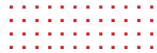




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE
AND TECHNOLOGY



TANZANIA COMMISSION FOR UNIVERSITIES





THE ROLE OF ACADEMIC LEADERS IN FOSTERING ACADEMIC EXCELLENCE

**Working Session with Deputy Vice Chancellors, Deputy
Principals, and Deputy Provosts for Academic Affairs to
Discuss Academic Quality Assurance Matters**

20 - 21 March, 2025 | Magadu Hotel, Mzinga Corporation - Morogoro





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Introduction

University governance is vital for ensuring academic excellence, institutional credibility, and strategic decision-making. Deputy Vice Chancellors, Deputy Provosts, and Deputy Principals responsible for academic affairs play a key role in providing support on quality assurance, curriculum development, programme delivery, students admissions and credit transfers, ensuring alignment with accreditation standards and industry needs. They also manage faculty recruitment and

promotion through a transparent, merit-based process involving departments, boards, HR committees, and University Councils. Additionally, they oversee students and staff data management, ensuring compliance with legal and regulatory requirements, including timely data submission to the Tanzania Commission for Universities (TCU). Strengthening these governance mechanisms enhances institutional accountability, promotes innovation, and supports higher education growth.

GUEST OF HONOUR



DR. LEONARD AKWILAPO
Chairperson - TCU

Programme

Day One | 20 March, 2025





Time	Event
08:00 – 08:30 am	Arrival and Registration of Participants All
08:30 – 09:00 am	Introduction of Participants Dr. Telemu Kassile, Director of Accreditation - TCU
09:00 – 09:10 am	Welcoming Remarks and Objective of the Workshop Prof. Charles Kihampa, Executive Secretary - TCU
09:10 – 09:20 am	Opening Remarks Dr. Leonard Akwilapo, Chairperson - TCU
09:20 – 09:30 am	Group Photo All
09:30 – 11:00 am	University Governance Prof. Idrissa Mshoro, Former Vice Chancellor – Ardhi University
11:00 – 11:30 am	Health Break All



Time	Event
11:30 – 12:30 pm	Quality Assurance in Higher Education Prof. Charles Kihampa, Executive Secretary - TCU
12:30 – 01:30 pm	Curriculum Design, Development, and Approval Prof. Idrissa Mshoro, Former Vice Chancellor – Ardhi University
01:30 – 02:30 pm	Lunch Break All
02:30 – 03:30 pm	Academic Programme Delivery and Implementation Prof. Idrissa Mshoro, Former Vice Chancellor – Ardhi University
03:30 – 04:00 pm	Closing of Day One Prof. Charles Kihampa, Executive Secretary - TCU
04:00 pm	Coffee and Networking All

 Time	 Event
08:00 – 09:00 am	Arrival and Registration of Participants All
09:00 – 09:30 am	Recap of Day One Dr. Fikira Kimbokota, Director of Admissions Coordination and Database Management - TCU
09:30 – 11:00 am	Students Admissions and Transfer Prof. Charles Kihampa, Executive Secretary - TCU
11:00 – 11:30 am	Health Break All
11:30 – 12:30 pm	Admission of Applicants Holding Foreign Qualifications Prof. David Mfinanga, Former Deputy Vice Chancellor Administration and Director of Undergraduate Studies – University of Dar es Salaam

 Time	 Event
12:30 – 01:30 pm	Academic Staff Recruitment and Promotion Prof. Lughano Kusiluka, Commissioner - TCU and Vice Chancellor - University of Dodoma
01:30 – 02:30 pm	Lunch Break All
02:30 – 03:30 pm	Students and Staff Data Dr. Telemu Kassile, Director of Accreditation - TCU
03:30 – 04:00 pm	Closing Remarks Prof. Lughano Kusiluka, Commissioner - TCU
04:00 pm	Coffee and Networking All

University Governance

This discussion will focus on the governance model of universities in Tanzania as a key enabler for achieving academic excellence and fulfilling the vision and mission of these institutions. It explores the statutory roles and mandates of various governance organs within universities, particularly in relation to academic and administrative matters. A primary emphasis will be placed on the roles of Deputy Vice Chancellors, Deputy Provosts, and Deputy Principals



PROF. IDRISSA MSHORO

Former Vice Chancellor – Ardhi University



responsible for academic affairs. These roles will be analysed in the context of their involvement with university governance bodies in operational and strategic decision-making, especially concerning academic matters, and the recruitment and promotion of academic staff.

Additionally, the discussion will examine how legal instruments are utilized to guide

decision-making in line with the governance framework, as well as the sources of authority embedded within these instruments and the institutional structure. The implications of the governance model for strategic decision-making will be considered, with a focus on how it shapes the university's organisational structure, the chain of command, span of control, and cascading decision-making processes.

Quality Assurance in Higher Education

Quality assurance (QA) in higher education is a collective responsibility that requires agreement among key stakeholders, including universities, regulatory bodies, students, employers, and the government. It ensures that academic programmes, teaching standards, and institutional governance meet agreed-upon benchmarks for excellence, relevance, and credibility. Given the critical role of higher education in national development and global competitiveness, a structured QA



PROF. CHARLES KIHAMPA

Executive Secretary - TCU

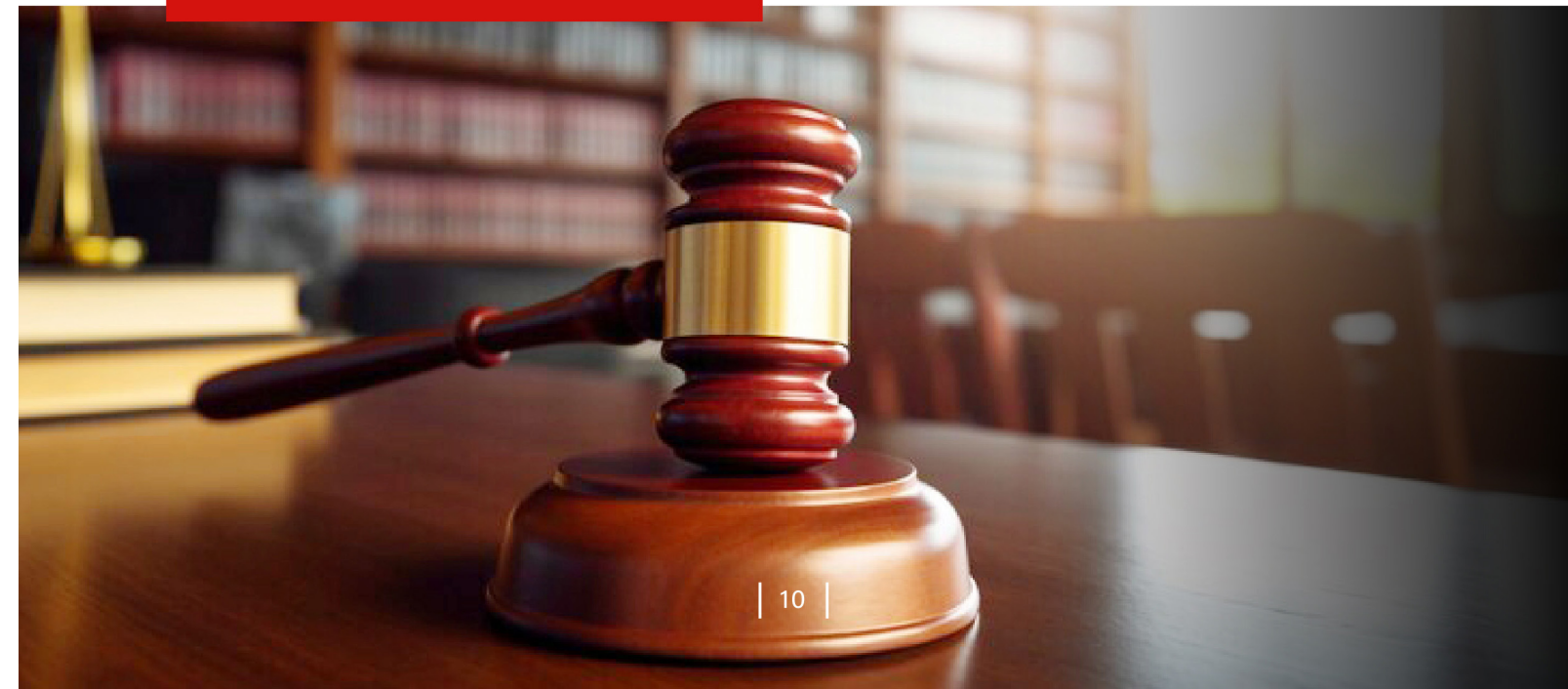


framework is essential to uphold academic integrity and maintain stakeholders' confidence.

A regulatory body such as the Tanzania Commission for Universities (TCU) plays a crucial role in overseeing higher education quality by setting accreditation standards, monitoring compliance, and enforcing policies that align academic programmes

with national and international requirements. TCU ensures that universities adhere to defined academic and administrative standards, fostering institutional accountability and continuous improvement.

In addition to national regulatory oversight, quality assurance is maintained through both internal and external QA



mechanisms. Internal QA bodies within universities, such as quality assurance units and academic boards, monitor curriculum development, faculty performance, and student learning outcomes to maintain high educational standards. External QA bodies, such as TCU and international accreditation agencies, conduct periodic reviews, institutional audits, and accreditation

assessments to ensure compliance with higher education regulations and global best practices.

By integrating internal self-assessment and external evaluation, higher education institutions create a culture of continuous improvement, ensuring that graduates are well-prepared to meet societal and industry demands.



Curriculum Design, Development, and Approval

A well-structured curriculum design, development, and approval process ensures that academic programmes remain relevant, rigorous, and aligned with global and national quality standards. Institutions must embrace continuous improvement to maintain excellence in education delivery. Deputy Vice Chancellors, Deputy Provosts, and Deputy Principals responsible for



PROF. IDRISSA MSHORO

Former Vice Chancellor - Ardhi University





academic affairs serve as key governance overseers, ensuring that university programmes meet quality, relevance, and regulatory standards.

Their oversight role extends through governance structures such as academic departments, academic boards, and senate meetings, where they guide curriculum approval processes. They provide strategic direction to curriculum design and development, ensuring alignment with the university's mission and vision, national education policies, and industry needs. Additionally, they ensure compliance with accreditation standards, facilitate engagement with industry and professional bodies, and oversee periodic curriculum reviews.

Furthermore, these leaders develop and implement policies that shape curriculum structure, assessment methods, and quality assurance frameworks. Their role is critical in maintaining academic standards while fostering innovation to meet evolving societal and economic demands.

Academic Programme Delivery and Implementation

The Deputy Vice Chancellors, Deputy Provosts, and Deputy Principals responsible for academic affairs play critical role in ensuring the quality of academic programme delivery and implementation. They are responsible for overseeing the establishment and adherence to quality assurance (QA) frameworks that align with institutional, national, and international standards. This



PROF. IDRISSA MSHORO

Former Vice Chancellor – Ardhi University



includes ensuring that teaching methods, assessments, and learning outcomes meet accreditation requirements and institutional policies.

They monitor faculty performance to ensure teaching standards are met and promote continuous professional development. They also track student success metrics, such as assessment results, graduation rates, and course evaluations using data to drive academic programme improvements. They also coordinate internal and external academic programme reviews, ensuring compliance

with accreditation bodies and facilitating ongoing quality enhancement.

Through stakeholder engagement, they gather feedback from students, faculty, alumni, and industry partners to ensure programmes remain relevant and responsive. By fostering a culture of innovation and ensuring rigorous quality monitoring, they maintain the credibility and effectiveness of academic programmes, contributing to their long-term success and alignment with both educational standards and market needs.



Students Admissions and Transfer

The Deputy Vice Chancellors, Deputy Provosts, and Deputy Principals responsible for academic affairs play a critical role in overseeing the admissions and student credit transfer processes, ensuring compliance with institutional policies and accreditation standards while considering programmes capacities. They work closely with academic departments, admissions boards, the university senates and councils to establish transparent and standardised guidelines for new student admissions. This includes ensuring that entry requirements align with institutional and regulatory expectations while



PROF. CHARLES KIHAMPA

Executive Secretary - TCU



managing enrollment to maintain programmes quality and resource availability.

In the credit transfer approval process, they ensure that departmental committees conduct thorough evaluations based on course equivalency, learning outcomes, and institutional standards. Faculty boards review transfer applications before final approval by the Senate, ensuring consistency, fairness, and adherence to academic integrity. Additionally, programme capacity is considered to prevent overcrowding and maintain an optimal student-to-staff ratio, ensuring effective learning environments.

They also monitor student appeals and oversees dispute resolution related to admissions and credit transfers, ensuring fair and transparent decision-making.





By analysing trends in admissions, transfer cases, and programme capacity, they refine policies to enhance governance and institutional efficiency. Through strategic oversight, they also ensure that admissions and credit transfer processes support academic excellence, student mobility, and sustainable institutional growth.



Admission of Applicants Holding Foreign Qualifications

The internationalisation of higher education is a key driver of global academic and economic strategies, with the admission of international students playing a crucial role. However, challenges arise when evaluating foreign pre-university qualifications due to differences in education systems. In Tanzania, the admission of international students at the Bachelor's level has been hindered by inadequate evaluation criteria and lack of comprehensive information, sometimes resulting in foreign qualifications being equated at lower levels than Tanzanian standards, leading to disqualification from university admission.

Despite efforts to implement online



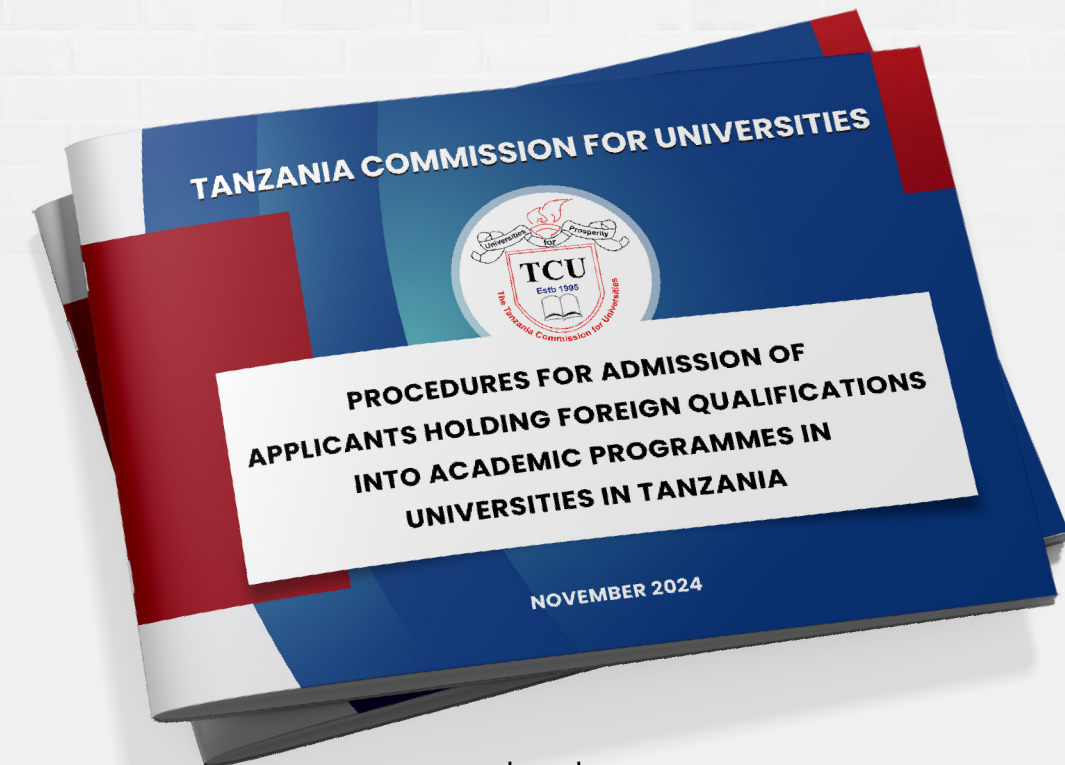
PROF. DAVID MFINANGA

Former Deputy Vice Chancellor
Administration and Director of
Undergraduate Studies –
University of Dar es Salaam



admission systems, foreign student enrollment has continued to decline. This is partly due to inconvenient application processes, unclear evaluation criteria, and competition with national applicants for limited admission slots. To enhance internationalisation and address these challenges, the Tanzania Commission for Universities (TCU) has developed guidelines for universities to establish standardised and transparent qualification evaluation mechanisms.

These guidelines aim to streamline admission procedures, ensure consistency in assessing foreign qualifications, and facilitate access for international students while maintaining academic integrity. Strengthening these processes will support global academic exchange, increase foreign student enrollment, and contribute to institutional growth.



Academic Staff Recruitment and Promotion

The Deputy Vice Chancellors, Deputy Provosts, and Deputy Principals responsible for academic affairs play crucial role in academic staff recruitment, deployment, and promotion by overseeing a structured and transparent approval process involving key university governance organs. Universities must recruit highly qualified academic staff with strong academic and professional credentials to deliver competitive academic programmes and conduct impactful research and innovation.

They ensure that recruitment and promotion follow a standardised, merit-based process that aligns with institutional goals, accreditation

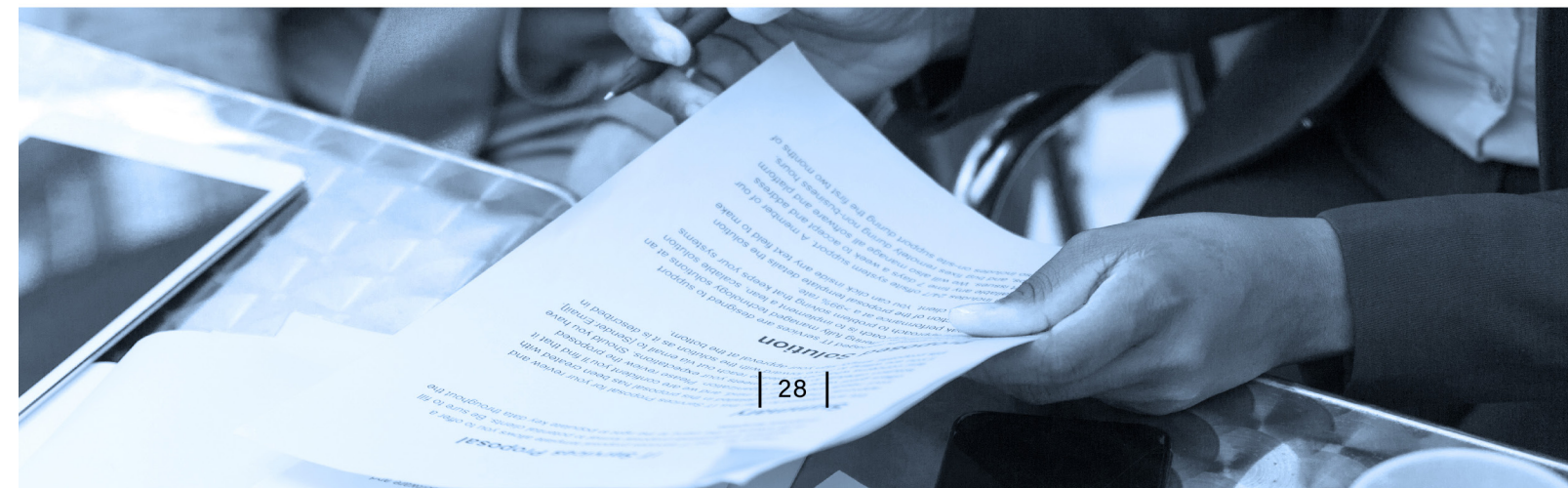


PROF. LUGHANO KUSILUKA
Commissioner - TCU and
Vice Chancellor - University of Dodoma

standards, and national regulations. Faculty hiring decisions begin at the departmental level, where academic units evaluate candidates based on combination of qualifications, pedagogical skills, research capacity, teaching experience, professional achievements, and Grade Point Average (GPA) at both undergraduate and postgraduate levels. However, the recruitment process must also consider other critical factors beyond GPA, such as leadership potential, industry experience, mentorship ability, and commitment to academic service. These recommendations are then reviewed by faculty boards, HR committees, and university councils to ensure compliance with institutional policies, strategic needs and regulatory requirements.

For faculty promotions, they oversee the development and enforcement of rigorous evaluation frameworks that consider teaching effectiveness, research contributions, institutional service, and career development. They ensure that promotion cases are systematically reviewed and approved at multiple governance levels, including academic departments, boards, HR committees and university councils depending on the academic rank.

Additionally, they also oversee policies related to faculty workload, career progression, and performance appraisal, ensuring continuous faculty development. By maintaining clear guidelines and strengthening governance structures in recruitment and promotion, they uphold academic integrity, institutional credibility, and excellence in higher education.



Students and Staff Data

The Deputy Vice Chancellors, Deputy Provosts, and Deputy Principals responsible for academic affairs play a critical role in managing and ensuring the quality of students and staff data to support institutional decision-making, compliance, and academic planning. They oversee data governance by implementing policies for data collection, storage, access, and security, ensuring compliance with institutional, legal, and regulatory requirements.

For students data, they monitor enrollment trends, retention rates, graduation rates, and academic performance, utilising analytics to



DR. TELEMU KASSILE

Director of Accreditation - TCU

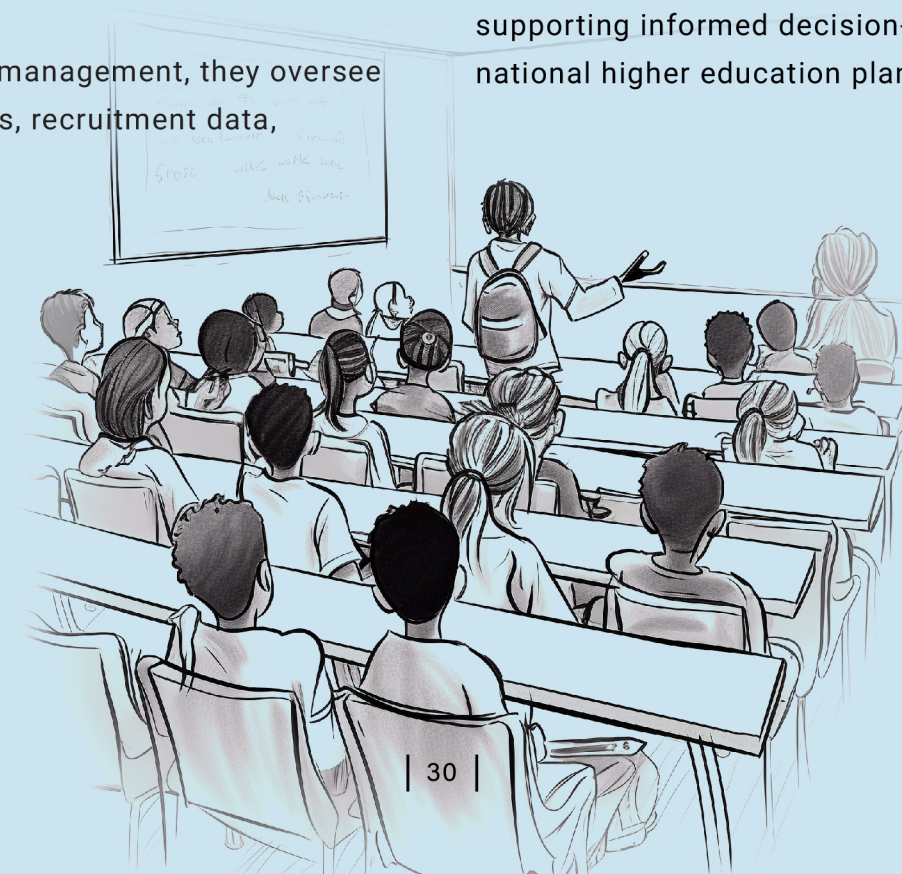


enhance students support systems and academic planning. They ensure efficient management of student records, including admissions, grading, credit transfers, and certifications, facilitating smooth academic operations. Additionally, universities are legally required to submit student and staff data to the Tanzania Commission for Universities (TCU) in a timely manner for national planning, policy development, and regulatory oversight.

On staff data management, they oversee faculty records, recruitment data,

promotions, workload tracking, and professional development, ensuring alignment with institutional goals. They also use data-driven insights for resource allocation, performance evaluations, and compliance with accreditation standards.

By ensuring robust data management systems and timely submission of required data to TCU, they enhance institutional accountability, operational efficiency, and academic quality while supporting informed decision-making and national higher education planning.



WHO WE ARE

The Tanzania Commission for Universities (TCU) is a government agency which was established on the 1st July 2005, under the Universities Act, Cap. 346 of the Laws of Tanzania with a legal mandate to recognise, register and accredit universities in Tanzania. It also regulates local or foreign university-level programmes, coordinates the proper functioning of universities and ensures a harmonised higher education system in the country.

TCU succeeded the then Higher Education Accreditation Council (HEAC), which was established in 1995 under the Education Act, 1995. The HEAC had a mandate to regulate the establishment and accreditation of private universities. Being limited only to private universities, such mandate was considered unfavourable for the promotion of a viable public-private partnership in higher education.

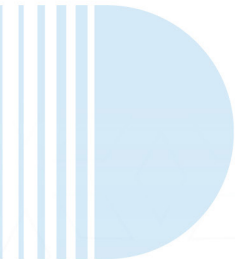
To address this, the government created a unified and harmonised higher education system under the TCU. To ensure such a system does not compromise institutional peculiarities and autonomy, each university is vested with the legal right to operate under its charter. The TCU implements the National Education Policy through its functions which can be clustered into three major areas:



1. **Regulatory Function:** Ensures quality assurance by evaluating universities, programmes, and systems. Validates programmes, accredits institutions, and evaluates university awards for use in Tanzania.
2. **Advisory Function:** Advises the government and public on university education, policy formulation, and international higher education issues.
3. **Supportive Function:** Coordinates university operations, students' admissions, and provides training in areas like quality assurance, leadership, entrepreneurship, and resource mobilization.

Over the years, the Commission has made significant progress in upholding standards, ensuring quality, and maintaining the relevance of university education, training, and research. It remains committed to integrating quality assurance practices into higher education, fostering continuous improvement in universities and academic programmes.

TCU is a member of Inter-University Council for East Africa (IUCEA) and African Quality Assurance Network (AfriQAN).



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