Pursuing excellence in the University of Dar es Salaam governance system.

Tumaini Kihunrwa

The University of Montana
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PURSUING EXCELLENCE IN THE UNIVERSITY OF DAR ES SALAAM

GOVERNANCE SYSTEM

BY

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Chapter One

INTRODUCTION

Statement of the Problem

Governance, as defined by Osborne and Gaebler (1992:12), is "the process by which we collectively solve our problems and meet our society's needs." Governance works best when every person in the organization is committed to excellence, or in other words, to superior performance and quality in their work. Excellence cannot occur if people do not have pride and enthusiasm in their organization, or are not committed to superior performance and quality in their work. It also cannot occur unless there is care and trust among those providing services and those being served.

A commitment to excellence is important among public sector organizations because, as Richardson (1992:230) says, "governance is the key climate-controlling activity since it involves the structure and processes for decision making." Commitment to excellence will also help solve many of the problems faced by public sector organizations everywhere in the world today, such as waste, fraud and abuse. As Osborne and Gaebler (1992:22-23) state:

"...waste in government does not come tied up in neat packages. It is marbled throughout our bureaucracies. It is embedded in the very way we do business. It is employees on idle, working at half speed - or barely working at all. It is people working hard at tasks that aren't worth
doing, following regulations that should never have been written, filling out forms that should never have been printed."

According to Peters and Austin (1985:6), organizational excellence is achieved through care of customers (or citizens), constant innovation, turned-on people, and leadership. They refer to these four principles as "a blinding flash of the obvious" because they are based on common sense. Peters and Austin observe, however, that although the pursuit for excellence is based on common sense, it turns out that doing the obvious is not so obvious. One has to have the passion and commitment to do something superior, and this is what makes it so hard to achieve excellence.

Although the principles of excellence outlined by Peters and Austin are aimed primarily at helping businesses remain profitable, they can also be applied to public sector organizations. Both kinds of organizations deal with people and both need to pursue excellence in order to succeed in realizing their goals. Private sector organizations are required to produce high quality products and services in order to please their customers and hence increase their profits, while public sector organizations are required to provide high quality services in order to please their customers and perform their mandated functions.

Unfortunately, many public sector organizations, apparently do not see the need to offer high quality
services in order to please their clients. Nor do they see
the need to identify their clients as their customers
because the clients do not in most cases pay directly for
the services they receive. As a result, many public sector
organizations do not treat their clients with courtesy, nor
offer them high quality services. However, in light of
diminishing resources, some public sector organizations will
have to raise their performance levels or face the risk of
being phased out.

The University of Dar es Salaam, which is one of
the institutions of higher learning in Tanzania, is a public
sector organization charged with the task of training high
level manpower for the nation. It was established by an Act
of Parliament on July 1, 1970. The main objective and
function of the University as stipulated in the Act is:

"...to preserve, transmit and enhance knowledge
for the benefit of the people of Tanzania in
accordance with the principles of socialism
accepted by the people of Tanzania" (University of
Dar es Salaam Calendar, 1988/89 - 90/91.668)

The Act also stipulates how the University is to
be governed. Until recently, the President of the United
Republic of Tanzania was to serve as the Chancellor and head
of the University. However, on April 23, 1993 the National
Assembly passed a bill to enable the President to appoint a
person other than himself to head the University (Daily News
Tanzania, April 24, 1993). The Vice Chancellor, who is to
be appointed by the Chancellor, is to be the principal
executive officer of the University. He is responsible to the Council for the implementation of the decisions of the Council. The Chief Academic Officer, who is to be appointed by the Chancellor after consultation with the Vice Chancellor, is responsible to the Vice-Chancellor in relation to all matters pertaining to the academic activities of the University. Finally, the Chief Administrative Officer, who is to be appointed by the Chancellor after consultation with the Vice Chancellor, is responsible to the Vice-Chancellor in respect to all administrative matters.

Further, the Act established the Council of the University comprised of twenty eight members, whose chairperson is to be appointed by the Chancellor and is to serve for a period of four years. Council members, most of whom are appointees drawn from various bodies all over the country as spelled out in the Act, are to serve for a period of three years. The governance and control of the University is vested in the Council. The Act also established under the Council various boards and committees to assist the Council in the day to day running of the University.

The University of Dar es Salaam governance system was designed in such a manner that decision making powers were vested in committees, rather than in one person. Although the Chancellor has the ultimate power, he does not
exercise this power in the day to day running of the University unless there is a crisis which cannot be handled by the governing body. Over the years, the University of Dar es Salaam governance system has proven itself to be democratic, fair, and open. Decision making has become the shared process it was designed to be through the committee system.

However, despite the shared governance, the University has had its share of problems ranging from those of an institutional nature such as planning and finance, staffing, student services, and communication, to those of an operational nature such as waste, fraud, and abuse. Although most of the problems faced by the University today are mainly attributed to the government's economic hardships, the University governance system has to accept its share of the blame for failing to foresee problems and respond to them.

Purpose of the Study

This research paper examines the University of Dar es Salaam's governance system and investigates its degree of commitment to excellence. First, the research aims to document problems faced by the University governance system. Since the problems are many and complex, analysis centers around three major problems, namely, the tension between the administrative cadre, academic cadre, and
students; the over-centralization of power by the University central administration which leaves little autonomy to the faculties and institutes; and the growing number of committees and committee meetings which slows down the decision making process.

Second, the research seeks to determine whether recent management principles can provide answers to these problems. The purpose is to determine how the interaction between groups within the University can be improved so as to realize the University's mission collectively. Finally, the research aims to open a way for further research on this important topic. It is hoped that the findings of this research paper will help the University of Dar es Salaam's governing body address the problems facing the system, and that the proposed recommendations will help to improve the present system for the benefit of the whole society.

Methodology and Limitations

Due to limitations of distance, time, and money, the data for addressing the problems raised in this paper were obtained primarily from library research. Also, due to the same limitations, this research is not exhaustive. It is hoped that other researchers will pick up where this research leaves off. The research examines reports, books, articles, and theses outlining the problems faced by the University of Dar es Salaam governance system. Also, the
recent management literature on "excellence", "total quality management", and "reinventing government", is explored in an attempt to identify valuable ideas from the literature which can be used by the University of Dar es Salaam to improve its governance system.

Organization of the Paper

The paper is organized into four chapters. Chapter one is an introduction. Chapter two analyzes the problems facing the University of Dar es Salaam governance system. Chapter three presents a review of principles derived from the recent management literature. Finally, chapter four offers recommendations based on the management literature for improving the University of Dar es Salaam's governance system.
Chapter Two

PROBLEMS FACED BY THE UNIVERSITY OF DAR ES SALAAM GOVERNANCE SYSTEM

An Overview

Universities, like many other organizations, are confronted and shaped by a combination of internal and external environmental forces that threaten their survival, stimulate adaptation, and provide opportunities for institutional growth. Those who administer institutions of higher education are faced with continually changing environments to which they must adapt. The manner in which both internal and external environments affect institutions of higher learning is an area of crucial interest to university administrators. Conditions of change and uncertainty emphasize the importance of understanding the forces and factors that allow the university to maintain a strategic co-alignment with its external environment. - Lars G. Bjork, Ph.D, University of New Mexico

To contribute to that understanding, this chapter discusses the problems faced by the University of Dar es Salaam governance system, problems which are a result of both internal and external forces. Established as the only University (until 1984 when a second university was established) in a developing and newly independent Tanzania, the University of Dar es Salaam found itself as the central focus of the whole society. Having attained political independence from Great Britain on December 9, 1961, the government, the ruling party, and the people of Tanzania expected the University to lead the revolution towards the attainment of economic and social independence.

Tanzania's Manpower Survey of 1963 indicated that
the immediate and urgent problem facing the government was that of "increasing the supply and improving the organization of highly qualified manpower needed for economic and social development" (Block, 1984:102). The University was therefore expected to produce the critical manpower required by the government to replace expatriates who were leaving the country, as well as to be relevant and responsive to the needs of a developing country by participating in fostering national awareness and unity in the interest of stability and progress (Omari, 1991).

Since its inception, the destiny of the University of Dar es Salaam has been determined by the government. First, the governance and goals of the University are clearly spelled out in the Act which established the University. Second, the government has been responsible for introducing major radical reforms at the University which were in line with the socialist transformations taking place in the country. One such reform was The Musoma Resolution of November 1974 which directed the University to stop henceforth recruiting students directly from the school system, and instead take experienced adults from work places. Finally, the government has intervened in almost every student crisis which has taken place at the University by closing the University and sending students home, or expelling some students as it did in the 1971, 1978, and 1990 student crises (Omari, 1991).
Governmental control and intervention in University affairs has not been an accident. It has been a deliberate attempt "to accomplish decolonization, restructure the educational system, and promote rural development" (Block, 1984:97). Whether the government has succeeded in achieving these goals is not an issue here. Suffice it to say that the government’s intentions have been good, even though the outcome of its actions have not all been positive. As observed by Block (1984), independence for African countries created an array of new political, socioeconomic and development problems. Many African leaders viewed the capitalist and Marxist development strategies as inappropriate because they did not have the social and economic infrastructures required to sustain them. They therefore opted for African Socialism as an alternative development strategy.

Asayehgn (1979) argues that although every African country had their own doctrine of socialism, namely "Socialism and Self Reliance" in Tanzania, "Negritude" in Senegal, and so forth, their socialist doctrines seemed to share three common themes. First, they rejected capitalism because it was based on the philosophy of exploitation of man by man. They maintained that the colonial economy had exploited the human and natural resources of Africa and eventually contributed to its underdevelopment. Second, they rejected Marxism-Leninism because it was based on the
philosophy of inevitable conflict between man and man. They focused instead on reviving the indigenous African type of communal social system which was based on cooperative work and common ownership of land and cattle, creating an egalitarian type of society where classes were not distinct, and sharing of the country's wealth by its citizens.

Finally, they opposed colonial education which they viewed as "education for subordination, exploitation, the creation of mental confusion and the development of underdevelopment" (Rodney, in Asayeghn, 1979:53). They aspired to achieve equality in the educational system since they viewed education as one of the basic necessities of life, and a means of raising all the people to the same level. In the case of Tanzania, as in many other African countries, higher education was therefore used as "an instrument for the realization of national goals" (Block, 1984:98).

The government considers its control and intervention in University affairs as justified since it has invested heavily in its operations. As Nyerere states: "...we in poor societies can only justify expenditure on a university...if it promotes real development of our people..." (Block, 1984:99). While there is no quarrel with government's efforts to protect its investment through intervention in its affairs, there is a quarrel with the way this intervention has been conducted. The government has
been using the University of Dar es Salaam as an instrument for achieving its national goals without due consideration for the fact that this instrument is an organization comprised of people who need autonomy, and who need to be allowed to determine the destiny of their own organization, or at least be involved in the process. The fact that the University was the only alternative means left to the government to foster its development strategy is no excuse for not involving members of the University community in its plans for the University.

Failure to involve members of the University community in planning for the future of the University has created three major problems within the University as an organization. First, there has been a growing tension between members of the academic staff and the government on the one hand, and students and the government on the other (Kiwia, 1984; Omari, 1991). This tension has in turn affected relationships between different groups within the University itself. At present there is a growing tension between the administrative cadre, academic cadre, and students, who view each other with suspicion, mistrust and confrontation. Second, despite the fact that the government has instituted a democratic governance system whereby the decision making process is shared through the committee system, power is still concentrated in the University Central Administration, while the faculties and institutes
have little or no power. Finally, the committee system of governance instituted by the government has led to the growth in the number of committees and committee meetings which, apart from delaying the decision making process, consumes time and money.

The main concern of this paper is not to blame the government for its intervention in University affairs but to discuss the response of the University governance system to governmental domination. As mentioned earlier in this chapter, conditions of change and uncertainty emphasize the importance of understanding the forces and factors that allow the university to maintain a strategic co-alignment with its external environment. The question is, did the University of Dar es Salaam governance system understand the forces and factors behind government's intervention in its affairs? If so, how did it respond - by fighting or adapting to it? The fact that the University is faced by a whole range of problems today is an indication that it was not aware of its internal and external environmental forces, and if it was aware, the adaptation has been rather poor. As such, the University is wholly responsible for its own problems, because the government happens to be an external force.

The Tension Between the Administrative Cadre, Academic Cadre, and Students
As mentioned above, the tension between the three cadres which comprise the University community has its source from the external environment - the government. The academic cadre and the students view the administrative cadre as conspiring with the government against them since the primary concern of administrators has been to implement government directives and regulations, rather than to offer the academic cadre supportive services required to enable them to carry out their work smoothly. Likewise, the administrative cadre view the other two cadres as acting arrogantly towards them because they are better educated than most of the former group. Because there is no mutual trust between the three groups, confrontations characterize all their dealings with each other.

The nature of this tension can be said to be associated partly with the colonial legacy and partly with the way the University is governed. Block (1984:98) states that "the British educational system in Tanzania trained the colonized for roles that suited the colonizer, and created and maintained an elite class." At the time of independence Tanzania had therefore inherited an elite class of people who naturally viewed themselves as privileged as compared to the rest of Tanzanians who had little or no education. It was this class of people who took over most government jobs, lived in good houses vacated by the colonial masters, and ruled independent Tanzania.
Being part of the elite class, and better educated than most members of the political elite, members of the academic staff at the University of Dar es Salaam resented the way the political elite were dictating policies at the University and in the country as a whole without involving them. Omari (1991:185) notes that there has always been "a continuing struggle between the academic and the political elite for control and influence over political events in Tanzania in general and on students' politics at the university in particular."

The tension between the academic and political elites was intensified by the way the University is governed. The Act stipulates that the President of Tanzania as Chancellor, appoints the University Council Chairman, Vice Chancellor, Chief Academic Officer, Chief Administrative Officer, and approves appointments of Deans of Faculties and Directors of Institutes. Two major problems created by these appointments are: (a) members of the University community were at no point in history involved in deciding these appointments; and (b) most of the appointees have been drawn from the political elite, who have little understanding of University affairs, rather than from the academic elite. The following list of Vice Chancellors who have headed the University over the years indicates that the University was for more than a decade (1970 - 1988) headed by people from outside the University
Members of the University community, particularly teachers and students, have resented the appointments of top University administrators since they view them as outsiders who are solely there to serve the interests of those who appointed them rather than the interests of the University as an organization. Even in cases where a Professor has been appointed to head the University this resentment has continued to be there because members of the University community were not involved in the selection process. Also, once these Professors are appointed they become part of the bureaucracy and therefore they fall under the administrative cadre.

The tension between the three groups within the University can be described at three levels.

(a) **Academic Cadre versus Administrative Cadre**

The main source of tension has been the accountability problem (Kiwia, 1984). The administrative staff are more accountable to their immediate bosses - the top University administrators - than to the teachers and the students they serve. In turn, the top University administrators are more accountable to the government which appointed them than to members of the University community.
As a result, the administrative cadre is seen to be more accountable to the government than to the teachers and students whom they are supposed to serve.

While this assertion cannot be denied, it is worthwhile to note that the accountability problem emanates from the way the University is structured (see appendix 1). The University of Dar es Salaam is a bureaucratic organization, and like any other bureaucratic organization it bears all the characteristics of Weber's Model of Bureaucracy: centralization of authority, hierarchical chains of command, preoccupation with rules and regulations, and so forth. According to Weber, "The pure type of bureaucratic official is appointed by a superior authority" (Shafritz & Hyde, 1992:54). This explains why the Vice Chancellor is appointed by the Chancellor. Weber goes on to say:

"The principles of office hierarchy and the levels of graded authority mean a firmly ordered system of super- and subordination in which there is a supervision of the lower offices by the higher ones" (Shafritz & Hyde, 1992:51)

Being a government institution, the University of Dar es Salaam is directly accountable to the government through the appointed official, the Vice Chancellor. The University can break from the government, or it can elect its own officials, but so long as it remains a bureaucratic organization those at the lower levels will continue to be accountable to those at the top instead of to the public
they serve. The accountability problem puts Vice Chancellors in a very awkward situation where they have to serve multiple constituents. Omari (1991:188) states that:

"...when vice-chancellors feel that "the head of state is watching my steps," they concentrate their attention more on the politics of the courthouse than on the management of the university, and in the process alienate themselves from their rightful constituents."

Since researchers have so far not come up with a new model to replace Weber's Model of Bureaucracy, the accountability problem will remain for some time.

(b) Students Versus the Administrative Cadre

The main source of tension between the students and the administrative cadre has revolved around allowances and living conditions. Kiwia (1984) notes that the students have often seen University administrators as implementors of government directives with regard to such measures as the limitation or abolition of allowances or the introduction of cost sharing policies. Kiwia (1984:107) states, however, that,

"University students in Africa have mainly tended to complain about living conditions and allowances and have cared little about the declining quality of University education, a complaint for which students are likely to find many sympathizers."

It is true that University students, most of whom are sponsored by the government, have been demanding more and more allowances and better living conditions without due consideration for the fact that the government and the whole country is experiencing severe economic pressures. However,
it is also worthwhile to note that most of the students' demands are genuine. That is why President/Chancellor Ali Hassan Mwinyi sympathized with the students in the 1990 student crisis and closed the University indefinitely until the students' problems had been dealt with.

Quality of education goes hand in hand with good living conditions, availability of reading materials, plus the purchasing power. It is absurd to talk about quality education when students are sleeping on beds without mattresses; they listen to lectures standing because there are no chairs or desks in the classrooms; there are no reading materials in the library or book shop, and if they are there the allowance they get is not enough to purchase those materials; and the cafeteria services are poor so they go without food. These problems were pointed out in a letter of May 10, 1990 from the University of Dar es Salaam Academic Staff Assembly (UDASA) to President Mwinyi. UDASA said:

"Student Welfare impinges on the proper functioning of the University. It is very difficult for example to teach students who have no books or who have to share three essential books in the library among one hundred or so of them. The prices of stationery have skyrocketed."

The fact that the country is undergoing an economic crisis is no excuse to turn a deaf ear to the students' problems. Because the future development of the country depends entirely on these students, it is the society's responsibility to take care of them. Also, the
students consider it unfair to be expected to appreciate the country's problems while they see University and government officials misappropriating public funds while they are suffering. To make it worse, the students feel helpless because they have no powers to remove or investigate corrupt and irresponsible officials since this has to be done by the appointing authority and state organs.

While there have been many cases of corruption at the University, one case brought the tension to a head in the 1990 student crisis when four officials of the University, including the then Chief Administrative Officer, were accused of corruption by the University community. The students boycotted classes until their demands, which included the removal of the four officials, had been met. In a letter to President Mwinyi of May 10, 1990, UDASA expressed the frustration of members of the University community who could not do anything about corrupt officials besides grumbling and expressing dissatisfaction.

(c) Students Versus the Academic Cadre

A major source of tension between the students and the academic cadre has been lack of dialogue. According to Kiwia (1984), students have been complaining about limited opportunities to have their views heard. Even though the students are represented in departmental and faculty board meetings, they feel that this dialogue is not enough since not all students can attend these meetings. There is a need
to have an organ which can bring together all teachers and students to discuss issues of mutual interest in a more intimate and free atmosphere, outside the normal committee rooms.

The Over-centralization of Power by the University Central Administration

As mentioned in chapter one, the University of Dar es Salaam governance system was designed in such a manner that decision making powers were vested in committees rather than in one person, and that over the years this system has proven itself to be democratic, fair and open. Major policy issues with regard to the day to day running of the University are formulated by the relevant committees and approved by the University Council. Given the diverse group of people comprising the University community, there could have been no better governance system.

However, despite the democratic governance system, a lot of power is still concentrated in the University Central Administration. Many University functions are controlled and coordinated centrally: committees, information, finances, hiring and firing, planning, audit, admissions, examinations, research, and so forth. This centralization of functions gives power and authority to the Central Administration over the faculties and institutes. The only power which is in the hands of the faculties and
institutes is the decision making power since they are represented in the various committees. Even this decision making power is limited, since the faculties and institutes can only decide upon the inputs provided for by the University Central Administration who control information and coordinate the various committees.

The Growth in the Number of Committees and Committee Meetings

Although the growth in the number of committees and committee meetings is due partly to the growth of the University of Dar es Salaam since 1970, and partly to the governance structure as stipulated in the University Act of 1970, the University system has failed to foresee and respond to this growth. When the University of Dar es Salaam was established in 1970 it had six faculties: Law, Medicine, Arts and Social Sciences, Agriculture, Science, and Engineering; and three institutes: Adult Education, Education, and Kiswahili Research. The Faculty of Commerce and Management was established in 1979, and Education in 1988, bringing the number of faculties to eight. The Faculty of Agriculture became a fully fledged university (Sokoine University of Agriculture) in 1984, and the Faculty of Medicine became a College of the University of Dar es Salaam in 1991, leaving six faculties and one college.

The number of institutes have however increased
from three in 1970 to five in 1993: Kiswahili Research, Development Studies, Resource Assessment, Marine Sciences, and Production Innovation. The University also operates a Computer Center, a Library, and three bureaus: Economic Research Bureau in the Faculty of Arts and Social Sciences, the Bureau for Educational Research and Evaluation in the Faculty of Education, and the Bureau for Industrial Cooperation in the Faculty of Engineering.

The committees which were established under the University of Dar es Salaam Act of 1970 were approximately seventeen, including the University Council. Today the University has approximately sixty committees and each one meets approximately four times a year (see appendix 2). The growth in the number of committees genuinely corresponds to the expansion of the University of Dar es Salaam. New faculties, institutes and a college have been established, and with them faculty and institute boards had to be established as provided for in the University Act. Also, due to this expansion, central administrative roles have increased which have necessitated the formation of new committees.

But, this growth has arisen out of sheer laxity on the part of the University governance system. For example, when matters for discussion by the Senate have become too complex, they have responded to this complexity by forming committees to handle each matter separately. As a result of
this there is a whole range of committees under the Senate such as Faculty and Institute Boards, Admission Board, Higher Degrees Committee, Senate Library Committee, Examinations Committee, Academic Planning Committee, Research and Publications Committee, and so forth. Young (1983:6) states that: "American businesses have typically responded to organizational growth by creating more complex organizational structures and they hire more people to run the show." The same has been true for the University of Dar es Salaam. New committees require people to service them as well as offices to house the committee staff. In the end a move which was supposed to reduce complexities in one committee, end up in increasing complexities in the organizational structure since offices have to be created and people have to be hired. Formation of new committees also contributes to the over-centralization and over-bureaucratization problem discussed above, since most of these committees are administered centrally.

Summary

This chapter has described three major problems faced by the University of Dar es Salaam governance system, namely, the tension between the administrative cadre, academic cadre, and students; over-centralization of power by the University Central Administration; and the growth in the number of committees and committee meetings. It has
been pointed out that the nature of these problems is associated partly with colonial legacy, and partly with the University of Dar es Salaam governance structure as stipulated in the University Act of 1970. Also, the problems have intensified due to the University system’s inability to foresee and respond to problems. The next chapter will review recent management literature, and the final chapter will apply principles contained in the literature to the three organizational problems discussed in this chapter.
Chapter Three

ORGANIZATIONAL EXCELLENCE: A LITERATURE REVIEW

An Overview

For many years researchers have been trying to determine how best to manage organizations. Organizational theories and management principles have been developed and applied to organizations, and have for the most part functioned well. However, none of these theories or principles have provided a single "best way" to manage all types of organizations - private and public, small and complex. Almost every theory and principle has been found to be limited to certain types of organizations or to certain circumstances.

For example, Frederick Taylor, who developed scientific management theory in the late 1800s, concentrated on the production process and how to make it more efficient. By dividing work into tasks and distributing economic rewards to employees so that they would be more productive, Taylor caused managers to start thinking about how best to motivate employees. Henry Fayol followed in the 1920s with administrative management theory which concentrated on the administrative structure of an organization and how to make it more efficient. He articulated administrative principles such as scalar chain, unity of command, and so forth, as guides to management.
Elton Mayo, advocating human relations theory, in the 1930s focused on how to improve interpersonal relationships within the organization and how to motivate employees by meeting their social and ego needs. Douglas McGregor extended the work of the human relations theorists by focusing on individuals and their relationship to their work as a means of meeting employees' growth needs. In the 1980s Edgar Schein and organizational culture theorists defined the characteristics of an organizational culture, namely symbols, beliefs, values, and habits, and emphasized how they could build or destroy employee commitment and motivation.

Recent organization theorists such as Thomas J. Peters, W. Edwards Deming, and David Osborne and Ted Gaebler are now offering a new set of management principles based on the concepts of organizational excellence, total quality management, and reinventing government. Although these theorists have not totally departed from the previous theorists, they have taken a slightly different approach. Despite differences in emphasis, they share a common theme - commitment to people as a means of achieving organizational excellence.

The argument is that there has been a misplaced emphasis on structures, systems, and techniques rather than leadership of the organizations human resources and concern for its "customers." Young (1983) states that, the most
valuable resources of organizations are its people since it is people who produce a good quality product or service, and it is people who consume it. Organizations should therefore take exceptional care of its people - those who produce and those who consume the products and services of an organization.

The new management principles have been received and are functioning well in certain types of organizations. Excellence and total quality management principles developed specifically to help business organizations improve quality in products and services have been very successful in Japan, the United States, and other countries over the past decade. Reforms falling under the label "reinventing government" have also been successful in some public organizations in the United States.

Although the new management principles do not provide the final answer regarding how best to run organizations and manage people, they provide hope for the future of complex organizations whose current management styles are unable to cope with technological complexities and environmental changes. The new principles, like the previous ones, have their limitations, and critics have already started to point out some of them. Swiss (1992), for example, has argued that total quality management in its orthodox, unmodified form cannot be applied to government institutions for several reasons, among them the stress on
products rather than services, the focus on inputs rather than outputs, and the problem of defining who is the government's customers.

Such criticisms are indicative of the difficulty of developing a theory which can be applicable to all types of organizations. With this difficulty in mind, it is important that organizations try to adopt and modify valuable management principles which have been successful in other types of organizations to suit their own. Management principles which are well-suited to business organizations, for example, should be modified to suit public organizations, and vice versa.

Organizational Excellence

Thomas J. Peters can be said to be the pioneer of the excellence literature because since the publication of his book (with Robert H. Waterman) *In Search of Excellence* (1982) and two best-selling sequels, he has become the most quoted observer of American business (*Business Week*, August, 1992). *In Search of Excellence* used a broad brush to paint a picture of excellent performance on eight dimensions in forty-three very large companies (Peters & Austin, 1985). The eight attributes found to be common among the best run companies in America are: (1) fostering an orientation toward action; (2) staying close to the consumer by providing service and quality; (3) developing a simplified
organizational structure that recognizes the importance of informal lines of responsibility and communication; (4) adopting a set of beliefs and values on which to base all policies and actions; (5) creating an entrepreneurial atmosphere in which power and decision making are shared; (6) incorporating trust into personnel management; (7) maintaining sight of their original intent and purposes; and (8) maintaining a tight management control, while at the same time allowing for autonomy, entrepreneurship and innovation (Young, 1983).

In summary, the central themes of In Search of Excellence are care of customers, constant innovation, and turned-on people. Peters expanded and enhanced the three themes in his book (with Nancy K. Austin), A Passion for Excellence (1985), by emphasizing a fourth theme - leadership. Peters and Austin argue that there was nothing new in In Search of Excellence, and there is nothing new in A Passion for Excellence because everything contained in them is based on common sense. This includes treating customers with common courtesy, listening to their problems and acting on them; allowing room for constant innovation and/or improvement by every person in the organization; trusting and respecting the dignity and creative potential of each person in the organization; and practicing management by wandering around (MBWA). The focus is on sensing change and adapting to it, not via great leaps and
genius paper plans but via constant contact and interaction with people on the part of every person in the organization.

The four themes center around Peters' favorite topic: wandering, listening, and staying in touch (with customers, suppliers and employees). Wandering in this case means leaving one's office and visiting employees and customers. Listening means paying attention to whatever they have to say and acting on any problems they have. And staying in touch means keeping them informed on what is going on in the organization through newsletters, correspondence or telephone.

Peters' model for achieving organizational excellence is simple and straightforward because it is based on common sense. However, many people, particularly those who have been to his seminars agree that "doing it isn't as easy as it sounds." While they agree that wandering about is tough, many people do not know what is tough about it because they have not had the time to try it. Also, listening to customers is hard because sometimes they do not understand what one is trying to tell them. That is why Peters calls it a passion for excellence because top-flight performance cannot be achieved unless there is a total commitment from the highest to the lowest person in the organization. This is where leadership comes in.

Leadership must be present at all levels of the organization. "Managing" and "management", which connote
controlling and arranging and demeaning and reducing, should be replaced with "leadership" which connotes unleashing energy, building, freeing and growing (Peters & Austin, 1985:xvii). Leaders are dedicated, enthusiastic coaches rather than detached, analytical managers; they facilitate excellence by removing impediments to success of employee teams, liberating talent, and supporting their staffs. Leaders practice symbolic management by reinforcing organizational values through drama, story-telling and attention to the symbolic importance of every action. They are coaches who develop and nurture employees and elicit creative contributions from everyone. Leaders define the organization's vision, philosophy, and central values, and success follows from constant and passionate attention to them. And leaders rely on non-economic rewards and use team rewards whenever possible (Peters & Austin, 1985).

Organizational excellence requires a managerial as well as mental revolution because it involves discarding the present organizational structures with their outdated management styles, as well as changing peoples' attitudes. In In Search of Excellence Peters and Waterman advocates lean, simple and flat organizational structures which are easy to govern, with responsibility and authority decentralized at all levels, as opposed to the present centralized, hierarchical and complex structures. When this is done, every person in the organization should aim for
top-flight performance (or excellence), and leadership should be present leading the revolution.

**Total Quality Management (TQM)**

TQM was originally developed by an American statistician, W. Edwards Deming, but his ideas were adopted much more enthusiastically in post-World War Two Japan than in his native country. When Japanese products such as electronics and automobiles began to outperform and outsell American products, the United States business sector started to re-emphasize quality, in part by borrowing such Japanese techniques as TQM (Swiss, 1992). By the mid-1980s many American corporations, led by such dynamic organizations as Ford Motor Company, Hewlett-Packad, and Xerox, started to implement quality management programs in the hope of reversing declining sales and profits. Faced with diminishing budgets, many public institutions also started to experiment with these cost-saving, quality-enhancing programs (Coate: 1990).

TQM principles espoused by W. Edwards Deming, Joseph M. Juran, and Philip B. Crosby focus on giving customers what they want, building quality into products or services, and continuously improving them (Schargel, 1991). Coate (1990:27) defines TQM as:

"...a structural system for creating organization-wide participation in planning and implementing a continuous improvement process that exceeds the expectations of the customer. It is built on the
assumption that 90 percent of problems are process, not employee problems."

Swiss (1992) argues that TQM is a complicated and demanding system that cannot be summarized in a few paragraphs. To make it more understandable he reduces Deming's original fourteen principles to seven. Because TQM was first applied to manufacturing, its principles sometimes refer to products. But TQM proponents maintain that a delivered service can be viewed as a product, and, therefore, TQM principles need only minor modifications when applied to business or government services (Kennedy & Young, 1989:87; Deming, 1986:xii).

The seven principles of TQM as summarized by Swiss are:

1. **First and foremost, the customer is the ultimate determiner of quality.** A product may meet all specifications, but if it does not provide the customers with the performance they wish, (for example, it is too complex, expensive or unattractive), then the quality is meaningless. Coate (1990) states, "Quality is what customers say it is, not what universities tell them it is."

2. **Quality should be built into the product early in the production process (upstream) rather than being added on at the end (downstream).** Many products and services go through the stages of design, production, inspection, reworking (for products), and then response to consumer complaints. If the people producing the product or service
have the training and incentive to maintain consistently high quality, then there is no need for downstream inspections, reworkings, and responses to consumer complaints.

3. **Preventing variability is the key to producing high quality.** Because preventing variability is the most important path to quality, TQM's most important tools are process control charts.

4. **Quality results from people working within systems, not individual efforts.** When quality slips, it is almost always the system that is wrong, not the people. Because it is a system working through committed people that produces results, it is a grave mistake to focus on individuals. Merit pay, incentive programs, the annual review of people, and any system that ranks employees, and management by objectives should be dropped because they do not lead all the workers to perform well.

5. **Quality requires continuous improvement of inputs and processes.** Quality is not a static attribute; it is a constantly changing target because it represents a delighted (not just satisfied) customer. It should therefore rise as the customer's expectations rise.

6. **Quality improvement requires strong worker participation.** Because quality depends upon the production workers doing it right the first time and upon constant improvement of inputs and processes, which only workers know
intimately, worker participation in the ongoing improvement process is crucial. Managers and workers should work together "without fear", that is, without worrying that each mistake discovered will be punished. They also need to work without barriers, that is, using matrix-like structures and quality circles to break down communication barriers between hierarchical levels and between functional units.

7. **Quality requires total organizational commitment.** Quality is achieved only when managers create an organizational culture that focusses on consistently producing quality products and then improving them. Because TQM is so demanding, only an unusually intense and unambiguous organizational culture can keep workers so committed and focussed. This organizational culture must be maintained by active and continuous intervention from the top.

**Reinventing Government**

The concept of "reinventing government", developed more recently in David Osborne and Ted Gaebler’s *Reinventing Government* (1992), can be called a translation of excellence and total quality management principles into a government setting. Like Peters, Osborne and Gaebler are describing a revolution which is stirring in America. While Peters is describing a revolution taking place in American business organizations, Osborne and Gaebler are describing a
revolution already underway in the states, cities, and school districts of America where the real work of government goes on. Osborne and Gaebler believe that the present systems of governance can be changed and that a caring government can still function as efficiently and productively as the best-run businesses.

Reinventing Government provides a simple, clear outline of a new way of conducting the public’s business, and offers snapshots of existing entrepreneurial governments, including ten principles around which they appear to be constructed. The phrase "entrepreneurial government" as it appears in the book is used to describe the new model which seems to be emerging across America. The term entrepreneur was coined by the French economist J. B. Say around the year 1800. Say wrote that "The entrepreneur shifts economic resources out of an area of lower and into an area of higher productivity and greater yield" (Osborne & Gaebler, 1992:xix). In other words, the entrepreneur uses resources in new ways to maximize productivity and effectiveness.

According to Osborne and Gaebler, the fundamental problem facing governments today is that its system of governance is outdated:

"The kind of governments that developed during the industrial era, with their sluggish, centralized bureaucracies, their preoccupation with rules and regulations, and their hierarchical chains of command, no longer work very well. They accomplished great things in their time, but
somewhere along the line they got away from us. They became bloated, wasteful, ineffective. And when the world began to change they failed to change with it" (Osborne & Gaebler, 1992:11-12).

Today we live in a rapidly changing, information-rich, knowledge-intensive society and global competitive economy which require institutions to be extremely flexible and adaptable.

The entrepreneurial governments studied by Osborne and Gaebler have ten characteristics in common:

1. **Catalytic.** They focus not simply on providing public services, but on catalyzing all sectors - public, private, and voluntary - into action to solve their community's problems. In other words they do more steering and less rowing.

2. **Community-owned.** They empower citizens by pushing control out of the bureaucracy and into the community. This helps the communities to solve their own problems or to actively help the government in doing so. Community control also creates ownership, commitment, and reduces reliance on service bureaucracies.

3. **Competitive.** They promote competition between service providers by contracting out services, projects, and procurements to the lowest bidder.

4. **Mission-Driven.** They are driven by their goals or missions and not by their rules and regulations. Governments should liberate employees to achieve the organization's mission through the most effective means
available, such as reducing rules, creating budget flexibility, and providing managers with sufficient authority to act.

5. Results-Oriented. They measure the performance of their agencies, focusing not on inputs but on outcomes. Whenever possible, governments should be funded based on the results they produce. This requires identifying appropriate performance indicators and constantly measuring them.

6. Customer-Driven. They redefine their clients as customers and offer them choices - between schools, housing, and so forth. Governments should meet the needs of the customer, not the bureaucracy. Service bureaucracies should shed their impersonal, uncaring, arrogant treatment of clients and treat citizens as valued customers, solicit their views/wants and respond appropriately. Whenever possible delivery systems should be integrated so that clients do not have to visit many different agencies or offices to get the benefits to which they are entitled.

7. Enterprising. They put their energies into earning money, not simply spending it. Agencies should be allowed to sell certain services and to keep their earnings. Also, they should be allowed to keep funds they did not spend from one year to the next so that they can shift unused funds to new priorities or invest it.

8. Anticipatory. They prevent problems before they emerge, rather than simply offering services afterward.
Government programs should focus more on prevention and less on cure since the former will be cheaper over the long-run.  

9. Decentralized. They reduce layers of hierarchy by decentralizing authority, embracing participatory management and teamwork, and moving authority closer to the people.  

10. Market-Oriented. They use market strategies to alter incentives and leverage change rather than relying on centralized bureaucracies to administer programs.  

The ten principles of reinventing government as outlined by Osborne and Gaebler are aimed at solving some of the major problems faced by bureaucratic governments all over the world. Over-bureaucratization have caused governments to be slow, ineffective, wasteful, and insensitive to citizenry problems. In order to win back public trust, governments should become more entrepreneurial and less bureaucratic.  

Summary  

This chapter provided a brief overview of organizational theories and management principles developed over the years and described the recent management principles relating to excellence, total quality management and reinventing government. The current theorists are not rejecting the previous theories, but believe that there is a need for new theories which will be able to cope with the complexities of the present times (post industrial era).
As mentioned earlier, the previous theorists placed more emphasis on organizational structures, processes, techniques, and systems, rather than on people. However, this does not mean that these theorists neglected people completely. As Redinbaugh (1983) states, the classical theorists (Scientific Management Theorists) viewed the organization as a work-centered process while the neoclassical theorists (Human Relations Theorists) viewed the organization as a people-centered process. Hence, while people have always been at the center of organizations, they have not received the emphasis they deserve. This is confirmed by Redinbaugh (1982:27) when he states:

"During the 1970s, existing management techniques and applications seemed inadequate to cope with declining productivity and a deterioration of employee morale and motivation. Management practitioners and philosophers continued to search for a better approach to solving today's complex organizational problems."

According to Redinbaugh, the Organizational Culture School emerged to help solve the problem of declining productivity and improve employee morale through developing a relationship of mutual trust, confidence, friendship, communication, and motivation. By the 1980s complex organizations, both public and private, were in crisis, leading to the emergence of the principles of excellence, total quality management and reinventing government. Although the new concepts, as Osborne and Gaebler have observed, will not solve all the problems
facing complex organizations, they will at least help solve many of them. The next and final chapter will discuss how the excellence, total quality management and reinventing government concepts can be adopted and modified to suit the organizational needs of the University of Dar es Salaam.
Chapter Four
RECOMMENDATIONS AND CONCLUSION

Recommendations

Chapter one of this paper has described the background to the problems faced by the University of Dar es Salaam governance system. The argument has been that, although the problems are mainly attributed to the way the University is governed as stipulated in the University Act, most of the problems are attributed to lack of commitment to excellence on the part of the University governance system. Chapter two has summarized the problems, and has tried to show how the University governance system has failed to build a co-alignment with its internal and external environments. Chapter three has reviewed the recent management literature outlining principles which can be applied to achieve organizational excellence in private and public sector organizations. This final chapter offers recommendations based on valuable views from the recent management literature, which may help alleviate the problems faced by the University of Dar es Salaam governance system.

As mentioned in chapter three, all three management principles (excellence, total quality management and reinventing government), advocate a change in emphasis from structures, systems and techniques to leadership of organizations' human resources and concern for its
customers. Peters and Austin (1985:xvii) state: "We got so tied up in our techniques, devices and programs that we forgot about people - the people who produce the product or service and the people who consume it." Organizations need to take exceptional care of its people. They need to treat their customers with common courtesy as well as give them what they want. They need to treat their employees with respect and dignity and allow room for them to innovate. They need to flatten down the hierarchies which make those at the bottom fear those at the top and make every employee an equal partner. And, they need to encourage top flight performance (or excellence) on the part of every person in the organization.

1. **Care of the People**

The first recommendation to the University of Dar es Salaam governance system is to take exceptional care of its people, those who produce (employees) and those who consume the products and services of the University (customers). In order to do this they need first of all to redefine the mission of the University, as well as who its customers are. The mission of the University according to Mosha (1991:22) is, "teaching, research, consultancy and public service." The customers of the University have so far not been redefined, and this is no fault of the University governance system. As Osborne and Gaebler
Swiss (1992) has pointed out that one of the constraints of applying total quality management to public organizations is the problem of defining the government customer. While it is easy for business organizations to define their customers, namely those who buy their products, for public organizations it is "a difficult and politically controversial issue" (Swiss, 1992:358). This is because government organizations have obligations to more than their immediate clients. While the general public is the most important customer of public organizations, they remain hidden and inattentive, and therefore hard to please due to their conflicting demands. Sometimes public organizations must risks offending their immediate customers in order to please the ultimate customers, the general public, most of whom are taxpayers.

Despite the problem of defining the government customer, Osborne and Gaebler have proposed that public organizations must start identifying their clients as customers because people are tired of bureaucratic arrogance and they expect to be valued as customers. Deming urges organizations to constantly ask their customers what they want, and then shape their entire service and production...
processes to produce it. To him, customers are the most important people for an organization; those who serve customers directly are next; and management is there to serve those who serve customers (in Osborne & Gaebler, 1992).

Coate (1990) gives the example of Oregon State University (OSU), which, faced with such major challenges as unhappy customers, lack of resources, and low employee morale, decided to investigate whether by adopting total quality management principles they could overcome these challenges. OSU began by identifying its customers and placing them in two major groupings: external and internal customers. The external customers included students who attend OSU and potential students; the local community; chancellor and legislature; parents and visitors; alumni; the international community; other institutions; and the Oregon State Board of Higher Education. Internal customers included supervisors, staff, and faculty. Having identified their customers, they embarked on meeting customer expectations and monitoring customer satisfaction by designing classes and courses to fit the market. Coate concludes that the OSU experiment was successful because time was saved, costs reduced, people empowered at all levels, and morale rose.

In identifying its customers, the University of Dar es Salaam could follow OSU’s example. It can begin by
grouping its customers into two groups: external and internal. According to the University Act, the University exists to serve the people of Tanzania, that is, the students who come to study at the University and the employing institutions who benefit from the services of these students after graduation. The external customers may therefore include students and potential students; local community; the government; parents and visitors; convocation; international community; and other institutions.

As has already been mentioned, the University is comprised of three major groups: the administrative cadre, academic cadre, and students. Among the three groups, it is the academic cadre who carries out the mission of the University, which is mainly teaching. The administrative cadre offer supportive services designed to help the academic cadre carry out the mission of the University efficiently and effectively. And the students are the external customers, who are served by both the academic cadre and the administrative cadre. The academic cadre may therefore be considered as the internal customer, who is served by the administrative cadre so as to be able to carry out the mission of the University smoothly.

Also, as suggested by Deming, management exists to serve those who serve the customers directly. Since the administrative cadre serve the academic cadre and the
academic cadre serve the students, management, that is the University governance system, should treat the two cadres as their customers. If management, administrative cadre, and the academic cadre are in tension, they will not be able to serve their external customers efficiently and effectively, and therefore the University’s mission cannot be realized to the customer’s satisfaction and expectations.

After redefining the mission of the University as well as its customers within and without, the next task of the University governance system is to ensure that employees are treated with dignity and respect, and given every support they need so that they can treat the customers with common courtesy at all times, as well as offer them high quality services to their satisfaction. Coate (1990:27) has stated that "Both internal and external customers want to receive the same high quality service at all times, with no surprises."

The committee system of governance adopted by the University of Dar es Salaam is a good way of involving employees in decision making, but it is hard to achieve organizational excellence as propounded by Peters under this system. First and foremost, it limits wandering, listening and staying in touch with employees and customers since most of the time is spent in committee rooms rather than in the office, or visiting customers and employees, listening to their problems and acting on them. Also, the system
reduces individual problems to cases since written communication is applied instead of face to face communication. In the process of summarizing individual cases for the committee's ease of reference, committee secretariats may distort the real problem which may in turn lead to the arrival of a wrong decision by the committee.

Further, not all employee or customer problems are brought to the attention of committees or can be solved effectively in committee rooms. Some employees resent their problems being discussed in public, and some do not talk about them unless they are asked. The committee system lacks the mechanism to solicit ideas from employees and customers. Since the system is considered open, democratic and fair, it is expected that everybody will bring forward their problems, and if they do not do so, they have only themselves to blame. The committee therefore discusses only those problems which are brought to their attention, and for those which do not reach the committee rooms or are not solved effectively by the committees, tension builds up until it explodes in the form of student crises, confrontations between the administrative cadre and the academic cadre, and poor work performance.

A good example of wandering, listening, and staying in touch with employees and customers was demonstrated by the Tanzanian President Ali Hassan Mwinyi who was also the Chancellor of the University of Dar es
Salaam during the 1990 student crisis. By visiting the University campus and inspecting the student dorms, classrooms, library, book shop, and the cafeteria to see for himself how bad the situation was, and by holding talks with the University and student leadership, and later closing the University until the rehabilitation program had been completed, the President demonstrated his care for the people.

However, although President Mwinyi’s demonstration was good, it was rather late. The crisis could have been avoided altogether if the President, and particularly the University governance system had practiced wandering, listening and staying in touch with the students all the time. Instead, the University had been discussing the students’ problems in committee meetings and acting on what the student representatives told them, instead of visiting the places and assessing for themselves, talking to the students to get their views on the problems, and explaining what measures the University was taking or why no measures were being taken at all.

Wandering, listening, and staying in touch with employees and customers is not something which should be practiced by one person, such as President Mwinyi, or only in times of crisis. It is something which should be practiced by leaders at every level in the organization and at all times. Also it is something which employees and
customers should be made aware of through seminars so that they can be able to learn to accept and expect it, rather than regard it as an intrusion on their privacy.

The University governance system is therefore being urged to spend less time in committee rooms and more time in the office or visiting their employees and customers, asking and listening to their problems and acting on them promptly. Also, they should stay in touch with them by reporting all important decisions and events taking place at the University through newsletters and correspondences. Such actions may make employees and customers feel that the leadership cares about them and may help improve employee work performance as well as enhance the University’s image to the general public. Above all, it will help the University governance system to identify and solve problems before they reach crisis levels, or even reach the committee rooms.

Further, the University governance system should put more emphasis on short term training of its employees. The current emphasis on long term training helps employees acquire basic knowledge but it does not equip them with the knowledge to perform their day to day duties. Changes are occurring all the time, people are assuming new roles, and they need training to be able to cope with the changes or to perform their new roles effectively.

Bonser (1992) suggests that many managers in
higher education (deans and departmental heads) have little understanding of their roles. For example, at the University of Dar es Salaam a teacher is appointed Vice Chancellor, or dean of faculty or head of department, straight from teaching and is expected to perform his/her new duties effectively without being given even a one day training on what his/her new duties entails. This is expecting too much from this person. Training is required every time people assume new roles.

Also, management should be educated through seminars or short term training on the importance of treating their employees with respect and dignity, and as equal partners rather than their subordinates. Employees should be allowed to make mistakes so that they can learn and improve from those mistakes, rather than punishing or evaluating them badly for their mistakes. Likewise, employees should be educated on the importance of treating customers with common courtesy all the time, and giving them what they want. Finally, customers should be educated on what management is doing so as to meet their needs and expectations.

2. Decentralization of Responsibilities and Authority to the Faculties and Institutes

The second recommendation to the University governance system is to decentralize responsibilities and
authority to carry out those responsibilities to the faculties and institutes as proposed by Mosha (1991). To Osborne and Gaebler, decentralization means reducing layers of hierarchy, increasing participatory management and teamwork, and moving authority closer to the people. Centralization of authority is no longer working since it is too slow. Many issues today need immediate decision. People can no longer afford to wait for hours, days, months, even years, while an issue moves from one layer of hierarchy to the next until it reaches to the top person who decides, and then the decision moves back the same route to the lowest person. These people at the bottom of the hierarchy should be allowed to decide on the spot and then report to the top authority later. If the decision was good, fine. If it was bad, it is also fine, because this person will learn and improve from his/her mistake.

The committee system of governance demonstrates a highly decentralized system since faculties, institutes, and the student body are represented in many of the committees. Also, the composition of the University Council indicates a diversity of representation from various bodies all over the country ranging from parliament, government ministries, the party and its associations, and private institutions. Both the internal and external customers of the University are represented in the University Council. However, real power does not lie in the University Council or in the various
committees, but in the University Central Administration which controls information and money, and coordinates the various committees. The University Council and the other committees make decisions upon the inputs provided for by the University Central Administration.

The University Council and many of the committees meet every three months (see appendix 2). In between committee meetings, decisions have to be made by the relevant committee chairpersons on behalf of the committee and reported to the committee on its next meeting. Since the Vice Chancellor is chairman to most of the committees (such as the Senate, Committee of Deans, Staff Development, Research and Publications, and so forth), he/she makes most of the decisions on behalf of these committees, as well as other decisions pertaining to the day to day running of the University, as the Executive Head. This is where the power and the hierarchy is pronounced because the Vice Chancellor decides upon the inputs provided for by the relevant desk officers through his deputies, the Chief Academic Officer and the Chief Administrative Officer.

In brief, the hierarchy works like this: a staff member in the faculty/institute writes a letter to the Chief Academic Officer through his/her head of department and dean of faculty, say, applying for a study leave. The letter is received by the Chief Academic Officer and directed to the relevant desk officer in the staff development office, who
in turn sends the letter to the central registry for filing in the staff member's file. When the file is returned to the staff development desk officer, he/she writes a minute to the Vice Chancellor through the Director Postgraduate Studies and the Chief Academic Officer asking him/her to approve or disapprove the staff member's request depending on the inputs provided for by his head of department and dean of faculty. The decision by the Vice Chancellor passes through the same layers of hierarchy to the staff member.

These layers of hierarchy should be reduced since they delay the decision making process and create tension between the faculties/institutes and the University Central Administration because of centralization of authority. Effective decentralization of power can be achieved by decentralizing information, money and coordination of some of the committees so as to allow the faculties/institutes to make decisions on issues concerning them. Starting with information, the central registry should be dissolved since it can no longer cope with the increased flow and complexity of information. Each faculty/institute should be allowed to establish and organize its own registry. Information currently housed in the central registry such as subject and personal files, should be transferred to the relevant faculties/institutes.

Secondly, the University Bursar should let go of
the finances. The University Accounts Section has grown so big one would think that the main objective of the University is to control and manage finances instead of teaching. Students, teachers, and employees, spend more time, and travel long distances to queue for money in the Bursar's office than the time they spend doing their job. And, finally, faculties/institutes should be allowed to coordinate some of the committees so as to reduce the overload on the part of the University Central Administration. This will also reduce allegations that these committees are rubber-stamping committees since they approve decisions already made by the University Central Administration. The University Central Administration can coordinate only the important committees like the University Council, the Senate, the Appointments Committee (Academic and Administrative Staff), and the rest can be delegated to the faculties/institutes.

By allowing faculties/institutes to control information, finances and make decisions, the layers of hierarchy will be reduced, hence speeding up the decision making process. Also, the overload on the part of the University Central Administration will be reduced, thereby allowing them to concentrate on long term improvement of the University as a whole. Further, employee morale will rise, tension will be reduced, and a condition of mutual trust between the faculties/institutes and the Central
Administration will prevail, since centralization of authority is a sign of mistrust. If the faculties/institutes can be trusted to carry out the University's mission which is teaching, there is no reason why they should not be trusted to control information, finances, and make decisions on matters affecting their localities.

3. Streamlining the Existing Committees and Committee Meetings

The final recommendation to the University of Dar-es Salaam governance system is to streamline its committees and committee meetings. As mentioned in chapter two, the growth in the number of committees genuinely correspond to the expansion of the University of Dar es Salaam over the years. But, the University governance system has also been lax in preventing this growth. The system can no longer pretend that coordinating over sixty committees is an easy task or the most efficient way to run business. As Cole (1989:14) says, "I wasted the whole day in meetings" is the most common laments in American work life where an estimated 20 million business meetings take place everyday and executives spend an average of half their time running to, or attending them. She adds "...if you can't run an organization without meetings, do they have to waste so much time and energy in the process?" While everybody
appreciates the importance of meetings in running an organization since they demonstrate collective decision making, everybody is concerned about the amount of time and energy these meetings consume. The solution is not to abolish meetings altogether, but to find ways to make them work efficiently and effectively.

The first task of the University of Dar es Salaam governance system is to reduce the current number of committees and to ensure that no new committees are formed unless there is a genuine need. The system can start by identifying major committees which can remain centrally coordinated; those which can be delegated to the faculties/institutes; those whose activities can be combined; and those which need to be abolished altogether. This type of exercise has to be done by commissioning a comprehensive research study of the activities of each committee so as to ensure its success.

After reducing the number of committees the next task is to reduce the number of meetings. Currently the University Council meets four times a year to receive a report of the activities of the University (University of Dar es Salaam Prospectus, 1992-93:367). The number of meetings can be reduced to two or even one per year and an extraordinary meeting can be convened if need arises. The same thing can apply to the other committees.

The last step is to ensure that the meetings work
efficiently and effectively. The common criticism of the University of Dar es Salaam committees is that they are "rubber-stamping" committees rather than "functioning" committees since all they do is endorse decisions already made by the University Central Administration. This criticism is quite true, but is something which cannot be avoided. Traditionally, the task of politicians has been to make policy while administrators implement those policies. Over the years, the gap between policy makers and policy implementers has been decreasing since administrators are increasingly making, as well as implementing policy. Rosenbloom (in Shafritz and Hyde, 1991:519) informs that the development of the administrative agency in America has collapsed the separation of powers since "public administrators make rules (legislation), implement these rules (an executive function), and adjudicate questions concerning their application and execution (a judicial function)."

This trend has been developing unconsciously because of several reasons. Public administrators possess needed expertise and information, and they interact more intimately with the public as compared to policy makers (Kaufman in Shafritz & Hyde, 1991). At the University of Dar es Salaam, for example, a committee secretariat who happens to be a public administrator, draws the agenda for the meeting, prepares the papers for discussion by the
committee, presents and defends the papers to the committee, draws the strategy for implementation, and implements the committee decisions in the best way he/she seems fit. While in theory a committee secretariat may look like a policy implementer, in practice he/she is both a policy maker and a policy implementer. Rather than drawing a line between policy makers and policy implementers the two should work together as equal partners because they are inseparable.

Cole (1989:16) has proposed seven ways to make meetings work. These could be adopted by the University of Dar es Salaam.

1. **Determine if a meeting is even required**

   According to the current operating system at the University of Dar es Salaam, the schedule of committee meetings for the whole academic year is published in the last pages of the University Prospectus under the heading "Almanac for the Academic Year..." (see appendix 2). What the committee secretariat does when the date for the committee meeting approaches is to ask the committee chairperson to confirm it, and then goes ahead to prepare the agenda and papers for discussion. A meeting can be postponed, but not cancelled. Even in cases where there is nothing important to discuss, the meeting has to be held as scheduled in the almanac.

   Planning committee meetings in advance is a systematic and good way of keeping members informed when the
next meeting is due instead of surprising them with short notices. Such a system also gives members ample time to prepare for the meeting. However, the system is too mechanical since it does not take into consideration the fact that more than half of the scheduled meetings may not even be required. There is a need to review this system so as to ensure that only those meetings which are required take place.

2. **Get the right people to attend**

According to Cole, members of a committee should be those "who understand the business at hand; have the power to make a decision; will be responsible for implementing a decision; will be affected by decisions taken." Unfortunately, the current composition of committee membership at the University of Dar es Salaam does not fit Cole's description since the policy is to have the different groups represented fairly in each committee. As mentioned earlier in this paper, the University of Dar es Salaam is comprised of three different groups whose level of education and job tasks vary. The composition includes teachers, administrative staff (administrators, clerks, secretaries, messengers, technicians, drivers, and other supporting staff), and students.

While most committee deliberations are conducted in Swahili, the Tanzanian national language, some committee deliberations like the Senate, Committee of Deans, and
others, are conducted in English, which is the medium of instruction at the University, and also the second official language in Tanzania. The Senate, for example, is conducted in English because it discusses only instructional matters, hence Swahili would not be appropriate. A person who cannot speak or understand English, or is not involved in teaching, is therefore not the right member for the Senate.

There is a need, therefore, for the University governance system to screen its committee membership composition so as to make sure that only the right people attend meetings. This will involve establishing new terms of reference for each committee and making them available to each member, secretariat, and members of the University community. Currently, most committee chairpersons, secretariats, and members do not know the terms of reference of the committees they attend or service. As such, everybody goes with what is presented on the table regardless of whether it is in accordance with the terms of reference of that committee or not.

3. Establish the meeting's purpose and stick to it

There is a tendency of leaving the subject of discussion and jumping into a topic which was not on the agenda. This tendency is very prominent in most committee meetings at the University of Dar es Salaam where members shift to discuss issues not on the agenda or which do not concern that particular committee. The result is that
meetings are long, members get lost in the process, and the committee may end up in making wrong decisions, or not making any decisions at all. Members should be requested from the outset to stick to the committee's business so as to save time.

4. **Prepare for the meeting**

Cole says, "just as orchestras rehearse before the concert, meeting participants should do their homework beforehand." Some members do not read their papers before they go to the meeting. As such, they sit in meetings without participating in discussions. No wonder people complain about rubber-stamping committees. A committee member who did not prepare for the meeting will have to go along with what others have decided without argument. Committee members need to do their homework before the meeting so as to make the committees effective.

5. **If you are a leader, beware of expressing your own opinion too early**

Cole, quoting Lefton says, "If the boss is going to make all the decisions, then you don't need a meeting." Committee chairpersons are very influential people who can make meetings work or not work. There has been some cases at the University of Dar es Salaam in which a thirty-person committee sits for the whole day just agreeing to whatever the chairperson decides. Such a chairperson in Lefton's view need not call a meeting in the first place. Instead,
he/she can just sit in the office and make the decisions himself/herself. An effective chairperson, according to Cole, is one who involves people in discussions by asking questions and probing dissenting opinions.

6. Stick to the Schedule

Committee chairpersons should educate committee members on the importance of starting meetings on time and ending them on time. They should not let a committee member breeze in late and announce he/she has to leave early and insist on jumping ahead to his part of the agenda.

7. Review the results of the meeting before adjourning, and set specific guidelines for acting on them

In several occasions, meetings have adjourned without the secretariat, members, and sometimes even the chairperson knowing what was decided upon on a particular case. It would therefore be appropriate for the committee chairperson at the end of each committee meeting to review every case and the decision reached, as well as set specific guidelines for the secretariat on how to implement them.

Conclusion

This research paper has attempted to show that shared governance through the committee system will work best if the University of Dar es Salaam is committed to excellence. The paper has offered three recommendations which will enable the University of Dar es Salaam to achieve
organizational excellence, namely, care of the people (employees and customers), decentralization of responsibilities and authority to the faculties and institutes, and reduction in the number of committees and committee meetings. Implementation of the three recommendations will help alleviate the three organizational problems identified in this research paper, namely, the tension between the administrative cadre, academic cadre and students, over-centralization of power by the University Central Administration, and the growth in the number of committees and committee meetings.
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University of Dar es Salaam Calendar, 1988/89 - 90/91
University of Dar es Salaam Prospectus, 1992 - 93


APPENDICES
Source: Report of the Steering Committee on University Management Effectiveness Review, Dar es Salaam, June 1991
ALMANAC FOR THE ACADEMIC YEAR 1992/93
TERMS OF THE ACADEMIC YEAR 1992/93

FACULTIES OF COMMERCE & MANAGEMENT AND LAW
1st term: 3rd October, 1992 - 12th December, 1992
2nd term: 2nd January, 1993 - 13th March, 1993
3rd term: 3rd April, 1993 - 26th June, 1993

FACULTIES OF ARTS & SOCIAL SCIENCES, EDUCATION & ENGINEERING
1st term: 3rd October, 1992 - 12th December, 1992
2nd term: 2nd January, 1993 - 13th March, 1993
3rd term: 3rd April, 1993 - 26th June, 1993
4th term: 26th June, 1993 - 21st August, 1993 (Faculty of Engineering) and 26th June, 1993 - 28th August, 1993 (Faculty of Education)

FACULTY OF SCIENCE
1st term: 3rd October, 1992 - 19th December, 1992
2nd term: 2nd January, 1993 - 20th March, 1993
3rd term: 3rd April, 1993 - 26th June, 1993
4th Term: 26th June, 1993 - 21st August, 1993

MUIIMBILI UNIVERSITY COLLEGE OF HEALTH SCIENCES (MUCHS)
1st term: 3rd October, 1992 - 12th December, 1992
2nd term: 2nd January, 1993 - 6th March, 1993
3rd term: 13th March, 1993 - 22nd May, 1993

SENATE MEETINGS
October 14th 1992 - Wednesday
February 10th 1993 - Wednesday
April 7th 1993 - Wednesday
July 6th 1993 - Tuesday
August 4th 1993 - Wednesday
October 13th 1993 - Wednesday

COUNCIL MEETINGS
November 26th 1992 - Thursday
March 12th 1993 - Friday
June 25th 1993 - Friday
August 20th 1993 - Friday

COMMITTEE OF VICE-CHANCELLORS AND PRINCIPALS
January 11th 1993 - Monday
July 20th 1993 - Tuesday

Source: University of Dar es Salaam Prospectus, 1992 - 93
ABBREVIATIONS

P.H.C. = Primary Health Care
A.H.S. = Allied Health Sciences
C.H.E. = Continuing Health Education

SEPTEMBER 1992

Tue  1
Wed  2  Boards of: Faculty of Dentistry (MUCHS)
        Faculty of Pharmacy (MUCHS)
        Institute of A.H.S. (MUCHS)
Thu  3
Fri  4
Sat  5
Sun  6
Mon  7  Supplementary Examinations begin (MUCHS)
Tue  8  Cafeteria Board
Wed  9  Boards of: Postgraduate/Research and Publications (MUCHS)
        Institute of Production Innovation
Thu 10
Fri 11
Sat 12  End of Teaching Practice
Sun 13
Mon 14
Tue 15
Wed 16  COMMITTEE OF DEANS AND DIRECTORS (MUCHS)
        Board of the Faculty of Law
Thu 17  Staff Development Committee
Fri 18  Board of the Institute of Resource Assessment
Sat 19
Sun 20
Mon 21  GROUNDS SUB-COMMITTEE (ESTATES COMMITTEE)
        Faculty/Institute Boards for Exams (MUCHS)
Tue 22  Academic Planning Committee (MUCHS)
Wed 23  Board of the Institute of Traditional Medicine (MUCHS)
Thu 24  Higher Degrees Committee
Fri 25  MANAGEMENT COMMITTEE
        Examinations Committee (MUCHS)
Sat 26  Elective Period begins
Sun 27
Mon 28  All Faculties: Freshmen Orientation Week begins
        Supplementary Examinations begin
Tue 29  OTTU BRANCH EXECUTIVE COMMITTEE
Wed 30  ACADEMIC BOARD (MUCHS)

OCTOBER 1992

Thu  1  Board of the Institute of Public Health (MUCHS)
Fri  2  APPOINTMENTS COMMITTEE FOR ADMINISTRATIVE STAFF
Sat  3  FIRST TERM BEGINS: All Faculties and MUCHS
        1st Clinical Rotations Begin: MD 4
        6th Clinical Rotations Begin: MD 5
Sun  4
Mon  5  EXECUTIVE COMMITTEE (WORKERS COUNCIL)
Tue  6  CONVOCATION (EXECUTIVE COMMITTEE)
Wed  7  CSRC Meeting - Main Campus and MUCHS
        Boards of: Faculty of Medicine (MUCHS)
        Faculty of Commerce & Management
        Faculty of Education
        Faculty of Science
        Faculty of Engineering
        Faculty of Law
Thu  8  ESTATES COMMITTEE
Fri  9  Academic Planning Committee
Sat 10
Sun 11
Mon 12  APPOINTMENTS COMMITTEE FOR ACADEMIC STAFF
Tue 13  Board of the Institute of Production Innovation
Wed 14  SENATE
        Board of the Faculty of Dentistry (MUCHS)
Thu 15
Fri 16
Sat 17
<table>
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<td>Mon 19</td>
<td>Academic Appointments Committee (MUCHS)</td>
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<td>Tue 20</td>
<td>UDASA General Meeting</td>
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<td>Thu 22</td>
<td>Board of the University Bookshop</td>
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<td>Fri 23</td>
<td>Board of Silversands Hotel</td>
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<td>Students Affairs Committee</td>
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<td>Tue 27</td>
<td>OTTU BRANCH EXECUTIVE COMMITTEE</td>
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<tr>
<td>Wed 28</td>
<td>Boards of: Faculty of Nursing</td>
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<td></td>
<td>Institute of Primary Health Care and Continuing Health Education (MUCHS)</td>
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<tr>
<td>Thu 29</td>
<td>Board of Dar es Salaam University Press</td>
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<td>Fri 30</td>
<td>Board of the University Garage</td>
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**NOVEMBER 1992**

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<td>Mon 2</td>
<td>ESTATES COMMITTEE</td>
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<td>Tue 3</td>
<td>Senate Library Committee</td>
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<td>Wed 4</td>
<td>CONVOCATION (EXECUTIVE COMMITTEE)</td>
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<td>Thu 5</td>
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<td>Mon 9</td>
<td>Board of the Faculty of Engineering</td>
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<td>Tue 10</td>
<td>Planning and Finance Committee</td>
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<tr>
<td>Wed 11</td>
<td>ACADEMIC BOARD (MUCHS)</td>
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<td>Boards of: Institute of Kirwahili Research</td>
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<td>Faculty of Arts and Social Sciences</td>
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<td>Thu 12</td>
<td>Research and Publications Committee</td>
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<tr>
<td>Fri 13</td>
<td>Boards of: Institute of Traditional Medicine (MUCHS)</td>
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<td>Faculty of Education</td>
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<td>Directorate of Postgraduate Studies</td>
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**DECEMBER 1992**

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<tr>
<td>Thu 3</td>
<td>Boards of: Faculty of Pharmacy (MUCHS)</td>
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<td></td>
<td>Faculty of Medicine (MUCHS)</td>
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<tr>
<td>Fri 4</td>
<td>Joint Students Affairs Committee</td>
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<td>Sat 5</td>
<td>FIRST GRADUATION CEREMONY - MUCHS</td>
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<td>Sun 6</td>
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<td>Mon 7</td>
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<tr>
<td>Wed 9</td>
<td>INDEPENDENCE/REPUBLIC DAY (Public Holiday)</td>
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<td>Thu 10</td>
<td>Boards of: Institute of A.H.S. (MUCHS)</td>
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<td>P.H.C. &amp; C.H.B. (MUCHS)</td>
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<td>Fri 11</td>
<td>Board of the Institute of Development Studies</td>
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</table>
Sat 12  2nd Clinical Rotations end: MD 4 for vacation
7th Clinical Rotations end: MD 5 for vacation
FIRST TERM ENDS: Faculties of Arts and Social Sciences, Education, Engineering, Commerce and Management, Law and MUCHS

Sun 13

Mon 14  Joint Academic Affairs Committee (SUA/UDSM)
First Term Examinations begin: Faculty of Science

Tue 15  Higher Degrees Committee

Wed 16  Boards of: Faculty of Dentistry, (MUCHS)
Faculty of Nursing (MUCHS)

Thu 17

Fri 18

Sat 19  FIRST TERM ENDS: Faculty of Science

Sun 20

Mon 21

Tue 22  Academic Planning Committee (MUCHS)

Wed 23  Boards of: Institute of Development Studies (MUCHS)
Institute of Traditional Medicine (MUCHS)

Thu 24  OTTU Branch Executive Committee
MANAGEMENT COMMITTEE

Fri 25  CHRISTMAS DAY (Public Holiday)

Sat 26

Sun 27

Mon 28

Tue 29

Wed 30

Thu 31  STAFF DEVELOPMENT COMMITTEE

JANUARY 1993

Fri 1  NEW YEAR (Public Holiday)

Sat 2  SECOND TERM BEGINS: All Faculties and MUCHS

Sun 3  7th Clinical Rotations begin: MD 5
2nd Clinical Rotations begin: MD 4

Mon 4  Boards of: Institute of Primary Health Care (MUCHS)
Faculty of Medicine (MUCHS)
Faculty of Nursing (MUCHS)
Vice-Chancellor's Meeting with the University Staff

Tue 5  ESTIMATES SUB-COMMITTEE

Wed 6  STUDENTS AFFAIRS COMMITTEE
Board of the Faculty of Science

Thu 7  College Library Services Committee (MUCHS)
Boards of: Faculty of Arts & Social Sciences
Institute of Development Studies (MUCHS)
Institute of Public Health (MUCHS)
Institute of Traditional Medicine (MUCHS)

Fri 8

Sat 9

Sun 10

Mon 11  COMMITTEE OF VICE-CHANCELLORS AND PRINCIPALS

Tue 12  REVOLUTION DAY (Public Holiday)

Wed 13  ACADEMIC BOARD (MUCHS)
CSRC Main Campus and MUCHS
EXECUTIVE COMMITTEE (WORKERS COUNCIL)

Thu 14  Research and Publications Committee

Fri 15  Boards of: Faculty of Commerce & Management
Faculty of Education
Faculty of Engineering
Faculty of Law

Sat 16

Sun 17

Mon 18  Board of the University Bookshop

Tue 19  APPOINTMENTS COMMITTEE FOR ACADEMIC STAFF

Wed 20  Boards of: Silvermans Hotel
Institute of Production Innovation

Thu 21  COMMITTEE OF DEANS

Fri 22  Board of the Institute of Development Studies

Sat 23

Sun 24

Mon 25  Board of Dar es Salaam University Press

Tue 26  Board of the University Garage
Higher Degrees Committee

Wed 27  Board of Directorate of Postgraduate Studies, (MUCHS)
Research & Publications (MUCHS)
USRC
OTTU Branch Executive Committee

Thu 28  GROUNDS SUB-COMMITTEE (ESTATES COMMITTEE)
MANAGEMENT COMMITTEE
FEBRUARY 1993

Mon 1  Academic Planning Committee
Tue 2  EXAMINATIONS COMMITTEE
Wed 3  PLANNING AND FINANCE COMMITTEE
Thu 4  Students Affairs Committee (MUCHS)
Fri 5  Board of the Institute of Resources Assessment
Sat 6  
Sun 7  
Mon 8  Board of the Faculty of Pharmacy (MUCHS)
Tue 9  
Wed 10  SENATE
         MUTLIC (MUCHS)
         Students Baraza
Thu 11  ESTATES COMMITTEE
         Examiners Board for Teaching Practice
         (Faculty of Education)
Fri 12  APPOINTMENTS COMMITTEE FOR ADMINISTRATIVE STAFF
Sat 13  2nd & 7th Clinical Rotations end: MD 4 and MD 5
         3rd & 8th Clinical Rotations end: MD 4 and MD 5
Sun 14  
Mon 15  Law Mid-Session Examinations begin for 1st Year LL.B.
         COMMITTEE OF DEANS & DIRECTORS (MUCHS)
Tue 16  Board of Computer Centre
Wed 17  CONVOCATION EXECUTIVE COMMITTEE
         OTTU BRANCH EXECUTIVE COMMITTEE
Thu 18  
Fri 19  Senate Library Committee
Sat 20  
Sun 21  
Mon 22  
Tue 23  MANAGEMENT COMMITTEE
Wed 24  WORKERS COUNCIL
         DS 100 & 200 Timed Essay Examinations: all Faculties
Thu 25  Academic Planning Committee (MUCHS)

MARCH 1993

Mon 1  
Tue 2  
Wed 3  Boards of:
         Faculty of Science
         Cafeteria
         UTLIC
Thu 4  Boards of:
         Faculty of Medicine (MUCHS)
         Institute of Development Studies (MUCHS)
         Faculty of Arts & Social Sciences
         Faculty of Law
Fri 5  COMMITTEE OF DEANS
Sat 6  SECOND TERM ENDS: MUCHS
Sun 7  
Mon 8  
Tue 9  
Wed 10  Board of the Institute of Marine Sciences
         Library Service Committee (MUCHS)
Thu 11  Boards of:
         Institute of A.H.S. (MUCHS)
         Institute of Public Health (MUCHS)
         Faculty of Engineering
Fri 12  COUNCIL
Sat 13  SECOND TERM ENDS: Faculties of Arts & Social Sciences,
         Education, Commerce and Management, Engineering and Law
         THIRD TERM BEGINS: (MUCHS)
Sun 14  
Mon 15  SECOND TERM EXAMS BEGIN: Faculty of Science
Tue 16  ADMISSIONS COMMITTEE (MUCHS)
Wed 17  Boards of:
         Faculty of Dentistry (MUCHS)
         Faculty of Pharmacy (MUCHS)
Thu 18  Board of the Institute of Development Studies
Fri 19  EXAMINATIONS COMMITTEE
Sat 20  SECOND TERM ENDS: Faculty of science
Sun 21  
Mon 22  Academic Planning Committee
         ADMISSIONS BOARD
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**APRIL 1993**

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<td>Boards of: Faculty of Commerce and Management</td>
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<td>Faculty of Education</td>
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<td>Fri 2</td>
<td>Appointments Committee for Academic Staff (MUCHS)</td>
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<td>Sat 3</td>
<td>THIRD TERM BEGINS: Faculties of Arts and Social Sciences, Commerce and Management, Education, Engineering, Law and Science</td>
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<td>Sun 4</td>
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<tr>
<td>Mon 5</td>
<td>MD 4: 3rd Clinical Rotations begin (8 weeks)</td>
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<tr>
<td>Tue 6</td>
<td>MD 4: 4th Clinical Rotations begin (8 weeks)</td>
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<td>Thu 8</td>
<td>SENATE</td>
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<td>Fri 9</td>
<td>STAFF DEVELOPMENT COMMITTEE</td>
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<td>Sat 10</td>
<td>GOOD FRIDAY (Public Holiday)</td>
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<td>3rd Clinical Rotations end: MD 4</td>
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<td>CSRC Main Campus and MUCHS</td>
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<tr>
<td>Thu 15</td>
<td>GROUNDS SUB-COMMITTEE (ESTATES COMMITTEE)</td>
</tr>
<tr>
<td></td>
<td>Board of Dar es Salaam University Press</td>
</tr>
<tr>
<td>Fri 16</td>
<td>Board of Silversands Hotel</td>
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<tr>
<td>Sat 17</td>
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<td>Sun 18</td>
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<tr>
<td>Mon 19</td>
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<tr>
<td>Tue 20</td>
<td>Research and Publications Committee</td>
</tr>
<tr>
<td>Wed 21</td>
<td>UDASA General Meeting</td>
</tr>
<tr>
<td>Thu 22</td>
<td>Board of University Bookshop</td>
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<tr>
<td>Fri 23</td>
<td>Boards of: Institute of Traditional Medicine (MUCHS)</td>
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<tr>
<td></td>
<td>Institute of P.H.C. and C.H.E. (MUCHS)</td>
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<tr>
<td></td>
<td>Institute of Production Innovation</td>
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<tr>
<td>Sat 24</td>
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<tr>
<td>Sun 25</td>
<td></td>
</tr>
<tr>
<td>Mon 26</td>
<td>Union Day (Public Holiday)</td>
</tr>
<tr>
<td>Tue 27</td>
<td>MANAGEMENT COMMITTEE</td>
</tr>
<tr>
<td></td>
<td>Board of Computer Centre</td>
</tr>
<tr>
<td>Wed 28</td>
<td>COMMITTEE OF DEANS (ACADEMIC STAFF REVIEW)</td>
</tr>
<tr>
<td></td>
<td>USRC</td>
</tr>
<tr>
<td>Thu 29</td>
<td>COMMITTEE OF DEANS (ACADEMIC STAFF REVIEW)</td>
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<tr>
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<td>OTTU BRANCH ASSEMBLY</td>
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<tr>
<td>Fri 30</td>
<td>Boards of: Institute of Development Studies</td>
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<td></td>
<td>Institute of Nursing (MUCHS)</td>
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<tr>
<td></td>
<td>University Garage</td>
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**MAY 1993**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sat 1</td>
<td>WORKERS DAY (Public Holiday)</td>
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<tr>
<td>Sun 2</td>
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</tr>
<tr>
<td>Mon 3</td>
<td>3rd Year MD Field Project of 2 weeks begins</td>
</tr>
<tr>
<td>Tue 4</td>
<td>Senate Library Committee</td>
</tr>
<tr>
<td>Wed 5</td>
<td>ESTATES COMMITTEE</td>
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<td></td>
<td>Board of the Faculty of Science</td>
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<tr>
<td>Thu 6</td>
<td>Boards of: Faculty of Medicine (MUCHS)</td>
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<td></td>
<td>Faculty of Dentistry (MUCHS)</td>
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<td></td>
<td>Faculty of Law</td>
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<td></td>
<td>Institute of Kiswahili Research</td>
</tr>
<tr>
<td>Fri 7</td>
<td>PLANNING AND FINANCE COMMITTEE</td>
</tr>
</tbody>
</table>

*Islamic Holidays depend on the sighting of the Moon*
CONVOCATION (Executive Committee)

Boards of: Institute of A.H.S. (MUCHS)
Institute of Traditional Medicine (MUCHS)
STUDENTS AFFAIRS COMMITTEE
University Students Representative Council

APPOINTMENTS COMMITTEE FOR ACADEMIC STAFF
(STAFF REVIEW)

APPOINTMENTS COMMITTEE FOR ACADEMIC STAFF
(STAFF REVIEW)

Third Year MD Field Project ends
DS Examinations begin

Boards of: Faculty of Pharmacy (MUCHS)
Institute of Public Health (MUCHS)
Faculty of Education

THIRD TERM ENDS (MUCHS)

Board of the Institute of Marine Sciences

COMMITTEE OF DEANS/DIRECTORS (STAFF REVIEW)
(MUCHS)

OTTU BRANCH EXECUTIVE COMMITTEE

MANAGEMENT COMMITTEE

FOURTH TERM BEGINS: (MUCHS)

UNIVERSITY EXAMINATIONS BEGIN: FACULTIES OF ARTS & SOCIAL SCIENCES, COMMERCE AND MANAGEMENT, EDUCATION, ENGINEERING, LAW AND SCIENCE

JUNE 1993
JULY 1993

Thur 1  Academic Planning Committee (MUCHS)
Fri  2
Sat  3
Sun  4
Mon  5  GROUNDS SUB-COMMITTEE (ESTATES COMMITTEE)
       UNIVERSITY EXAMINATIONS BEGIN (MUCHS)
Tue  6  SENATE
Wed  7  PEASANTS DAY (Public Holiday)
Thur  8
Fri  9
Sat 10
Sun 11
Mon 12
Tue 13
Wed 14  STAFF DEVELOPMENT COMMITTEE
Thu 15  ESTATES COMMITTEE
       UTLC
       Students Affairs Committee
Fri 16  Boards of: University Garage,
       Institute of Resource Assessment
       Institute of Production Innovation
Sat 17
Sun 18
Mon 19  Board of Silversands Hotel
       Teaching Practice Begins
Tue 20  Faculty/Institute Boards for Examinations (MUCHS)
       Teaching Practice Begins
       COMMITTEE OF VICE-CHANCELLORS AND PRINCIPALS
Wed 21  Faculty/Institute Boards for Examinations (MUCHS)
Thu 22  COMMITTEE OF DEANS
Fri 23  EXECUTIVE COMMITTEE (WORKERS COUNCIL)
       UDASA General Meeting
Sat 24
Sun 25
Mon 26  Board of University Bookshop
       Examinations Committee (MUCHS)
Tue 27  Elective Period begins (MUCHS)
       MANAGEMENT COMMITTEE

Wed 28  APPOINTMENTS COMMITTEE FOR ACADEMIC STAFF
       ACADEMIC BOARD (MUCHS)
       OTTU BRANCH EXECUTIVE COMMITTEE
Thu 29  Examinations Committee
Fri 30  Academic Planning Committee
       Board of Dar es Salaam University Press
Sat 31  FOURTH TERM ENDS: MUCHS
       5th Clinical Rotations ends: MD4

AUGUST 1993

Sun  1
Mon  2  Elective Period begins (8 weeks): MD4
       APPOINTMENTS COMMITTEE FOR ADMINISTRATIVE STAFF
Tue  3  CONVOCATION (EXECUTIVE COMMITTEE)
Wed  4  SENATE
Thu  5  Board of the Institute of Primary Health Care and Continuing Health Education (MUCHS)
Fri  6  Higher Degrees Committee
Sat  7
Sun  8
Mon  9
Tue 10  PLANNING AND FINANCE COMMITTEE
Wed 11  PLANNING AND FINANCE COMMITTEE (MUCHS)
Thu 12  Board of the Faculty of Nursing (MUCHS)
Fri 13
Sat 14
Sun 15
Mon 16
Tue 17
Wed 18  Vice-Chancellor’s Meeting with the University Staff
Thu 19  Boards of: Institute of P.H.C. & C.H.E. (MUCHS)
       Institute of Development Studies (MUCHS)
       Institute of Traditional Medicine (MUCHS)
Fri 20  COUNCIL
Sat 21  FOURTH TERM ENDS: Faculties of Engineering and Science
Sun 22
Mon 23  Examiners Board: Faculty of Education
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tue 21</td>
<td>GROUNDS SUB-COMMITTEE (ESTATES COMMITTEE)</td>
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<td>Faculty/Institute Boards for Exams (MUCHS)</td>
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<td>Wed 22</td>
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<tr>
<td>Thu 23</td>
<td>Board of the Institute of Traditional Medicine (MUCHS)</td>
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<td>Fri 24</td>
<td>Higher Degrees Committee</td>
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<td>Sat 25</td>
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<tr>
<td>Sun 26</td>
<td>Elective Period ends: MD4</td>
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<tr>
<td>Mon 27</td>
<td>All Faculties Freshmen Orientation Week begins</td>
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<td>MANAGEMENT COMMITTEE</td>
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<td>Examinations Committee (MUCHS)</td>
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<td></td>
<td>Elective Period begins</td>
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<td></td>
<td>Supplementary Examinations begin</td>
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<td>Tue 28</td>
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<tr>
<td>Wed 29</td>
<td>OTTU BRANCH EXECUTIVE COMMITTEE</td>
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<td>ACADEMIC BOARD (MUCHS)</td>
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<td>Thu 30</td>
<td>STUDENTS AFFAIRS COMMITTEE</td>
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<td>SEPTEMBER 1993</td>
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<td>Wed 1</td>
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<tr>
<td>Thu 2</td>
<td>Boards of: Faculty of Dentistry (MUCHS)</td>
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<td>Institute of A.H.S. (MUCHS)</td>
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<td>Fri 3</td>
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<td>Sun 5</td>
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<tr>
<td>Mon 6</td>
<td>Supplementary Examinations begin (MUCHS)</td>
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<td>Tue 7</td>
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<td>Wed 8</td>
<td>Cafeteria Board</td>
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<td>Thu 9</td>
<td>Board of Postgraduate Research and Publications (MUCHS)</td>
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<tr>
<td>Fri 10</td>
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<tr>
<td>Sat 11</td>
<td>Teaching Practice Ends</td>
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<td>Thu 16</td>
<td>COMMITTEE OF DEANS AND DIRECTORS (MUCHS)</td>
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<td>Board of the Faculty of Law</td>
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<td>Fri 17</td>
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<td>OCTOBER 1993</td>
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<tr>
<td>Fri 1</td>
<td>Boards of: Institute of Public Health (MUCHS)</td>
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<td>Faculty of Engineering</td>
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<tr>
<td>Sat 2</td>
<td>FIRST TERM BEGINS: All Faculties MUCHS</td>
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<td>Sun 3</td>
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<tr>
<td>Mon 4</td>
<td>APPOINTMENTS COMMITTEE FOR ADMINISTRATIVE STAFF</td>
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<tr>
<td>Tue 5</td>
<td>EXECUTIVE COMMITTEE (WORKERS COUNCIL)</td>
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<tr>
<td>Wed 6</td>
<td>CONVOCATION (EXECUTIVE COMMITTEE)</td>
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<td>Thu 7</td>
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<td>Faculty of Engineering</td>
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<td>Faculty of Medicine</td>
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<td>Faculty of Science</td>
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<tr>
<td>Fri 8</td>
<td>ESTATES COMMITTEE</td>
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<tr>
<td>Sat 9</td>
<td>6th Clinical Rotations begin: MD5</td>
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<tr>
<td>Sun 10</td>
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<td>Mon 11</td>
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<tr>
<td>Tue 12</td>
<td>APPOINTMENTS COMMITTEE FOR ACADEMIC STAFF</td>
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Thu 14  Board of the Faculty of Dentistry (MUCHS)
Fri 15 
Sat 16 
Sun 17 
Mon 18 
Tue 19 
Wed 20  ACADEMIC APPOINTMENTS COMMITTEE (MUCHS)
Thu 21  Board of the University Bookshop
Fri 22  Boards of: Silversands Hotel
          Institute of Production Innovation
Sat 23 
Sun 24 
Mon 25 
Tue 26  Board of the University Garage
Wed 27  OTTU BRANCH EXECUTIVE COMMITTEE
Thu 28  Boards of: Faculty of Nursing
          Institute of Primary Health Care and Continuing
          Health Education (MUCHS)
Fri 29  Board of Dar es Salaam University Press
Sat 30 
Sun 31 
