

UNIVERSITY OF DAR ES SALAAM



UNIVERSITY OF DAR ES SALAAM INTERNATIONALIZATION POLICY

August 2022

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List of Abbreviations

CoD	Committee of Deans
DICA	Directorate of Internationalisation, Convocation and Advancement
DVC	Deputy Vice-Chancellor
HE	Higher Education
HEIs	Higher Education Institutions
IAU	International Association of Universities
ICT	Information and Communication Technology
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
UDSM	University of Dar es Salaam
VC	Vice-Chancellor

Foreword

The University of Dar es Salaam (UDSM) is one of the most prestigious academic institutions in the Eastern, Central and Southern region of Africa with an excellent track record of producing high quality graduates during the last six decades. Since its inception in 1961, UDSM graduates have excelled in diverse fields and professions in the country, the region and the world at large. Consequently, the UDSM has remained exemplary in nurturing, producing and promoting professionals to meet the needs of both the local and international labour markets.

To cope and remain competitive in an increasingly globalised world, the UDSM has to open and spread its wings internationally to learn, benchmark and contribute to the international community much more meaningfully than presently. Such a move could allow the university to increase its influence and enhance its visibility much in line with the trends of contemporary high-profile universities. Indeed, the UDSM cannot remain parochial in a world where higher learning institutions are going global. In this regard, having a good internationalisation policy in place would allow the University's Units to have a common road map for implementing the UDSM's international mission. Such a policy is pivotal in guiding students, academicians, researchers and administrators in their daily activities for the University to scale even loftier heights in the realm of academia.

This long overdue but timely policy will facilitate the further internationalisation of the University aimed to optimise the further realisation of its unquestionable potentials to extend its benefits as a global institution. The policy is aligned with other University policies and strategic plans that cumulatively and collectively seek to advance the University from the achievements it has registered thus far to greater heights in the international academic arena. Specifically, this document addresses key internationalisation areas for realising the Vision 2061. Its effective implementation will indubitably provide an institutional framework for further internationalisation and competitiveness of the University in its global reach and rankings.

Prof. William A.L. Anangisye
Vice-Chancellor

CHAPTER ONE

INTRODUCTION

The international dimension of higher education (HE) has increasingly become important for both governments and higher education institutions (HEIs) worldwide. As a result, HE institutions have repositioned themselves to conduct their core businesses of teaching, research and community service in ways consistent with the challenges of an increasingly globalised world. In this light, the demands of the new HE ethos have far-reaching implications. Indeed, the present trend in higher education entails focusing on internationalisation in curricula, development of generic skills related to globally-adept competencies, production of global citizens or globally-engaged individuals, and realisation of international/intercultural learning outcomes. Moreover, the onus is on the HEs to forge more strategic approaches to partnerships for both survival and to stay relevant in the contemporary world. Now than ever before, there is a greater emphasis placed on research and innovation, especially when it comes to embedding internationalisation in an institution poised to stand heads-and-shoulders with other like-minded HEs. The resultant repositioning also goes beyond the normal run of the mill of simply centring on curriculum development and international student mobility. This thrust further manifests in emerging new vocabularies that have entered the field such as internationalisation at home and campus internationalisation. Even global university rankings, which require a comprehensive look at how institutions conduct their businesses, have further re-orientated how HEs operate.

The globalisation challenge in the HE sector also requires balancing divergent agendas. Presently, the realities on the ground require striking a balance between the economic agenda of rising competition and commercialisation of higher education, and that of higher education as a public good. Nevertheless, the internationalisation of higher education is still touted as an enabler for supporting the delivery of quality education (at all levels) and for contributing to the knowledge economy. In fact, internationalisation has emerged to be an integral part of a continuous process of change that has grown in stature with the evolving more general developments of globalisation that offer new opportunities, on the one hand, and present new

challenges, on the other hand, as survey results of Egron-Polak and Hudson (2014) of the International Association of Universities (IAU) affirm. Moreover, internationalisation almost universally serves as a force for fostering good in higher education, with institutions of varying sizes and reputations all aspiring to boost their international standing and forge links abroad (Spencer-Oatey and Dauber, 2017). Furthermore, the 4th IAU Global Survey (2014) also highlighted the ever-growing awareness, knowledge, and appreciation of international issues of graduates as the highest ranked benefit of HEI, followed by improved quality of teaching and learning. Also, many of the institutions of higher learning globally already have (or are developing) policies aimed to further promote internationalisation and, to that effect, have been developing a supportive infrastructure for monitoring and spearheading progress in this area. Even more significantly, as De Wit, Hunter and Howard (2015) have aptly contended, there is no single and universally-applicable model; instead, diverse approaches to internationalisation across countries, regions and institutions exist. As such, institutions operating in different contexts can adopt models suitable to their institutional strengths and budgets.

CHAPTER TWO

SITUATIONAL ANALYSIS

Generally, the teaching, research and service missions that universities have carefully crafted and nurtured over the years guide them in preparing their graduates. In each of these core areas, universities have developed policies and frameworks to guide their activities. In fact, the present world of inflated global interactions calls for the institutionalisation of such guidelines on how the universities go about interacting with their global North and South as well as with local and international students, local staff and foreign faculty were available, local and international agencies, governmental and non-governmental organisations, as well as the industry they serve. Other prerequisites include how they go on further recruiting and retaining university staff with impeccable credential and high value students in an increasingly globalised world, characterised by a free flow of information on practically everything, depending on how an institution is faring relative to others in the global context. This new norm has created new rules that universities have to adapt to or become irrelevant under contemporary conditions.

In similar vein, the environment that graduates of the University of Dar es Salaam face during their learning and upon graduation, particularly the changing patterns of global interaction, global trade, politics, cultural interactions, labour requirements, labour mobility and fluidity, regional and continental level agreements calls on the University to embrace an international outlook. Indeed, the University, like other higher learning institutions globally, needs to not only polish curricula but also staff composition, quality of graduating classes, campuses, links and research networks.

Overall, universities generally need to examine and respond to the unfolding global trends such as the creation of higher education areas, regional research chairs and consortiums of universities. The UDSM, as a leading university in Tanzania, has over the years etched its name on the landscape of higher education at home and abroad. Its well-documented achievements in producing high-level graduates who have gone on to make a difference at home and abroad notwithstanding, the University of Dar es Salaam requires additional initiatives and strategies to

further elevate its position up to build on its current strength to scale even greater heights in the international academic landscape.

Globally, the higher education landscape is increasingly and rapidly changing. Against this backdrop, the UDSM can no longer leave matters in the hands of market forces. It cannot simply stand by and watch as other universities increasingly re-positioning themselves strategically to attract international researchers, research funds, international partners, academy-corporate relationships, postgraduate research students, postdoctoral fellows, and other high profile scholars. Such tilt towards sustainable internationalisation require a well thought-out and strategically aligned university internationalisation policy.

Such a policy is vital in refocusing, guiding and streamlining many of the university operations and activities. After all, the introduction and launching by universities of programmes, projects, events, publications and forums capable of drawing international attention to their scholars and students cannot occur haphazardly or on ad hoc basis. They need a viable University Internationalisation Policy. This policy can guide initiatives capable of pitching the good image of a university and its members in addition to helping to brand the respective university relative to other universities on the international stage.

During its illustrious establishment, the UDSM has over the years developed special competencies in higher education whose recognition in the country, region and, in some areas, globally has remained indisputable. These achievements, however, need further scaling up to raise the visibility of the UDSM to even loftier heights. Considering the contemporary realities, the University needs a viable internationalisation policy, as one of a strategies for re-positioning itself in the international higher education landscape not only continue attracting top global scholars, research and exchange students, and partnerships with the industry but also to realise its Vision 2061 of becoming a world-class international University commanding respect among globally reputable institutions.

Moreover, for the UDSM to remain competitive, it should not remain inward-looking as in the by-gone days. Instead, it needs to partner, compare and compete with other higher education

institutions globally for it to remain afloat. Working with others would allow the UDSM to showcase its contribution to advancing and preparing high-level human resources and, hence, receive its rightful respect and position in the global community of reputable institutions of higher learning. The University also needs to re-align its activities along these lines, with the internationalisation policy being one of the pillars and instrument for making further advances as an internationally renowned institution.

This Internationalisation policy of the UDSM would serve as a roadmap toward attaining a university-wide common goal by uniformly guiding the University's Schools, Colleges, Institutes, Directorates and Departments in their day-to-day activities for them to contribute meaningfully to the internationalisation of the UDSM. After all, such efforts need proper co-ordination, guidance, monitoring and evaluation and, in some cases, refocusing for the University to move at the right speed and in the right direction. Globally, universities and colleges have taken strategic measures aimed to internationalise their institutions to improve their global standing and influence in addition to developing as higher education hubs. It is these universities that have reached milestones in internationalisation in the region and the world that the UDSM has used as a benchmark to develop its internationalisation policy.

After all, the UDSM, like other universities in the world, is also preparing the next generation of graduates and scholars who have to meet and cope with international standards and are not only globally-astute and adept but also accepted and respected among international academic peers. The UDSM also needs to be recognised and accepted by esteemed higher education accreditation bodies. Furthermore, the UDSM alumni should be proud of their *Alma Mater* on the basis of its outcome and continuous standing. Having competitive graduates who are celebrated by employers, and accepted for higher education in other countries further signifies that the UDSM continues delivering quality and competitive education. Indeed, its output needs to continue standing out and shining exceptionally to attest to the UDSM's academic prowess and acumen of international repute. It is in this regard that the University's Internationalisation Policy comes in as a viable strategy.

CHAPTER THREE

POLICY RATIONALE, OBJECTIVES AND GOALS

3.1 UDSM Vision 2061 on Internationalisation

The University of Dar es Salaam's Vision 2061 envisions, *inter alia*, envisages a transformation of the university into an institution of academic excellence of international standing and reputation¹. The vision calls upon the university to train students to well-established international standards to make them more competitive and capable to work anywhere in an increasingly globalised world. Specifically, the UDSM's Vision 2061 calls, among other things, for bolstering conditions that support the flourishing of:

- Exchange students and overseas internships,
- Staff-exchange programmes,
- Joint/dual degree programmes with other internationally-recognised universities,
- Increased proportionality of international scholars and faculty,
- International accreditation of the university programmes and courses,
- Establishment of research centres of excellence in yet to be represented specialities e.g. Centre for Asian Studies, Centre for Latin American studies, etc.

In keeping with this Vision, the University in November 2012 embarked upon an internationalisation drive by establishing the Office of the Director of International Relations in the Vice-Chancellor's Office to co-ordinate all the matters pertaining to internationalisation initiatives. Thus, the UDSM Internationalisation Policy seeks to serve as an overall guide to UDSM Units in realisation of the University's vision in the international arena.

¹ University of Dar es Salaam 2014. The UDSM in its Vision 2061 seeks to become a "leading centre of intellectual wealth spearheading Tanzania's and Africa's quest for sustainable and inclusive development".

3.2 Strategic Goals

The strategic goals of the policy are to:

- i. Support units in their internationalisation initiatives,
- ii. Prepare the UDSM framework for internationalisation, and
- iii. Secure the University-industry linkage globally.

3.3 General Policy Objectives

The overriding goal of the UDSM Internationalisation Policy is to ensure that all curriculum, teaching and learning, research and campus development decisions draw inspiration from the University Dar es Salaam's Vision 2061, which is to become a reputable world-class university that is responsive to national, regional and global development needs through engagement in dynamic knowledge creation and application.

3.4 Specific Objectives

- i. To provide for co-ordination of internationalisation activities.
- ii. To provide an institutional framework for the development of University instruments such as guidelines and strategies relating to internationalisation.
- iii. To provide guidance on how the University can enhance its global competitiveness through internationalisation.
- iv. To provide guidance on forming strategic partnerships for enhancing resource mobilisation.
- v. To provide guidance on and procedures for steering the University to becoming a world-class institution.

CHAPTER FOUR

POLICY ISSUES, STATEMENTS AND STRATEGIES

4.1 Integrating Internationalisation Initiatives in UDSM Functions and Operations

The UDSM in its drive to internationalise its functions and operations in all spheres of its core business—teaching, research, and community service—seeks to become a world-class and competitive University among reputable institutions of international standing and reputation. To achieve this lofty goal, the University will act holistically in all core areas and progress strategically to attain all its envisaged goals. In this regard, the internationalisation initiative is a cross-cutting issue that must be reflected in all UDSM policies, plans, regulations, by-laws and frameworks. As a matter of fact, the UDSM community needs to have and cherish this understanding when undertaking their respective duties since this approach can align different activities with the key drivers of internationalisation.

4.1.1 Policy Issues

- i. Lack of proper environment for internationalisation processes to take root.
- ii. Lack of or insufficient involvement of all actors in the UDSM community to contribute to the internationalisation process.
- iii. Insufficient allocation of resources to foster the internationalisation initiative.
- iv. Lack of an appropriate mindset and perception of internationalisation by a large segment of the UDSM community for them to contribute meaningfully to the common drive.

4.1.2 Policy Statements

- i. UDSM policies, regulations, by-laws, frameworks, plans or programmes should indicate how they contribute to or meet the University's internationalisation requirements.
- ii. Relevant UDSM policies should have an addendum to cater for the University's internationalisation requirements.
- iii. The UDSM should allocate ample resources for carrying out all activities related to the internationalisation of the University.

4.1.3 Strategies

- i. The UDSM's internationalisation should be mainstreamed in all University activities.
- ii. Raising the understanding and value of internationalisation among members of the UDSM community.
- iii. Allocating adequate resources for internationalisation purposes.
- iv. The UDSM Internationalisation Policy must be widely disseminated for the UDSM community to understand, own it and apply it accordingly.

4.2 Establishing Global Strategic Partnerships

Strategic partnerships can enhance collaborations and provide access to complementary capabilities, which will advance both partners. In this regard, the University of Dar es Salaam will seek to establish and maintain academic and research partnerships with strategic universities in Africa and other parts of the world. The University will also endeavour to search for and establish international linkages with both governmental and non-governmental agencies, the private sector, and foundations from other parts of the world to enhance the UDSM scholars' access to international research funding opportunities and international research facilities.

4.2.1 Policy Issues

4.2.1.1 Lack of strategic academic and research partnerships with institutions in Africa and the rest of the world.

4.2.1.2 Inadequate and uncoordinated linkages with government, agencies and private sector corporations across the world.

4.2.2 Policy Statements

- i. The University will champion international collaboration in scientific and scholarly endeavours with institutions in Africa and other parts of the globe.
- ii. The University Management will develop and disseminate guidelines for fostering partnership and linkage agreements.
- iii. The UDSM shall support the academic and non-academic Units to search for, establish and maintain strategic partnerships.
- iv. MoUs on partnerships shall be signed only when there are demonstrable benefits for the University.
- v. The UDSM staff should strive to increase international co-authorship of scholarly publications.

4.2.3 Strategies

- i. Encourage, reward, and celebrate UDSM staff members who secure and maintain strategic international partnerships.
- ii. Compile and maintain an up-to-date inventory/database of all collaborative international initiatives.
- iii. Increase the number of postgraduate, post-doctoral research students, and that of visiting professors who will participate in interdisciplinary initiatives aimed to boost the research outputs, inventions and innovations.

4.3 Internationalisation of Curriculum

The internationalisation of curriculum is an approach to developing global learning and preparing students to become global citizens who can fit into and shine in the increasingly

globalised world. In this regard, the UDSM will strive to benchmark itself against international standards without losing sight of the need for programmes and course offerings that are relevant to and meet both regional and international conditions. During curriculum development and review, UDSM will, therefore, seek to strike a healthy balance between the existing content and other curricula from African and other comparable world universities to promote student and staff mobility.

4.3.1 Policy issues

- i. Inadequate integration of the international, intercultural, and/or global dimensions into the content of the curriculum as well as learning outcomes, assessment tasks, teaching methods, and support services of all the UDSM programmes.
- ii. Inadequate or lack of degree programmes that provide international perspectives of different disciplines.
- iii. Lack of incorporation of international changes in curricula to make them comparable with those of other reputable universities worldwide, hence the overriding need to develop and conduct periodic reviews such curricula.

4.3.2 Policy statements

- i. The University should align curriculum internationalisation with other institutional initiatives by creating a supportive and inclusive context.
- ii. The curriculum should focus on students and learning outcomes (end-results).
- iii. The University should emphasise on all Colleges, Schools and Institutes ensuring the internationalisation of their curricula.

4.3.3 Strategies

- i. Conduct a UDSM-wide curriculum audit to incorporate regional and global dimensions into the relevant courses and lecture delivery mode.
- ii. Collaborate proactively with different offices, colleges and schools to promote ownership and motivate more staff and students to get actively involved.
- iii. Engage with the industry locally and internationally to identify needs relevant for curriculum development and reviews.
- iv. Promote joint delivery of programmes and courses between the UDSM and other reputable international universities.

4.4 Recruitment of Staff and Students

Internationalisation entails the integration of an international dimension into the University's core missions. To ensure the creation of global learners and citizens, the integration of international dimensions in the academic and social life of staff and students is essential. After all, international students promote not only diversity on campus but also help local students to embrace multiculturalism and engage in networking across social differences to become well-rounded intellectuals. Similarly, international scholars and researchers help to re-orient local staff to be globally competitive. In this respect, the UDSM seeks to recruit fulltime, short-term and occasional international students and faculty in its various academic units and programmes.

4.4.1 Policy issues

- i. Attract a wider range of international students and faculty.
- ii. Raise the number of international staff recruited and international students enrolled.

4.4.2 Policy Statements

- i. The University should execute marketing strategies and services.
- ii. The University should provide a conducive learning environment for international students.
- iii. The University should facilitate the provision of attractive programmes of international standards.

4.4.3 Strategies

- i. The University shall devise a marketing strategy for its programmes and ensure that its programmes are well-marketed in appropriate media outlets, such as digital media, established networks and alumni.
- ii. The University, through the office of DICA and other units responsible, shall ensure that the learning environment is conducive for international students by providing necessary learning resources and support services.
- iii. The University shall, from time to time, review its curricula for its programmes to ensure that they meet international standards.

4.5 Mobility and Exchange of Staff and Students

To strike a balance between the existing esoteric, inward-looking course content and the comparative exoteric world perspectives, the University seeks to promote and enhance staff and student exchange and mobility programmes. These programmes are vital in enhancing the quality of teaching, research and community services at the UDSM in addition to bolstering the students' learning outcomes and developing transversal skills.

4.5.1 Policy Issues

- i. The need to enhance the global competitiveness of UDSM students.
- ii. The need to make staff and students gain exposure to different learning environments and perspectives.
- iii. Inadequate strong collaborations and linkages among universities, particularly in Africa.
- iv. Acquisition of new and innovative pedagogical and curriculum design skills and digital skills.
- v. Emphasis on enhancing staff professional development.

4.5.2 Policy Statements

- i. Engage staff and students in short- and long-term programmes for teaching, learning, research and community services.
- ii. Utilise opportunities in mobility and exchange programmes for enhancing career growth and development.
- iii. Broaden joint programmes and projects.

4.5.3 Strategies

- i. Facilitate the accessibility of mobility programmes for both staff and students from all backgrounds and study fields.
- ii. Provide a conducive environment for the development and implementation of joint curricula.
- iii. Develop a framework for identifying and selecting qualifying staff and students to engage in exchange and mobility programmes.

4.6 Facilities and Support Systems

To further promote internationalisation, the University needs to provide an adequate response aimed to improve the quality of facilities and support systems in a bid to accommodate international standards. In the evolution of communications, one might expect a similar leap from residential to virtual HE as the only viable and sustainable alternative. Mobilising resources to build/expand facilities to match with the demand in a prioritised manner (offices, classrooms,

laboratories, technology park(s), staff houses, student hostels) confirms an overriding need to expand strategically to new locations within the country, the region, and abroad. Thus, there is also a need to maintain and preserve the value of the existing facilities. Also, there is a need for the University to take firm action to ensure ICT mediates in all academic and administrative functions of the University.

4.6.1 Policy issues

- i. Need to strengthen the institutional commitment and related governance structures for internationalisation.
- ii. Need for human resources dedicated to international activities, finances and facilities for these activities.
- iii. Lack of professional, accessible and responsive services and support environments for prospective and current international students.
- iv. Lack of an enabling environment for staff and postdoctoral fellows to develop and expand their international awareness and networks.
- v. Low presence of high-performing international staff and researchers for short- or long-term involvement in all programmes.
- vi. Need to establish and enhance support structures for international staff and postdoctoral fellows in collaboration with the relevant offices.

4.6.2 Policy statements

The University should

- i. Ensure quality and adequate teaching facility and support system.
- ii. Ensure the delivery of quality of online courses, as well as the provision of reliable information to the students.
- iii. Maintain and enhance world-class facilities at the University.
- iv. Enhance teaching and research infrastructure at the University.
- v. Develop joint programmes in collaboration with foreign institutions and research centres.

4.6.3 Strategies

- i. Apply ICT as a powerful and potentially transformative dimension in the institution's internationalisation strategy because of the borderless nature of the internet.
- ii. Carry out prospective, institution-wide strategic thinking on the possible future of ICT and its likely benefits in internationalisation in addition to carefully weighing the associated benefits and risks.
- iii. Encourage strategic thinking on the pedagogic ICT opportunities for the internationalisation of institutions and anticipation of the impacts of ICT on teaching styles, learning attitudes, learning environments, etc.
- iv. Provide world class facilities and services, including accommodation and social amenities for international staff and students.
- v. Develop research infrastructure to the level of international standards.

4.7 Institutional Internationalisation

An institutional commitment to integrating an intentional and comprehensive international, intercultural and global dimension into the purpose, functions and programmes for all UDSM students and staff is crucial advancing the quality and impact teaching, learning, research and innovation to provide a meaningful service to the society. Defining internationalisation as *comprehensive* implies that it is *institutionally* imperative in influencing all facets of the University. This *comprehensive institutional imperative* can be captured by using the eight dimensions/ policy areas covered here while recognising that aspects within one dimension (may) relate to another or other multi-layered aspects. The eight dimensions served as a guiding framework for the University's internationalisation strategy.

4.7.1 Policy issues

- i. The need to consider institutional commitment and related governance structures for the UDSM internationalisation including the human resources dedicated to international activities, financial resources and facilities.
- ii. The need to expand and develop international collaborative research programmes, boost international research funding, ensure research centres operate with international partners, and foster the presence of international researchers (as visitors and as full-time staff) as well as international postdoctoral fellows.
- iii. The need to have a strong and reputable UDSM institutional international communication strategy to foster and maintain international alumni links in addition to bolstering international marketing, branding and recruitment strategies.

4.7.2 Policy statements

- i. Strengthen the institutional governance of internationalisation.
- ii. Integrate an international dimension into new UDSM policies and during the review of current policies.
- iii. Ensure financial sustainability via a combination of growing international income-generating activities as well as raising institutional financial commitment for internationalisation and continued international resource mobilisation.
- iv. Integrate campus internationalisation structures within faculty and departments.
- v. Develop and implement an Integrated Information System for Internationalisation.
- vi. Create a physical and virtual presence of the UDSM in cities and/or regions of the world identified as vital for fostering the UDSM interests on the international stage.

4.7.3 Strategies

The University should:

- i. Strengthen and expand the internationalisation office to have relevant departments or sections.
- ii. Develop guidelines for mobilities, exchanges, and ensuring physical presence in international space.
- iii. Engage in bi-lateral and multi-lateral partners or consortia in various geographical areas. Additionally, stakeholder engagement with international education organisations and with the government, the industry and businesses on the international, national and local levels is also vital. In this regard, engagement includes building and maintaining relationships.
- iv. Reflect on the international profile of all staff and postdoctoral fellows (e.g. the number of international staff members, the international experience and exposure of local staff), as well as international visiting staff for academic purposes. Also in this regard is rendering support to staff and interventions aimed to develop their competencies and understanding.
- v. Encourage innovation, entrepreneurship and technology transfer activities at the international level.

4.8 Service to the International Community

The UDSM is the leading University in the country and a front runner in higher education in the region, Moreover, it is a member of regional and continental level higher education institutions. Furthermore, Tanzania is a member of several international forums and organisations where expert opinions and views are given for the common global good. As such, one of the duties of a renowned university such as the UDSM is to contribute viably to the global common good. In fact, UDSM has over the years produced high-level experts with both local and global recognitions. It is also home to well-trained and well-exposed experts who are competitive in several areas. However, the involvement of the UDSM in offering service to the international community in areas where its capacity is outstanding has not been as visible as required, As a result, the UDSM's image has remained blurred despite having a huge potential of showcasing

its enormous strengths and prospects in the international domain. In any case, its experts can feature in global strategic teams and committees, and make the much-needed strategic difference.

4.8.1 Policy issue

The need for the UDSM staff and students to provide service to the international community in areas where UDSM enjoys a competitive advantage. Also, the UDSM has unparalleled expertise and experience in defending human rights, handling of international refugees, managing natural resources in the face of global warming and climate change adaptation, election monitoring in a plural democracy, geological works, lifelong learning, life sciences, and marine sciences.

4.8.2 Policy statements

- i. UDSM units with a distinguished expertise/qualified personnel shall provide expert services to the International Community in collaboration with DICA.
- ii. UDSM units shall engage in offering services to the International Community through their established practices, expertise and, where possible, on pro-bono basis.
- iii. UDSM units should provide expert advice on regional issues/events/draft policies, programmes, regulations, etc., to help foster informed decision-making.

4.8.3 Strategies

- i. Experts from the UDSM units should identify areas of potential areas for their viable contribution in addition to applicable modalities.
- ii. Units should develop a mechanism for providing expert advice and opinion on global issues.
- iii. Units should monitor issues or events that are happening regionally and globally in collaboration with governments and offer advice.
- iv. Units should provide expert guidance on global issues or events that affect the International Community.
- v. Units should organise sessions aimed to help the International Community to comprehend contexts of events and/or policy (outbreaks, violence, natural disasters and debates on global ratification of agreements).

CHAPTER FIVE

INSTITUTIONAL FRAMEWORK, MONITORING AND EVALUATION

The institutional framework for implementing the UDSM's Internationalisation Policy is crucial as it will facilitate the development of tools for operationalising, enforcing, monitoring and evaluating the Policy. This chapter describes the proposed institutional framework and reporting mechanisms. In this regard, lines of communication should be both horizontal and vertical to facilitate co-ordination, accountability and effectiveness of the key offices and individuals involved. However, the responsibility for internationalising UDSM will be shared by various administrative, academic and executive Units of the University. Some of the responsibilities shall be of a specialised whereas others will be of a general service nature. The following are the responsibilities of the different University organs and Units in the actualisation of the UDSM Internationalisation Policy:

5.1 Office of the Vice-Chancellor

The Office of the Vice-Chancellor will:

- i. Incorporate an 'internationalisation' element in all relevant UDSM strategic plans and ensure it is one of the University priority agenda issues;
- ii. Ensure an unflinching University commitment to its Internationalisation Policy;
- iii. Ensure that the UDSM's activities and operations, budget policies, international agreements and administrative decisions align with the University's own internationalisation strategic goals;
- iv. Recognise, reward and celebrate individuals and Units that excel in the implementing the Policy; and
- v. Incorporate internationalisation matters or issues in the Vice-Chancellor's regular reports to the University Council.

5.2 Directorate of Internationalisation, Convocation and Advancement

The Directorate of Internationalisation, Convocation and Advancement (DICA) will:

- i. Act as central administrative support and as a front office for the UDSM's internationalisation and collaborations and will provide strategic advice to the University on internationalisation matters;
- ii. Provide leadership and strategic advice to the UDSM on international matters and developments, collaborations, and partnerships;
- iii. Serve as a contact point and will ensure the provision of support and/or assistance to international students, staff and visitors;
- iv. Develop a sample template of M&E for the UDSM's Units to oversee the implementation of the policy in respective Units;
- v. Develop and maintain international links and exchanges (for the staff and students);
- vi. Undertake periodic monitoring and evaluation of internationalisation activities;
- vii. Co-ordinate activities arising from the UDSM's membership in various sub-regional, regional and global institutions and consortia;
- viii. Maintain a modest collection (library) of books and other publications on topics concerning international higher education and research;
- ix. Design a system of celebrating internationally recognized achievements in research, collaborations, projects, inventions and innovations;
- x. Maintain communication and an up-to-date database of the UDSM's current international students, alumni and staff;
- xi. Develop a mechanism and strategy for co-ordinating engagement with alumni from international community;
- xii. Promote dialogue, communication and synergy between collaborative UDSM internationalisation activities undertaken by Colleges, Schools, Institutes, and Departments;
- xiii. Co-ordinate academic records transfer for local students going abroad and international students;
- xiv. Co-ordinate support services for international students, staff and their families pertaining to migration, health insurance, accommodation, residential and work permits and mentorship;
- xv. Ensure periodic reporting on all internationalisation activities to the senate committee;

- xvi. Develop guidelines in respect of all the Links and Partnerships with foreign institutions in consultation with the UDSM Corporate Counsel; and
- xvii. Co-ordinate and facilitate agreements between individual staff members, Schools, Colleges, Institutes, and Departments, as well as the UDSM's international partners.

5.3 Academic Units: Colleges, Schools, Institutes, Centres and Departments

The UDSM academic Units will be the major drivers in internationalisation activities through teaching, research and public service. In this regard, the Principals, Deans, Directors and Heads of the Department will serve as champions for the internationalisation process in their respective Units. Their respective responsibilities will be as follows:

- i. Searching for and securing partners;
- ii. Searching for and securing international research grants;
- iii. Searching for and securing sabbatical opportunities;
- iv. Developing and managing academic records of international students;
- v. Searching for and admitting international students into their programmes
- vi. Organising international conferences, seminars and exhibitions;
- vii. Profiling and celebrating extraordinary academic achievements with international elements;
- viii. Providing support services to international visitors, staff, students and their families;
- ix. Undertaking periodic monitoring and evaluation of the UDSM's internationalisation activities and reporting on the same;
- x. Encouraging and supporting local staff and students to participate in internationalisation activities;
- xi. Promoting and encouraging regular vertical and horizontal communication between and among the Units;
- xii. Ensuring periodic reporting as per UDSM rules and regulations;
- xiii. Ensuring that the management of internationalisation processes becomes an integral part of the job-description for the person heading the Unit as is for the other academic units;
- xiv. Exercising general oversight for the implementation of the University's Internationalisation Policy;

- xv. Co-ordinating various internationalisation activities in the Unit by appointing a focal person;
- xvi. Ensuring commitment to making internationalisation a reality in their respective Units;
- xvii. Developing a shared understanding of internationalisation and an implementation strategy appropriate to the Unit;
- xviii. Developing a marketing strategy and ensuring the recruitment of relevant international staff as well as staff and student mobility;
- xix. Having a dedicated academic staff in charge of the internationalisation in respective Unit; and
- xx. Seeking international collaborations in competing for research grants and in joint research, joint publications and joint supervision of postgraduate research students.

5.4. Monitoring and Evaluation

The Directorate of Internationalisation shall develop appropriate modalities for monitoring and evaluating the UDSM's Internationalisation Policy. It shall also reviews the policy and its implementation periodically in addition to defining and developing short-term, mid-term and long-term interventions as informed outcomes from evaluation reports.

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