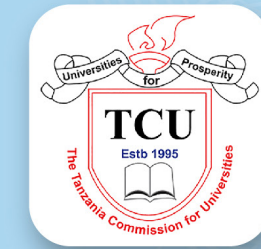# ENHANCING QUALITY OF UNIVERSITY EDUCATION THROUGH STRENGTHENING UNIVERSITY GOVERNANCE, LEADERSHIP AND INTERNAL QUALITY ASSURANCE SYSTEMS

Proceedings of the Training Workshop for University Heads of Academic Departments

7th – 8th March, 2024 | Magadu Hotel, Mzinga Corporation – Morogoro

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Contents

Executive Summary

In March 2024, the Tanzania Commission for Universities (TCU) held a two-day training workshop for Heads of Academic Departments (HoDs) at Magadu Hotel in Morogoro. The workshop aimed to strengthen university governance, leadership and internal quality assurance systems, recognising the pivotal role HoDs play in ensuring academic excellence and institutional integrity. The Executive Secretary of TCU, Prof. Charles Kihampa, welcomed participants and highlighted the importance of professional development, peer collaboration, and knowledge-sharing. He acknowledged the dedication of the facilitators and extended appreciation to the Guest of Honour, Prof. Peter Msoffe, Director of Higher Education at the Ministry of Education, Science and Technology for his full participation, which underscored the government's commitment to enhancing the quality of higher education.

Over the course of the workshop, a series of insightful lectures were delivered by esteemed academics and higher education leaders. Prof. Idrissa Mshoro addressed the structural and functional aspects of university governance, advocating for greater autonomy and strategic alignment within institutions. Prof. Masoud Muruke offered a detailed exploration of internal and external quality assurance (IQA and EQA), stressing the evolving demands on higher education and the need for robust, institution-led quality frameworks. Prof. Kihampa discussed the operationalisation of quality assurance, highlighting TCU's regulatory, advisory, and supportive functions, while outlining the central role of HoDs in staff development, academic planning, and performance evaluation.

Additional insights were provided by Dr. Joan Munissi and Prof. Allen Mushi, who shared practical experiences and highlighted challenges at the operational level, such as underqualified HoDs, lack of management training, exclusion from decision-making processes, and centralised leadership styles. Participants engaged in group assignments focusing on recruitment procedures, promotion processes, credit transfer, curriculum development, and quality assurance tools for new HoDs. These exercises revealed the need for clearer departmental involvement, alignment with institutional policies, and strict adherence to established procedures to uphold academic integrity.

Leadership and strategic planning were key themes in the latter sessions. Prof. Daniel Mkude discussed foundational leadership and management principles in higher education, encouraging HoDs to balance administrative, managerial, and strategic responsibilities. He emphasised ethical leadership and the importance of adaptability, vision, and integrity. Prof. Joseph Kuzilwa elaborated on strategic leadership and planning, highlighting the need for inclusive decision-making and the integration of departmental objectives with university-wide strategic plans. His discussion linked planning to practical outcomes, such as research development, curriculum relevance, and internationalisation. Prof. Kallunde Sibuga's session on ethics in higher education underscored the moral responsibilities of academic leaders, covering areas such as fairness, professionalism, transparency, and academic honesty. She stressed the influence HoDs have in fostering an ethical culture within departments and institutions.

At the close of the workshop, participants expressed sincere appreciation for the opportunity to engage in reflective dialogue and share institutional experiences. They recommended the institutionalisation of the workshop as an annual event to promote continuous learning and leadership development. Furthermore, it was suggested that similar initiatives be designed for higher-level decision-makers, such as Deans and Vice Chancellors, to ensure coherent policy implementation across all university levels. The event concluded with the awarding of certificates and a group photograph, symbolising the collective commitment to advancing quality and ethical standards in Tanzania's higher education sector.

Programme

Time	Activity	Responsible
08:00 - 08:30 am	Arrival and Registration of Participants	Secretariat
08:30 - 08:45 am	Introduction of Participants	**Dr. Telemu Kassile,** Director of Accreditation – TCU
8:45 - 08:55 am	Welcoming Remarks	**Prof. Charles Kihampa,** Executive Secretary - TCU
08:55 - 9:10 am	Opening Remarks	**Prof. Peter Msoffe,** Director of Higher Education – Ministry of Education, Science and Technology
09:10 - 09:15 am	Rules of the Meeting	**Dr. Telemu Kassile,** Director of Accreditation – TCU
MODULE 1: Corporate Governance and University Governance Structure		
09:15 - 11:00 am	**Presentation 1** Linkages and Broad Rules Governing the Three-tier Cluster of the University Governance Structure	**Prof. Idrissa Mshoro,** Former Vice Chancellor – Ardhi University
11:00 - 11:30 am	**Group Photo and Health Break**	All
11:30 - 12:45 pm	**Presentation 1** Linkages and Broad Rules Governing the Three-Tier Cluster of the University Governance Structure	**Prof. Idrissa Mshoro,** Former Vice Chancellor – Ardhi University

Time	Activity	Responsible
12:45 - 01:15 pm	Interactive Discussion	All
01:15 - 01:45 pm	Lunch Break	All
MODULE 2: Quality Assurance for Universities in Tanzania		
01:45 - 02:30 pm	**Presentation 2.1** Concepts of Quality Assurance in Higher Education	**Prof. Masoud Muruke,** Former President – East African Higher Education Quality Assurance Network (EAQAN)
02:30 - 04:00 pm	**Presentation 2.2** Quality Assurance at the Operational Level	**Prof. Charles Kihampa,** Executive Secretary - TCU
04:00 - 05:00 pm	**Presentation 2.3** Experience, Expectations and Challenges of Quality Assurance at the Operational Level	**Presenters:** • **Prof. Allen Mushi,** Deputy Vice Chancellor Planning, Finance and Administration – Mzumbe University • **Dr. Joan Munissi,** Senior Lecturer, and Director of Undergraduate Studies – University of Dar es Salaam
05:00 - 05:30 pm	Interactive Discussion	All
05:30 pm	End of Day One	All

Programme

Time	Activity	Responsible
07:30-08.00 am	Arrival and Registration of Participants	Secretariat
MODULE 3: Fundamentals of Leadership and Management		
08:00-10:00 am	**Presentation 3** Leadership and Management in University Institutions	**Prof. Daniel Mkude,** Deputy Principal Academic Affairs – Jordan University College, and Former Chief Administrative Officer – University of Dar es Salaam
10:00-10:30 am	Interactive Discussion	All
10:30-11:00 am	Health Break	All
MODULE 4: Strategic Leadership and Management		
11:00-01:00 pm	**Presentation 4** Strategic Decision-making and its Implications to the Welfare of the University	**Prof. Joseph Kuzilwa,** Former Vice Chancellor – Mzumbe University

Time	Activity	Responsible
01:00-01:30 pm	Lunch Break	All
01:30-02:30 pm	**Presentation 4** Strategic Decision-making and its Implications to the Welfare of the University	**Prof. Joseph Kuzilwa,** Former Vice Chancellor – Mzumbe University
02:30-03:00 pm	Interactive Discussion	All
MODULE 5: Emerging Issues		
03:00-05:00 pm	**Presentation 5** Ethics in Higher Education Institutions	**Prof. Kallunde Sibuga,** Former President of Tanzania Universities Quality Assurance Forum (TUQAF)
05:00 – 05:30 pm	Interactive Discussion	All
05:30 – 05:40 pm	Closing Remarks	**Prof. Charles Kihampa,** Executive Secretary - TCU
05:40 pm	End of the Workshop	All

Welcoming Remarks by the Executive Secretary of the Tanzania Commission for Universities

The Executive Secretary of the Tanzania Commission for Universities (TCU), Prof. Charles Kihampa, warmly welcomed all participants to the training workshop and expressed his heartfelt appreciation for their presence, dedication, and commitment to professional development. He commended the participants for their active engagement and willingness to contribute thoughtful and constructive feedback, emphasising that such input is vital in enhancing the quality and effectiveness of future workshops.

Prof. Kihampa extended his sincere gratitude to the facilitators for their readiness and enthusiasm in sharing their valuable insights and experiences, which significantly enriched the workshop's

PROF. CHARLES KIHAMPA

Executive Secretary - TCU

content and learning outcomes. He further expressed deep appreciation to the Director of Higher Education from the Ministry of Education, Science and Technology, Prof. Peter Msoffe, for not only accepting the invitation to grace the occasion as a Guest of Honour but also for his full participation throughout the workshop, despite the demands of his schedule. His presence underscored the Ministry's continued support for capacity-building initiatives in higher education.

The Executive Secretary also recognised and applauded the Secretariat for their outstanding planning, organisation, and coordination, which contributed to the smooth and successful execution of the event. In his remarks, Prof. Kihampa encouraged all participants to take the knowledge and skills gained from the sessions back to their institutions and to cascade this learning through peer training and collaborative engagements. He reiterated the importance of knowledge-sharing in fostering institutional growth and sustainability in higher education.

Concluding his remarks, he invited the Guest of Honour to officially open the workshop and address the audience, setting the stage for a productive and engaging training experience.

Opening Remarks by the Director of Higher Education from the Ministry of Education, Science and Technology

The Director of Higher Education from the Ministry of Education, Science and Technology, Prof. Peter Msoffe opened his remarks by expressing his sincere gratitude to the organisers for the invitation to participate in the training workshop. He acknowledged the significance of the workshop in strengthening leadership and quality assurance practices within higher education institutions, and emphasised the importance of such initiatives in equipping Heads of Departments with the knowledge and instruments necessary to lead effectively. Reflecting on the themes of the workshop, Prof. Msoffe noted that it was evident from the presentations that Heads of Departments are not only

PROF. PETER MSOFFE
Director of Higher Education – Ministry of Education, Science and Technology

central pillars of their respective universities but also play a critical role in the implementation of quality assurance mechanisms.

He highlighted that the workshop sessions had provided a strong foundation for leadership development, summarising key contributions from the facilitators: Prof.

Mkude had inspired participants to become proactive influencers of institutional strategy; Prof. Kuzilwa had shared practical tools for strategic planning and implementation; and Prof. Sibuga had underlined the ethical responsibilities that must underpin effective leadership. Prof. Msoffe stressed that these sessions had provided participants with a clear

understanding of their place within university governance, the scope of their responsibilities in ensuring academic quality, and their duty to foster positive, ethical leadership within their departments.

He encouraged participants to make full use of the knowledge and insights gained during the workshop, not only by applying them in their own roles, but also by cascading this knowledge to colleagues through peer learning and mentorship. He further urged them to lead by example, demonstrating integrity, vision, and collaboration in their daily responsibilities. In his concluding remarks, Prof. Msoffe underscored the enduring importance of ethical leadership, stating that regardless of one's intelligence, diligence, or innovation, without honesty, trustworthiness, and truthfulness, all efforts could be rendered meaningless. He called upon participants to embrace these values and to actively engage in networking and knowledge-sharing beyond the workshop setting. Prof. Msoffe officially declared the training workshop open, wishing all participants a productive and enriching experience.

Linkages and Broad Rules Governing the Three-tier Cluster of the University Governance Structure

The lecture focused on the structural and functional dimensions of university governance, with a particular emphasis on the Tanzanian context under TCU's framework. Prof. Mshoro introduced various global definitions of governance from the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the International Association of University Presidents (IAUP), and the Organisation for Economic Co-operation and Development (OECD), centering on accountability, participation, and dynamic stakeholder balance. He emphasized the concept of a three-tier governance structure comprising Council/Senate (Tier 1), Colleges/Faculties (Tier 2), and

PROF. IDRISSA MSHORO

Former Vice Chancellor – Ardhi University

Departments (Tier 3), each with defined responsibilities in oversight, management, and operational execution.

Prof. Mshoro explored autonomy in academia, breaking it down into academic, organisational, staffing, and financial dimensions. He further highlighted indicators of academic freedom and described the ideal modus operandi as a flow from national development goals to university inputs, an inversion of traditional planning logic. Governance issues were categorised into academic undertakings and strategic planning, with concerns raised about absent of departmental committees, weak delegation, and poor participation in planning processes.

He underlined that effective governance demands shared responsibility, internal integrity, clear communication, and regular monitoring. Key requirements include strategic planning cascaded from Tier 1 to operational units, strong internal control systems, and adherence to legal and ethical standards. The session concluded with practical discussion, touching on Head of

Departments involvement in planning and meeting facilitation, emphasising autonomy vs interdependence in decision-making, and advocating for university-level alignment in strategic action and quality assurance.

During the interactive discussion, several concerns were raised. Participants highlighted the lack of motivation in department-level meetings, attributed to the absence of sitting allowances, unlike Tier 1 and 2 meetings. The TCU was urged to intervene, but it was clarified that such issues should be addressed at the university level. On autonomy, Prof. Mshoro defined four key types, academic, organisational, staffing, and financial, stating that governance should take precedence when full autonomy isn't feasible. There was also a query about involving Heads of Departments (HoDs) in Strategic Plan (SP) implementation. Although HoDs are often appointed after the SP is developed, they can still contribute to the preparation of annual Action Plans. Lastly, TCU was advised to organise follow-up meetings with decision-makers to address these issues more effectively.

Concepts of Quality Assurance in Higher Education

This lecture provided an in-depth understanding of quality assurance (QA) in higher education, focusing on both internal and external quarity assurance mechanisms. Prof. Muruke began by outlining the increasing global demand for quality in higher education due to system expansion, privatisation, globalisation, technological advancements, and regional integration efforts like the East African Community's (EAC's) declaration as a Common Higher Education Area. He emphasised that quality assurance became a central concern in Tanzania from the 1990s following a surge in student enrolment,

PROF. MASOUD MURUKE

Former President – East African Higher Education Quality Assurance Network (EAQAN)

programme diversity, and the establishment of private institutions, necessitating external regulatory agencies like the Higher Education Accreditation Council (HEAC), 1995 and the Tanzania Commission for Universities (TCU), 2005.

Prof. Muruke discussed the complexity in defining "quality" due to varying stakeholder interests, ranging from excellence (academicians), conformance to standards (regulators), fitness-for-purpose (QA practitioners), value addition (students/parents), to value-for-money (government). He emphasised that "fitness-for-purpose" is the most flexible and widely accepted definition. Quality assurance was described as a proactive and systematic process of maintaining and enhancing standards, contrasting with quality control, which is reactive and defect-focused.

Internal Quality Assurance was defined as the responsibility of all units and staff within

a university and involves planning, human resource processes, curriculum review, satisfaction surveys, and sensitisation on emerging QA issues. He stressed the importance of a robust QA Unit supported by university management and located under the Vice Chancellor. External Quality Assurance, on the other hand, involves regulatory agencies like TCU, the Inter-University Council for East Africa (IUCEA), and professional bodies, with functions such as monitoring, accreditation, and awarding recognition.

Prof. Muruke also outlined regional and international QA networks and efforts toward harmonisation, such as regional qualification frameworks and programme benchmarks. He concluded by noting that while QA is critical to institutional survival, it is often misunderstood, under-resourced, and hampered by inadequate training and institutional commitment.

Quality Assurance at the Operational Level

Prof. Charles Kihampa focused on operationalising quality assurance in Tanzanian universities, with specific emphasis on the roles of the Tanzania Commission for Universities (TCU) and Heads of Departments (HoDs). He began by reaffirming that quality in higher education is a comparative concept, reliant on meeting agreed-upon benchmarks. Universities are primarily responsible for internal QA, while TCU, as the external QA body, plays a supporting and regulatory role.

The lecture traced the evolution of QA in Tanzania, highlighting the transition from self-regulation in the 1980s to the

PROF. CHARLES KIHAMPA

Executive Secretary - TCU

establishment of the Higher Education Accreditation Council (HEAC) and eventually TCU, which assumed the responsibility of regulating both public and private universities. Prof. Kihampa detailed the instruments governing TCU's work, including The Universities Act, Cap. 346, The Universities Regulations, 2013, Education and Training Policy, 2014, and several QA guidelines and frameworks as approved by the Commission from time to time.

TCU's three main functions were categorised as regulatory (e.g., accreditation, and recognition of awards), advisory (e.g., policy formulation, and international liaison), and supportive (e.g., training, data management, and curriculum development). He emphasised that TCU collaborates with national and international bodies to maintain high QA standards.

Prof. Kihampa underscored the HoD's pivotal role in QA, which includes overseeing departmental activities, coordinating staff development, managing finances, evaluating academic programmes, and fostering academic leadership. He stressed that HoDs must ensure timely appraisal and contribute to strategic planning aligned with university objectives.

In conclusion, Prof. Kihampa echoed President Nyerere's sentiment that ignoring problems does not solve them. He called for a culture of continuous quality improvement, arguing that quality assurance must be integrated into the university's operational ethos and leadership strategies to meet national and global educational standards.

Experience, Expectations and Challenges of Quality Assurance at the Operational Level

Prof. Allen Mushi and Dr. Joan Munissi, shared their experiences, expectations, and challenges of quality assurance at the operational level within higher education institutions. Dr. Munissi, currently the Senior Lecturer, and Director of Undergraduate Studies at the University of Dar es Salaam (UDSM), shared her professional background and key responsibilities, which include coordinating admissions, managing the academic almanac, overseeing examinations, handling student funding (especially from Higher Education, Students Loans Board (HESLB)), participating in curriculum review, and serving as the Secretary to the Senate

DR. JOAN MUNISSI

Senior Lecturer, and Director of Undergraduate Studies – University of Dar es Salaam

Committee. She emphasised the structured processes involved in credit transfer, the critical role of preparation and communication in promoting academic excellence, and the mechanisms in place to support postgraduate student supervision. Her experience highlights the importance of coordination, timeliness, and accountability in upholding academic quality.

Prof. Mushi, currently serving as the Deputy Vice Chancellor for Planning, Finance, and Administration at Mzumbe University, drew from his extensive leadership history at UDSM, where he held several roles including Head of Department, Director of Undergraduate Studies, and Principal of the College of Natural and Applied Sciences. While acknowledging that much of the operational experience had been well covered by Dr. Munissi, Prof. Mushi turned his focus to the pressing challenges faced by institutions. He identified key concerns such as the appointment of underqualified individuals as Heads of Departments (HoDs), understaffing in certain departments, exclusion of HoDs from vital decision-making processes, lack of

PROF. ALLEN MUSHI

Deputy Vice Chancellor Planning, Finance and Administration – Mzumbe University

management training among HoDs, and the prevalence of centralized leadership styles that undermine collegial governance. Both facilitators emphasised the need for inclusive leadership, structured support systems, and capacity building to enhance the effectiveness of quality assurance mechanisms in universities.

Group Assignments

The participants were divided into five (5) groups, and each group was assigned a different task to work on and present before the audience. The presentations from each group in brief, and the respective contributions from the participants were as follows:

Group 1: Recruitment Procedures for Academic Staff

The group presented the recruitment process, including vacancy announcements, application receipt, formation of recruitment committees, shortlisting, interview planning, and conducting both oral and written interviews. Final selection involves certificate verification and submitting recommended candidates to the university. They also noted that foreign certificates must be recognised by TCU. However, in the interactive discussion, it was argued that the group failed to highlight the department's role. It was emphasised that departments are responsible for identifying staffing needs by specialisation and rank. Therefore, they should be involved from the beginning of the process. Early involvement ensures that recruitment aligns with departmental requirements.

Group 2: Promotion Procedures for Academic Staff at Various Ranks

Group Two presented the tools and procedures for staff promotion, highlighting

documents such as the revised academic scheme of service for public universities, internal recruitment and promotion guidelines, and the TCU Handbook for Standards and Guidelines for University Education in Tanzania. The process begins with submission of publications to the HoD, followed by formation of a Review Committee, document review, and report submission to the DVC responsible for academic affairs. Comments are returned to the department, and successful submissions are sent to external reviewers. The reviewers' feedback is reviewed again at the departmental level before forwarding to the faculty. During the discussion, it was clarified that Senate does not handle promotion matters instead there is a special committee for appointments and promotions as provided in charters, and TCU guidelines only offer minimum criteria. HoDs were reminded of their vital role in initiating and coordinating academic processes within the university.

Group 3: Credit Transfer

Group Three presented the instruments and procedures for credit transfer, describing it as a top-down process starting at the office of the DVC responsible for academic affairs, who channels documents to the relevant units. Key instruments mentioned included the undergraduate guidelines, admission guidebook, and the TCU Student Credit Transfer Guidelines. During the discussion, Heads of Departments (HoDs) were cautioned that despite the clarity of existing regulations, some individuals in authority may attempt to bypass them. HoDs were strongly advised to uphold quality assurance standards and not yield to pressure that compromises institutional integrity.

Group 4: Appointment of a New Head of Department (HoD)

Group Four was asked to advise the management on the Quality Assurance instruments that the newly appointed Head of the Department could effectively use. The group categorised the instruments into internal (from within a university), that include University Charters, different student guidelines, students' admission criteria, regulations and guidelines, students' attendance registers, policies and university Almanac); while the external tools include Universities Acts and Regulations, Handbook for Standards and Guidelines for University Education in Tanzania, curriculum development, University Qualifications Framework, and the ruling party election manifesto. The group also mentioned regional guidelines, especially from IUCEA.

Group 5: Curriculum Development and Review

Group Five presented the procedures for curriculum development and review, emphasising that the process begins at the departmental level, considering factors such as staffing and infrastructure. Steps include conducting a market survey, drafting the curriculum, and forwarding it through the college board, curriculum committee, undergraduate committee, and professional bodies, before final submission to TCU. Key instruments mentioned were questionnaires, the TCU Framework, programme cluster booklet, and standards and guidelines. During the discussion, the University Qualifications Framework (UQF) was noted as an essential additional tool. Concerns were raised about some universities bypassing Senate approval or failing to return revised curricula to Senate after stakeholder inputs. HoDs were reminded that Senate is the final approving authority before submission to TCU for accreditation.

Leadership and Management in University Institutions

Prof. Mkude dissected the foundational principles of leadership and management within higher education, distinguishing between leadership (strategic vision), management (resource coordination), and administration (rule adherence). He posited leadership as a process uniting goals and people through strategic engagement, while highlighting the unique demand for leadership at higher university echelons.

The lecture explored the journey of becoming a Head of Department (HoD), emphasising the transition from academic focus to managerial responsibility. Prof. Mkude discussed

PROF. DANIEL MKUDE

Deputy Principal Academic Affairs - Jordan University College (JUCo), and Former Chief Administrative Officer – University of Dar es Salaam (UDSM)

seven sources of leadership power, including positional, reward, coercive, and referent power, and urged leaders to leverage these judiciously. Key operational responsibilities of HoDs were outlined: governance, curriculum development, faculty and student support, communication, budgeting, infrastructure, and data management.

Prof. Mkude also identified expectations placed on leaders by their teams, such as providing direction, instilling hope, and facilitating growth. He concluded by underscoring the need for strategic foresight and a commitment to ethical, transparent, and adaptive leadership, particularly in balancing multiple roles within university systems.

During the interactive discussion, three key issues were addressed. First, a participant sought advice on balancing roles as a medical practitioner, academician, and Head of Department. It was explained that multitasking is common in academia, and those in medical fields should view it as an opportunity if they can maintain quality in all areas; otherwise, they should commit to manageable roles. Second, a question arose on the ideal approach between leadership, administration, and management in universities. The response emphasised that all three are important: administration provides support tools, management focuses on resource coordination, and leadership drives strategic vision. Their relevance depends on context. Lastly, a participant asked whether HoDs should follow departmental goals or institutional strategic plans. It was clarified that institutional goals are cascaded down, and departments should align their efforts through internal discussions.

Strategic Decision-making and its Implications to the Welfare of the University

Prof. Kuzilwa delivered an insightful lecture on the significance of strategic decision-making in universities. He framed strategic management as vital for addressing external challenges like global competition, evolving student needs, technology, and regulatory compliance. He classified decisions into strategic (long-term impact, institutional direction) and operational (day-to-day functions), stressing the importance of both for university welfare.

The university governance model was described as a hybrid of bureaucratic and collegial structures, with formal roles for Council and Senate. Strategic decisions, he noted, should be grounded in

PROF. JOSEPH KUZILWA

Former Vice Chancellor –
Mzumbe University

stakeholder participation, particularly at the departmental level, and linked directly to institutional goals and mission.

Prof. Kuzilwa elaborated on the strategic planning process, referencing TCU's requirement for 5-year plans with robust Monitoring and Evaluation frameworks. He outlined an eight-step planning cycle, from situational analysis to strategy formulation, target setting, and implementation, and stressed the importance of linking action plans to strategic objectives. The role of Head of Departments (HoDs) in this process was detailed, emphasising their critical function in aligning department operations with institutional strategic aims.

He concluded by underscoring strategic planning's dual role: guiding resource use and serving as a platform for institutional reform, communication, and quality assurance. Through illustrative examples, he connected strategic decisions to practical outcomes like curriculum relevance, research innovation, and internationalisation,

advocating for deeper HoD involvement in decision-making.

In the interactive discussion, three key concerns were raised by participants. First, a spokesperson asked Prof. Kuzilwa to share his experience in strategic and action planning. He responded by highlighting his success at Mzumbe University, where they implemented Performance Management Systems and supported five government ministries in developing Strategic Plans, thanks to in-house expertise and strong leadership support. Second, a participant raised concerns over the lack of sitting allowances for regular departmental meetings and suggested merging them with special meetings. It was advised that combining the two would dilute their distinct purposes. Instead, departments should explore income-generating activities like research and consultancy to self-fund such incentives. Lastly, Prof. Kuzilwa was asked to compare current staff with those from his tenure. He declined to make direct comparisons, stating that differences in context and environment make such evaluations unfair and inconclusive.

Ethics in Higher Education Institutions

The lecture on "Ethics in Higher Education Institutions" delivered by Prof. Kallunde P. Sibuga focused on sensitising Heads of Departments (HoDs) to the importance of ethical conduct in university operations, particularly in teaching, research, and community engagement. Utilising a co-creation approach that encouraged active participation through brainstorming, group discussions, and collaborative presentations, the lecture aimed to deepen understanding of ethical principles and enhance the capacity of academic leaders to detect and address ethical violations.

Emphasis was placed on distinguishing

PROF. KALLUNDE SIBUGA

Former President - Tanzania Universities Quality Assurance Forum (TUQAF)

between ethical and unethical practices in teaching and research, with participants identifying commendable behaviours such as fairness, confidentiality, professionalism, gender sensitivity, and respect for student needs. In contrast, unethical practices noted included favouritism, harassment, exam leakage, plagiarism, and data falsification. Mechanisms for detecting ethical breaches, such as feedback systems, grievance reporting, and anti-plagiarism tools were also discussed.

The role of HoDs was highlighted as pivotal, as they manage departmental functions and significantly influence the ethical tone of their units. Prof. Sibuga elaborated on core ethical values including honesty, justice, integrity, respect, responsibility, and

transparency. She also emphasised the importance of ethical research practices, proper use of resources, inclusive leadership, and the need to avoid undue pressure in authorship and credit allocation.

Ethical leadership was shown to result in trust, respect, increased responsibility, and institutional credibility, whereas unethical conduct could lead to personal disrepute, loss of opportunities, and departmental isolation. The lecture concluded with a call for joint ethical commitment from both academic and support staff, stressing the need to align actions with institutional policies, national codes of ethics, and established guidelines to foster fairness, accountability, and excellence in higher education.

Closing Remarks by the Executive Secretary of the Tanzania Commission for Universities

Participants expressed gratitude for the opportunity to engage in critical discourse and share institutional experiences. They acknowledged the importance of such capacity-building initiatives, particularly in enhancing leadership skills, improving understanding of governance systems, and reinforcing internal quality assurance mechanisms within universities.

During the feedback session, several participants suggested that the workshop be made a recurring programme, possibly once every academic year, to foster continued learning and adaptability. There was also a strong recommendation for the Tanzania Commission for Universities (TCU) to develop more focused sessions tailored to decision-makers at higher levels, such as Deans, Principals, and Vice Chancellors, so that policies formulated at the top reflect the realities faced by operational units.

The closing remarks reinforced the need for collective ownership of institutional missions and the proactive role of academic leadership in implementing strategies that promote excellence, transparency, and integrity in higher education. The workshop was officially closed with the distribution of certificates and a group photograph, symbolizing a shared commitment to advancing the quality of university education in Tanzania.

The Director of Higher Education from the Ministry of Education, Science, and Technology, Prof. Peter Msoffe (seated centre), posed in group photos with Heads of Academic Departments from university institutions in Tanzania on March 8th, 2024 in Morogoro.

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 mobilisation.

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).