UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

UNIVERSITY OF DAR ES SALAAM

To be a leading Centre of Intellectual Wealth spearheading the quest for sustainable and inclusive development

CORPORATE STRATEGIC PLAN
2024-2033

Hekima ni Uhuru

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LIST OF ACRONYMS AND ABBREVIATIONS

AI	Artificial Intelligence
AU	African Union
BEST	Basic Education Statistics in Tanzania
CHEA	Common Higher Education Area
COSTECH	Commission for Science and Technology
CSP	Corporate Strategic Plan
DICA	Director of Internationalization Convocation and Advancement
DITF	Dar es Salaam International Trade Fair
DPDI	Directorate of Planning Development and Investment
DUCE	Dar es Salaam University College of Education
DVC –PFA	Deputy Vice-Chancellor – Planning, Finance and Administration
EAC	East Africa Community
ESG	Environment, Social and Governance
EU	European Union
FYDP	Five-Year Development Plan
FYRSP	Five-Year Rolling Strategic Plan
GBV	Gender-Based Violence
HEET	Higher Education for Economic Transformation
HESLB	Higher Education Students' Loans Board
HIV/AIDS	Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome
HLIs	Higher Learning Institutions
HRM	Human Resource Management
ICT	Information and Communication Technologies
IKS	Indigenous Knowledge Systems
IPR	Intellectual Property Right
ISO	International Organization for Standardization
IUCEA	Inter-University Council for East Africa
KPI	Key Performance Indicator
KRA	Key Result Area
MCHAS	Mbeya College of Health and Allied Science
MELL	Monitoring, Evaluation, and Lessons Learned
MRI	Mineral Resource Institute
MUCE	Mkwawa University College of Education
NORHED	Norwegian Programme for Capacity Development in Higher Education and Research for Development
OECD	Organization for Economic Cooperation and Development
PEDP	Primary Education Development Programme
PhD	Doctor of Philosophy,
PG	Postgraduate

QA	Quality Assurance
QAU	Quality Assurance Unit
RSP	Rolling Strategic Plans
SADC	Southern Africa Development Community
SEDP	Secondary Education Development Programme
SG	Strategic Goal
Sida	Swedish International Development Cooperation Agency
SoAF	School of Aquatic Science and Fisheries Technology
SoMG	School of Mines and Geoscience
SO	Strategic Objective
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
TCU	Tanzania Commission for Universities
TSJ	Tanzania School of Journalism
UDSM	University of Dar es Salaam
UDSE	University of Dar es Salaam School of Economics
UG	Undergraduate
UKRI	United Kingdom Research and Innovation
UN	United Nations
URT	United Republic of Tanzania
USD	United States Dollar

PREFACE

The University of Dar es Salaam (UDSM) is delighted to present its fourth Corporate Strategic Plan (CSP IV) for 2024-2033 (the 2nd ten years CSP after the introduction of Vision 2061). This CSP marks a significant step in the ongoing process of UDSM self-renewal. UDSM's CSP 2024-2033 is critical in realizing Vision 2061, which aims to transform the institution into a leading Centre of intellectual wealth, dedicated to supporting inclusive sustainable growth. The plan focuses on transforming the University to propel economic, social, and technological advancement through excellence in teaching, research, and public service, leveraging the talents and motivation of UDSM staff and students.

Through embracing digital innovation and transformation, the CSP 2024-2033 implementation will make UDSM contribute to creating innovative graduates, impact-driven research and cutting-edge technologies. It is designed to address the pressing needs and challenges of the government, industry and society, thereby driving sustainable socio-economic growth in Tanzania and beyond.

Through fostering excellence to empower futures, the implementation of the 2024-2033 plan will make UDSM a 'Smart Campus' that fosters and creates strategic collaborations with various stakeholders: the government, parliament, development partners, the private sector, national and international organisations, various funding agencies, and the public. The Five Years Rolling Strategic Plans, which are updated and rolled over annually, will steer the execution of the plan. The UDSM Council, management, staff, and students are committed to facilitating the Plan's optimal implementation, and every faculty and staff is committed to implementing the designated activities and regularly monitoring the progress.

The development of CSP 2024-2033 was a highly consultative and participatory process. The process began with an evaluation of CSP 2014-2023 followed by consulting internal and external partners. The CSP 2024-2033 development team collected stakeholders' views, opinions, and aspirations, from the University management, faculty members, staff, and students. The discussions with stakeholders reaffirmed the relevance of the University's previous Key Result Areas for decade to come. The strategies for developing 2024-2033 CSP included interviews, group meetings, and consultations with the faculty, staff, students and stakeholders from the industry and Government. Specific consulted stakeholders included former University leaders, current leaders of academic units (Principals, Deans and Directors), administrative staff, students and staff associations.

I urge all stakeholders and supporters of the University to generously back the implementation of this CSP. I also extend the UDSM gratitude to the Government of the United Republic of Tanzania, friends, and all UDSM well-wishers for their ongoing support, which has been instrumental in achieving the current esteemed status and success. I urge and request all the stakeholders to continue supporting our University in all the initiatives to implement this CSP for the next one decade.

....
Prof. William A. L. Anangisye   **June 2024**
Vice Chancellor   **Dar es Salaam**

EXECUTIVE SUMMARY

The University of Dar es Salaam is deeply committed to its Vision 2061, a comprehensive and ambitious long-term plan. By 2061, UDSM is envisaged to be a leading Centre of Intellectual Wealth, spearheading the quest for sustainable and inclusive development. The Vision 2061 is guided by three Key Results Areas (KRAs): the consolidation of undergraduate and leadership in postgraduate training, the strengthening and expanding of research and innovation, and intensifying knowledge exchange activities. These KRAs are supported by three pillars: Inspired staff and students, Visionary leadership, and Sustainable resource mobilisation.

The fourth Corporate Strategic Plan (CSP IV: 2024-2033) is a pivotal tool designed to continue the operationalisation of Vision 2061. This plan, built on a comprehensive evaluation of the ended plan, CSP III: 2014-2023, and the analysis of the current external and internal situations, is the roadmap to guide the University's actions and decisions in the next ten years. The analysis identified key focus areas for the CSP IV: Market, national and global demand-driven undergraduate and postgraduate studies; Research with impact; Technology-enabled university operations and support; Financial sustainability through funding diversification and cost management; Links with industry, communities and other stakeholders; and Internationalisation and global engagement.

In line with the foci issues, the 2024-2033 CSP has set out EIGHT strategic goals:

1. To enhance the relevance and student-centredness of undergraduate programmes
2. To expand access and quality of postgraduate studies
3. To strengthen impact-driven research and innovations
4. To enhance knowledge transfer
5. To expand internationalization and global engagement
6. To strengthen institutional leadership, human resources and student services
7. To enhance the application of technology in university operations
8. To strengthen sustainable infrastructure and financial resources

Carefully selected strategies, milestones and key performance indicators (KPIs) are provided for each strategic goal to facilitate the implementation of the 2024-2033 CSP. The operationalisation of the CSP will be through well-structured Five-Year Rolling Strategic Plans (FYRSP), which will be carefully cascaded to annual implementation action plans and budgets for colleges, schools, institutes, and all support units. Additionally, measures are in place to facilitate the mobilisation of financing, directing funds towards prioritised activities within the CSP and FYRSP. Moreover, the CSP and FYRSP monitoring and evaluation will be conducted efficiently and effectively to ensure strategic alignment and achieving objectives.

CHAPTER ONE

GENERAL INTRODUCTION

1.1   Introduction

This document is a Corporate Strategic Plan (CSP) of the University of Dar es Salaam (UDSM) covering 10 years: 2024-2033. UDSM is a premier academic institution that operate as per the United Republic of Tanzania Universities Act of 2005. Being incorporated and accredited by the Tanzania Commission for Universities (TCU), the main duties of UDSM are to train undergraduate and postgraduate students, conduct research on all areas of knowledge inquiry, and provide professional advice to government and private sectors in Tanzania and globally. Based on the UDSM Charter (2007), the Council (the University Governing Board) is mandated to make regulations, policies, bylaws, guidelines, and directives to achieve the best-intended outcomes and outputs. It also approves short-, mid-, and long-term plans and strategies that aim to achieve specific university missions and visions. This CSP is one of the few blueprint strategies that aim to contribute to implementing and achieving the UDSM Vision 2061.

1.2   University of the people: A humble beginning (1961-1965)

UDSM started as a college under the tutelage of the University of London in October 1961, just two months before the independence of Tanganyika (now Mainland Tanzania). The British colonial authorities had set a much later date for establishing a university-level institution in Tanganyika. Still, the moment of political optimism that defined the social atmosphere in Tanganyika in the late 1950s and early 1960s allowed the nationalist leaders of the day to press for the earlier date successfully. The purpose for setting up such an institution would have been to produce westernized African elite possessing identified skills appropriate for tasks in the colonial administration. However, the country was already semi-independent when the College was established, having achieved a transitional government in 1961. In this new context, the central obligation of the College became producing the requisite high-level human resources for the development of the nascent nation and, at the same time, being an instrument for the ideological and social orientation of the newly emerging national elite. The College started with Faculty of Law in 1961, followed by the Faculty of Arts and Social Sciences in 1964 and the Faculty of Science in 1965. It became the only University in the country intended to expand access to most of the population in a newly independent Tanganyika.

The College had to expand its physical and technical capacity to fulfil its historic obligation. This involved some significant phases of change, namely, the reconstitution

of the institution as a constituent College of the University of East Africa in 1963 and the expansion of the scope of the education package from a single degree programme in 1961 to five-degree programmes in 1969. Another key change was the relocation of the College in 1964 from the single building on Lumumba Street, Dar es Salaam, to the current location of the Main Campus. The College's engagement in a significant campaign to Africanise the academic staff profile by gradually reducing expatriate staff with newly trained Tanzanians was another milestone. At the same time, efforts were made to design academic programmes relevant to the young African nation's changing socio-economic and political needs and to review them periodically as they arose.

1.3   Expansion and Reforms (1966-1983)

While the above adjustments continued, in 1970, the University of East Africa was dissolved, and the University of Dar es Salaam, the University of Nairobi in Kenya and Makerere University in Uganda were constituted independent national universities in their respective countries. For UDSM, this change stimulated further curricular reviews and the transformation and expansion of the institution, especially regarding the scope of its academic programmes and professional fields. This transformation established new Faculties of Engineering and Commerce in 1973 and 1979 respectively making UDSM a comprehensive University. UDSM's comprehensiveness continued throughout the 1980s, 1990s, and 2000s. From the 2000s, UDSM had grown into an all-rounded University, offering all the major traditional University disciplines. As part of the progress, the University College established off-campus faculties of Medicine (Dar es Salaam) and Agriculture (Morogoro) in 1968 and 1969, respectively. The faculty range from Arts, Humanities, Social Sciences, Physical and Biological Sciences, Medicine, Agriculture, Commerce and Management, to Engineering. As part of this expansion, the Tanzania School of Journalism (TSJ), established in 1975, was integrated into the University of Dar es Salaam in 2002. This comprehensive standing of the University was purposely designed and effectively functioned to address the major development challenges of independent Tanzania, namely, ignorance, poverty, and diseases.

1.4   Creating and Nurturing other Universities (1983-2006)

To expand access to higher education, UDSM created and nurtured other Universities, namely; Sokoine University of Agriculture (SUA), Ardhi University (ARU) and the Muhimbili University of Health and Allied Sciences (MUHAS) all established from three of its important campuses. These were the Faculty of Agriculture (1984), the College of Lands and Architectural Studies (2006) and the Muhimbili University College of Health Sciences (2006). Currently, these three campuses are autonomous universities. The

implementation of such government's strategic decision to establish three Universities significantly contributed to the access to higher education to many Tanzanians.

1.5 Regaining Comprehensiveness (2005-2020)

University continued its reconstruction by establishing two new Constituent Colleges of Education, one in Dar es Salaam (Dar es Salaam University College of Education - DUCE) and another in Iringa (Mkwawa University College of Education – MUCE) established in 2005. The process of regaining comprehensiveness is marked by restoring the capacity to address development challenges relating to health, agricultural development, and decent housing. UDSM has continued its expansion by establishing the Mbeya College of Health and Allied Sciences (MCHAS) in 2017 and the College of Agricultural Science and Fisheries Technology in 2015. More recently, in 2020, UDSM launched several new entities: the University of Dar es Salaam School of Economics (UDSE), School of Mines and Geosciences (SoMG), School of Aquatic Sciences and Fisheries Technology (SoAF), and Mineral Resources Institute (UDSM-MRI) in Dodoma and Nzega. Additionally, UDSM is in the advanced stage of establishing campuses in Lindi and Kagera regions intended to focus on agriculture and business-related studies, respectively.

The efforts to expand continue besides policy transformation. A policy on regular curricular reviews has been institutionalised to respond to emerging higher education's constant needs and challenges. Additionally, in 2008, the university's organisational structure was reviewed to improve efficiency and resource distribution, and this was meant to respond to the mismatch between the numbers of students, staff, and units on the one hand and the available facilities on the other. The review entailed the removal of the middle layer of faculties to create a leaner, less bureaucratic structure - a three-tier system consisting of departments and units at the base, campus colleges, schools and Institutes as an intermediary layer and the University's central administration at the apex. Furthermore, in 2022, the main functions and organisational structure were further reviewed and approved by the Government to align with operational changes at the University.

Throughout the years, UDSM has seen a consistent increase in both student enrolment and staff growth. It boasts over hundred PhD holders, allowing for high-quality training, comprehensive research, and effective public service. In the academic year 2022/2023, for example, UDSM registered 42,339 students across various undergraduate and postgraduate programs. Similarly, UDSM enrolled 5,659 students in postgraduate programs, including 159 in Postgraduate Diplomas, 4,791 in master's degrees, and 709 in PhD programs. Given the increased pressure on the available facilities, a decision was

made to slow down the enrolment increase at the undergraduate level while working towards expanding postgraduate programmes. The decision to prioritise postgraduate training addressed the country's need for highly competent experts and researchers in all fields, especially in the newly established colleges/universities. The strategic inspirations for the next 50 years are highlighted in the UDSM Vision 2061.

1.6   Reflecting the Future: UDSM Vision 2061

In 2011, 50 years since its establishment, UDSM undertook a comprehensive evaluation of its programmes. As a result, University of Dar es Salaam Vision 2061, a long-term plan, was developed charting the way forward for the next 50 years. The Vision 2061 recognized the achievements that UDSM have attained in the region in terms of reputation, quality and influence of its output, and rankings various academic bodies conducted. Up to 2061, UDSM aspires to be a world-class University- a leading centre in creating and disseminating intellectual wealth for the development of humankind locally and globally. The vision sets out the strategies for rethinking and repositioning itself to meet the demands of teaching, research, and knowledge exchange. The Vision 2061 has prioritised three Key Results Areas (KRAs) which are: consolidation of undergraduate and leadership in postgraduate training, strengthening and expanding research and innovation as well as intensifying knowledge exchange activities. Developing a smart university that embraces technology and innovation in discharging its obligation has the potential for achieving the set key results areas by Vision 2061.

The three KRAs of UDSM Vision 2061 shall be realised by emphasising its three pillars namely, Inspired staff and students, Visionary leadership, and Sustainable resource mobilisation (see Figure 1). These are broad strategies which UDSM, working closely with stakeholders, will adopt to advance the technological, economic, and social development of Africa through responsive premier training, research, and public service. As Figure 1 shows, the broad pillars shall be operationalized through progressive human resource management, constructive student affairs management, a conducive working environment, and strategic governance and management. Other pillars include Gender Equality and Inclusiveness, Quality Assurance and Control, Marketable Products, Strategic Networks and Internationalization, Strategic Entrepreneurship, Innovation and Investments. The CSP 2024-2033 is designed to continue operationalizing Vision 2061. It seeks to pursue the three KRAs through tactical strategies closely aligned with the three pillars and sub-pillars.
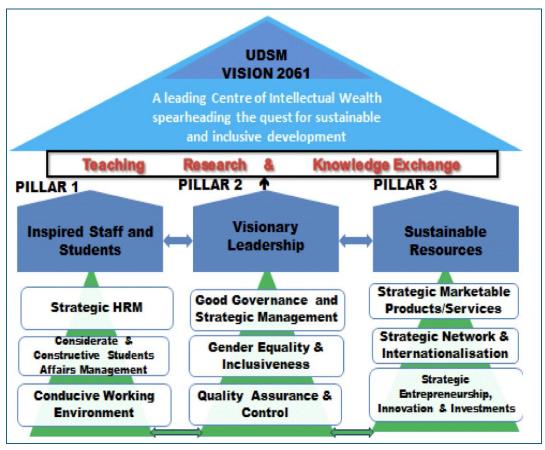
Figure 1: Pillars of the UDSM Vision 2061

1.7   Rationale and Organization of the CSP 2024-2033

The need for change towards innovation and technology is very necessary to cope with a rapidly changing environment. The university plans to transform into a smart university that delivers its program through a strategic combination of face-to-face, self-paced, blended and online modalities. A Smart University is well endowed with cutting-edge innovative facilities conducive to impact-driven research, innovative staff, and new knowledge discovery. This Corporate Strategic Plan implements the University of Dar es Salaam Vision 2061. The plan applies to the university and its constituent colleges. It provides strategies for embracing digital innovation and transformation. The document is structured into four sections. The first section provides a general introduction covering an introduction, the UDSM historical background and rationale for the current CSP. The second section presents the situation analysis, including overall achievements and shortfalls of the previous plan, an internal and external contexts assessment, a SWOC analysis, and strategic issues for the strategic plan. The third section provides the 2024-2033 UDSM Corporate Strategic Plan, including vision, mission, core values, goals, strategies, milestones and key performance indicators. The fourth section presents the implementation plan.

CHAPTER TWO

SITUATIONAL ANALYSIS

2.1 Introduction

The 2024-2033 CSP is the fourth towards attaining Vision 2061. The situation assessment tackles the relevant characteristics, achievements, and shortfalls of the 2014-2023 CSP and the external and internal context that shape UDSM activities for the next ten years.

2.2 Characteristics of the CSP 2014-2023

The 2014-2023 CSP's overall long-term goal, as stated in Vision 2061, was '*To become a Leading Centre of Intellectual Wealth Spearheading the Quest for Sustainable and Inclusive Development*'. The respective mission has been '*to advance the economic, social, and technological development of Tanzania and beyond through excellent teaching and learning, research, and knowledge exchange*'. The vision was to be realized by pursuing three broad strategies provided in *Figure 1*. The operationalization of the three pillars was done through SEVEN strategic goals:

Strategic Goal 1:	Consolidating Undergraduate Training
Strategic Goal 2:	Achieving Leadership in Postgraduate Enrolment and Quality
Strategic Goal 3:	Enhancing the Quality and Competitiveness of Research & Development and Innovation.
Strategic Goal 4:	Improving the Quality and Competitiveness of Knowledge Exchange
Strategic Goal 5:	Inspiring and Motivating Staff and Students
Strategic Goal 6:	Developing a Framework for Building Visionary Leadership and Governance
Strategic Goal 7:	Increasing Sustainable Resources

The 2014-2023 CSP was relevant and coherent; and matched the goals set in key national, regional, and global development plans. These plans include the FYDP III which lays out the steps to achieve the United Republic of Tanzania (URT) National Development Vision 2025 and the African Union (AU) Agenda 2063 - 'The Africa We Want'. The URT Vision 2025, together with the being developed one to cover 2025-2050 period, highlights three major areas: improving the country's ability to make things, building a strong economy that boosts trade and investment, and supporting people's development. On the other hand, the AU Agenda 2063 is a key plan for the

continent to make Africa more united, rich, and peaceful by 2063. UDSM intellectual outputs are spelled over and beyond Tanzania implying that they contribute to positive changes.

The 2014–2023 CSP was translated into two 5-year Rolling Strategic Plans (RSPs): 2014/2015 to 2018/2019 and 2020/2021 to 2024/2025. The second 5-year RSP was reviewed in 2022 to align with the current URT FYDP III (2021/2022–2025/2026). Therefore, the revised second 5-year RSP was rolled over and covers the period from 2021/2022 to 2025/2026.

2.3 Achievements of the 2014-2023 Corporate Strategic Plan

The achievement in implementing the 2014-2023 CSP was tracked through two 5-year RSPs. An assessment of the two RSPs could not be compared directly because the former was assessed using KRAs while the latter was reported based on objectives and targets. The connection has been made by linking the respective objectives to portray the overall CSP performance as Table 1 shows. In the initial first five years, the achievement was very good except for KRA 4 & 5, which scored an average of 75%. The performance in the second 5 years of RSP[1] is relatively satisfactory. For example, out of the 173 targets, 62 (36%) have been fully implemented. The 98 targets (57%) are in various phases of implementation. The remaining 13 targets (7%) have not been implemented at all mostly due to insufficient funds. Of the 98 targets that were partially implemented, 71 targets have been fulfilled above 50%, and 27 targets were implemented by 50% and below. The implication of this implementation is that in 10 years' period, the University achieved its CSP to the tune of 73%. As the 10 years' CSP covered 1/5 (20%) of the Vision 2061, the achievement towards Vision 2061 is 15%.

The University offered training to a wide range of students, marked by a rapid expansion of enrolment across fields. The enrolment of UG students increased from 21,097 in 2014/15 (relatively 40% female) to 39,362 in 2023/24 (48.7% female). This is an 86.5% increase. For instance, in the academic year 2022/23, 21% of students were enrolled in Science, Technology, Engineering, Mathematics, and Health and Allied Sciences. For postgraduates, the enrolment increased from 1,954 (42.1% female) in 2014/2015 to 5,653 (41.6% female) in 2022/2023 which is equivalent to 189%. This increase represents a historic milestone for UDSM, driven by program expansion,

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[1] *as depicted in the 2 years' assessment i.e. from 2020/21 – 2021/22 - Taarifa ya utekelezaji wa Mpango Mkakati wa Miaka mitano wa CKD kwa kipindi cha miaka miwili 2020/21 – 2021/22' reported to the279th Council meeting*

campus growth, increased teaching space, upgraded equipment, and enhanced ICT facilities that facilitated online programs.

Table 1: An Overall Achievement of KRAs by each Strategic Goal from 2014/15 to 2021/22

S/N	Key Result Area	KRA-Average (composite) % Achieved[2] 2014/15 – 2018/19	Strategic Objectives (SO) (2020/21 – 2021/22)
KRA 1 Strategic Goal (SG) 1 & 2)	Consolidation of Undergraduate Training and leadership in Postgraduate Training Strengthened	93%	65.6%
KRA 2 (SG 3)	Research and Innovation Expanded and Strengthened	76%	65.7%
KRA 3 (SG 4)	Knowledge Exchange Activities Intensified	83%	
Enabler (SG 5)	Institutional Capacity: Staff and Student Inspiration Enhanced	68%	69.4%
Enabler (SG 6)	Institutional Capacity: Visionary Leadership and Governance Improved	66%	
Enabler (SG 7)	Institutional Capacity: Sustainability of Resources Enhanced	83%	
	Grand Average	**79%**	**66.9%**
	Composite Average	**73%**	

Source: *Retrieved from 'Status of Implementation of UDSM Five Year Rolling Strategic Plan 2014/2015–2018/2019' reported to the Council on 25th September, 2018 & 'Taarifa ya utekelezaji wa Mpango Mkakati wa Miaka mitano wa UDSM kwa kipindi cha miaka miwili 2020/21 – 2021/22' reported to the 279th Council meeting*

Research infrastructure improved gradually with solid policy and institutional mechanisms, including stable internally generated funds which started in 2018/19 and has been increased from TZS 1,000,000,000 to TZS 2,000,000,000 in 2021/22. This is 100% increase and has enabled quality and competitiveness research and innovation outputs. Publications of research papers in a wide spectrum of peer-reviewed journals reached 737 in 2021/2022, from 354 in 2016/17 (108% increase). New research projects per year surpassed the target of 30 in 2023. As of 2021/2022, new research projects reached 156. Innovation and entrepreneurship activation increased from 44 in 2017/2018 to 66 in 2021/2022 (50%). The University managed to organize and successfully conduct a research week for eight (8) consecutive years i.e. from 2016 to 2023 to share research outputs with the public. It is anticipated that the public make better use of not only the research results in the form of journal articles and policy

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[2] *This is the average of the respective items under each KRA as reported in the Status of Implementation of UDSM Five Year Rolling Strategic Plan 2014/2015–2018/2019' reported to the Council on 25th September, 2018*

papers, but also from the research week information dissemination. Strategic collaboration with key stakeholders was established and allowed the mobilization of USD 8.3 million (donor funding) in 2021/2022. This was an 83% achievement[3] compared to the 2023 annual target of USD 10 million.

The University's commitment to fostering partnerships with industries and other stakeholders improved. UDSM signed several MOUs, leading to an increase in projects with the public from 38 in 2017/2018 to 193 in 2021/2022. More efforts need to be done to strengthen collaboration with the industry and to diversify the sources of funds, hence, support University activities (research activities inclusive) smoothly.

Furthermore, the initiative to digitise the University's activities started signalling the commitment to streamlining administrative processes, massively reducing paper-based operations, enhancing staff engagement, and strengthening effectiveness. The University, however, has not yet fully utilized the opportunities of the 4th industrial revolution because the introduced systems do not speak to each other, thus, crippling efficiency.

There has been an improvement in the recruitment of female faculty members, increasing from 467 in 2018/2019 to 530 in 2021/22[4] and to 581[5] in 2022/2023. As shown in Table 2, percentage of female academic staff from 2018/19 to 2022/23 remains the same at 29%. This means male staff are many compared to females, hence, efforts are needed to enhance gender balance.

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[3] *UDSM Council Reports*
[4] Facts & Figures, 2022
[5] Anecdotal – Facts & Figures 2023

Table 2: UDSM Academic Staff by Rank and Gender

Year	Professors			A/Professors			S/Lecturers			Lecturers			A/Lectures			T/Assistants			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2018/19	38	7	45	60	22	82	161	33	194	298	131	429	450	214	664	144	60	204	1,151	467	1,618
%Female		16%			27%			17%			31%			32%			29%			29%	
2019/20	33	4	37	55	21	76	147	30	177	351	135	486	535	241	776	168	65	233	1,289	496	1,785
%Female		11%			28			17%			28%			31%			28%			28%	
2020/21	27	2	29	70	20	90	167	44	211	443	160	603	563	269	832	134	42	176	1,404	537	1,941
%Female		7%			22%			21%			27%			32%			24%			28%	
2021/22	22	2	24	68	16	84	191	51	242	426	161	587	561	270	831	107	30	137	1,375	530	1,905
%Female		8%			19%			21%			27%			32%			22%			28%	
2022/23	23	2	25	65	15	80	211	55	266	425	182	607	547	266	813	182	61	243	1,453	581	2,034
%Female		8%			19%			21%			30%			33%			25%			29%	

Source: Facts & Figures, 2023

Financial resources are an important driver for UDSM's operations. Presently, UDSM funding sources encompass government subventions for salaries and development and internally generated funds through fees, consultancy, research, and on-campus tenants. Table 3 indicates the trend of financial plans submitted to the Government against the total receipts (internally generated funds inclusive) from 2018/19 to 2022/23. Of the total funds received, the proportion and trend of internally generated funds against the Government support from 2018/19 to 2022/23 is as indicated in Table 4.

Table 3: Total Financial Plan against Actual Receipts

Year	Approved Budget (TZS)	Actual Receipts (TZS)	Performance (%)
	(A)	(B)	(A/B)*100
2018/19	231,804,496,787	169,668,181,645	73%
2019/20	230,746,389,211	173,192,454,800	75%
2020/21	244,733,574,435	187,667,224,050	77%
2021/22	239,069,831,918	198,937,402,045	83%
2022/23	303,205,037,191	213,838,667,536	71%

Source: Facts and Figures, 2023

Table 4: Internally Generated Funds VS Government Support Funds

Year	Overall Total funds (TZS)	Internal Funds Collected (TZS)	% of funds from internally generated funds
	(A)	(B)	(A/B)*100
2018/19	169,668,181,645	61,193,726,495	36%
2019/20	173,192,454,800	58,749,421,767	34%
2020/21	187,667,224,050	64,762,867,259	35%
2021/22	198,937,402,045	62,511,961,877	31%
2022/23	213,838,667,536	83,577,128,507	39%

Source: Facts and Figures, 2023

The financial resources availed have increased with time though the demand exceeds the availability. Furthermore, the internally generated funds have not increased beyond 39% of the total funds. Initiatives to commercialize different innovative outputs continued as IPR policy was revised and approved. Further, guidelines for commercialisation of IPR were approved by the 275th Council. Efforts are needed to speed up the spin-off and commercialization of innovative ideas and outputs.

2.4 A Summary of Shortfalls and Challenges of the CSP 2014-2023

The 10-year CSP is implemented through RSPs prepared as building blocks. An assessment of the last RSP indicated lower-than-expected achievement as the previous section indicates. The shortfalls in the implementation of 2014-2023 CSP that need attention while implementing the 2023-2033 CSP are:

a) Teaching, learning, research, and the overall working environment are improving at a slow pace, which is significantly affecting students' and staffs' satisfaction levels.
b) Digitalization in various university operations has not been used effectively, thus limiting efficiency in service delivery.
c) Overreliance on unpredictable government funding, inadequate diversification in income sources, outdated fee structures, an uneven budget distribution across different expenditure units and over-centralization of decision-making and resource allocation are significant barriers despite some advancements in ICT infrastructures and systems.
d) Low visibility affects the quality of UDSM journals, ranking, and ability to generate more funds, as well as the attraction of international students and resources.
e) Spin-off and commercialization of innovative ideas remain a challenge.
f) Decentralization of functions has not been effected hence delaying efficient decision-making.
g) The human resources are not managed satisfactorily, affecting the quality of outputs.
h) Limited leadership in innovation and creativity including attracting sustainable resources.
i) Strengthening the link between the University and the industry, including using alumni capital to influence the quality of students, internationalisation matters, and financial capacity, is needed.
j) A significant proportion of staff needs to be made aware of the RSP, which is key to operationalizing the CSP.

2.5 Assessment of the External Context of the UDSM

2.5.1 International Context

The world is experiencing drastic changes in many aspects of life, including socioeconomic, technology, innovations, culture and political stance. The university cannot isolate itself from these changes. Therefore, it needs to change accordingly to expose itself to customer demands, competition, and the drive for efficiency in

producing and delivering high-quality education and public services. In the modern world, the major emphasis of education is on competencies, personal responsibility, intellectual freedom, problem-solving skills, creativity, competition, and diversity of views regarding values and attitudes. The vision and mission of world-class universities like UDSM underline internationalisation as one of its core values, principles, and goals. Internationalisations broaden university curricula to attract the best academic talents and facilitate collaborative and innovative research responsive to community, national, and global concerns. UDSM has continued cultivating international engagements through its Directorate of Internationalization, Convocation and Advancement (DICA) and facilitating international initiatives to enhance academic excellence. Recently, UDSM expanded its international scope through various collaborations with foreign universities.

The world is witnessing drastic innovations and technological improvements in information and communication technology particularly what is now known as '4th Industrial Revolution' with billions of people connected by global electronic systems through mobile devices, with unprecedented processing power, storage capacity, and access to knowledge. Information and Communication Technology (ICT) has changed how people think and institutions work.   Globally, there are rapid positive technological breakthroughs in fields such as Artificial Intelligence (AI), robotics, the Internet of Things, autonomous vehicles, 3-D printing, nanotechnology, biotechnology, materials science, energy storage, and quantum computing. Amidst such changes, UDSM is thus expected to innovate and adapt to changing educational needs and prepare its staff and students to effectively leverage these technologies in teaching and research. The speedy expansion of online learning platforms and digital educational resources has transformed the traditional learning landscape and necessitates adaptation by the university. The University must also respond to key global agendas such as the UN's 17 Sustainable Development Goals. The academics and students implement and address these Sustainable Development Goals across various disciplines through training and research.

2.5.2 Regional Context

There has been increased scientific and practical interest in international economic integration. In Africa, regional integration is driven by the African Union and other bodies such as SADC and the EAC. The African Union has Agenda 2063, which strives to achieve socio-cultural, technological and economic transformation by 2063. The thrust of the agenda is to achieve "an integrated, prosperous and peaceful Africa, driven by its citizens and representing a dynamic force in the international arena". In the spirit of

uniting Africa, AU at its 35th Assembly, adopted Kiswahili as a working language and a wider language of communication in Africa. UDSM should identify opportunities the AU adoption of Kiswahili brings and take advantage of its competitive edge to expand its footprints across Africa. The regional visions imply a need for UDSM to invest in enrolment expansion. The envisioned expansion must be linked to market demands to deliver research outputs and public services to solve societal and development problems. To respond to this commitment, UDSM has expanded enrolment for local students while taking measures to increase the number of international students. In 2022, for example, UDSM approved a policy to increase the number of international students. Meanwhile, construction of modern accommodation facilities to host at least 500 students and renovation of existing facilities is underway.

UDSM aims to align her activities with key EAC developmental plans and visions. The heads of state of East African countries declared and transformed EAC into a common higher education area (CHEA) on 20 May 2017, allowing UDSM to harmonise her training and research missions and visions. The EAC Partner States have explicitly recognised the importance of Science, Research and Technology Development in the Treaty and integrated aspects into various regional policy frameworks. Such frameworks include relevant provisions in the EAC Common Market Protocol and STI as a key development enabler identified in the EAC Vision 2050. The UDSM is a member of the Inter-University Council for East Africa (IUCEA), which embraces new teaching, earning and research methods UDSM will continue to invest in state-of-the-art laboratories, equipment, and infrastructure to support cutting-edge research and training while fostering partnerships with industries to accelerate innovation and technology transfer.

The University also needs to be responsive to environmental, social, and governance (ESG) issues as they are the contemporary challenges. Therefore, there is a need for the incorporation of ESG ideologies into the decision-making processes of the university. This is vital for attracting and retaining students and staff while enhancing the relationship with the community at large. By enhancing the environmental impact, social responsibility, and governance practices, the UDSM can attract and retain students and staff who are increasingly drawn to other sustainable and socially accountable institutions. UDSM is indebted to solve ESG concerns at the institutional and national levels. At the institutional level, the University will make sure it develops environmental policy to guide the sustainable management of its environment such as climate change, waste management, pollution, degradation and clean energy use. It will also continue to address the issues of gender equity, diversity, inclusion and mobilising expertise in support of positive social transformations. At the national level, UDSM will

continue to contribute efforts to address ESG challenges through research, innovation and teaching.

2.5.3 National Context

Tanzania's government has invested enormously in education, research, and innovation. Because of these, UDSM aligns with and contributes substantially to relevant national agendas. The major ones include the current National Vision 2025[6], which envisages Tanzania to be "a nation with a high level of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge and skills to solve the society's problems; and a nation to meet the challenges of development and attain competitiveness at regional and global levels." It also aligns with the National Five-Year Development Plan 2021/2022 – 2025/2026, aiming at bringing swifter and broader socio-economic changes through "Nurturing Industrialisation for Economic Transformation and Human Development." In addition to national frameworks, UDSM activities also tally and correspond with Tanzania's foreign policy, manifesting itself in active international engagement to secure core national interests. UDSM, therefore, must leverage to promote south-south cooperation and economic integration and tap not only the resources to be employed from the same but also students, research collaboration, and consultancy.

Tanzania needs a higher calibre, more educated and skilled workforce to achieve these national aspirations. Responding to this challenge, universities in the country have recently increased to more than 50, but most of these universities predominantly cater mainly for undergraduate teaching. These institutions need a proportion of the workforce trained at the postgraduate level. In Tanzania and, indeed, for the rest of Africa, postgraduate studies and research are principal ways universities can contribute to finding solutions to relevant social, economic and political problems and promote the development of locally based technology. Unfortunately, postgraduate studies and research are still not optimally developed at UDSM, as in many African universities. Therefore, aggressive and innovative approaches and initiatives are needed to promote research and postgraduate training. In this regard, UDSM plans to take the challenge of designing and promoting approaches that can sustain effective research and postgraduate programmes.

A functioning economy inevitably requires an operational education system and vice-versa. Since 2000, the Government of Tanzania has embarked on a drive to improve the quality of education through development programmes such as the Primary

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[6] *We take note that the new National Development plan 2050 is in its development stage*

Education Development Programmes (PEDP, 2002-2007), the Secondary Education Development Programme I & II (SEDP I, 2004-2009 & SEDP II, 2010–2015) and Free Education Policy for Secondary Education. Through such national initiatives, the number of students enrolled in secondary schools increased from 1,222,403 in 2008 to 1,806,955 in 2012, an increase of 47.8% (BEST, 2016). The number reached over 2.3 million students in 2019 (Statista, 2020). Furthermore, the percentage of students in Forms 5 and 6 increased by 23% during the same timeframe. This increase calls for creating more space for higher learning education in the country. To respond to this call, UDSM has already committed resources to establish two new campuses one in Lindi and another in Kagera. When completed, these two campuses will enrol students, accommodating more students who would have lost the opportunity.

Furthermore, the Government of Tanzania reviewed the primary and secondary education curriculum in 2023. Among other things, the curriculum commands using Kiswahili and English as the media of instruction in pre-primary and primary school, which intends to further boost students' performance. This curriculum calls for UDSM to consider investing more in offering Kiswahili and related degree programmes. Generally, UDSM will harmonise its curriculum with the Basic new curriculum, 2023 edition and education policy edition of 2023. Moreover, in its curriculum review, the university will align its programmes with labour market demand.

2.6 Assessment of the Internal Context of UDSM

In navigating the dynamic landscape of higher education, UDSM's ability to adapt and thrive is contingent upon a comprehensive understanding of her internal context. UDSM stands as a beacon of academic excellence, driven by a commitment to fostering innovation, cultivating knowledge, and nurturing a vibrant learning community. The University has been at the forefront of consolidating institutional management, enhancing capacity and motivating human resources. Further, improving library and ICT resources, expanding postgraduate training and enhancing industrial linkages.

At the helm of the institution is a dedicated leadership team that blends experience with a forward-looking vision. The governance structure aims to ensure transparent decision-making processes and accountability at every level. The commitment to effective leadership provides the foundation for strategic initiatives that align with the institution's core values. Comprising of a diverse and talented pool of faculty and staff, UDSM places a premium on human capital. The commitment to professional development, diversity, and a supportive work environment underscores her dedication to creating a community of scholars who drive academic excellence. The University

remains committed to motivating and empowering staff to continue and extend their spirit to deliver and achieve maximum outputs.

The University aimed at consolidating undergraduate training and strengthening leadership in postgraduate training. The number of undergraduate students has increased steadily from 14 students when the university started in 1961 to more than 35,000 students in 2022/23. The number of postgraduate students stands at 4,628 which is about 12% of the total UDSM students. The overall undergraduate students' numbers are relatively large now given the current available teaching and learning infrastructures. The balancing between undergraduate and the postgraduate numbers which is key in supporting our nation in realizing its vision and goals, is still a challenge.

UDSM's commitment to providing a conducive and modern learning environment is reflected in the campus's state-of-the-art infrastructure and facilities. With cutting-edge classrooms, well-equipped laboratories, and technologically advanced learning spaces, UDSM has created an ecosystem that fosters creativity, collaboration, and innovation. However, a comprehensive assessment reveals certain areas that warrant attention. Maintenance issues in specific buildings, outdated classroom technology, and space constraints in high-demand areas have been identified. The university recognises the need to move beyond a traditional educational environment to support teaching and learning to the ever-growing number of students, necessitating multiple campuses. UDSM is embracing digital transformation by redesigning and installing new ICT data communication networks and associated digital infrastructures to sustain this. The core component of this transformation is the Smart Campus initiative, which focuses on using advanced network infrastructure and Internet-connected devices to support administration, teaching, learning, research, access, security, and engaging experiences for students and staff. It is in this context, University of Dar es Salaam ICT Master Plan 2022-2033 places ICT at the forefront of the implementation of UDSM Vision 2061. The university intends to enhance the usage of ICT in the delivery of its services. It makes ICT an enabler for the effective conduct of its academic and administrative functions to transform UDSM into an e-University and give it a competitive advantage. The University has implemented this endeavour into its newly developed and reviewed curricula which intend to use the blended mode of delivery. Implementing blended delivery of such curricula requires state of art ICT infrastructure and networks. To that end the University endeavours to develop a smart campus as requisite for consolidating teaching, research and knowledge exchange.

UDSM's financial landscape is a critical aspect of the internal context. A detailed analysis of budgets, funding sources, and financial sustainability as indicated in Tables 2 and 3

reveal a stable yet evolving financial environment. UDSM has continued to strive increasing diversified revenue streams and reducing dependency on a single source to enhance financial resilience. However, challenges such as increasing additional funding to support more strategic initiatives need to be dealt with. In the strategic period 2024-2033, UDSM will focus on optimising existing resources, reducing and managing properly the operational costs, and exploring new revenue streams while ensuring fiscal responsibility, transparency, and efficiency in resource allocation, utilization, monitoring and controlling.

UDSM academic programs and curricula form the backbone of the institution's mission to provide a transformative and comprehensive education. A critical examination of UDSM offerings reveals strengths in diverse program options, faculty expertise, and alignment with industry needs. However, the rapidly changing landscape of higher education necessitates a proactive approach to adaptability and innovation in our academic offerings. To address this, UDSM will regularly embark on a comprehensive review and enhancement of our academic programs and curricula to ensure graduates are well-equipped to navigate the complexities of their chosen fields and contribute meaningfully to society.

There have been improvements in research and publication contributed by various stakeholders through various initiatives such as the UDSM-SIDA Co-operation Programme 2015-2020 funded by SIDA, NORHED, EU, and UKRI just to mention a few. In strengthening the research portfolio, the UDSM approved a research agenda for 2018/19 - 2028/29 to guide and facilitate multidisciplinary research teams, human capital development and infrastructure to support innovative research and development for a dynamic and responsive industrial economy for Tanzania. Further, complementary policy instruments such as the Research Policy and Operational Procedures reviewed in 2015, the IPR Policy (2023); and the Innovation and Entrepreneurship Policy to guide harmonised commercialisation of research results and collaboration with the public and private sectors necessitated the usage of internal resources for supporting research activities. Since 2018/2019, UDSM has been allocating funds from its internal sources to support its researchers through Competitive and commissioned Research Grants. However, research outputs in the form of publications have remained relatively low and invisible in commercial form, which results in an insignificant contribution to the university income.

Nevertheless, some notable achievements include UDSM participation in the Dar es Salaam International Trade Fair (DITF) exhibitions, where it has won in the best practices under several categories. Again, establishing the auspicious University

Research Week which began in 2015, allows all units to participate and showcase various achievements in applied research. This event has been another milestone in boosting research for national development. However, some issues remain challenging to the University, which requires medium-term planning intervention to improve research capacity. The university will continue to strengthen its research and innovation capacity and productivity with a focus on transforming the following broad aspects:

a) Research and knowledge governance and management
b) Research agenda to support implementation of national vision, 2025, 2050
c) Research and consultancy culture and competencies
d) Research and public service infrastructure
e) Sustainable research funding
f) Commercialization of research results
g) Research groups and centres of excellence
h) Linkages with industry and outreach programmes

In the strategic period 2024-2033, UDSM will continue strengthening its linkages with industry. These collaborations facilitate the transfer of knowledge, expertise, and cutting-edge research from academia to industry. This has led to the development of new technologies, products, and services that drive innovation and economic growth. Collaborating with industries provides UDSM students and researchers access to real-world challenges, data, and resources to yield impactful research outcomes and enhance their skills and employability. UDSM has witnessed the fostering of networking opportunities among researchers, professionals, and experts from both sectors. This has led to meaningful connections, partnerships, and potential future collaborations. The collaborations facilitate bringing academic innovations to market, benefiting society and the economy.

2.7 Stakeholders Analysis

The UDSM has several key internal and external stakeholders as analysed in Table 5.

Table 5: Stakeholders Analysis

Stakeholders	Expectations on the University
Policy and decision-makers	• Relevant and substantial contribution to the human resource needs of the country • Strategic national research • Technical support and advice • Evidence-based information to inform decisions • Value for money

Stakeholders	Expectations on the University
	• Policy briefs, policy development and formulation • Institutional sustainability
Students	• Relevant programmes • Conducive learning environment • Robust leadership • Friendly and efficient operational systems • Value for money • Supportive systems in all activities and at all levels • Involvement and participation
Higher Learning Institutions	• Leadership in teaching and learning, research, and innovation as well as public services • Supporting training and mentoring staff at different levels • Collaborative research • Research information and publication
Non-governmental Organizations	• Leadership in teaching and learning, research, and innovation as well as public services • Value for money • Accurate and reliable research information • Involvement and participation • Collaboration in research, monitoring, and evaluation
Media Sector	• Provision of accurate and reliable information • Involvement and participation • Recognition and publicity • Community sensitization and awareness
UDSM Employees	• Conducive working environment • Staff appraisal and performance management system that is transparent, effective and efficient • Attractive remuneration packages and timely payment • Timely provision of state-of-the-art working tools • Attractive career development and capacity-building schemes • Job security and reliable job contracts • Attractive staff welfare schemes • Good governance practices and fair treatment • Staff participation and feedback • Effective, accessible and affordable medical schemes • Recognition and participatory approach • Professional advancement • Fair and competitive opportunities
Industry	• Leadership in teaching and learning, research and innovation as well as public services • Fruitful Collaboration • Trust and confidence • Information sharing

Stakeholders	Expectations on the University
	• Accurate, transparent, timely and reliable information • High-quality services/products • Access to a wide variety/assortment of services
Development Partners	• Programme sustainability • Comprehensive dissemination of research results • Transparency and accountability • Information sharing and feedback • Adherence to protocols and research grants • Value for Money • Fruitful Collaboration • Adherence to the global/international standards
Service Providers	• Transparency and accountability • Fair and competitive opportunities • Provision of appropriate services/supplies • Timely settlement of their dues
General public/Community	• Leadership in teaching and learning, research and innovation as well as public services • Implementation of ethically-sound research • Dissemination of research results suing simple language • Trust and confidence • Accurate, transparent, timely, and reliable information • A good relationship with the public/society members. • Participation in social and developmental activities of the community.

2.8 Summary of the SWOC Analysis

The SWOC analysis enables UDSM to identify internal factors that enable it to strategize effectively and efficiently handle the challenges. These are summarised in Table 6.

Table 6. SWOC Summary

Strengths:	Weaknesses:
✓ The strong reputation of the UDSM. A reputable, well-known and respected institution with a long history of academic excellence. This reputation is an asset to attract top-tier faculty, high-achieving students, and valuable partnerships. ✓ Strong brand name regional and internationally. ✓ Qualified faculty who are experts in their fields of teaching, research and public service ✓ Diversity of disciplines with transformation	✓ Weak data management systems ✓ A weak system of monitoring the RSP ✓ High tuition fees for foreign students in the region limit the attraction of a good number of students. ✓ Limited financial and non-financial resources ✓ Centralized autonomy and decision-making slow down not only activities but also innovation and thus growth. ✓ Bureaucracy and slow decision-making processes which demoralize staff and negatively affect productivity.

	Weak industry linkages
on competence-based training. This diversity enhances the institution's appeal to a broad student demographic and aligns with the evolving needs of the job market. ✓ Access to new technology. ✓ Availability of land for expansion of the university	✓ Weak industry linkages ✓ Low staff motivation and incentives ✓ Limited online visibility ✓ Inefficient procurement processes ✓ Limited academic freedom. ✓ Inability to engage alumni and other donors that contribute to the institution's visibility offers valuable connections for students, funding and other resources. ✓ Lack of state-of-the-art research equipment in laboratories. ✓ Shortage of academic and administrative staff ✓ Limited quality assurance mechanisms ✓ Inadequate and outdated infrastructure and facilities ✓ Low research and consultancy outputs
Opportunities: ✓ Global collaboration to increase opportunities for international partnerships, collaborations, and student exchanges. ✓ Increasing demand for higher education ✓ Growing interest in online learning and distance education ✓ Growing interest and demand for Kiswahili ✓ Potential to expand and diversify academic programs to meet changing market needs ✓ The existence of influential alumni increases in institution's visibility, and offer resources and valuable connections. ✓ Opportunity to increase partnerships with businesses and organizations to enhance research and innovation ✓ Increasing number of Higher Learning Institutions with a demand for qualified academic staff ✓ Technology adoption like artificial intelligence and machine learning in core University processes	**Challenges:** ✓ Economic challenges and uncertainty that may impact financial resources ✓ Increasing regulations requirements and accountability measures from government bodies which do not cater for the nature of the University's activities thus affecting efficiency. ✓ Low ranking from different ranking organs/lists ✓ Competition from other top universities around the world ✓ Changing Government and Regime priorities over time ✓ Changing students' characteristics ✓ Threats of HIV/AIDS and non-communicable diseases, alcoholism and drugs use ✓ Diminishing government subvention/funding ✓ Vulnerability to environmental, social and governance risks ✓ Existence of the cybersecurity risks

2.9 Strategic Issues for the 2024-2033 Corporate Strategic Plan

Strategic issues for the 2024-2033 Corporate Strategic Plan are based on the three pillars and nine sub-pillars of UDSM VISION 2061, three prioritised KRAs (Consolidation of Undergraduate Training and Leadership in Postgraduate Training; Strengthening and Expanding Research and Innovation; and Intensifying Knowledge Exchange Activities), a comprehensive evaluation of the 2014-2023 CSP, and the analysis of the current external and internal situations. Chapter three will present strategic goals and strategies for addressing the following issues for the period of 2024-2033:

  i.   Embracing technology for change;
  ii. Enhancing student centred pedagogy;

iii.   Attaining operational excellence;
iv.   Attaining financial sustainability;
v.   Increasing impact driven research;
vi.   Leveraging academia-industrial linkages;
vii.   Integrating ethics and ESG principles in operations; and
viii.   Improving internationalization and University visibility.

CHAPTER THREE

THE 2024-2033 CORPORATE STRATEGIC PLAN

3.1   Vision and Mission Framework for CSP: 2024-2033

The UDSM Vision 2061 serves as the main overarching framework for the 2024–2033 CSP. All university activities from 2024 to 2033 will align with this vision, mission, and goals. The university will also adhere to a set of priority functions and core values linked to the vision and mission. The five-year Rolling Strategic Plan (RSPs) shall also be central to implementing this CSP.

UDSM Vision 2061

To be a leading Centre of Intellectual Wealth spearheading the quest for sustainable and inclusive development.

UDSM Mission 2061

To advance the economic, social and technological development of Tanzania and beyond through excellent teaching, research and knowledge exchange using talented and motivated staff and students.

UDSM Motto

Hekima ni Uhuru (Wisdom is Freedom)

Core Values

Academic excellence
By ensuring that the pursuit of academic excellence in teaching, research and knowledge exchange is well recognized and forms an important part of the academic and organizational life of the institution.

Academic integrity
By ensuring that all the academic outputs are produced in line with international standards of quality of academic integrity is enhanced by the introduction of quality control and assurance measures.

Academic freedom
By upholding the spirit of free and critical thought and enquiry, through the tolerance of diversity of beliefs and understanding as well as fostering an open exchange of ideas and knowledge amongst staff and/or students.

Internationalization
Through participation in the regional and global world of scholarship, by being receptive and responsive to issues within the international environment.

Social responsibility
By promoting an awareness of and providing leadership in responding to the issues of priority and problems facing society within the national and international context.

Commitment to Development
By promoting the University's central role in the development of the nation and in producing graduates who have sympathy for the country and the well-being of fellow citizens.

Fostering student holistic development
By creating a holistic teaching and learning environment which is student-centred and providing the students with social, cultural and recreational opportunities that will facilitate full realisation of their potential for academic and personal growth.

Equity and social justice
By ensuring equal opportunity and non-discrimination based on personal, ethnic, religious, class, gender or other social characteristics.

3.2 Goals, Intended Results, Strategies, Targets/Milestones & Indicators of the 2024-2033 CSP

During 2024-2033, UDSM will continue **Teaching and Learning, Research & Innovation, and Knowledge Exchange** as the core key result areas of the University. In line with VISION 2061, these areas shall broadly be pursued through the

three pillar strategies: *Inspired Staff and Students, Visionary Leadership and Sustainable Resources Mobilization and the* nine sub-pillars: *Progressive Human Resource Management, Constructive Student Affairs Management, Conducive Working Environment, Strategic Governance and Management, Gender Equality and Inclusiveness, Quality Assurance and Control, Marketable Products/Services, Strategic Networks and Internationalization, Strategic Entrepreneurship, Innovation and Investments.* Within this framework, the CSP has set **EIGHT** strategic goals with respective strategies, milestones and indicators to guide realising significant progress towards achieving Vision 2061. The eight (8) Strategic Goals are as follows:

Strategic Goal 1: To Enhance the Relevance and Student-Centredness of Undergraduate Programmes

Strategic Goal 2: To Expand Access to and Quality of Postgraduate Studies

Strategic Goal 3: To Strengthen Impact-driven Research and Innovations

Strategic Goal 4: To Enhance Knowledge Transfer

Strategic Goal 5: To Expand Internationalization and Global Engagement

Strategic Goal 6: To Strengthen Institutional Leadership, Human Resources and Students Services

Strategic Goal 7: To Enhance Application of Technology in University Operations

Strategic Goal 8: To Strengthen Sustainable University Infrastructure and Financial Resources

3.2.1 Teaching and Learning

Human capital development is vital for a country's economic growth and development. Since independence, Tanzania has taken significant measures to increase access to quality education. In the same spirit, UDSM has played a significant role in producing qualified graduates to serve the country in various capacities. From time to time, it has diversified and reviewed programmes' curricula in response to labour market demand and national priorities. UDSM shall thus continue to develop and diversify demand-driven academic programmes and introduce flexible and interdisciplinary programmes to create a critical mass of human resources for sustainable, inclusive growth. This will

ensure a healthy balance between basic core, non-traditional, and demand-driven academic and skills-oriented programmes. As per the UDSM Vision 2061 requirement, UDSM shall emphasise increasing the number of postgraduate students and further rolling out the PhD by coursework and dissertation across programmes.

Strategic Goal 1: To Enhance the Relevance and Student-Centredness of Undergraduate Programmes

The development of student-centred undergraduate training aims to optimise resources, curricula, and undergraduate student services, streamline operations, and elevate the quality of education. By harmonising curricular structures, enhancing student support services, and aligning with emerging trends, including the ESG framework and the Fourth Industrial Revolution (Industry 4.0), consolidation facilitates a cohesive educational experience that prepares students for success in the global landscape.

Strategies:

a) Developing and reviewing relevant curriculum across programmes, focusing on attracting international students.

b) Diversifying academic programmes to capture diversity, inclusivity and equity

c) Strengthening the delivery of programs in disciplines and professions that indicate a declining trend.

d) Embracing digital transformation to become smart campuses that leverage advanced technologies to enhance the teaching and learning experience.

e) Conducting regular training and facilitating wide staff exposure on mind-set change and appropriate pedagogy for stimulating innovation, business, acumen entrepreneurship, and practical teaching.

f) Creating tailored programs to produce instructors for teaching in technical schools and colleges.

g) Developing and implementing targeted measures to attract international students to UDSM's long-term undergraduate programs.

h) Matching enrolment with available delivery capacities to produce best quality graduates at undergraduate levels.

i) Enhancing quality assurance and control systems in all university activities.

j) Reviewing the fee structure for UG programmes to make it reasonable to support the improvement of offered services.

Selected Targets/Milestones:

a) 100% UG programmes are grounded in curricula that reflect the priority needs of the Nation and the job market by 2033.
b) Enrolment and available delivery capacities are matched by 2033.
c) By 2033, at least 50% of UDSM programmes will embrace emerging teaching and learning technologies, including Artificial Intelligence (AI).
d) UDSM Quality Assurance and Control meet acceptable international standards by 2029.
e) The % of UDSM undergraduate enrolment in Science, Technology, Engineering, Mathematics, Health and Allied Sciences increased from 21% in 2022/23 to 30% by 2033.
f) 100% of undergraduate programmes integrate practical innovation and entrepreneurship training components by 2033.
g) The fee structure is reviewed by 2028.

Key Performance Indicators (KPIs):

a) % of UG programmes that reflect the priority needs of the Nation and the job market.
b) % of increase in undergraduate students enrolled in Science, Technology, Engineering, Mathematics, and Medicine.
c) % of UG programmes offered via e-learning and on-line platforms
d) % of employers satisfied with the quality of UDSM graduates
e) % of UG graduates employed within two years of graduation
f) % of UG graduates engaged in self-employment within three years of graduation.
g) % of undergraduate programmes integrating practical innovation and entrepreneurships during their running.
h) % of fee increase/decrease to meet provided value for money educational services for UG studies
i) % of staff satisfied with the working environment including teaching and learning infrastructure and facilities

Strategic Goal 2: To Expand Access to and Quality of Postgraduate Studies

The increase in the number of HLIs in the country and the need for quality and competent experts in the region call for the UDSM to enhance its leadership in postgraduate enrolment and quality, thus being able to serve as quality academic

human resources to other institutions both in the public and private sectors. UDSM, through its postgraduate programmes, therefore, aims to foster advanced scholarship, enhance academic quality and reputation, contribute to knowledge creation, and meet industry and societal demands. Through a steadfast commitment to attracting top talent, driving innovation, and addressing complex challenges, UDSM reaffirms her dedication to academic excellence, research innovation, and leadership in higher education. Emphasising the embrace of Industry 4.0, the university strategically positions itself at the forefront of the industrial revolution.

Strategies:

a) Increasing the number of PG programmes relevant to the national, regional and international job market and embrace global developments (including ESG principles and Industry 4.0).
b) Enhancing the delivery of postgraduate programmes via multiple teaching modes (face-to-face, online, blended and self-pace learning) by 2033.
c) Enhancing quality assurance and control systems for postgraduate studies and promote accreditation of programmes by different bodies.
d) Developing and implement targeted measures to attract international students to UDSM's long-term postgraduate programs.
e) Enhancing delivery of fellowship and postdoctoral research opportunities.
f) Reviewing fee structures and make them attractive to capture the market of postgraduate students from Eastern Africa and globally.
g) Enhancing the availability of postgraduate students' scholarships.
h) Enhancing and establishing more collaborations/partnerships with the industry to support postgraduate training.
i) Enhancing the availability of competent academic staff to teach postgraduate programmes.
j) Initiating motivation packages for staff to train and facilitate PG programmes effectively.
k) Transforming the postgraduate directorate into a postgraduate school.

Targets/Milestones:
a) 100% of postgraduate programmes are reviewed by 2028, compared to 75% in 2022/23.
b) The marketing strategy for UDSM PG programmes reviewed by 2028.
c) The number of PhD holders constitutes 60% of academic staff by 2033, compared to 48% in 2022/23)

d) Scholarships from various stakeholders to support at least 25% of enrolled postgraduate students available for the year by 2033.

e) By 2033, 100% of UDSM programmes will embrace emerging teaching and learning technologies.

f) The postgraduate studies quality assurance and control systems accredited by ISO by 2030.

g) Research projects or chairs annually provide at least 20 PhD fellowships and/or postdoctoral opportunities by 2033.

h) Quality assurance policy is reviewed and adhered to by 2030

i) The postgraduate fee structure - reviewed by 2027.

j) Motivation packages for staff to enable them to train and facilitate PG programmes effectively established and implemented by 2028.

k) A postgraduate school established and operational by 2028.

Key Performance Indicators:

a) Number of PG students registered.

b) % of reviewed postgraduate programmes with market-driven orientation.

c) Number of PG graduates

d) % of academic staff with PhD.

e) Reviewed fee structure to attract and capture the market of postgraduate students from Eastern Africa and globally in place.

f) % of trained postgraduate students supported for scholarships.

g) % of PG programmes offered via blended modes, e-learning and online platforms.

h) The performance rates of reviewed quality assurance policy in place.

i) % of staff satisfied with the motivation packages

j) % of employers satisfied with the quality of UDSM postgraduates.

3.2.2 Research, Innovation and Social Impact

Strategic Goal 3: To Strengthen Impact-driven Research and Innovations

Research and Innovation have been important UDSM pillars which continue to influence learning, teaching, and promoting growth. UDSM will advance its contribution to both development and social agendas through research, innovation, and societal impact. The University promises to continue being a key enabler. It will support the delivery of research and innovation outputs considering strategic interdisciplinary themes. The University is committed to leading by example and integrating ESG principles into its

research and innovation agendas. The focus is on conducting research that advances academic knowledge and contributes positively to our natural environment, society, and governance structures.

For the past 10 years, UDSM has contributed immensely to ensuring that staff and students conduct research. In 2022/23, research funding was TZS 20 billion of which TZS 2 billion was generated internally. Despite this milestone, the University seeks to achieve more research progress by tapping financial opportunities from governments, local and international donor sources, and the private sector locally and internationally.

Strategies:
a) Promoting collaborative and multidisciplinary research approaches that include ESG principles through trans-disciplinary research groups, research chairs and centres of excellence.
b) Establishing collaborations with other research institutions and the industry to generate knowledge and create societal impacts.
c) Strengthening monitoring and evaluation of research and innovation activities.
d) Supporting research and innovation programmes that align with the strategic priorities of the UN 2030 Goals, Agenda 2063, SADC Vision 2050, EAC Vision 2050, and URT Vision 2050, and extend research and innovation to unexpected issues and emergencies.
e) Building strong relationships with government agencies and host workshops to connect researchers and policymakers.
f) Developing research initiatives and collaborative networks with international partners targeted at social, economic and global agendas.
g) Establishing research links with industry and government that cultivate, motivate, encourage, and strengthen staff and students' research culture, preserving the country's history and strengths to promote knowledge.
h) Encouraging and supporting staff and students initiatives to spin off and commercialize research and innovation outputs to meet market/industry needs.
i) Establishing innovation hubs in all academic units
j) Establishing a research chair and institute for indigenous knowledge
k) Reviving the undertaking of the critical debates at the University and other measures to promote thought leadership.
l) Strengthening dissemination of research findings and technology transfer operations
m) Enhancing the research capacities of staff more so junior scholars, early career researchers, and postgraduate students, focusing on solving local and regional problems.

a) The number of research projects initiated per year growing from 569 in 2022/23 to 1,000 by 2033.

b) The number of research collaborations with other institutions and industries rising from 160 in 2022/23 to 250 by 2033.

c) Research funds mobilised increasing from US$ 8.3 million recorded in 2021/2022 to US$20 million by 2033.

d) Technological, social-cultural, medical, and agricultural innovations increased to 100, and patents registered increased to 10 (from 6 in 2022/23) by 2033.

e) At least 100 junior scholars and 100 early career researchers are mentored annually to become established researchers capable of conducting research independently.

f) Publications in peer-reviewed journals increasing from 880 recorded in 2022/23 to 2,000 per year by 2027.

g) At least 25 academic books published annually by 2030 from 19 recorded in 2021/2022.

h) By 2033, at least 60% of young scholars will be satisfied with the implementation of the University-wide policy to enhance their research skills.

i) Innovation hubs in all academic centres will be established by 2033.

j) At least 2 Critical debates are conducted at the University annually.

k) UDSM licenced technologies, patents and spin-off companies increased to 30 by 2033 from 6 licences and patents and 5 companies in 2022/23.

Key Performance Indicators:

a) Number of research projects initiated per year.

b) Number of research collaborations with other institutions and industries established per year.

c) Amount of yearly mobilised research fund.

d) Number of developed technological, social-cultural, medical, and agricultural innovations and patents registered.

e) Number of junior and early career researchers mentored.

f) Number of publications in peer-reviewed journals

g) Number of books produced.

h) % of young scholars satisfied with the implementation of the University-wide policy for enhancing the research skills of young scholars

i) Number of innovation hubs established.

j) Number of critical debates conducted annually
k) Number of commercialised innovations.

3.2.3 Knowledge Exchange, Internationalization and Global Engagement

Strategic Goal 4: To Enhance Knowledge Transfer

The University of Dar es Salaam will continue as a knowledge production and exchange centre. The research outputs the staff and students generate will always be included in the books and papers they produce; initiatives must be made to make the knowledge disseminated to the public. UDSM will also continue to provide technical advice to all government departments and public sectors. The provision of consultancy services and the implementation of outreach programs will remain part and parcel of knowledge exchange and production among all staff and students.

Strategies:

a) Enhancing the Industry Partnership Programme and create a Community Outreach Initiative to foster collaborations and address community needs.
b) Embracing Indigenous knowledge systems and innovation.
c) Establishing a feedback mechanism for stakeholders on the relevance of knowledge UDSM generates.
d) Enhancing collaboration with UDSM's alumni.
e) Strengthening the capacity of consultancy bureaux and staff to engage in consultancy and service jobs.
f) Enhancing the university's engagement in delivering short courses based on the demand of external and internal stakeholders.

Targets/Milestones:

a) Each academic department is to conduct at least one (1) outreach/community engagement event/programme annually.
b) At least 20 new industry partnerships are established per year.
c) Collaboration with UDSM's alumni strengthened on an annual basis.
d) The total value of consultancy jobs attracted increased by 15 per cent annually; in 2022/23 consultancy revenue was TZS 15.52 billion).
e) At least 200 short courses delivered annually by 2033; compared to 131 for 2022/23.

Key Performance Indicators:

a) Number of community engagement/events conducted by each department
b) Number of new industry partnerships established.
c) Number of technologies transferred to the public.
d) Number of events conducted in collaboration with alumni

Strategic Goal 5: To Expand Internationalization and Global Engagement

Internationalisation and global engagement have been part of UDSM's strategy since its establishment in the 1960s. During the 1970s and 1980s, UDSM attracted many international students and contributed to international agendas. Likewise, between the 1980s and 2020, UDSM faculty and students have continued participating in globally appealing initiatives that impact global citizens to transform people's lives. Accordingly, between 2024 and 2033, UDSM aspires to continue shaping the experience of students, faculty, and staff to advance the institution's global outlook, enhance its reputation, attract top talent, foster diverse perspectives, and promote cross-cultural understanding. UDSM aspires to become a leading centre of intellectual wealth through this global outlook.

Strategies:

a) Encouraging and enabling students and staff to search for and gain global experiences in Tanzania and beyond.
b) Initiating and offering special programs for the Kiswahili language for international students who aspire to become Kiswahili speakers.
c) Searching, compiling, and promoting available exchange programs. Hosting cultural events and workshops for staff and students, facilitating participation, and actively recruiting students and faculty from diverse backgrounds.
d) Fostering an inclusive and integrated multicultural environment for global citizenship.
e) Creating a conducive platform for reputable academics who may need to relocate to UDSM for a specific period, provided they have financial resources. Each department designs strategies to offer opportunities and host honorary/adjunct academics.
f) Starting special summer schools for the specific discipline that attract international students and scholars worldwide.
g) Aligning the University almanac/calendar with the conventional trend to allow staff and students to participate in joint fieldwork research and other activities.

h) Configuring the university website to capture staff and students' global engagements.

i) Fostering UDSM's global network and alumni community to support internationalisation and global engagement initiatives.

j) Communicating and promoting widely the outputs of internationalisation and engagement that UDSM achieve regularly for visibility and global reputation.

k) Encouraging faculty to collaborate in international research and enhance the university's academic reputation, promoting innovation and addressing global challenges through interdisciplinary efforts.

l) Enhancing infrastructure for online courses to enable participation of global audience and promote lifelong learning.

Targets/Milestones:

a) A globally accepted semesters and teaching calendar (from September to June) is adhered to by 2028, to enable staff and students to participate in global events that happen in June, July and August.

b) By 2033, at least 2% of enrolled postgraduate students per year are foreigners.

c) Special Kiswahili programmes designed and offered to interested learners by 2028.

d) A compilation of available exchange programs for staff and students is available and accessible for use by 2027.

e) By 2028, multiple intercultural/multicultural activities that promote internationalization and global engagements for both national and international students and staff will be designed and operationalised.

f) UDSM academic units identify and submit available honorary positions to enable calls for reputable international academics to spend a certain period at UDSM for research, writing and related activities to be circulated for action by 2027.

g) Summer schools on selected academic programmes will be initiated, promoted, and running by 2028.

h) The up-to-date website that automatically captures faculty and students' global engagement in place and working by 2030.

i) International alumni or global network for UDSM alumni is initiated and become active by 2030.

j) Various internationalisation and global engagement achievements of UDSM faculty and students will be identified and regularly communicated by 2027.

k) Infrastructure enhanced to enable running online courses and reach a global audience by 2030.

Key Performance Indicators:

a) Number of staff and students engaged in global activities to gain broader experience.
b) % increase in registered international PG students.
c) Special Kiswahili programs are offered, and a few international Kiswahili learners attend the programs.
d) Number of exchange programmes available and staff and students participating in those programmes.
e) Number of activities designed and implemented and the number of national and international students participating in the events.
f) Number of vacant honorary positions created and the number of academics joining the University on a certain period.
g) Number of initiated and running summer schools alongside the participating national and international students and faculty.
h) A calendar/almanac that complies with other international university schedules is up to date and running.
i) Number of captured global engagements among UDSM staff and students.
j) Number of global UDSM alumni that are active members of the network.
k) Number of communicated activities and achievements of UDSM faculty and students.
l) Number of international students participating in different courses.

3.2.4 University Capacity for Mission Delivery

Strategic Goal 6: To Strengthen Institutional Leadership, Human Resources and Students Services

University leadership and governance are critical to achieving the set targets in the next ten years. The University needs strong, intelligent, creative, and self-promoted experts in its leadership and governance structures, including the Council, Senate, and other participatory organs. This also should apply to all levels of management and administration, with a focus on strategic governance and management, gender equality and inclusiveness and quality assurance and control to enhance the value of decisions being made. To achieve the institution envisioned in Vision 2061, UDSM needs strategic governance structures and management systems. UDSM will do its best to have leaders to guide and inspire staff to strategies, innovate, and solve societal problems. The leaders will do all possible to identify talents and inspire them to achieve their full potential. In the coming 10 years, UDSM leaders shall demonstrate their leadership

qualities, especially by showing directions for their units, making things happen through examples, and identifying and developing others' abilities to lead. Gender mainstreaming is one of the important areas UDSM will focus on in the next 10 years.

Strengthening the systems and culture of quality assurance is another important cornerstone of UDSM's visionary leadership initiative. Strategies will be developed to catalyse the attainment of the core UDSM mission by promoting the adoption of a quality assurance culture in all processes and activities. UDSM prides itself on maintaining a favourable working and studying environment, evidenced by its low staff turnover and status as the leading university in the region. The University will intensify efforts to train and motivate staff and students, ensuring job satisfaction and producing a cadre committed to public service. By recruiting adequate and appropriate staff and empowering students, UDSM is dedicated to nurturing responsible, educated, and service-oriented citizens. Furthermore, UDSM is committed to providing comprehensive student services that enhance the academic and personal growth of its students. The University will ensure that students receive the support they need through robust academic advising, mental health services, career counselling, and extracurricular activities. By creating a supportive and enriching environment, UDSM aims to empower students to succeed academically and develop into well-rounded individuals prepared to contribute meaningfully to society.

Strategies

a) Reviewing and improving governance structures and systems and the legal framework to promote institutional autonomy, flexibility, and responsiveness.
b) Promoting coordinated decentralisation of decision-making for creativity, innovation, initiative, efficiency, and effectiveness throughout the system and place more responsibility/accountability on academic units.
c) Enhancing recruitment and selection criteria and procedures for leaders to promote appropriate competencies/expertise and leadership attributes.
d) Improving structures and processes to enhance the effective participation of women in all decision-making organs.
e) Promoting gender mainstreaming in university processes and functions in line with national policies, enhance affirmative action for gender education, Gender-Based Violence (GBV), sexual harassment, and attention to gender perspectives and special needs in the budgets.
f) Maintaining meritorious staff promotion, recruitment, and development
g) Ensuring the independence, capacity, and performance accountability of the Quality Assurance Unit (QAU).

h) Deepening the mainstreaming of quality assurance issues in University processes and functions.

i) Enhancing modalities for recruiting qualified academic and technical staff from outside the country.

j) Enhancing institutional autonomy and academic freedom for the effective delivery of services

k) Strengthening public and communication unit by 2028

l) Acquiring land for expansion of activities and future investments.

m) Enhancing support services for students and staff with special needs.

n) Instituting a formal mentoring system for young academic and administrative staff to create a sustainable succession plan.

o) Enhancing and sustain high-level staff welfare, remuneration, incentives, motivation, awareness, promotion, retention, and support services.

p) Sensitizing the university community to care about ethics, HIV/AIDS, non-communicable diseases, mental health, drug abuse and corruption.

Targets/Milestones

a) Criteria and process for recruitment of university leaders reviewed by 2027.

b) Promote the coordinated decentralisation of decision-making for creativity, innovation, initiative, efficiency, and effectiveness throughout the system and place more responsibility/accountability on academic units by 2033.

c) Regular review and update on UDSM's gender and sexual harassment policies to ensure increased participation and awareness of women in all decision-making bodies by 2033.

d) Promote gender mainstreaming in university processes and functions in line with national policies and enhance affirmative action for gender education, violence against women and men, and attention to gender perspectives in the budgets by 2033.

e) The policy on quality assurance reviewed to ensure the independence, capacity and performance accountability of the Quality Assurance Unit (QAU) by 2033.

f) All academic and administrative departments mainstream quality assurance issues in their structures, policies and activities by 2028

g) Staff recruitment policy ensuring the best talents in place by 2026.

h) Promote women's mentorship for participation in institutional governance by 2033

i) Progressive staff mentoring policy and procedures for young academic and administrative staff introduced by 2026.

j) All staff and students to be refreshed on ethics, HIV/AIDS, non-communicable diseases, mental health, drug abuse and corruption matters at least once every two years.

k) All staff equipped and refreshed with customer care knowledge for effective service delivery by 2033.

l) Student centre established and maintained by 2026

Key Performance Indicators:

a) Number of policies reviewed

b) % of UDSM gender-mainstreamed functions and activities

c) Coordinated decentralization policy in place and effective

d) % of staff considering UDSM as having visionary leaders

e) % of female UDSM staff

f) % of female leaders at the University Management

g) % of female UDSM students

h) % of academic and administrative activities that have mainstreamed quality assurance and control measures

i) Number of services administered by the student centre

j) Number of staff trained in customer care

k) Number of staff and students participating in training on ethics, HIV/AIDS, non-communicable diseases, mental health, drug abuse and corruption

l) Percentage of staff satisfied with academic freedom and UDSM services

m) Percentage of students and customers satisfied with UDSM services

Strategic Goal 7: To Enhance Application of Technology in University Operations

In today's rapidly evolving digital landscape, embracing digital transformation is essential for academic institutions to remain agile and responsive. UDSM is committed to transforming its teaching, learning, research, and non-academic activities through digital innovation. This includes redesigning and upgrading its ICT data communication network and digital infrastructure, supported by initiatives like the Higher Education for Economic Transformation (HEET) project. UDSM aims to integrate cutting-edge digital tools and platforms to deliver high-quality, accessible education and foster lifelong learning. The University will promote interdisciplinary collaboration and advanced digital research methodologies to drive discoveries and address complex challenges. Modernizing digital infrastructure will ensure secure, scalable systems for seamless communication and data-driven decision-making. UDSM is dedicated to digital inclusion

and equity, ensuring all students, faculty, and staff have access to digital resources and training. Targeted initiatives will bridge the digital divide, empowering underrepresented groups and fostering digital literacy. The University will enhance digital engagement with stakeholders to address societal challenges and promote impactful collaborations. UDSM will uphold ethical and responsible digital citizenship, emphasizing digital rights, data privacy, and cybersecurity. It will equip the university community with the skills to navigate the digital landscape responsibly, fostering a culture of agility, experimentation, and continuous improvement to stay at the forefront of digital innovation.

Strategies:

(a) Developing comprehensive policy and programme on ICT application in all University functions by 2027.

(b) Strengthen the application of ICT in mediating all academic and administrative matters.

(c) Enhancing digital integration and pedagogical innovation to promote student engagement, retention, and success rates.

(d) Utilizing data analytics to optimize the use of university resources and reduce waste.

(e) Enhancing connectivity, digital learning tools, and smart classrooms that facilitate active engagement and personalised instruction.

(f) Accelerating digital research excellence to empower faculty to harness digital tools, methodologies, and data analytics techniques to advance knowledge production, foster interdisciplinary collaboration, and address complex societal challenges.

(g) Optimising digital infrastructure and cyber-infrastructure by investing in state-of-the-art technologies, robust networks, and cloud-based solutions to support scalable, secure, and resilient digital ecosystems that facilitate seamless collaboration, data-driven decision-making, and innovation across the university community.

(h) Promoting digital inclusivity and accessibility to ensure equitable access to digital resources, tools, and training opportunities for all students, faculty, and other staff

(i) Promoting the use of technology, empowering marginalised communities, and fostering a culture of technology literacy and fluency.

(j) Cultivating digital collaboration and partnership ecosystems by actively engaging with internal and external stakeholders.

(k) Exercising ethical digital leadership by upholding principles of digital ethics, privacy, and security, while promoting responsible digital citizenship among its students, faculty, and staff.

(l) Promoting the importance of digital rights, data privacy, and cybersecurity awareness to foster a culture of trust, integrity, and accountability in digital interactions and initiatives.

(m) Embracing agile digital transformation practices by adopting a culture of continuous learning, adaptation, and innovation.

Targets/Milestones:

(a) A comprehensive policy and programme on the application of ICT in place.

(b) Deploy state-of-the-art ICT network infrastructure to support scalable, secure, and network connectivity by 2030.

(c) Establishment of UDSM fully digitized campus "Smart University" by 2033.

(d) Establishment of a Digital Learning Innovation Center to spearhead pedagogical innovation and digital integration initiatives by 2028.

(e) Data analytics tools for resource optimization implemented by 2026.

(f) Increase in digital research outputs and publications by 50% by 2030, facilitated by enhanced digital research infrastructure and capacity-building initiatives.

(g) Implementation of digital accessibility initiatives, resulting in a 50% increase in digital inclusivity and accessibility measures by 2028.

(h) Establishment of strategic digital partnerships with industry, government, and civil society organizations, leading to the co-creation of digital solutions and impactful collaborations by 2030.

(i) Integration of digital ethics and cybersecurity awareness training into the university curriculum by 2027.

(j) Adoption of agile digital transformation frameworks and practices, resulting in a 20% improvement in digital agility and responsiveness by 2029.

(k) Digital learning platforms expanded, reducing physical infrastructure demands by 10% by 2028.

Key Performance Indicators:

(a) Number of UDSM units fully integrated into the state-of-the-art ICT infrastructure

(b) % of students and faculty body using UDSM digital infrastructure and services

(c) % of teaching and administrative services performed using digital platforms

(d) A few digital learning innovations implemented and adopted.

(e) Volume and impact of digital research outputs and publications.

(f) % of students satisfied with the UDSM digital infrastructure and services

(g) % of staff both academic and non-academic satisfied with the UDSM digital infrastructure and services

(h) % reduction in resource waste through data analytics

(i) Effectiveness and reliability of digital infrastructure and cyber-infrastructure.

(j) Number and impact of strategic digital partnerships and collaborations established.

(k) Level of digital ethics and cybersecurity awareness among students, faculty, and staff.

(l) % reduction in physical infrastructure demands through digital learning platforms

Strategic Goal 8: To Strengthen Sustainable University Infrastructure and Financial Resources

In recent years, the University has expanded its teaching and learning infrastructure, including constructing various College and school buildings, lecture halls and student accommodation. The implementation of the HEET project is adding 25 buildings to the existing stock. The buildings are spread over existing and new campuses in the Lindi and Kagera regions. Ensuring the sustainability of these facilities and maintaining existing infrastructure is crucial, as some buildings have become obsolete and unsuitable for academic purposes. Therefore, UDSM will implement strategies to maintain these facilities timely and build necessary infrastructure for the new satellite campuses. Over the past 50 years, UDSM has received substantial funding from the Government of Tanzania and development partners, enabling it to expand its programs and increase enrolment and staffing. However, with 45,462 students and 3,556 staff as of the 2021/2022 academic year, government funding alone is insufficient to meet all financial needs. The rise in the number of public universities has further strained government resources, creating financial pressure. In response, UDSM must mobilize additional financial resources over the next 10 years. This includes seeking significant support from development partners for infrastructural development, research capacity, and staff development, as well as exploring alternative revenue streams such as partnerships with private sector entities, alumni contributions, and commercial ventures. Additionally, UDSM will focus on energy-efficient and environmentally sustainable practices to reduce operational costs and promote long-term sustainability.

Strategies:

a) Promoting eco-friendly and green building standards for all new construction projects to ensure environmental sustainability.

b) Finalising the development of the ongoing newly established campuses

c) Implementing a comprehensive maintenance schedule to ensure timely upkeep of all buildings and facilities.

d) Building/expanding inclusive facilities (offices, classrooms, staff houses, student hostels, etc.) in a prioritised manner to match the demand.

e) Investing in renewable energy sources, such as solar panels and wind turbines, to power university facilities.

f) Implementing water conservation measures and sustainable waste management practices across all campuses.

g) Retrofitting the existing buildings with energy-efficient technologies to reduce operational costs and environmental impact.

h) Enhancing the maintenance and renovation of dilapidated buildings and infrastructure

i) Developing adequate and well-functioning world-class teaching and learning facilities for postgraduate programmes

j) Establishing and implement buildings and infrastructure maintenance (sustainability) strategy.

k) Enhancing utilization of public-private partnerships.

l) Increase public investment through engaging with government and parliament.

m) Enhancing strategic investments through UDSM Holding Company.

n) Strengthening capacity and motivate staff to mobilisation for research grants, consultancies and community services.

o) Introducing incentives to encourage establishing research chairs to bring in world-class research projects.

p) Training university staff in financial management best practices to ensure efficient use of resources.

q) Enhancing the implementation of the Fund-Raising Strategy.

r) Promoting mutually beneficial strategic partnerships related to UDSM core mission.

s) Promoting further capacity building of academic staff and students in engaging in IPR, innovation, entrepreneurship development and investment activities.

t) UDSM cost-cutting strategy reviewed and operationalized.

u) Financial sustainability plan prepared and implemented

Targets/Milestones

a) Established campuses in Kagera, Lindi and Mbeya be fully developed by 2033

b) Old and dilapidated buildings and infrastructure renovated and maintained by 2030

c) Retrofit of existing buildings with energy-efficient technologies completed by 2030.

d) World-class teaching facilities and learning facilities by 2033.

e) Develop and implement a comprehensive building and infrastructure maintenance strategy by 2033

f) Policy to enable optimal space utilisation in place by 2027.

g) Renewable energy sources installed and operational on all campuses by 2027.

h) Water conservation measures and sustainable waste management practices implemented across all campuses by 2026.

i) All new construction projects adhere to green building standards by 2025.

j) Partnerships with at least 10 private sector entities established by 2026.

k) Launch of three commercial ventures by 2027.

l) Fundraising campaign revised and launched, with a target of raising Tsh 500 million in alumni and philanthropist contributions by 2033.

m) Long-term financial planning framework developed and in use by 2025.

n) Financial management training programs for staff initiated by 2024, with 50% of staff trained by 2028.

o) At least 60% of staff trained in effective resource mobilization by 2033.

p) At least 5 strategic investments made every three years by 2030.

q) Public-private investment relationship established by 2026.

r) University Holding Company established and operationalised by 2026.

s) A UDSM cost minimisation strategy reviewed and operationalised by 2027.

Key Performance Indicators

a) Amount of money (in TZS and other currencies) mobilized to facilitate the construction/expansion of inclusive facilities to match the demand (offices, classrooms, staff houses, student hostels etc)

b) Number of UDSM buildings meeting green building standards

c) % of campus energy needs met by renewable sources

d) Reduction in water usage per capita with a target of 25% reduction by 2026.

e) % of required buildings developed at Kagera, Lindi and Mbeya

f) Energy efficiency rating of retrofitted buildings improvement of 30% by 2030.

g) % of renovated or maintained buildings and infrastructure

h) Number of world-class teaching facilities

i) In place the buildings and infrastructure maintenance/sustainability plan

j) Policy to enable optimal space utilisation in place.

k) Financial resource mobilisation strategy in place.

l) % of funding mobilised from different sources (fundraising events, UDSM Resources Mobilization Trust Fund).

m) % of staff undertook resource mobilisation training

n) Amount of funds (TZS) raised per year

o) Resources Mobilization Unit strengthened in place.

p) Number of public-private partnerships established.

q) University Holding Company established and operational.

r) Number of relevant and valuable companies established.
s) Reviewed cost minimisation strategy in place.
t) Policy to enable optimal space utilisation in place.
u) Number of Strategic engagements with different stakeholders that support the University financially.

CHAPTER FOUR

IMPLEMENTATION, MONITORING AND EVALUATION

4.1 Implementation Responsibility

The successful implementation of the 2024-2033 CSP is primarily the responsibility of the UDSM Management, operating under the directive of the University Council. This management team is entrusted with comprehensive oversight of the CSP implementation, regularly monitoring progress and systematic reporting to the Council. Ultimate accountability for the CSP resides with the Council. The Deputy Vice-Chancellor - Planning, Finance, and Administration (DVC-PFA) plays a crucial role in this process, coordinating the CSP implementation activities through the Directorate of Planning, Development, and Investment (DPDI), ensuring that all initiatives align with the strategic objectives and are executed proficiently.

The DPDI will ensure the operationalisation of the CSP through well-structured Five-Year Rolling Strategic Plans (FYRSP), which will be carefully cascaded to implementation action plans for colleges, schools, institutes, and all support units. Additionally, the DPDI will facilitate the mobilisation of financing, directing funds towards prioritised activities within the CSP and FYRSP. Moreover, the monitoring and evaluation of the CSP and FYRSP will be conducted with high efficiency and effectiveness to ensure strategic alignment and achieving objectives.

4.2 Rolling Strategic Plans

The CSP will be implemented through FYRSPs, which in turn will be supported by annual action plans and budgets. The annual action plans will prepare the implementation progress reports quarterly, mid-year, and annually. The implementation progress reports will be presented to the University Management and Council committees to observe successes and challenges in deliberating the way forward for better achievements of the CSP goals.

4.3 Financing the CSP

The office of DVC-PFA shall coordinate all financial mobilisation and allocations related to implementing the CSP through the DPDI. Financial costs for implementing strategic interventions based on the CSP will be made in the FYRSP or annual plans, budgets, and specific projects. The university management will work closely with staff, the government, development partners, industry, community, and other stakeholders on

modalities and strategies for financing the plan over the next 10 years. A Five-Year Rolling Resource Mobilization Strategy will be prepared, implemented, and regularly updated.

4.4 Monitoring and Evaluation

A Monitoring and Evaluation Plan for the CSP and other activities will be prepared and used to gradually establish a functioning system for monitoring and evaluating the CSP and other plans. The plan will also indicate the arrangements for using the resulting feedback from the Monitoring, Evaluation, and Lessons Learned (MELL).

4.5 Planned Reviews and Rolling Forward the CSP

Two evaluations and reviews will be carried out to effectively monitor the CSP, apart from quarterly, mid-year and annual progress reports. The first will be a mid-term evaluation and review that will be done after the first five years of implementation. This will be done by the internal experts familiar with contemporary issues of the University and appointed by the University Management. The second evaluation and review will be done after 10 years of implementation. This will be conducted by the commissioned external and internal experts guided by the assignment terms of reference from UDSM Management.