efforts including transforming UDSM into e-University in terms of IT infrastructure and services upgrade;
- (b) teaching, learning, research and access, in collaboration with development partners and international institutions to create and develop ICT applications and multimedia content locally

to support teaching and learning, including improved e-learning environment for both campus and distance learners;

- (c) enhancing of e-Library services;
- (d) having strong involvement and partnership with both local and international ICT firms in establishing an ICT Park with basic infrastructure for IT businesses to house a modern data centre, state-of-the-art software development laboratories and call centre functions, and;
- (e) establishing state-of-the-art research and development infrastructure, and creating an ICT incubation centre in support of the government efforts for transforming Tanzania into a knowledge society through ICT acquisition, innovation and deployment in various sectors of the economy.

As is the case with the other components, the ICT component of UDSM will proactively go for public, private and joint venture investments in ICT infrastructure and software development on campus to improve and enhance access to quality ICT services that support both academic and business environments.

#### **4.2 Pillar II: Visionary Leadership**

Visionary leadership is about setting the direction and ensuring that people, resources and processes are marshalled towards achieving the milestones set for realizing the Vision. Visionary leadership is the most important function of those in charge of governance and management of a world class university as the tone must be set at the top which in turn ensures that everybody in the university lives to it. Strategic governance and management, gender equality and inclusiveness as well as quality assurance and control have been identified as key components in visionary leadership. The sub-pillars under the Visionary Leadership pillar are:



- (a) Strategic Governance and Management
- (b) Gender Equality and Inclusiveness
- (c) Quality Assurance and Control

#### ***4.2.1 Strategic Governance and Management***

World class universities have strategic governance structures and management systems. Central to these are the issues of ethical and efficient leadership, authority, accountability, transparency and stewardship. They guarantee flexibility and dexterity in tapping opportunities, meeting challenges and neutralizing threats from the environment. They act as a framework for developing a performance minded organizational culture and provide opportunities for making work challenging and fulfilling. Furthermore, such structures help to:

- (a) continuously facilitate improvement of systems and processes so as to speed up realization of the institutional vision;
- (b) facilitate the mainstreaming of information and communication technology in the core institutional activities;
- (c) help in the development and management of alternative sources of revenue for the financing of activities;
- (d) facilitate wider participation of stakeholders in core activities;
- (e) ensure provision of high quality products and services, and;
- (f) facilitate constant monitoring and alignment and realignment of institutional plans, performance and results at all levels.

As an element of the broader corporate governance, student governance at a university should always seek to attract active, dynamic and the best among the candidates applying for admission at all levels. Ensuring excellence in student experience while at UDSM needs adequate attention. The University therefore aspires to have effective governance structures and management systems, which guarantee gender balance, befitting an institution aspiring to

be a world-class institution focussed on the production of high level experts, leaders and practitioners.

### ***Rationale***

The University needs strong, intelligent, creative and self-promoted expertise in its governance structures, including the Council, Senate, and other participatory organs. This also should apply to all levels of management and administration. This will readily enhance the value of decisions being made. Best practice suggests the need for coordinated decentralisation of decision making in order to enhance the strategic, economic and social value of the decisions. Given the evolving nature of the University, the academic departments, and indeed all major units, need to be increasingly staffed with competent people able to deal with complex and changing problems or situations. There is also a need to improve the governance structures and systems for the sake of increasing effectiveness and efficiency in the utilization of staff for academic activities, taking advantage of multitasked administrative staff, promoting cost rationalization, promoting gender balance, enhancing revenue generation and ensuring transparent management.

### ***Way Forward***

The University shall thus continue to:

- (a) reform its governance structures and systems, ensure a legal framework that promotes institutional autonomy, flexibility and responsiveness;
- (b) promote coordinated decentralization of decision making in order to enhance ethics, creative initiative, efficiency and effectiveness throughout the system, and place more responsibility/accountability on academic units;
- (c) secure the application of good governance principles;
- (d) ensure availability of appropriate competencies/expertise in

the governance organs, management and administrative structures;

- (e) ensure efficiency and cost-effectiveness, and;
- (f) optimize the productivity and effectiveness of human resources for achieving the core mission and support activities.

The University shall further ensure the participation of students in the governance structures for inculcating the democratic values in studentship and also tapping into their thinking and fostering inclusive decision-making.

#### **4.2.2 Gender Equality and Inclusiveness**

Gender imbalance continues to be one of the major challenges facing higher education in Tanzania. While the proportion of female university students nationally stands at 32%, UDSM's is slightly higher at around 38%. It is however lower in science and technology disciplines where it stands at approximately 19%. Apart from the National Development Vision 2025, the Higher Education (HE) Policy seeks to address the issue of gender imbalance and improve female participation in science, mathematics and technology. The problem is not only for students but also for academic staff, which according to available statistics the percentage of female academic staff is only about 24%. Achieving gender equality and inclusiveness enable filling in the gender gaps in governance, thus ensure development effectiveness and results.<sup>2</sup> Understanding gender issues in governance however, requires examining the participation and decision-making of women and men in different organs of UDSM.

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<sup>2</sup> African Development Bank Group (2009). *Checklist for gender mainstreaming in governance programmes*

***Rationale***

The University has recorded significant achievements in implementing affirmative action. Such include putting in place pre-entry programmes and special scholarship programmes as well as running successful advocacy programmes. While realizing the efforts that have gone into gender mainstreaming and equality enhancement, focus should be on achieving gender equality in governance and management structures, student enrolment at undergraduate and graduate levels as well as ensuring diversity in all respects in the next half millennium.

A world class university plays a role and must pull its weight in the social inclusiveness agenda of a nation. For instance, the University of Dar es Salaam recognizes its distinctive role in ensuring Tanzania's higher education system meets broad community goals and needs, and provides opportunities for all those with academic potential. The main ways in which the University can contribute to a more socially inclusive higher education system are such as to:

- (a) increase aspirations and readiness for those with the capacity to succeed in higher education;
- (b) provide multiple pathways for access, including structured arrangements with other post-secondary education and training institutions;
- (c) improve access to graduate level courses for those from under-represented groups to facilitate better outcomes in research, the academic workforce, and professional pathways;
- (d) contribute to the body of knowledge on improving educational

attainment, retention and success, and social inclusion of people from disadvantaged backgrounds; and

- (e) undertake research that reflects the broader needs of the society and looks to find solutions to current and future issues facing all Tanzanians.

### ***Way Forward***

The University undertakes to pursue the following measures in achieving gender equality and inclusiveness:

- (a) reinforce structures and processes that ensure the effective participation of women in all decision-making organs;
- (b) reinforce the programmes towards gender mainstreaming in University processes and functions in line with national policies and enhance affirmative action for gender education, opposing violence against women, and attention to gender perspectives in the budgets;
- (c) carry out gender focused research;
- (d) maintain meritorious staff promotion, recruitment and development but in addition create a conducive and facilitative engendered environment, and;
- (e) ensure engendered admissions that focus on highly talented students.

### ***4.2.3 Quality Assurance and Control***

The quality of academic staff, administrative staff and students as well as processes is what distinguishes world class universities from the rest. University input-output and transformation processes should

in all aspects be distinguishable through their quality. It is therefore a key responsibility of those in charge of governance and management of the University to set the tone of quality standards and benchmarks, and by so doing, uphold the University and make it stand out from the rest.

### ***Rationale***

The University has since mid-1990s undertaken various measures to enhance quality assurance practices in its undertakings. With a total number of at least 20,000 students (for undergraduate and postgraduate) and about 1,500 academic staff, the number of trained staff in quality assurance should be increased. With its core mission to promote the adoption of quality assurance culture in all University processes and activities, the University must organize efforts in improving quality and standard of delivery of academic and professional services to its clients and stakeholders.

### ***Way Forward***

UDSM undertakes to pursue the following measures to ensure quality and control:

- (a) Strengthen an independent Quality Assurance (QA) Bureau. There should be a sustainable QA environment that explicitly recognizes the importance of quality for reaching and sustaining its Vision and that provides support, guidance, and reinforcement for the implementation of QA, and;
- (b) Mainstream quality assurance in all University processes and functions.

## **4.3 Sustainable Resources**

In order to enhance competitiveness, UDSM will require radical improvements to ensure availability of adequate, modern and well

maintained teaching and learning infrastructure, facilities and financial resources. The main types of facilities include teaching facilities, research laboratories, physical and electronic libraries, and online and distance learning. Progressive world-class universities have solid foundations for financial sustainability. The fulfilment of the aspirations of UDSM and its principal stakeholders largely depends on its financial capacity and sustainability.

### ***Rationale***

Now than ever before UDSM needs to mobilize financial resources as it increasingly competes for resources from the Government together with other newer institutions. The experience of the past ten years has shown that Government funding remains the major source of financing for UDSM. Additionally, a number of development partners have responded very generously to the University's financial needs for infrastructure development, research capacity and staff development.

The University of Dar es Salaam through its ICT Policy (2006) and Master Plan (1996) has made several strides in terms of establishment of the general office automation applications, administrative information systems, ICT mediated teaching and learning, information systems, and the University-wide communication infrastructure and installation of Local Area Networks (LANs) in all buildings within the campus. The University is now connected to the high capacity internet through marine optic fibre cable operated by SEACOM. However, the high capacity internet link remains underutilized due to obsolete backbone network equipment and malfunctioning LANs in many buildings. A significant part of the network runs on hubs and obsolete switches that are no longer supported by their respective manufacturers.

The goals and targets discussed by the Tanzania Development Vision

(TDV) 2025 are promotion of science and technology, education, and promotion of Information and Communication Technologies (ICTs). The University of Dar es Salaam being the leading and the oldest university in the country has a significant role towards achieving the TDV 2025 goals.

### ***Way Forward***

As has been pointed out earlier, reduced Government funding led to over-crowded facilities, inadequate library resources and a high student-staff ratio that may affect the quality of teaching and research. Therefore, there is a need for the University to diversify its funding sources including strengthening its fundraising efforts to obtain additional income to adequately finance expansion of its facilities and other activities. In the next 50 years, the University shall diversify its revenue base by engaging in income generating activities through optimal utilisation of existing physical and human resources. One such potential area that might be of significant income generating activity is the promotion of privately sponsored students, short courses and evening postgraduate programmes. Such programmes will increase access, expand educational opportunities and generate income to help expand the existing facilities at the University.

#### ***4.3.1 Strategic Marketable Products/Services***

In recent years there has been an increase in internally generated income. But in most cases this trend has been accompanied by constraints or reductions in Government spending, and continued control over Government funded activities. Thus the increase in internal funding has not realized significant impact since it has been filling the gap. The Government has moved the higher education industry, including public institutions, into a more demand-driven, competitive environment which involves funding (Government subsidies and loans) that follows students' choice, in respect of



teaching, along with institutional tuition pricing flexibility. This approach assumes that competition will stimulate differentiation and innovation in the range of products and services. It has the advantage that structural outcomes are seen to be the result of market drivers rather than Government decisions; although that does not mean that the Government will be exonerated and thus saved from claims for compensation. In contemporary circumstances, the most coherent options for public universities are autonomous institutions operating in a market-driven environment and with mission-based funding compacts as a means of safeguarding public good interests. This combination allows the universities the flexibility they need to be competitive and responsive, noting that the competition nationally and internationally involves private institutions and public-private partnerships.

### ***Rationale***

Universities all over the world have come under increasing pressure to respond to the rapidly changing market environment. The unprecedented growth and competitiveness of the global economy along with its consequential socio-political changes have been creating pressures on higher education institutions for adopting market-oriented initiatives. Further, the expansion of university education without proportionate government budgetary support is creating acute financial pressure, and universities are looking towards the market for revenue generation. The University of Dar es Salaam is no exception to that scenario. This transformation of the university from a government funded to market-oriented institution affects various aspects of production and transmission of knowledge, which are bound to create a series of conflicts. The University is therefore facing the escalating costs of higher education, consequently the need to start adopting various cost cutting measures. But cost cutting has limits and often reduces the quality of services provided by the

University. Therefore the best option to reduce funding pressure is to generate revenue from market sources by providing additional services to interested clients.

Businesses and industries are looking to university research to offer them a new source of scientific knowledge and development. For the development and production of products required by the industry, university research laboratories can be used as additional resource centres. This can help the University to deploy its facilities for generation of additional revenue and thereby reduce dependence on Government support. The process of having corporate collaborations is also encouraged by the Government and other agencies. The merging of interests between private industry and university research is the only way-out to survive against acute funding pressure.

### ***Way Forward***

It is envisioned that UDSM shall continue to strengthen the diversification of funding sources both local and external in order to meet the growing institutional needs. It will do so by having arrangements that will ensure long-term financial sustainability. By designing and delivering industry-related training programmes on selected topics for company executives, the University can serve corporate clients to enhance their knowledge base. It can also offer short- and long-term management development programmes and also provide consultancy support to clients. The University departments can also conduct research activities as per clients' needs. The focus will therefore be on:

- (a) establishing a comprehensive resource mobilization framework (policy, strategy, and an independent trust fund);

- (b) strengthening arrangements for developing and managing the provision of commercial services related to the resources of the University;
- (c) building capacity of staff regularly in resources mobilisation;
- (d) establishing an optimized fee structure for various services;
- (e) developing training products that can attract fee-paying students and sponsors;
- (f) requiring/encouraging senior academic staff/research chairs to bring in world class research projects;
- (g) undertaking consultancy and contract research services;
- (h) undertaking strategic investments including in real estates;
- (i) developing mutually beneficial strategic partnerships related to the core mission of the University; and

#### ***4.3.2 Strategic Network and Internationalisation***

Partnerships between the University and industry promote technological innovation which triggers the essence of problem-based learning and eventually joint moulding of the graduates between industry and University. University-industry collaborations enable students to develop their innovation skills and gain hands-on experience. Collaborating closely with business and industry may provide the business arm of the University to commercialize its high-technology research output. Furthermore, alumni relations are of strategic or high importance for the development of the University and also for strengthening partnership with the industry. University

promotion, alumni tracking, and new student recruitment are felt to be the most important benefits to be gained from engagement with alumni and industry. Generating additional funding from alumni is also seen to be an important benefit.

### ***Rationale***

Likewise, funding linked to problem-based learning eventually leads to innovations, research and unified support resulting into employability of the graduates of the University. Simply put, to thrive in the cut-throat competition in terms of labour, innovations, funding and knowledge, there is a strong need for the UDSM to develop strong collaborations and partnerships with the private and public sectors, and her alumni in Tanzania, the EAC and beyond. When analysing the current situation, one may detect limitedness of the industry-UDSM links except for the few areas such as the business and entrepreneurship (UDBS), engineering and innovations (CoET) and legal services (UDSoL).

Since its establishment in 1961 the University of Dar es Salaam is *alma mater* to about 56,000 individuals who graduated from its several campuses. It is therefore important at this stage that, while planning for the next 50 years, the University traces its alumni, and continues to keep them informed of the affairs of the University as well as involve them in its many challenges. The University of Dar es Salaam should take a proactive role in fundraising especially when funding is a major problem. The alumni can help build relations and connections, and increase employability of UDSM graduates. Therefore, it is important that the University refocuses its connection with its alumni and use them in making relationship establishment a priority.

**Way Forward**

The UDSM Vision 2061 recognizes the:

- (a) need for putting in place an operational structure and mechanism that proactively promote external linkages to enable the University tap the external potentials with the public and private sectors as well as alumni;
- (b) need for the industry, particularly private sector to be represented in the relevant organs of the university;
- (c) need to foster programmes and the pedagogical approaches – linked to problem based learning so as to address the immediate and long term practical challenges in the industry;
- (d) relevance of curricular to be responsive and promoting the University-industry partnership;
- (e) significance of strengthening the outreach programmes to address the needs of the private, public sectors as well as civil organizations;
- (f) need for the University to promote proactive rather than reactive mind-set to societal needs;
- (g) importance to exert deliberate efforts to get feedbacks from the stakeholders with regard to relevance of research problems, knowledge gaps and relevant programmes for national development;
- (h) critical cultivation and nurturing of future alumni through the positive student experience for students and their parents/

guardians while studying in order to acquire affinity and loyalty with UDSM;

- (i) cultivating networks with alumni within and outside the country to project and market UDSM in the society;
- (j) development of culture of giving by working closely with alumni;
- (k) creating space in UDSM governance/management for active voice from alumni as the *alma mater*; and
- (l) put in place an effective alumni management information and communication system.

#### **4.3.3 Strategic Entrepreneurship, Innovation and Investments**

Societal expectations are that leading research universities will have significant constructive impact on national and regional economies. The major contributions of research, in this regard, are through the production of highly capable graduates and the generation and translation of knowledge that is useful for private firms and public sector agencies. Research at the University needs to be open and accessible to business and initiators of cluster relations with enterprises and other mechanisms to enable entrepreneurial firms to obtain the know-how necessary for them to respond competitively to market opportunities.

Elite universities are likely only to gain continuing support they need when they contribute to the wider social benefit and are seen to do so by enhancing the capacity of other educational and research institutions. Therefore, concentrations of expertise and infrastructure should be accessible to researchers in other universities of a country, and elite universities should be inviting others to share in and contribute to their work.

***Rationale***

Only few countries can afford the scale of infrastructure that is needed for science. Hence, it becomes necessary to network with the world's major centres for high-end research, and collaborate in the management of the huge datasets generated in an instrumented world. However, entry tickets are distributed primarily through the recognition of academic performance and thus it is essential to ensure that the nation's leading researchers are internationally reputable, as the hi-tech centres are themselves expertise-seeking.

The Government, business and the broader community are increasingly recognising the importance of innovation and entrepreneurship, and are looking to universities to play a leading role, both in educating people to be innovative and entrepreneurial, and in enabling ideas from research to be transformed into innovative products and services, and to drive positive societal change. To unlock the innovation and entrepreneurship necessary to achieve that goal, the University is committed to be a vibrant contributor to indigenous knowledge economies nationally, regionally, and internationally.

The University needs to make considerable progress towards creating and fostering an innovative culture within the University community; this should, among other things, include the introduction of a range of courses with content about innovative and/or entrepreneurial practices, and running competitions and workshops to stimulate entrepreneurial activity amongst the wider student body. The establishment of the University of Dar es Salaam Entrepreneurship Centre (UDEC) is one step towards that direction. As a consequence, a more positive attitude to innovation and entrepreneurship has been spreading through the University, and the processes to support it

are evolving. Some progress has been made to give more of our students a better understanding of innovation, and also to provide them with education in entrepreneurship. This strategy responds to the Government's Five-Year Development Plan as well as the Vision 2025 with strong signals that it wants to see that its investments in university teaching and research deliver economic, social and environmental benefits to Tanzanians. This includes the promotion of innovation and entrepreneurial activity as an essential component of the nation's ability to succeed. The strategy guides UDSM efforts to develop systems that will maximise the delivery of such benefits, within the context of the principles of academic freedom and the University's role as critic and conscience of society. Furthermore, there are prospective students worldwide who wish to be innovative and/or entrepreneurial, and want to attend a university that will help them develop those skills. There is a significant opportunity for UDSM to attract such students. This is intended to be a strategy for the whole University; it is important that this strategy is made relevant to all University activities.

### ***Way Forward***

The aim is to lift demand for student placement, attract the brightest students to enrol at UDSM for both undergraduate and research degrees, attract world-leading academic researchers to the University, and lead to increased research funding. The University strives to create an environment that encourages, develops and inspires its students and staff to become involved in innovative and entrepreneurial activities. In the next 50 years, it is UDSM's goal that all staff and students should be capable of innovative practice to some degree, and should have an informed understanding of what it is to be entrepreneurial. This will be achieved through:



- (a) committing to experiential learning, where students have the opportunity to engage with relevant communities (e.g. businesses, government agencies, social groups) during their course of study;
- (b) assisting academic staff to understand innovation, innovative practice and entrepreneurial activity, for their own use and to convey such to their students, and to recognise when they have been innovative;
- (c) providing courses in innovation and innovative practice and in entrepreneurship, relevant to the particular discipline of major study, for staff and students;
- (d) providing opportunities for staff and students to engage in entrepreneurial activities;
- (e) providing support (information and access to resources, mentors and networks) for staff and students with innovative ideas or who wish to experiment as entrepreneurs;
- (f) enlisting the support and sponsorship of individuals, businesses, successful entrepreneurs, not-for-profit organisations and government agencies to assist these initiatives.

For ideas with commercial potential managed by the University, all decisions and actions regarding Intellectual Property (IP) are based on achieving successful transfer, maximising the benefit to Tanzania in the first instance where possible, and protecting the rights and reputation of the inventor and of UDSM. The following steps will be taken:

- (a) The bond between the inventor and the IP should be valued and protected as one of the significant drivers of IP development. Staff should be consulted and involved in the technology transfer process to the level of their choice.
- (b) The University transfers to commercial parties at an early stage, because they are better suited to manage the opportunity and risk associated with establishing products and services in the market. Where possible and appropriate, UDSM should continue to provide technical support to transition the transfer into commercial success.
- (c) The University should seek the best person or organisation to lead the technology transfer process.
- (d) The University should seek an appropriate financial return from the IP for the University and for the inventor (being careful not to inhibit transfer and market success).

## **5. Conclusion**

The University of Dar es Salaam has articulated a new 50-year Vision with relevant supporting Pillars. The University Management appeals to the institution's stakeholders for support towards realizing the articulated UDSM Vision 2061. The Government is requested to construct a supportive external policy environment and create financing and regulatory conditions that enable and encourage UDSM to compete at national, regional, and global levels in quality, relevance, (proportion of) international students and faculty, and (in) research grants and awards. The University also welcomes participation of the private sector and philanthropists in steering the new development of our institution in governance and in pursuit of the Vision.

This is a University Vision for the next 50 years. It is a living vision and calls for a planned review of its progress so as to gauge its direction and focus to cope with emerging challenges, and more importantly to address the needs of Tanzanians. The University of Dar es Salaam is a “PEOPLE’s University” and wishes to remain as such, and will therefore invite stakeholders to participate in reviewing and influencing its strategic direction.

Visions once formulated must be implemented, and mechanisms to do so must be charted out. The Vision has therefore been developed in tandem with UDSM Ten-Year Corporate Strategic Plan, which will in turn be translated into an implementation strategic plan (Five-Year Rolling Strategic Plan) composed of verifiable objectives, strategies, performance targets and indicators, as well as identifying the responsible actors for each strategy.