



**Institutional as-
sessment IUC Call**

2022

Table of contents

| | |
|--|-----------|
| List of abbreviations | 4 |
| 1. Executive summary | 6 |
| 1.1. The institutional assessment process | 6 |
| 1.2. Conclusions of the institutional assessment of the university | 6 |
| 1.3. The match of the university with the IUC concept | 13 |
| 1.4. Relevance and potential of the proposed IUC programme | 13 |
| 2. Introduction | 14 |
| 2.1. Brief history of university in region | 14 |
| 2.2. Development context | 14 |
| 2.3. Implementation of the institutional assessment | 15 |
| 2.3.1. Presentation of the institutional assessment approach | 15 |
| 2.3.2. Institutional self-assessment process | 15 |
| 2.3.3. External institutional assessment process | 16 |
| 3. Institutional assessment of the university | 18 |
| 3.1. Capability to achieve coherence | 18 |
| 3.1.1. There is a shared and coherent vision and strategy on university or faculty level | 18 |
| 3.1.2. Existence of a set of simple principles which govern the university's/faculty's operations | 19 |
| 3.1.3. University's/faculty's governance/management structures are effective | 20 |
| 3.2. Capability to deliver on development relevant objectives and commitments | 21 |
| 3.2.1. The university provides high quality, development relevant education | 21 |
| 3.2.2. The university is a multidisciplinary institution that produces major amounts of high-quality research | 22 |
| 3.2.3. The university is perceived as a real actor and driver of Change | 23 |
| 3.3. Capability to relate to external stakeholders | 25 |
| 3.3.1. The university creates the condition for effective network development and is aware of the importance of formal institutional alliances | 25 |
| 3.3.2. The university has a vast network which is actively used | 26 |
| 3.3.3. The university obtains additional project funding | 28 |
| 3.4. Capability to act and commit | 29 |
| 3.4.1. The university is able to make and implement decisions | 29 |
| 3.4.2. The university has adequate and well managed Human Resources | 30 |
| 3.4.3. The university has an adequate infrastructure | 33 |
| 3.4.4. The university has adequate and well managed financial resources | 35 |
| 3.4.5. The university has effective systems and processes for administration and procurement and logistics | 36 |

| | |
|--|-----------|
| 3.4.6. The university has effective systems and processes for project management and quality assurance _____ | 37 |
| 3.5. Capability to adapt and self-renew _____ | 39 |
| 3.5.1. Effective management in shifting contexts _____ | 39 |
| 3.5.2. The university is continuously adapting and renewing _____ | 40 |
| 3.5.3. The university has an adequate knowledge management system _____ | 41 |
| 4. Assessment of the match of the university with the IUC concept _____ | 43 |
| 5. Relevance and potential of the proposed IUC programme _____ | 52 |
| 6. Overall conclusions _____ | 54 |
| 7. Annexures _____ | 55 |
| 7.1. Checklist collection of additional data and documentation _____ | 55 |
| 7.2. Overview of key additional data collected _____ | 57 |
| 7.3. Overview of internal and external stakeholders met by the external assessment team _____ | 59 |
| 7.4. Detailed scoring card – maturity levels per domain and aspect _____ | 63 |
| Overview of Additional Annexures 7.5 till 7.14 _____ | 69 |

List of abbreviations

| | |
|---------|--|
| ACU | Ardhi University Consultancy Unit |
| APC | Ardhi Publishing Centre |
| AQRB | Architects and Quantity Surveyors Registration Board |
| ARU | Ardhi University |
| BRELA | Business Registration and Licensing Authority |
| CCE | Centre for Continuing Education |
| CHS | Centre for Housing Studies |
| CICT | Centre for Information and Communication Technology |
| COSTECH | Tanzania Commission for Science and Technology |
| CSP | Corporate Strategic Plan |
| DMTC | Disaster Management Training Centre |
| DVC-AA | Deputy Vice Chancellor- Academic Affairs |
| ECDPM | The European Centre for Development Policy Management |
| GIS | Geographical Information System |
| HESLB | Higher Education Students Loan Board |
| ICT | Information and communication technology |
| IHSS | Institute of Human Settlements Studies |
| ISA | Institutional Self-Assessment Report |
| IT | Information Technology |
| IUCEA | Inter-University Council of East Africa |
| LAU | Land Administration Unit |
| MoU | Memorandum of Understanding |
| MTRSP | Medium Term Rolling Strategic Plan |
| NHC | National Housing Corporation |
| ODL | Open Distance learning |
| OPRAS | Open Performance Review and Appraisal System |
| PRO | Public Relations Officer |
| PPRA | Public Procurement Regulatory Authority |
| QA | Quality Assurance |
| QAB | Quality Assurance Bureau |
| SACEM | School of Architecture, Construction Economics and Management |
| SERBI | School of Earth Sciences, Real Estates, Business and Informatics |
| SIDA | Swedish International Development Agency |
| SSPSS | School of Spatial Planning and Social Sciences, |
| STC | Survey Training Centre |
| STHEP | Science and Technology and Higher Education Project |

| | |
|--------|---|
| SWOC | Strength, Weakness, Opportunities and Constraints |
| TANAPA | Tanzania National Parks |
| TBA | Tanzania Building Agency |
| TCU | Tanzania Commission for Universities (university regulatory agency) |
| UCLAS | University College of Lands and Architectural Studies” |
| UDSM | University of Dar Es Salaam |
| UNESCO | United Nations Educational and Scientific Organization |
| VC | Vice Chancellor |

1. Executive summary

1.1. The institutional assessment process

This institutional assessment report is the product of a two-stage assessment process:

- a self-assessment of ARU's institutional and organizational capacity, conducted by a team of university staff members in March 2020;
- a joint external assessment of the university's institutional capacity lead by two external assessors between July 13st and July 24th, 2020

The institutional assessment is built around 5 major capabilities: (i) capability to achieve coherence, (ii) capability to deliver on development relevant objectives and commitments, (iii) capability to relate to external stakeholders, (iv) capability to act and commit, and (v) capability to adapt and self-renew. Each capability is detailed in several domains, and each domain is characterized by a coherent range of complementary criteria.

Due to the covid-19 pandemic, the external team had to adapt its strategy. The lead evaluator had to stay in Belgium and work online (skype and phone sessions). In general, the team met once or twice a day: in the morning (preparation) and at the end of the day (debriefing), sometimes more often depending on activities and issues raised. Throughout the preparation and the fieldwork, the external assessment team, collaborating closely with ARU, found all required solutions and arrangements to appropriately carry out the external assessment; while coping with the restrictions caused by the COVID19 pandemic. Actually, this involved a significant additional workload (... and stress because the internet connection was erratic).

1.2. Conclusions of the institutional assessment of the university

| 1. Capability to achieve coherence | | |
|------------------------------------|--------------|--|
| <i>Domain</i> | <i>Score</i> | <i>Conclusions</i> |
| 1.1 Vision and strategy | 4 | <p>ARDHI is a dynamic institution, evolving in line with its complex environment and societal challenges. To compete with other growing higher learning institutions in Tanzania, ARU has opted for diversification of its training and research areas and establishment of new off-campus colleges outside Dar Es Salaam. However, the existing strategies and solution on financing these innovations are hardly convincing and it is not clear how the conditions required to attain these ambitions are being reunited. The proposed ambition for the next five years requires a deeper paradigm shift, a significantly enhanced institutional identity and a huge expansion in terms of infrastructural and human capacity. What is envisaged in the strategic plan seems beyond ARU's capacity, considering the trend demonstrated in recent years.</p> <p>Context analysis delineates an area or domain where ARDHI could improve its strategic foundations. Not so much a descriptive (symptom-based) but a causal (mechanism-oriented) analysis would add value. The relevance and coherence of a vision and related strategy relies on the quality and depth of the context analysis led at several scales (local, national, international) and supported by several entries (evolutions in the social, economic, political, environment domains).</p> <p>All in all, the strategic plans seem too ambitious, particularly with regard to the lack of resources. Further efforts are welcome to ensure that ARU's ambitions are actually and thoroughly shared and transformed into decisions, behaviours and practices.</p> |

| | | |
|--|--------------|---|
| 1.2 Principles | 4 | <p>Values and guiding principles are in place to govern the university operations, both at university and faculty level. They are frequently turned into concrete institutional and individual practices and habits. Gender is not forgotten. Still, comprehensive gender interventions are needed at ARU, with emphasis on broader gender issues including gender mainstreaming across ARU's research and training programs. Gender is thus a key strategic area where progress can be made. Similarly, other policies and guidelines at ARU need to be reflected in the budgeting, and allocated with a sufficient level of staffing. There are still some domains in need of formulating or updating the underlying governing principles and guidelines. For example, at the moment ARU has not adopted an institutional guideline on research ethics as a translation of the national guidelines provided by the government through COSTECH.</p> |
| 1.3 Governance | 4+ | <p>Overall, ARU scores satisfactory on its governance structures (appropriate organisation chart, management system, various functional boards facilitating decision-making processes, action plan inspiring various planning tools).</p> <p>For the remainder, the university adequately balances participatory approaches with effective decision-making; notably through the involvement of internal and external actors in decision-making processes. Still, there is ample room to deepen the participatory processes, both at institutional and operational level, inside and outside ARU University.</p> <p>From a purely management point of view, in particular with respect to performance monitoring, there is also room for significant improvement.</p> |
| 2. Capability to deliver on development relevant objectives and commitments | | |
| <u>Domain</u> | <u>Score</u> | <u>Conclusions</u> |
| 2.1 Education | 4+ | <p>Overall ARU scores rather well in providing good quality, market needs and development relevant, education. The existence and performance of the quality assurance unit is an asset. ARU complies with all the national accreditation systems; with some rudimentary efforts to pursue also regional and international accreditation.</p> <p>A permanent concern for ARU's strategic development is about striking the right balance between: (a) efforts to create new programmes and become more multi-disciplinary, versus (b) still focussing on regular adaptations and attractive innovations of the existing programmes and maintaining the leadership in its specialization. Considering ARU's lingering budgetary constraints, the institutional assessment team observes a risk that the ambition of extending into new programmes and becoming more multidisciplinary would be jeopardising ARU's capacity to uphold its teaching and research strengths in its current specialisations.</p> <p>At the same time, ARU is involved in a growing inter-university competition which is partly viewed as an advantageous innovative dynamic and also a threat to the competitiveness of ARU. It also reflects a growing tension to conform to the market demands while upholding to the university's principles.</p> |

| | | |
|---|--------------|--|
| 2.2 Research | 3 | <p>Considering its history as a survey training centre, ARU has been successfully evolving and is convincingly a dynamic institution. However, ARU still needs capacity building and culture changing interventions to facilitate its on-going evolution from the traditional role as a polytechnic institution (action/project-driven) to a University (research-oriented). Restricted by financial constraints, ARU does not or hardly finance research activities by its staff members. This partly explains why research activities are rather poor in quantity, quality and diversity. Developing research that positively impacts on society is one of the major challenges for ARU's future. But, what sort of impacts, in which fields? Choosing the most relevant areas of research is surely at stake: how to select them in close interaction with engaged stakeholders, on which basis to establish the research priorities, how to effectively and strategically support the researchers and research initiatives (meaning that by contrast they are less involved in administrative or bureaucratic tasks)?</p> |
| 2.3 Driver of Change | 3 | <p>Ardhi university is deeply embedded into the Tanzanian community through training, consultancies and extension services. Nevertheless, these specialized interactions and services are insufficiently matched with cutting edge research and innovations and contributions to interrelated scholarly debates. How can one ensure that one's knowledge becomes a resource for the agency and creativity of the actors in order to meet the challenges? To what extent does ARU systematically support surveys or action research carried out by communities, local or national authorities? In the wake of this reflection, it appears that both aspects need to be taken into consideration: the content or theme of the research but also the approach to the research, in particular the way in which ARU researchers or students help actors find the best solutions and the best way to experiment and test them. How to become an actor in the development field? Which stance to take with regards to: solution/outcome oriented or process/transformational oriented? These are still open questions.</p> |
| 3. Capability to relate to external stakeholders | | |
| <u>Domain</u> | <u>Score</u> | <u>Conclusions</u> |
| 3.1 Conditions for networking | 3 | <p>Developing its visibility and acknowledgement, taking part in public events, participating in exhibitions, making known and acknowledged one's resources, are valuable and necessary measures which are taken by ARU at several levels and when there are opportunities to do so. Nevertheless, some key questions remain open for reflection: to what extent does the university have a clearly defined networking strategy in line with its mission? Participating in networks in a meaningful and targeted way is one thing; generating, organising and directing networks is something quite different. The first position is a follower position, the second is a decision-maker position. Current ARDHI's position is close to the first one.</p> <p>Another key question concerns the content: what does ARDHI want to share through networking activities? Whom with? What sort of influence does the university and its departments wish to exert? To bring about what change at what levels? To exert what influence? These questions are not completely absent; but they really need to be deepened and unpacked rigorously.</p> <p>Networking is not only a matter of information but also, and above all, a matter of action, of collaboration and of "doing with": being in a network means participating in a productive process</p> |

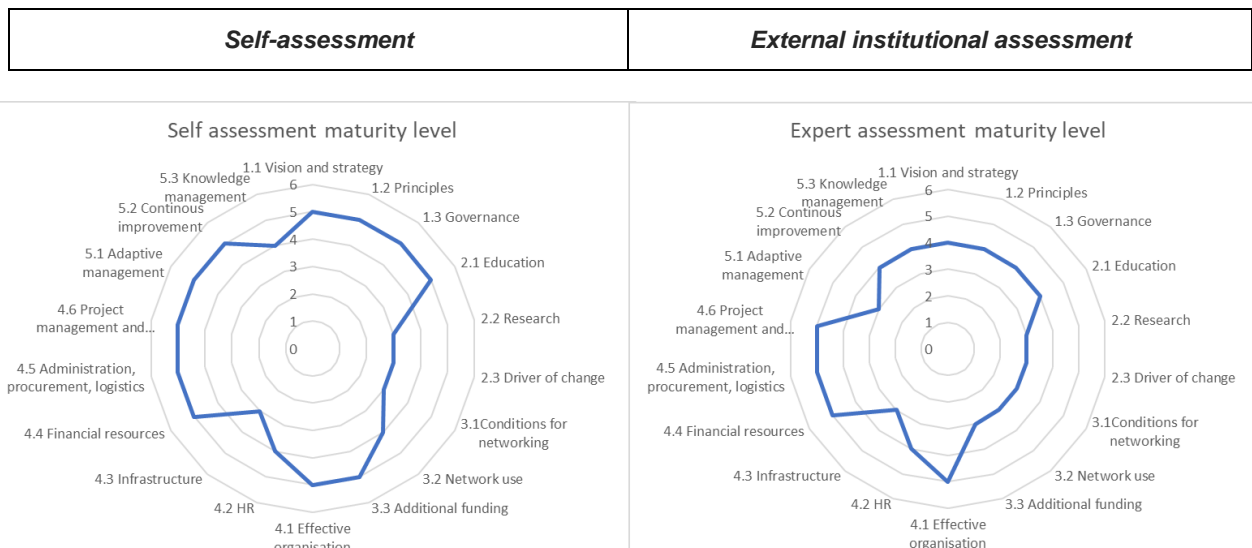
| | | |
|--|--------------|---|
| | | <p>(producing material things, but also opinions or influences, and outcomes or impacts) with strategic and relevant collaborators and audiences. This is where the performance of one's participation in a network can be properly assessed. There is ample room to deepen and widen this perspective at ARU.</p> <p>Overall, networking by ARU appears to be rather weak, not so much in terms of quantity or visibility, but in terms of purposes and impacts due to this visibility. Further strategic guidance is required on the message to be conveyed by ARU's presence or participation in an event: what is it supposed to trigger?</p> <p>Consequently, ARU could benefit from building an explicit and strategic approach to communication and networking, targeting the promotion of the university as such, as well as the promotion of some key ideas and concepts that link with the roots of ARU's identity.</p> |
| 3.2. Network use | 3+ | <p>As already underlined, networking is a domain where ARU can still engage in major improvements, focussing (among others) on (1) the embeddedness of ARU, at local and national levels, within the community, among public bodies and in collaboration with the private sector levels, and on (2) the image of ARU, for the university to be truly perceived as an actor of change; both from a knowledge and know-how perspective and from an undertaking / entrepreneurial perspective.</p> |
| 3.3. Additional funding | 3+ | <p>Overall, the current situation is not yet satisfactory. On the one hand, we underline that ARU is benefitting from some additional financial resources, available within the framework of strong MoU or conventions, sometimes established on a longstanding basis and accordingly reviewed and protracted. But, on the other hand and in spite of some useful support to resource mobilisation, the level of external funding remains far below the needs, while some potential sources of external funding remain to be tapped by ARU. Overall, partner feedback obtained suggests that ARU delivers rather well on the results agreed upon in the funding agreements.</p> <p>Furthermore, ARU lack a vision and strategy to manage its dependency on external resources for high-level quality research. To what extent are research activities calibrated to comply with external means? What is ARU's actual margin of manoeuvre in the negotiation processes when budgets are on the table? Is the headroom imposed by the donors? Partnerships are proclaimed fair and balanced, but the capacity to ensure that it is true in practice remains insufficient.</p> <p>The reading of the self-assessment made by ARU in 2019, in view of being re-accredited, also suggests that partnerships with the industrial milieu would be inadequate (in other words, national and international industry does not significantly invest in researches carried out by ARU).</p> |
| 4. Capability to act and commit | | |
| <i>Domain</i> | <i>Score</i> | <i>Conclusions</i> |
| 4.1 Effective organisation | 5 | <p>Overall, the university, as an institution, is properly shaped and managed in a spirit and within frameworks ensuring easy but nevertheless sound and effective decision-making processes, i.e. without jeopardizing institutional functioning. In an innovative perspective there is room for more participatory structures, devices, mechanisms and settings, notably in the various committees (see table 7.8.4, appendix 7.8).</p> |

| | | |
|--------------------|---|--|
| 4.2. HR | 4 | <p>There are few major problems in the domain of human resource management. ARU has established all the structures, frames, devices and mechanisms necessary for the university to function smoothly. In the HR domain, gender balance is improving, but reaching gender balance at all levels of the university is still a challenge. From our field investigations, some remarks can be made:</p> <ul style="list-style-type: none"> - Top management is male dominated; the vice Chancellor and two deputies are all male. Generally, there are improvements in the gender balance since the establishment of ARU's 2008 gender policy. In student enrolment the share of female candidates has grown from 19% in 2006 to 38% in 2018. Heads of departments are at 50% female and for deans 2 out of 5 are female. - Administrative staff are gender balanced, but academic staff are at about 35% females. It must be noted that the latter portion of females increased from 10% before 2010 to nearly 35% now. Key gender strategies are mainly focussed on awareness campaigns in schools to encourage girls to enrol in ARU courses. But the Gender Dimension Unit remains understaffed and with limited budget. <p>For the rest, as a general rule, human resources management is not an area where much innovation is expected in ARU. Nevertheless, there is room for significant improvements. Gender thinking, taken as an example, seems to be rather conventional. Gender is obviously not simply a question of balance between male and female staff. Gender poses the challenge of inequality, inclusion, domination, not only of one sex over the other, but more broadly of certain social categories over others. The fundamental concern is political: which category exploits, dominates, excludes, abuses, exerts violence against which others? These kinds of questions are simply off the radar at ARU.</p> <p>ARU still faces a fundamental HR challenge with respect to significantly increasing the % of its academic staff, that is actively engaged in research, capable of conducting state-of-the-art research and of mobilising external research funding. This requires sustained efforts combining capacity development and engaging existing staff with complementary recruitment of academic staff having excellent research credentials or at least strong research potential. However, for now, budgetary limitations are constraining both components of such HR endeavour.</p> <p>Furthermore, current HR policies, systems and practices as well as the prevailing organisational culture do not seem to be ready to support a fast further expansion of the university, as envisaged in ARU's strategic plans.</p> |
| 4.3 Infrastructure | 3 | <p>The university is functional, but infrastructures are not sufficient for the various schools and laboratories to fully meet their challenges. Infrastructure, in the broadest sense of the word, is a domain where a lot of quick wins are possible and where basic improvements are required; especially when considering ARU's ambition to rapidly grow its student enrolment. As far as infrastructure is concerned, maintenance is another pending issue.</p> <p>This is the blind spot of the current situation and reflection: which amortization plan, which organization for maintenance, how to fund maintenance, considering that the envisaged infrastructural development will further increase the maintenance requirements.</p> |

| | | |
|---|--------------|---|
| | | Maintenance is thus is another area that requires significant improvements in planning/budgeting, funding, and implementation. |
| 4.4 Financial management | 5 | <p>Generally, the university is financially compliant to statutory and legal regulations. This conclusion is confirmed by external auditors.. ARU complies to the public sector financial guidelines and accounting manuals, with absence of major queries in the audit report. There is some area of improvement in avoiding bureaucracy through appropriately combining technical strength and integrity in financial management with managerial flexibility, comfort and transparency.</p> <p>While ARU demonstrates excellence in managing the available financial resources, the current level of funding remains significantly below what is needed today. In spite of additional development funding allocated to ARU by the Government, the existing trends in recurrent funding provide insufficient financial leeway for ARU's ambitious expansion plans.</p> |
| 4.5 Administration, procurement, logistics | 5 | <p>ARU is not yet a top academic institution in Tanzania and the world. So far, the recent trends and current management's dynamism indicate a clear path towards this envisioned position. But to accelerate these efforts, a significant amount of technical and financial support is sought.</p> <p>Procurement systems are compliant to the government's regulations and guidelines. The tendering system is less vulnerable to corruption, but it is reported to be slow and bureaucratic. A well-prepared procurement plan and timely involvement of procurement staff are required to avoid delays in execution. In some donor funded/collaborative projects, arrangements are made for some procurements to be executed at the partner side. This shows that the system is somehow flexible when action is at stake.</p> <p>The supply chain and logistic system is effective, although its efficiency depends more on the procurement system. Furthermore, the IA found the administrative system of ARU to be effective and properly organized.</p> |
| 4.6. Project management and quality assurance | 5 | <p>ARU has developed and put into action a set of relevant procedures and tools to control the quality of research and teaching activities. This range (diversity) of instruments and procedures shows that ARU is deeply concerned with quality assurance and seeks to rely on facts and good practices. These elements were evaluated in 2018/2019. Recommendations were made and are being implemented by the staff and management of ARU, following an extensive self-assessment exercise.</p> <p>Concerning project management, ARU recognizes that progress can be made to better plan and better follow up on initiatives and development-oriented programs.</p> |
| 5. Capability to adapt and self-renew | | |
| <u>Domain</u> | <u>Score</u> | <u>Conclusions</u> |
| 5.1 Adaptive management | 3+ | The university assesses trends or changes and appears to be able to anticipate or adapt to major changes. But to do this effectively, the university still needs better tools, approaches and organisation. Context analysis should be an important part of the planning and strategy system. Such an analysis of the context should make ARU a better positioned political actor in today's Tanzanian society. That implies that context analysis is not merely conceived to help ARU adapt to an ever-changing society in a proactive and rather opportunistic way but should help |

| | | |
|----------------------------|---|--|
| | | ARU become an actor more committed as a changer driver or contributor. That means becoming a fully-fledged political and/or developmental actor (i.e. able to play an original and significant role in transforming society, at least for ARU's areas of focus, where the university can provide significant added value). This is where there is room for further improvements. |
| 5.2 Continuous improvement | 4 | Overall, ARU performs rather well in continuously adapting and renewing. While engaging in creating the new courses and research themes, ARU maintains its traditional specializations. In some cases, traditional programs are adapted to the industry dynamics. As a general rule, there is room for improvement in several important areas: feedback culture, incentive systems, training protocol and a HR development plan, processes to incorporate new research findings, facilitation of researches, balancing stability with innovation and renewal. |
| 5.3 Knowledge management | 4 | Overall, in spite of some interesting strengths, ARU's knowledge management system requires improvement and/or further development. How to make the knowledge generated in the wake of ARU's activities better circulate within and out of the university? This question is still topical despite some initiatives and devices already existing. On another hand, as already mentioned earlier, there is a remarkable culture of self-assessment, as can be seen in appendices 7.7 to 7.12. Self-assessment is carried-out in a SWOT perspective, which is purposeful and useful when improvement is at stake. On top of being available, the knowledge management system of ARU is confronted with a challenge of going digital. |

The following figures visualise the findings of the self-assessment versus those of the externally facilitated joint institutional assessment exercises.



1.3. The match of the university with the IUC concept

The match of ARU with the IUC concept is rather satisfactory.

The following *institutional characteristics* were observed. (i) ARU pursues an active policy of cultural, ethnic, social and philosophical non-discrimination. (ii) ARU is already involved in south-south networking so that outputs and results of the collaboration may be spread and/or shared with a wider group of institutions in the partner country or in the Global South; nonetheless significant progress can still be made, notably to better linking with universities in neighbouring countries, (iii) ARU already has a role as driver of change mainly in its surrounding environment and at national level; but impacts, transformative effects and changes at large are limited to particular situations and target only marginally the root causes of political, economic or social mechanisms.

The basic *institutional capacity* requirements are met. (i) ARU functions adequately at all levels, and is able to direct its own institutional destiny in a coherent manner. An adequate level of institutional planning and management is implemented, and the institutional environment is transparent. (ii) ARU however faces some serious challenges, as observed when human resources, funding and research are examined in depth. (iii) ARU is ready to continue to engage in a process of change management. ARU is strongly committed to improve, in all domains. (iv) ARU has (and continues to work on) a robust gender policy, as well as an integrity policy. (v) English is the working language of ARU. Management, staff and students demonstrate a good ability to use English as a working language.

Some other conclusions can be pointed out, notably in the domain of cooperation. (i) The IA-team considers that ARU matches the expected funding profile: the envisaged IUC partnership funding would make a significant difference without creating an over-dependency on VLIR-UOS funding. (ii) ARU has concrete experience in building partnerships, both at national and international levels, links with several Flemish universities and university colleges have already been established. (iii) ARU is not yet highly multi-disciplinary; ARU is not a so-called complete university. While this may limit the number of Flemish institutions that could initially partner with ARU, the recent development and future plans offer an interesting profile for diversification which will demonstrate a strong evidence of capacity building and a high potential to carry out multidisciplinary programmes.

1.4. Relevance and potential of the proposed IUC programme

The proposed collaboration matches with the VLIR-UOS country strategy for Tanzania. Three central themes of this proposal are brought forward: (i) environment (land use, eco-tourism, water sanitation and environmental and natural resource management), (ii) health (linked to water sanitation), and (iii) entrepreneurship and business development (through community involvement and by linking with the industry). The programme includes the cross-cutting themes of gender and participatory approaches, ICT & information management, monitoring & evaluation, quality of research and collaboration with other organizations.

The envisaged programme may tally up and put to the front three highly relevant assets: (i) the potential development of several outstanding grassroots participatory and citizen dynamics, (ii) the development of change-driving networking processes, both formal and non-formal, at local, inter-local and national levels, and (iii) the development of concrete action fields where public bodies actually (learn to) collaborate with local civil society organizations. A Trojan Horse Strategy is used: working with public bodies and, in so doing, helping them to make progress by implementing concrete and innovative activities. This strategy applies a “no rhetoric, just action” concept; while focussing on actions with high internal transformative potential.

2. Introduction

2.1. Brief history of university in region

Ardhi University (ARU) is a public academic institution established under the Ardhi University Charter of 2007¹. ARU has a long history, dating back to the colonial times when it was established as a Survey Training Centre (STC) in 1956. As a Centre its mandate was to train land surveyors' technicians at the certificate level. In 1972 the STC was expanded and renamed Ardhi Institute. As an Institute, it offered three diploma programs in Land Surveying, Estate Management and Valuation as well as Town Planning. These programs were subsequently upgraded to Advanced Diplomas in 1975 and they were recognized by professional bodies within and outside Tanzania. Ardhi Institute expanded its teaching activities and by 1981 three additional advanced diploma programs in Architecture, Quantity Surveying and Environmental Engineering were established.

In 1979, the Centre for Housing Studies (CHS), a joint project between the governments of Tanzania and the Netherlands, was established at Ardhi Institute. The initial focus of the CHS was to offer short courses and to carry out research in the fields of housing, planning and building. The CHS later evolved into the Institute of Human Settlements Studies (IHSS). Ardhi Institute thus became a regional centre in the field of Human Settlements, training students from East Africa, SADC and Western African countries. It established academic exchange programmes with the Technical University of Delft and the Institute of Housing Studies (both in the Netherlands), Technical University of Dortmund in Germany, the School of Architecture in Copenhagen, Denmark and the Departments of Surveying of the universities of Zimbabwe and Lagos.

Ardhi Institute became a Constituent College of the University of Dar es Salaam (UDSM) in 1997. It was named the University College of Lands and Architectural Studies (UCLAS) through Government Notice No. 148 of June 29th, 1996 and UDSM Act No. 12 of 1970. UCLAS academic activities were organized into two faculties, the Faculty of Architecture and Planning (FAP) and the Faculty of Lands and Environmental Engineering (FLEE). In 2007, UCLAS was transformed into Ardhi University (ARU) as per the Universities Act of 2005 and the Ardhi University Charter of 2007. Over the past years, ARU has recorded significant achievements in fulfilling its core functions in teaching, research, public services, and the overall institutional development.

2.2. Development context

Traditionally, ARU was established to serve as a technical institute offering training and extension services on land and built environment. During the last ten years the institution has evolved into a dominant player in the fields of spatial planning; development economics; architecture; urban transport planning; environmental science, technology, and management; land management; geospatial sciences and technologies; built environment at large and allied fields. ARU is therefore well-positioned to contribute to the implementation of the National policies, plans, strategies and projects; in a wider perspective than its initial focus. Although there are other universities, which have started offering some of the fields that historically belonged to ARU, the university is the only one in Tanzania and East and Central Africa where training of all professions in land and built environment are offered under one roof.

Between 2007 and 2019, according to the statistics available at ARU (see notably our appendix 7.14), the university trained a total of 8,724 graduates in the fields of built environment. These graduates have been employed at various levels including senior administrative and local government positions in parastatal organizations, government agencies and private sectors. Many graduates from ARU hold senior administrative positions in the related sectors. ARU academic staff are also members of different National Boards, including the Chairperson of the National Housing Corporation and the National Environmental Management Council.

1- See appendices 7.5. and 7.6. for more details

Alumni and ARU academic staff have been engaged in implementation of different Government projects such as the construction of Standard Gauge Railway, Construction of the National Stadium in Dodoma; and Development of Master Plan of The New Capital, Dodoma, to mention just a few. ARU has trained graduates who have become job creators especially in the fields of Land Surveying, Land Management and Valuation, Environmental Engineering, Urban Planning, Quantity Surveyors and Architects. More than 60 valuation firms, 20 land surveying firms, 230 Architecture firms, 120 Quantity Surveying firms and 43 Town Planning firms have been established by the Ardhi University's community.

2.3. Implementation of the institutional assessment

2.3.1. Presentation of the institutional assessment approach

The institutional assessment consists of two stages: (a) a self-assessment by the university of its institutional capacity and (b) a joint assessment of the university's institutional capacity facilitated by external assessors. The same institutional assessment framework is used for both stages of the institutional assessment. The institutional assessment framework is based on the 5 capabilities model developed by ECDPM. For the purpose of the institutional assessment, each capability comprises several domains, in turn every domain is characterised by a set of complementary aspects.

The institutional assessment implies discussing, assessing and documenting every domain, including the identification and justification of its current maturity level, appreciated on a scale from 1 (absent or extremely weak) to 6 (a role model).

Each institutional assessment exercise facilitated by external assessors includes: a preparation phase, a field phase and a reporting phase. The field phase was initially envisaged as a 9-calendar day visit of the candidate IUC partner university by a lead assessor (international expert), accompanied by a 2nd assessor, a national/regional expert. The entire institutional assessment approach is described in the methodological guide for Institutional Assessment of candidate IUC universities. In practice, due to the covid-19 pandemic, this approach had to be adapted, as to allow the lead assessor to work – and guide the activities – from Belgium.

2.3.2. Institutional self-assessment process

C-Lever.org, the Belgian based consulting enterprise assigned by VLIR-UOS for conducting the institutional assessments, communicated with Ardhi University on 17th January 2020 informing on the institutional assessment's initial schedule for March 2020.

The assessment approach required that the University conducts its own self-assessment before an external assessment by experts from C-Lever.org. The office of the DVC-AA selected ten (10) members from Ardhi University across the various units and organs of the University to constitute the self-assessment team. The selection criteria included the academic level (ensuring a composition of both senior and junior staff members), gender balance, representation of all organs of the university and a balanced distribution between academic and administrative staff. The Self-assessment team comprised the following members:

| S/N | Name | Gender | School |
|-----|----------------------|--------|--------|
| 1. | Dr. Sarah Phoya | F | SACEM |
| 2. | Dr. Rehema Monko | F | SACEM |
| 3. | Dr. Shubira Kalugila | F | SACEM |
| 4. | Dr. Daniel Mbisso | M | SACEM |
| 5. | Ms Mariam Genes | F | IHSS |
| 6. | Ms Theresia Francis | F | SSPSS |
| 7. | Dr. Tatu Limbumba | F | IHSS |

| | | | |
|-----|-----------------------|---|-------|
| 8. | Dr.Ntwa Katule | M | SERBI |
| 9. | Dr Jacob Kihila | M | IHSS |
| 10. | Prof Eleuther Mwageni | M | SSPSS |

An information session was conducted by the Director of Postgraduate Studies, Research and Publication (DPRP) who gave a background on the submission of the concept note to VLIR- UOS whereby ARU was shortlisted, among 8 institutions, out of 52 who participated. The DPRP also explained to the team the process of writing the extended concept note, being considered, together with the institutional assessment, for the final selection of 5 IUC partner universities (out of 8 shortlisted). He further explained the whole essence and process of the institutional assessment and clarified on the capability domains for which the assessment is made.

Each individual in the self-assessment team was given the self-assessment form and conducted the assessment based on the prescribed format from VLIR-UOS. The team then convened to debate on the scores and their corresponding justifications. This formed the basis for the completion of the University self-assessment report that was submitted to C-lever.org, ahead of the external institutional assessment.

Generally, the self-assessment fulfilled its intended purpose. Members participated fully by diligently filling their assessment forms and submitting the same to DPRP for reference in the University's assessment report. The exercise also gave an opportunity to the individual members and the University at large to reflect upon areas that each can potentially contribute for improvement in enhancing the capacity of the University to attain its aims, vision and missions.

2.3.3. External institutional assessment process

The external assessment of Ardhi University for the IUC candidacy was conducted by two external assessors; Prof. Philippe De Leener – lead assessor and Dr. Hezron Makundi – 2nd assessor. As a result of the Corona Virus outbreak, the original visit of March 2020 failed to take place. Several planning efforts were facilitated by Ms. Hilde Geens and Mr. Patrick Stoop at C-lever.org in contact with Prof. Gabriel Kassenga, the local IUC Coordinator at ARU. A new schedule involving the virtual participation of the lead assessor- Prof. De De Leener and the physical visit of the National consultant - Dr. Makundi was rescheduled for Mid-July 2020. An initial draft agenda was discussed, including interviews, focus group and other fact-finding modalities, and the different types of internal and external stakeholders to be met. The subsequent versions of the assessment program were discussed and jointly finalized by the two sides; this included an additional day for the assessment.

The two external assessors received and studied a set of documentation availed which include: the initial IUC concept note submitted by ARU to VLIR-UOS and corresponding annexes, ARU's Mid-Term Rolling Strategic Plan 2020/21-2024/25 and the IUC Institutional self-assessment report from ARU, which was submitted on 1st March 2020. Prior to the commencement of the external assessment, communications and exchanges between Prof. De Leener and Dr. Makundi were also done in relation to the technical aspects of virtual participation of the lead assessor and a peer-review of the existing documentation.

The Institutional Assessment exercise started on July 13th with several introductory meetings. Starting with a **courtesy call** to the vice-chancellor of Ardhi University. This meeting was also attended by the two Deputy Vice Chancellors, and the Lead Assessor also participated, through a Skype call, during the entire session. The institutional assessment team presented the objectives and approach for the external assessment. This was followed by a meeting with the **self-assessment team** in which clarifications on some findings of the self-assessment report were sought, further documentation was exchanged. Furthermore, the final program and expectations from the external assessment exercise were presented. The next day a **kick-off meeting** was conducted, this was attended by internal stakeholders from the university, particularly those who were to be involved in the external assessment. During the meeting the objectives and approach for the external institutional assessment exercise were explained. After these initial meetings, the fact-finding part of the assessment followed; this involved a combination

of the various methodologies and approaches, consulting multiple internal and external stakeholders, as outlined below.

- Campus visits to make observations on the state of the physical environment of Ardhi University, including teaching and learning facilities, student services and the day to day functioning of the various departments and units.
- Individual interviews involving academic and non-academic staff and members of the university's management who provided information on the mandates, scope and contents of their operations.
- Individual (in-person or by-phone) meetings with external stakeholders were conducted to collect information on their perception on the operations and roles of Ardhi University. Some of the physical meetings were conducted outside the campus of Ardhi University within Dar es Salaam.
- Three main focus group discussions were conducted with ARU's students, academic staff and non-academic staff. These meetings complemented the information acquired through individual interviews.
- The external assessment team also conducted an extensive review of document pertaining to the planning, reporting and regular operations of the various organs of Ardhi university. These documents were used to validate the information collected during individual interview and focus groups. A list of documents consulted can be found in appendix 7.13.

Throughout the assessment, regular informal feedback was obtained, and consultations were done with a representative of the local IUC coordinator to solicit the feedback and share updates on the progress. In addition to his distant participation in key meetings, the lead assessor who was based in Brussels exchanged daily with the 2nd assessor present at ARU; progress reporting and skype meetings were conducted in the morning and evening. A large component of the reporting was real time on a daily basis.

At the end of the assessment, a debriefing and closing meeting was held Thursday afternoon 23rd July. A summary of the key findings and conclusions for all capabilities and domains were presented during this session. The meeting was attended by the top management of Ardhi University and representatives of the self-assessment team. Some comments and inputs from stakeholders were received by the external assessors, including pledges to share additional documentation to strengthen the assessment report. Generally, the participants acknowledged that the findings were complimentary to those from the self-assessment. Overall, the findings and (preliminary) conclusions of the external assessment team were positively received by the leadership of ARU; thus, contributing to a learning process which will feed into the future planning and management operations of ARU.

3. Institutional assessment of the university

More details and examples are provided in appendix 7.4. In this section, we propose a factual and operational synthesis with the main trends or findings.

3.1. Capability to achieve coherence

3.1.1. There is a shared and coherent vision and strategy on university or faculty level

| Findings of the self-assessment | | Findings of external assessment | |
|---|---|--|---|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 4 |
| <u>Justification of selected maturity level - Description of the existing situation</u> <ul style="list-style-type: none"> - The clear mission and vision is available. The statements are in various university documents - The strategic mission and vision are well stated in the ARU Corporate Plan - The university has a corporate plan was developed in a participatory manner, and was discussed and endorsed by all levels of the university structure. Bottom-up approach. The Corporate Plan is implemented through a Medium Term Strategic Rolling Plan (MTRSP) - The targets in the corporate plan are a basis of annual activities of the units and staff - The operationalization of the MTRSP is through OPRAS | | <u>Justification of selected maturity level - Description of the existing situation</u> <ul style="list-style-type: none"> - Clearly defined vision and mission are available, easily accessible and regularly updated; they are reviewed every five years with inputs from external stakeholders, including Government ministries and departments, private sector, alumni, students and staff, Regulatory Boards and Professional Associations and development partners. These documents are printed and circulated to all academic units for references and adoption throughout the university's operations, including the bottom-up annual planning. (P1) - ARU's Corporate Plan is a ten-year strategic plan which is translated into two five-year plans (MTRSPs). These documents are broadly aligned to the recently revised mission and vision of the University. (P2) - Institutional SWOC (strengths, weaknesses, opportunities, constraints) analyses are conducted regularly to identify critical areas that need to be addressed as part of the implementation of the new MTRSP (medium term rolling strategic plans, 2020/2021-2024/2025) (P3). - In the past, faculties and departments were required to develop departmental and school/faculty level strategic plans, which acted as extensions of the university-wide strategic plan. This practice was abandoned in 2015 when ARU adopted the government's Open Performance Review and Appraisal System (OPRAS). Under the current system, the goals stated in the MTRSP are cascaded into the performance targets of schools, departments and individual staff members during the annual planning. As a result of this cascading method, the annual plans become rather loosely bound to the MTRSP. It is still difficult to consolidate the individual level annual targets to a collective set of five-year university wide goals. (P4) - All in all, the three core functions of the university (training, research and public service) are properly formulated and in coherence with the context and environment. <p>In short, ARU's strategies seem to be over-ambitious and lack coherence with available resources. A realistic development path, building on existing strengths, comparative advantages and distinctive opportunities are still lacking for ARU and for its faculties. (R5)</p> | |
| Conclusion | | | |

ARDHI is a dynamic institution, evolving in line with its complex environment and societal challenges. To compete with other growing higher learning institutions in Tanzania, ARU has opted for diversification of its training and research areas and establishment of new off-campus colleges outside Dar Es Salaam. However, the existing strategies and solution on financing these innovations are hardly convincing and it is not clear how the conditions required to attain these ambitions are being reunited. The proposed ambition for the next five years requires a deeper paradigm shift, a significantly enhanced institutional identity and a huge expansion in terms of infrastructural and human capacity. What is envisaged in the strategic plan seems beyond ARU's capacity, considering the trend demonstrated in recent years.

Context analysis delineates an area or domain where ARDHI could improve its strategic foundations. Not so much a descriptive (symptom-based) but a causal (mechanism-oriented) analysis would add value. The relevance and coherence of a vision and related strategy relies on the quality and depth of the context analysis led at several scales (local, national, international) and supported by several entries (evolutions in the social, economic, political, environment domains).

All in all, the strategic plans seem too ambitious, particularly with regard to the lack of resources. Further efforts are welcome to ensure that ARU's ambitions are actually and thoroughly shared and transformed into decisions, behaviours and practices.

3.1.2. Existence of a set of simple principles which govern the university's/faculty's operations

| Findings of the self-assessment | | Findings of external assessment | |
|--|---|---|---|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 4 |
| <u>Justification of selected maturity level - Description of the existing situation</u> | | <u>Justification of selected maturity level - Description of the existing situation</u> | |
| <p>The values are well stated in the Corporate Plan.</p> <p>The University has several operational policies and procedures, eg. ARU research operational policy and procedures, ARU academic dishonesty policy, ARU research agenda, Quality Assurance policy, Gender Policy, Anti-sexual harassment policy. Most policies are available online</p> <p>Environmental research is well stated in ARU Research agenda. ARU has a School dealing with Environment (School of Environmental Science and Technology)</p> <p>Internationalization and Integrity are the core values of ARU as stated in the ARU Corporate Plan</p> | | <p>- The core values of ARU university include: Integrity, Creativity, Excellence, Equity, Teamwork, Internationalization, and Professionalism. Unlike the university's mission and vision statement, the values were neither easily nor widely recited by the interviewed internal stakeholders, including students and staff outside the management. (P1)</p> <p>The key question then becomes: to what extent are these values integrated into the university's everyday functioning and decision making?</p> <p>- ARU university has managed to develop a comprehensive set of policies, guidelines and operational procedures. These include the ARU human resources management policy, a gender policy of 2008, anti-sexual harassment policy, policy on academic dishonesty, research policy, general regulations and guidelines for postgraduate study programmes, commercialization guidelines, etc. ARU still needs to develop and adopt policies governing other key areas of operations such as environmental sustainability, energy efficiency and ethical research conducts². (P2, R3)</p> <p>- Gender policy, further reviewed as an example of the policies, is narrowly focused on rebalancing men and women across the various levels and resulted in notable progress in this domain. But, while the university reviews the policy, the</p> | |

² There was a challenge of understanding the definitions of rule-based and principle-based governance. Generally, most of the ARU business is based on the organizational spirit which exists as an organizational culture. However, the management of academic affairs (including, teaching/learning and examination handling) weighs more on the rule-based approach. There are principles which students and staff members are required to adhere to, with penalties.

| | gender dimensions unit remains understaffed and with a limited budget that supports a few awareness-raising programs. |
|--|---|
| Conclusion | |
| <p>Values and guiding principles are in place to govern the university operations, both at university and faculty level. They are frequently turned into concrete institutional and individual practices and habits. Gender is not forgotten. Still, comprehensive gender interventions are needed at ARU, with emphasis on broader gender issues including gender mainstreaming across ARU's research and training programs. Gender is thus a key strategic area where progress can be made. Similarly, other policies and guidelines at ARU need to be reflected in the budgeting, and allocated with a sufficient level of staffing. There are still some domains in need of formulating or updating the underlying governing principles and guidelines. For example, at the moment ARU has not adopted an institutional guideline on research ethics as a translation of the national guidelines provided by the government through COSTECH.</p> | |

3.1.3. University's/faculty's governance/management structures are effective

| Findings of the self-assessment | | Findings of external assessment | |
|--|----|---|----|
| <u>Selected maturity level</u> | 5+ | <u>Selected maturity level</u> | 4+ |
| <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <p>The University has an organogram. The organogram is in most university policy documents. The University has a Council which is the top most decision making body. The Council has different committees such as Senate, Planning and Finance Committee and the Audit Committee and Human Resource Committee to mention just a few</p> <p>The Management has also committees such as Senate Higher Degrees, Research and Publications Committee, Committee of Deans and Directors, Policy Steering Committee, Students Affairs Committee, to mention just a few. These committees meet quarterly.</p> <p>Members of different committees are from different groups from the university, including students, Worker's Unions, Students with disability.</p> <p>The Council members are from different Governmental, non-Governmental bodies and Government representatives, etc..</p> | | <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <ul style="list-style-type: none"> - The organogram and management system exist and are well known by staff members³. The University's council is the supreme governing organ of the university. The decision-making process is in most cases a bottom up approach (from the lower level upwards) and some decisions go all the way to the supreme organ (the Council). This is in one hand commended for justice and quality assurance, but on the other hand this is challenged for being long and bureaucratic. (P1) - In practice, the university has a diverse and functional Board, the Council, that meets regularly, on a quarterly basis but also more often if necessary. (To avoid delays in decision making, additional extra ordinary meetings are occasionally conducted and in some cases the chairperson of the council and other management committees may respond to unforeseen urgent matters). Overall, the governance and management framework is relatively flexible. (P2) - Performance indicators are monitored internally and externally. Internally by the quality assurance bureau and the Audit committee of the ARU University's Council. Externally through a performance contract signed between the university through the vice chancellor and the National treasury registrar. All in all, performance targets are measurable, but some of them are ambitious and dependent on external factors such as government's funding and possibilities of accessing donor-funded programmes. This indicates that the coherence between targets and available resources may be improved. A more flexible planning and budgeting system is needed. (P3 and P4) - Generally, the action plans are developed in a hierarchical manner and they are derived from the Corporate plan and | |

³ The composition of ARU governing boards (both council and senate) is well defined. It includes; the management, staff and students' representatives, private sector, alumni association, the ministry of education, sector regulators, professional bodies and other relevant organizations related to ARU. These boards have a cycle of three years.

| | |
|--|--|
| <p>The annual work plan is drawn from the targets as stipulated in the university strategic plan. Implementation of the strategic plans is monitored quarterly.</p> <p>Every staff agrees with his/her immediate supervisor on the annual targets of which the evaluation is carried-out at the end of the year</p> | <p>Mid Term Rolling Strategic Plan (both developed in a collaborative manner). (R5)</p> <p>Overall, the university adequately balances participatory approaches with effective decision-making, through involving internal and external actors in decision making processes. (R7)</p> <ul style="list-style-type: none"> - Despite some delegation of authority to the different lower management levels, the control and command system remains rather highly centralized. - Functions of the various decision-making bodies of the university are non-ambiguous and non-conflicting. But some units such as the directorate of Research and Postgraduate Studies and the Quality Assurance Unit have broad mandates which may not be implemented in an effective manner. (R6) - Some decisions are made through a series of hierarchical committees while others are executed within the prospective units. For example, examination results and appeals are discussed from the departmental level, up to the senate. This, albeit long, process ensures that decisions are effective and fair. |
| Conclusion | |
| <p>Overall, ARU scores satisfactory on its governance structures (appropriate organisation chart, management system, various functional boards facilitating decision-making processes, action plan inspiring various planning tools).</p> <p>For the remainder, the university adequately balances participatory approaches with effective decision-making; notably through the involvement of internal and external actors in decision-making processes. Still, there is ample room to deepen the participatory processes, both at institutional and operational level, inside and outside ARU University.</p> <p>From a purely management point of view, in particular with respect to performance monitoring, there is also room for significant improvement.</p> | |

3.2. Capability to deliver on development relevant objectives and commitments

3.2.1. The university provides high quality, development relevant education

| Findings of the self-assessment | | Findings of external assessment | |
|---|---|--|----|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 4+ |
| <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <p>The curricula are developed based on report of the needs assessment and market study.</p> <p>Major reviews of the curricula are carried-out after every five years and minor review after three years.</p> <p>Every course in a curricula has well stated learning outcomes</p> <p>The University has quality assurance tool to make sure that all the operations meet the accepted quality standards</p> | | <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <ul style="list-style-type: none"> - ARU has adequate systems for curriculum development, with due attention to the labour-market needs, relevance, learning outcomes and quality. Specific market surveys, University-wide tracer studies, institutional self-assessments, and stakeholders' workshops (with actors across the private and public sectors), are conducted regularly by the academic staff in accordance with the needs. Problem-based learning approaches, consultancies and other outreach activities are used and provide key sources of input feeding into participatory development and revisions of courses and programs. Updates are also informed by research and new technologies. (P1) - The university has clear quality assurance standards, being effectively implemented, notably with the support of a | |

| | |
|--|--|
| <p>Improvement/development of curricula takes into consideration the comments from stakeholders such as industries, government agencies, employers, professional bodies, etc..</p> <p>ARU curricula have been accredited by the Tanzania Commission for Universities</p> | <p>quality assurance unit. The quality assurance unit is not only tasked to monitor and benchmark the performance of ARU's operations but also to coordinate capacity building efforts such as training on pedagogy and curriculum development among others. Such activities are regularly implemented; but they are also curtailed because of ARU's budgetary constraints. Furthermore, the Quality assurance team needs to be empowered in terms of staffing and finance or redesigned to focus on learning and teaching roles. Additional measures are needed to avoid that quality assurance of the non-academic functions (such as human resources management, general administration estates management and ICT services provision) is crowding out quality assurance on teaching, learning and research. (P2)</p> <ul style="list-style-type: none"> - ARDHI's educational programmes are accredited by the National accreditation agency (TCU). The accreditation processes implied professional endorsement procedures, changes in academic programs and structures of academic units. 5 new academic degree programs were developed in the past two years. (P4 and R5) - While acknowledging a leading role of ARU in specialized fields, such as architecture and town planning, interviewed external stakeholders including those from regulatory agencies and employer organizations, argue that ARU will soon face a stiff competition from other universities which have recently started to offer programs similar to those at ARU. Our investigations do not firmly indicate that this challenge is adequately considered in ARU's strategy. (R6) |
|--|--|

Conclusion

Overall ARU scores rather well in providing good quality, market needs and development relevant, education The existence and performance of the quality assurance unit is an asset. ARU complies with all the national accreditation systems; with some rudimentary efforts to pursue also regional and international accreditation.

A permanent concern for ARU's strategic development is about striking the right balance between: (a) efforts to create new programmes and become more multi-disciplinary, versus (b) still focussing on regular adaptations and attractive innovations of the existing programmes and maintaining the leadership in its specialization. Considering ARU's lingering budgetary constraints, the institutional assessment team observes a risk that the ambition of extending into new programmes and becoming more multidisciplinary would be jeopardising ARU's capacity to uphold its teaching and research strengths in its current specialisations.

At the same time, ARU is involved in a growing inter-university competition which is partly viewed as an advantageous innovative dynamic and also a threat to the competitiveness of ARU. It also reflects a growing tension to conform to the market demands while upholding to the university's principles.

3.2.2. The university is a multidisciplinary institution that produces major amounts of high-quality research

| Findings of the self-assessment | | Findings of external assessment | |
|---|--|---|---|
| <u>Selected maturity level</u> | 3+ | <u>Selected maturity level</u> | 3 |
| <u>Justification of selected maturity level - Description of the existing situation</u> | <ul style="list-style-type: none"> - Academic staff are confronted with severe understaffing, overwhelming teaching and administrative duties and thus have limited time for research. The annual target of | <u>Justification of selected maturity level - Description of the existing situation</u> | |
| Academic staff are encouraged to carry-out research and publish | | | |

| | |
|--|---|
| <p>results. Publication is one of the promotion criteria for academic staff. The University has policies and guidelines that allow staff to carry-out research.</p> <p>Senior members of academic staff with PhD are few. More than 50% of academic staff have no PhD.</p> <p>Last year ARU organized one academic conference</p> <p>Ardhi university is a specialized university therefore it has inadequate multidisciplinary research.</p> <p>As a result of few research projects, few academic staff attend academic conferences.</p> <p>University insist on research that have impact to the society, although these projects are few</p> <p>The University has been utilized by the Government in implementing its development projects and in formulation of policies</p> | <p>publications at the university stands at 200, but in the past four years the real number of publications ranges between 26 and 77. ARU has evolved from an industry-oriented institution to an academic one. Historically, the culture of conducting research and tendencies of pursuing doctoral studies was much less present among the academic staff of ARU. The evolution towards an academic institution is characterized by a rather slow pace in developing the research culture. A few senior staff which are expected to champion research activities are either caught up into management roles or they are less interested in academic research. (P1, R6)</p> <ul style="list-style-type: none"> - This basic reality entails consequences: few seminars and research dissemination activities (including conferences) are organized, poor ICT driven-tools for data collection, limited number of publications, lack of a centralized research repository to track and make best value of the publications, and a relatively limited share of cost-effective research outcomes relevant for development. (P2, R7) - ARU still needs capacity building and culture changing interventions to further evolve from the traditional role as a polytechnic institution into a University. - Historically, ARU has been a specialized institution with a focus on a few related disciplines. However, inter-disciplinary initiatives show an emerging and institutionally well supported dynamism. For example, the department of civil engineering was recently created and is embedded into the school of architecture and design while the traditional urban and regional planning is now expanded to include economics and social studies. The new fields are evolving into units and departments within the traditional schools, with future plans of becoming independent academic units (schools/faculties). These diversification strategies are confronted with limited resources and thus pose a risk of failure or delays in establishing new autonomous academic disciplines. (P3) |
|--|---|

Conclusion

Considering its history as a survey training centre, ARU has been successfully evolving and is convincingly a dynamic institution. However, ARU still needs capacity building and culture changing interventions to facilitate its on-going evolution from the traditional role as a polytechnic institution (action/project-driven) to a University (research-oriented). Restricted by financial constraints, ARU does not or hardly finance research activities by its staff members. This partly explains why research activities are rather poor in quantity, quality and diversity. Developing research that positively impacts on society is one of the major challenges for ARU's future. But, what sort of impacts, in which fields? Choosing the most relevant areas of research is surely at stake: how to select them in close interaction with engaged stakeholders, on which basis to establish the research priorities, how to effectively and strategically support the researchers and research initiatives (meaning that by contrast they are less involved in administrative or bureaucratic tasks)?

3.2.3. The university is perceived as a real actor and driver of Change

| Findings of the self-assessment | | Findings of external assessment | |
|---------------------------------|----|---------------------------------|---|
| <i>Selected maturity level</i> | 3+ | <i>Selected maturity level</i> | 3 |

| | |
|--|--|
| <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <p>ARU has been organizing trainings/ outreach programmes especially to the society although these are not adequate as a result of limited number of research outputs caused by limited number of research projects. A limited number of ARU researchers have been participating in International Conferences. Outreach activities are included in staff performance through OPRAS.</p> | <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <ul style="list-style-type: none"> - Does ARDHI actively contribute to public policy debates (local, district, national and/or international level)? This is one area where ARU seems to lag behind other public universities. While staff members of ARU are reported to engage in many international conferences and seminars, the efforts to organize similar events at home are very limited. (P1 and P2) - The impact of ARU in the society, generated through practical teaching methodologies and consultancy services, is acknowledged by external stakeholders. Different academic staff of ARU are members of various committees across the public and private organizations; they engage in policy fora, and interact with the media on the various matters related to their expertise. A few academics reported their hesitation to engage with the media as they feel that they need to seek for approval/consent of the university management. The management response acknowledges some restrictions on circumstances where individuals speak on behalf of the university as an institution; but management states that generally staff are free to share their expertise widely. (P3) - ARU supports the dissemination of new ideas, concepts and research results. This is done in several ways including: (i) training, consultancy and advisory services offered by ARU academic and technical staff (ARU staff are members in governing boards for most of the agencies related to Lands, urban and rural planning, environmental management and other relevant fields), (ii) ARU staff, researchers or students are engaged in the design and construction management for many public and private sector buildings, (iii) they conduct environmental and social impact assessments for many turnkey infrastructural projects, (iv) they provide advisory services on disaster and risk management interventions (for example on Bukoba Earthquakes and Mbagala Military explosions), (v) they develop urban masterplans for several emerging cities in Tanzania including Mlowa in Mbeya and Gairo in Dodoma. (P4, R5, R6) - The university is effective in contributing to public policy changes. Based on its background and speciality, the contribution of ARU is concentrated on the lands, urban planning and more recently the housing sectors. But also, in other relevant and significant sectors, for example: (i) development of a procedure for mortgaging land (Land Regulations, 2019), (ii) contribution to the development of the Urbanization Management Policy of Tanzania, (iii) guidelines on biofuels development in Tanzania. (R7) - Despite all these outstanding contributions, a question remains: to what extent do ARU's research and education processes really facilitate the emergence of innovative solutions, notably those relevant for communities, private sector, etc.? Professors and students are frequently involved in local development processes, but this does not necessarily mean that they launch innovative change dynamics. Taking part in a process as resource person does not necessarily imply that one carries out or generates innovative approaches. Promoting innovation or creativity is part of the university's challenges. (R8) |
|--|--|

Conclusion

Ardhi university is deeply embedded into the Tanzanian community through training, consultancies and extension services. Nevertheless, these specialized interactions and services are insufficiently matched with cutting edge research and innovations and contributions to interrelated scholarly debates. How can one ensure that one's knowledge becomes a resource for the agency and creativity of the actors in order to meet the challenges? To what extent does ARU systematically support surveys or action research carried out by communities, local or national authorities? In the wake of this reflection, it appears that both aspects need to be taken into consideration: the content or theme of the research but also the approach to the research, in particular the way in which ARU researchers or students help actors find the best solutions and the best way to experiment and test them. How to become an actor in the development field? Which stance to take with regards to: solution/outcome oriented or process/transformation oriented? These are still open questions.

3.3. Capability to relate to external stakeholders

3.3.1. The university creates the condition for effective network development and is aware of the importance of formal institutional alliances

| Findings of the self-assessment | | Findings of external assessment | |
|--|----|--|---|
| <u>Selected maturity level</u> | 3+ | <u>Selected maturity level</u> | 3 |
| <u>Justification of selected maturity level - Description of the existing situation</u> Presence of Marketing committee chaired by The Vice Chancellor ARU website used as a marketing tool ARU has a public relations office ARU participates in exhibitions The University has a Links Department to ensure linkage with other institutions outside Tanzania The University is developing guidelines for linking ARU research outputs with Industry ARU has a Land Administration Unit that is used for outreach purposes | | <u>Justification of selected maturity level - Description of the existing situation</u> <ul style="list-style-type: none"> - Both, external and internal communications in the university are officially managed by a Public Relations Officer (PRO) who is guided by the institutional public relations policy. This external communication system is used to communicate effectively with key stakeholders (government, community, private sector, funders, ...). But it still lacks a strategic perspective; for example, further strategic guidance is required, in terms of structural internal collaboration between the ICT and public relations teams oriented to enhance the use of ICT in the communication process; also, in terms of participation in fairs or wide audience public events, etc. (P1) - The level of networking capacities is rather low, due to the understaffed public relations unit (2 staff only) and limited training for researchers to disseminate their findings. To what extent do the academics use the PRO to promote their own researches or activities? The importance of networking is mentioned in some official documents, notably in light of external resource mobilization. In practice the university hardly provides financial support to its academics for their communication activities. (P2) - School days and some other activities, open to external audiences, are organized annually between students and staff to demonstrate new innovations and external stakeholders are invited. Projects offer other opportunities to exchange and communicate with another range of stakeholders. (P4) - From a more political point of view, ARU is not very active in organizing and hosting national or international thematic platforms with a view to defend a particular programme or vision, with the exception of the domain of urban planning (and even in this field, what are the core concepts promoted by ARU?). (R5) | |

| | |
|--|--|
| | <ul style="list-style-type: none"> - All in all, the means devoted to external communication and networking remain poor. The dependence on external resources remains high. For example, covering costs of attending external conferences is fully dependent on external funds. (R6) - Such weaknesses might be partly explained by the absence of an explicit and dynamic ARU strategy on networking and on the best way to communicate with (external) stakeholders. |
|--|--|

Conclusion

Developing its visibility and acknowledgement, taking part in public events, participating in exhibitions, making known and acknowledged one's resources, are valuable and necessary measures which are taken by ARU at several levels and when there are opportunities to do so. Nevertheless, some key questions remain open for reflection: to what extent does the university have a clearly defined networking strategy in line with its mission? Participating in networks in a meaningful and targeted way is one thing; generating, organising and directing networks is something quite different. The first position is a follower position, the second is a decision-maker position. Current ARDHI's position is close to the first one.

Another key question concerns the content: what does ARDHI want to share through networking activities? Whom with? What sort of influence does the university and its departments wish to exert? To bring about what change at what levels? To exert what influence? These questions are not completely absent; but they really need to be deepened and unpacked rigorously.

Networking is not only a matter of information but also, and above all, a matter of action, of collaboration and of "doing with": being in a network means participating in a productive process (producing material things, but also opinions or influences, and outcomes or impacts) with strategic and relevant collaborators and audiences. This is where the performance of one's participation in a network can be properly assessed. There is ample room to deepen and widen this perspective at ARU.

Overall, networking by ARU appears to be rather weak, not so much in terms of quantity or visibility, but in terms of purposes and impacts due to this visibility. Further strategic guidance is required on the message to be conveyed by ARU's presence or participation in an event: what is it supposed to trigger?

Consequently, ARU could benefit from building an explicit and strategic approach to communication and networking, targeting the promotion of the university as such, as well as the promotion of some key ideas and concepts that link with the roots of ARU's identity.

3.3.2. The university has a vast network which is actively used

| Findings of the self-assessment | | Findings of external assessment | |
|--|---|--|----|
| <u>Selected maturity level</u> | 4 | <u>Selected maturity level</u> | 3+ |
| <u>Justification of selected maturity level - Description of the existing situation</u> | | <u>Justification of selected maturity level - Description of the existing situation</u> | |
| ARU has a links department and has signed several MoUs with different institutions outside the country and inside the country The University has a public relations office All academic units organize School/Institute days External stakeholders such as professional bodies, employers, government agencies, etc., are involved in curricula development | | <ul style="list-style-type: none"> - The university systematically involves external stakeholders when curricula or courses are developed (professional bodies, employers, government agencies). As a general rule, involvement of external stakeholders (private sector, other academics, potential employers...) is rather systematic. But this networking endeavour is hardly contributing to the academic life. It is not clear what external stakeholders can contribute and what influence do or may they exert on ARU. The other way round, what sort of influence does ARU exert on these stakeholders? The content and depth of the relations is still matter of concerns. (P1 and P2) | |

| | |
|---|--|
| <p>Needs of the private sector are sought during curricula development Opinion of ARU is always sought by different stakeholders including government when it comes to matters related to Land and Built Environment</p> | <ul style="list-style-type: none"> - External actors are thoroughly engaged in the development and review of curricular through stakeholders' workshops and tracer studies. (P3) - The administrative unit responsible for coordinating linkages and internationalization activities is only having one staff and is thus understaffed. (P4) - Some collaborations are worth mentioning, for example the advisory to ministries and agencies through membership of faculties in their boards, and through collaborative arrangements for example with the disaster management department of the Prime Minister's Office. Again, the question of the influence exerted and societal value generated or supported by ARU, through this sort of relation, is worth being raised. - Appendix 7.12. presents a landscape of the current relationships between ARU and several types of stakeholders: (i) other national and African universities, (ii) non-African universities, (iii) national and international organizations, and (vi) private sector and NGOs. A few communities or local public authorities have been mentioned by the ARU representatives met during our investigations. Not that they do not exist but simply they are not formulated in a formal schema. Agreements with other universities mainly focus on research or academic activities: masters and short mobility scholarships for candidates from the partner countries, training, research, exchange on disaster risk management, which is the core business of ARDHI, collaborative research, co-supervision, student exchange, and so forth. Collaborations with national and international organizations are more diversified, they include: training, research, technological exchange, through joint research, publications, staff exchange and training, equipment, implementation and management of a platform linking several actors, ... A lot of these are linked with land information and disaster management. With the NGO and the private sector, ARU engages in: training, research, field attachment on different construction technology and disaster management programmes. (R5 and R6) - To what extent is ARDHI well known and viewed as a constructive and empowering presence by the community? Certainly, to some extent in the field of urban land management when the university is engaged in collaborative programmes in the position of external advisers or witnesses. But beyond? (R7) |
| Conclusion | |
| <p>As already underlined, networking is a domain where ARU can still engage in major improvements, focussing (among others) on (1) the embeddedness of ARU, at local and national levels, within the community, among public bodies and in collaboration with the private sector levels, and on (2) the image of ARU, for the university to be truly perceived as an actor of change; both from a knowledge and know-how perspective and from an undertaking / entrepreneurial perspective.</p> | |

3.3.3. The university obtains additional project funding

| Findings of the self-assessment | | Findings of external assessment | |
|--|---|---|----|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 3+ |
| <u>Justification of selected maturity level - Description of the existing situation</u> Presence of resources mobilization directorate Presence of council committee on resource mobilization Staff are assisted by the University when developing research proposals ARU carries Internal auditing of all projects Auditing of all projects by Controller and Auditor General annually Actively monitored quarterly through Committee of Deans Directors as a management committee The University has a few externally funded research projects The management of the funds is adequate | | <u>Justification of selected maturity level - Description of the existing situation</u> Obtaining additional resources, in particular financial resources, is always a tricky issue. The issues assessed include: the extent at which ARU has strong and effective strategies for internationalisation and the level of understanding among ARU staff of the local and international funding environment, as needed to adequately implement a relevant funding mobilisation strategy. Annexes 7.7, 7.10 and 7.12 clearly show that ARU takes this challenge seriously (diversity and number of actors involved). But, if one looks at the figures, good year, bad year, the contribution of external resources does not exceed 5% of the university's overall annual budget (external funds account for 4.4% of ARU's budget as indicated on annex 7.2). In a nutshell, the external funders do contribute a major share of the research funding which remains insufficient. The following findings can be highlighted. (R4) <ul style="list-style-type: none"> - The IA team could not cite any documented strategy for internationalization and resources mobilization. (P1) - 10 new links (MoU) have been signed in the previous financial year. - The University is capable of providing facilities, and personnel inputs but not the matching co-financing resources on joint projects with external collaborators. - Most of the resource mobilization activities are done at the school/department level with facilitations from the DVC-AA's office, in close relationship with specific projects. But it is not clear to what extent these projects contribute also to the global pool of knowledge. - Overall, the university staff are adequately supported in raising and managing external funds (proposal writing, grant management, etc.): (i) mini grants to support retreat costs (per diems, communication, travel) are allocated by schools and offered to facilitate proposal writing workshops, (ii) quick responses when the management is needed to endorse proposals and donor requests, (iii) but few resources for international travels⁴. (P2) - The university actively monitors externally funded projects (both administratively and content-wise): (i) inspections/pre-audit, quarterly internal auditing and annual external auditing process by the National Audit Office, (ii) external funds are managed in a single forex account but with separate check books and separate "source of fund" tracking and reporting in the accounting system (financial reports are also customized according to standards and requirements of the financier), (iii) financial guidelines developed in adherence to Government's regulations but allowing some flexibilities, (iv) financial management and | |

⁴ No database, the links department is under-staffed and underfunded, No guidelines on management of externally funded research and other projects have been developed for the university.

| | |
|--|---|
| | <p>procurements administration are mainstreamed into the university's system (without sterilizing the leeway of the concerned actors). (P3)</p> <ul style="list-style-type: none"> - The external assessors found no records or indications of project/program failure when reviewing the reports and documents related to previous long-term collaboration programs. For example, the Swedish cooperation framework under SIDA is positively reviewed and has been renewed twice. The elements obtained indicate that ARU delivers on the results agreed upon in the funding agreements. This is also being confirmed by positive feedback obtained from external partners of ARU. (R5) |
|--|---|

Conclusion

Overall, the current situation is not yet satisfactory. On the one hand, we underline that ARU is benefitting from some additional financial resources, available within the framework of strong MoU or conventions, sometimes established on a longstanding basis and accordingly reviewed and protracted. But, on the other hand and in spite of some useful support to resource mobilisation, the level of external funding remains far below the needs, while some potential sources of external funding remain to be tapped by ARU. Overall, partner feedback obtained suggests that ARU delivers rather well on the results agreed upon in the funding agreements.

Furthermore, ARU lack a vision and strategy to manage its dependency on external resources for high-level quality research. To what extent are research activities calibrated to comply with external means? What is ARU's actual margin of manoeuvre in the negotiation processes when budgets are on the table? Is the headroom imposed by the donors? Partnerships are proclaimed fair and balanced, but the capacity to ensure that it is true in practice remains insufficient.

The reading of the self-assessment made by ARU in 2019, in view of being re-accredited, also suggests that partnerships with the industrial milieu would be inadequate (in other words, national and international industry does not significantly invest in researches carried out by ARU).

3.4. Capability to act and commit

3.4.1. The university is able to make and implement decisions

| Findings of the self-assessment | | Findings of external assessment | |
|---|---|---|----|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 5- |
| <u>Justification of selected maturity level - Description of the existing situation</u> | | <u>Justification of selected maturity level - Description of the existing situation</u> | |
| <p>Elaborate structure present. Job descriptions are well elaborated on the Harmonized Scheme of Service and the Scheme of Service for Administrative Staff Decisions start at unit levels.</p> | | <p>Several criteria can be utilized to address this field of preoccupations.</p> <ul style="list-style-type: none"> - Concerning the delegation of responsibilities in ARU: (i) Performance of collaborations with NGOs and Private sector was confirmed by stakeholders. Although ARU is a public institution, partly hampered by some bureaucratic procedures, this is not preventing smooth collaborations and timely delivery by ARU⁵. With one NGO for example, funds were transferred to ARU at a later stage after realizing that the financial authorization system was flexible and responsive, (ii) the financial authorization system allows deans/directors to authorize up to about 2000 Euro equivalent, and DVCs up to 4000 Euros. | |

⁵- In practice, a lot of decisions are made at the academic unit or administrative unit levels. The autonomy lies at this level, meaning that not everything is centralized.

| | |
|---|--|
| | <p>Financial commitment beyond these thresholds requires the approval of the Vice Chancellor. This facility is proving useful in practice (from an action-driven perspective). (P1)</p> <ul style="list-style-type: none"> - Duties, mandates and responsibilities of the various levels of ARU's management are clarified in the organogram of the university. The various regulations including on procurements, human resources, financial guidelines and other established operational procedures clearly assign units with defined duties and obligations. These measures, systems, structures and processes allow ARU to engage and commit in a timely and effective manner. (P2) - Overall, the leadership of the university is effective in timely and appropriate decision-making, while some limitations still need to be addressed, as shown through the following findings. (R3) <ul style="list-style-type: none"> (i) Procurement processes, relying on government's regulations, are confronted with frequent delays. Procurement processes and/or outcomes are sometimes in conflict with the university's strategy to be cost effective. There is a clear need for some procurement process redesign and modernisation; thus, avoiding bureaucracy and ensuring that "compliance" is not prohibiting timeliness and "value for money" of procurement. (ii) The performance appraisal system ensures that staff and management team, at their different levels, act on their obligations in a timely manner. (iii) Being a public institution, the university's management and strategic leadership (Council) have limited control on some key decisions, such as staff hiring and infrastructural development; which require approval by government. For instance, tuition fees for the technical degree programs are lower compared to the running costs, but the rates are controlled by the government to ensure inclusivity or other criteria (see appendix 7.8 for more details, data or facts). |
| Conclusion | |
| <p>Overall, the university, as an institution, is properly shaped and managed in a spirit and within frameworks ensuring easy but nevertheless sound and effective decision-making processes, i.e. without jeopardizing institutional functioning. In an innovative perspective there is room for more participatory structures, devices, mechanisms and settings, notably in the various committees (see table 7.8.4, appendix 7.8).</p> | |

3.4.2. The university has adequate and well managed Human Resources

| Findings of the self-assessment | | Findings of external assessment | |
|---|---|--|---|
| <u>Selected maturity level</u> | 4 | <u>Selected maturity level</u> | 4 |
| <u>Justification of selected maturity level - Description of the existing situation</u> Hiring process is done without discrimination and all the positions are adequately advertised. | | <u>Justification of selected maturity level - Description of the existing situation</u> Our field investigations in this area lead us to some important findings: | |

| | |
|---|---|
| <p>Basic personnel available. However, ARU has few lecturers, senior lecturers and professors. Majority are assistant lecturers and tutorial assistants (junior staff).</p> <p>Some senior staff are about to retire The University carries training on how to write good research proposals/ papers to its staff</p> <p>Human Resource Development Policy is in place. Staff performance is done through OPRAS</p> <p>The University has several committees to make sure that staff or student complaints are addressed. These include: Integrity committee, Disciplinary committees, etc.</p> | <ul style="list-style-type: none"> - Hiring of administrative staff is done by the Government based on the approved allocations in each financial year⁶. As a result of the government's recent measures that promote free staff mobility across the public service, ARU has recently experienced a notable rate in administrative staff turnover with more leaving than joining. (R9) - Hiring of academic staff is operationalized by academic units upon approval of the management and according to the slots allocated approved by the Government annually. The total number of approved recruitments is normally below the HR deficit of the university. However, the hiring process itself is transparent, merit-based and fair. In the case of tallying qualifications between male and female candidates, the female is picked. While administrative staff are already balanced in terms of gender, among academic staff there is only 33% female. This is an area where progress can be expected. (P1 and R8) - Except for one research centre and for a few research teams, the % of academic staff effectively engaged in research remains very low. This is particularly true when compared to other reputable universities in Tanzania or globally. But there is a notable progress in the past ten years. Publishing tendencies were even lower than now. A notable share of staff members would retire without having PhD training. - The university possesses enough adequately trained personnel for conducting educational programmes (Bachelor, Masters and Ph.D) using state-of the-art pedagogic approaches. Some significant findings support this conclusion: (i) the quality assurance currently in force, (ii) training of staff, inside and outside the country, (iii) to comply with TCU's regulations, part time academic staff are contracted by the university. These include staff from the neighbouring universities, postgraduate trainees and retired academics. The share of temporary staff does not exceed a third of the permanent faculty members but in most cases, they are not deeply engaged on research and non-teaching roles, (iv) the maximum teaching hours per week does not exceed the TCU's thresholds, but the overall staff-student ration is relatively above the caps. (P2) - To what extent does ARU have enough, adequately trained personnel capable of conducting state-of-the-art research? On the one hand, short training on research proposal writing and research methodology is proposed and proves to be accessible. On the other hand, it is widely admitted that research culture and the related know-how are rather weak; while acknowledging the extent of this challenge may significantly vary from one school to the other. (P4) - The number of administrative staff seems to be rather in line with the university's current needs. Nonetheless, some units, including the IT department are visibly understaffed. Furthermore, the administrative staffing may |
|---|---|

⁶- About inclusiveness in terms of races and religions, generally in Tanzania ethnic and/or religious biases are rarely monitored or observed in workplaces. However, there are some exceptions where bias can be visible but ARU did not signal such a situation

| | |
|--|--|
| | <p>need to evolve to keep up with projected expansions in student enrolment. (P5)</p> <ul style="list-style-type: none"> - About the system for staff development, promotion, mobility, performance reviews, the following findings or conclusions are worth being stated. (i) Guidelines on staff development exist. Heads of Department prepare and discuss with their team on training plans for academic staff. This is particularly relevant for those requiring the university support/bursaries. The support is only relevant for studies within the country. Staff members who manage to secure scholarships are instantly granted study leave. (ii) Staff promotion is guided by the scheme of service applicable to all public universities. Some challenges with subjectivity in endorsement of some publications have triggered the creation of a committee to guide on acceptable publications. (iii) According to a recent government secular, staff are free to move around between the various public institutions. Qualified civil servants are able to move in and out of ARU by following the guidelines stipulated. (P6) - Mechanisms for conflict resolution and complaint management are in force at ARU: (i) From a discussion with academic staff, it appears that these matters are handled with transparency and fairness. The academic staff assembly and the worker's council are well established and strongly represented in the university's decision-making machinery. (ii) For students, most of the cases are related to academic dishonesty and failure to pass exams. Worth being noted: there is a series of disciplinary committees and hearings which include students' representatives. From the discussion with students, these processes are comprehensive enough to provide justice. (iii) Salaries and other remunerations are broadly defined by the scheme of service which cuts across all public universities. With its location in a major city, Dar Es Salaam, ARU does not suffer a notable staff turnover. But the ability to attract new staff remains limited. (P7 and R9) |
|--|--|

Conclusion

There are few major problems in the domain of human resource management. ARU has established all the structures, frames, devices and mechanisms necessary for the university to function smoothly. In the HR domain, gender balance is improving, but reaching gender balance at all levels of the university is still a challenge. From our field investigations, some remarks can be made:

- Top management is male dominated; the vice Chancellor and two deputies are all male. Generally, there are improvements in the gender balance since the establishment of ARU's 2008 gender policy. In student enrolment the share of female candidates has grown from 19% in 2006 to 38% in 2018. Heads of departments are at 50% female and for deans 2 out of 5 are female.
- Administrative staff are gender balanced, but academic staff are at about 35% females. It must be noted that the latter portion of females increased from 10% before 2010 to nearly 35% now. Key gender strategies are mainly focussed on awareness campaigns in schools to encourage girls to enrol in ARU courses. But the Gender Dimension Unit remains understaffed and with limited budget.

For the rest, as a general rule, human resources management is not an area where much innovation is expected in ARU. Nevertheless, there is room for significant improvements. Gender thinking, taken as an example, seems to be rather conventional. Gender is obviously not simply a question of balance between male and female staff. Gender poses the challenge of inequality, inclusion, domination, not only of one sex over the other, but more broadly of certain social categories over others. The

fundamental concern is political: which category exploits, dominates, excludes, abuses, exerts violence against which others? These kinds of questions are simply off the radar at ARU.

ARU still faces a fundamental HR challenge with respect to significantly increasing the % of its academic staff, that is actively engaged in research, capable of conducting state-of-the-art research and of mobilising external research funding. This requires sustained efforts combining capacity development and engaging existing staff with complementary recruitment of academic staff having excellent research credentials or at least strong research potential. However, for now, budgetary limitations are constraining both components of such HR endeavour.

Furthermore, current HR policies, systems and practices as well as the prevailing organisational culture do not seem to be ready to support a fast further expansion of the university, as envisaged in ARU's strategic plans.

3.4.3. The university has an adequate infrastructure

| Findings of the self-assessment | | Findings of external assessment | |
|---|----|---|---|
| <i>Selected maturity level</i> | 3+ | <i>Selected maturity level</i> | 3 |
| <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <p>Presence of basic ICT infrastructure, but not all buildings are covered. The ICT infrastructure is outdated. Undergraduate admission is done electronically but the university experiences problems due to problems in ICT infrastructure</p> <p>Classrooms are available the University is striving to expand the infrastructure</p> <p>The University has Environmental science Laboratory, Experimental Halls and GIS laboratory</p> | | <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <p>Infrastructure is always a touchy issue. ARU is not an exception in this matter. Our main findings in these domains can be synthesized in a few points. Let's begin with buildings:</p> <ul style="list-style-type: none"> - The Lands building was recently completed with a capacity to accommodate 228 members of staff. Nevertheless, the assessment conducted for the MTRSP reported a deficit in office space, needed to accommodate over 400 users. The deficit is also experienced for classrooms, laboratories, students' residences and the library. (R4) - Student residence halls on campus have a capacity to accommodate only 500 students out of over 4500. In addition, they also require major renovations. A new residence hall under construction will accommodate about 600 students, but only half of it will be ready for use within a year. - The university has the ambitious goal of improving infrastructure, this is included in the masterplan. Designs and drawings have been developed for several buildings including the health centre, library, students' centre, etc. But these expansions are largely dependent on development funds from the government, loans and support from agencies such as the World Bank or other sources of funding for infrastructure. - It is worth noting that in the past two years, the government has resumed the practice of providing development funds for infrastructural development of public universities. <p>About ICT systems and services:</p> <ul style="list-style-type: none"> - Many complaints on ICT services. Slow internet connection, lack of Wi-Fi access in essential parts of the campus. (R2) - No online training yet: five years ago, there was a joint project which developed an online short course on disaster management. But the system was out-dated and not maintained. - The library is small, without computers and with a limited and outdated collection of books (13 thousand volumes recorded in 2016). With an analogue catalogue system. An | |

| | |
|--|--|
| | <p>open source (Koha) catalogue management system is being digitized, currently at the data entry stage. The university allocates the annual budget of about 15000 USD for books purchase. There is a volume acquisition committee which processes the departmental/school level needs and procures. Procurement procedures and limited availability of specialized books in the country are however hampering the process. (R3)</p> <ul style="list-style-type: none"> - Ardhi university has a subscription to electronic resources (currently including SAGE, and some limited journal from Taylor and Francis, Cambridge Journals) this is managed under the membership in the consortium of Tanzania University libraries. The subscriptions decline annually as it was originally receiving a significant level of subsidy from INASP. The subsidy scheme is gradually declining and thus the subscriptions depend on members' annual contributions. <p>About the technological facilities:</p> <ul style="list-style-type: none"> - There is a widespread use of innovative low-cost solutions such as smartphone apps for surveying and measurement equipment used by students and staff. - Generally, the survey equipment is used by students for training but are also offered to staff for research purposes (priority on teaching). - Workshops, for carpentry, welding and electrical engineering have the capacity of 30 persons each. Rotation schemes are used for courses which enrol up to 100 students. <p>Availability of adequate and accessible space (classrooms, labs, etc.) to conduct research and deliver classes:</p> <ul style="list-style-type: none"> - Classrooms are sufficient under the current level of enrolment. But with the existing ambitions of increasing by up to 1000 more students annually, from the next academic year onwards, there is a need for serious expansions of classrooms. - Laboratories and workshops are not sufficient in number and size. Some categories of laboratories and workshop, including those for civil engineering and electronics, are lacking; thus ARU students and researchers have to use those of UDSM. A room for electronics workshops has been allocated and it is currently being renovated with future plans to acquire the equipment. - The following issues were raised about the laboratories at the university, notably to conduct state-of-the art research: (i) not enough for training and similarly for research, (ii) outdated equipment (for example, the Environmental engineering laboratory is equipped with a spectrophotometer with the capacity to measure at one in a million accuracy, while the most recent technologies have reached the accuracy of one in a trillion, (iii) ARU has purchased some robotic survey equipment under the World Bank funded project. These are regarded as modern state of the art equipment, but they are only two in number. More of them are needed for meeting corresponding training and research needs. (R5) |
|--|--|

| | |
|---|---|
| | Except for a few donor-funded projects, academic staff have few (or no) access to flexible research funds (e.g. for setting up small experiments). (P1) |
| Conclusion | |
| <p>The university is functional, but infrastructures are not sufficient for the various schools and laboratories to fully meet their challenges. Infrastructure, in the broadest sense of the word, is a domain where a lot of quick wins are possible and where basic improvements are required; especially when considering ARU's ambition to rapidly grow its student enrolment. As far as infrastructure is concerned, maintenance is another pending issue.</p> <p>This is the blind spot of the current situation and reflection: which amortization plan, which organization for maintenance, how to fund maintenance, considering that the envisaged infrastructural development will further increase the maintenance requirements. Maintenance is thus is another area that requires significant improvements in planning/budgeting, funding, and implementation.</p> | |

3.4.4. The university has adequate and well managed financial resources

| Findings of the self-assessment | | Findings of external assessment | |
|---|---|---|--|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 5 for financial management 3 for adequate financial resources |
| <u>Justification of selected maturity level - Description of the existing situation</u> ARU has been receiving clean reports throughout its life period. ARU received prize from National Board of Accountants and Auditors for receiving clean financial records among Higher Learning Institutions in 2016 The University has automated financial management system linked with the Government system The University has few research projects | | <u>Justification of selected maturity level - Description of the existing situation</u> Overall, ARU has effective and smooth financial management systems, with sufficient checks and balances. (P1) <ul style="list-style-type: none"> - Audited by the National Audit Office with clean reports in the past five years. In 2016 ARU received a trophy of competence on financial management by the regulator. (R4) - Financial guidelines are adhered to by the staff. The finance department has six certified public accountants. - An internationally procured financial management system (Microsoft Navision ERP) is being used. However, the availability of adequate financial resources at the different levels (department, faculty and university) is a constant source of preoccupations. (R2) <ul style="list-style-type: none"> - Current budgets are considered as not sufficient with regards to the growing needs. Resources are properly allocated to essential activities of schools or departments, but they are perceived as really insufficient. - The budget allocation is reported to be limited and usually less than the amounts requested by heads/sub-vote holders. The budgeting process is properly done in a bottom up manner and there is space for revision / adaptation in the middle of a financial year (this is clearly an asset). However, there is still a need for training on the recently established activity-based budgeting system. <p>In the wake of these general findings, a question must be raised: to what extent is the university appreciated for its management of external funding? As a matter of facts, all our interviews inside and outside ARU invite us to conclude that there are no obstacles or difficulties at that level. ARU financial management is appreciated by external stakeholder for its</p> | |

| | |
|---|---|
| | <p>transparency, regular updating, external and internal checks and balances, procedures, etc. (R3)</p> <p>The strengths presented above are also confirmed in the external audit report on the 2018/19 financial year, conducted by the National Audit Office.</p> |
| Conclusion | |
| <p>Generally, the university is financially compliant to statutory and legal regulations. This conclusion is confirmed by external auditors.. ARU complies to the public sector financial guidelines and accounting manuals, with absence of major queries in the audit report. There is some area of improvement in avoiding bureaucracy through appropriately combining technical strength and integrity in financial management with managerial flexibility, comfort and transparency.</p> <p>While ARU demonstrates excellence in managing the available financial resources, the current level of funding remains significantly below what is needed today. In spite of additional development funding allocated to ARU by the Government, the existing trends in recurrent funding provide insufficient financial leeway for ARU's ambitious expansion plans.</p> | |

3.4.5. The university has effective systems and processes for administration and procurement and logistics

| Findings of the self-assessment | | Findings of external assessment | |
|--|---|---|----|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 5- |
| <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <p>There is a DVC dedicated for administration. The powers are delegated to various departments pursuant to the Organogram</p> <p>The university uses Public Procurement Act and its regulations.</p> <p>The university is audited annually</p> <p>Presence of university annual procurement plan approved by the Council</p> <p>There is an inventory of university properties</p> | | <p><u>Justification of selected maturity level - Description of the existing situation</u></p> <p>The institutional assessment team found a well- established and effective administrative system at ARU. There is a well-guided and functioning governing structure from the Senate to the Council and their committees. The Management is led by the VC and two DVCs. The leadership tenures and appointments are also clearly stated and adhered to. Specialized administrative units such as accounting, IT, HR and procurements are led by experts with relevant training and experience. (P1 and R3)</p> <p>The university has effective systems, structures and processes for procurement and logistics. (P2)</p> <ul style="list-style-type: none"> - ARU's procurement management adheres to and complies with governmental regulations. But, at the same time, the system is regularly perceived as bureaucratic and slow, thus weakening the performance, as perceived by user departments and other stakeholders involved. - The Procurement Management Unit has a team of 9 staff of which 6 are registered by the professional board (of procurement management). Procurement staff are not systematically involved in planning and (annual or project) budgeting, consequently some costing done for procurement plans are often under- (or over) estimated. This needs to be improved. - ARU applies anti-corruption measures which are effective and well aligned with guidelines for tendering set by the Government's Procurement and Supplies Agency; but they are also considered to be delaying, and are thus matter of debate. - The procurement system is computerized; this helps to reach a good level of transparency. | |

| | |
|---|---|
| | <p>- The ARU procurement processes are adaptive to the donor-funded projects' requirements. For example, a project coordinator of an externally funded project was recently provided with a pre-payment to purchase a plagiarism software available online with their credit card.</p> <p>Overall, procurement management applies a rather bureaucratic paradigm of procurement, mainly focused on compliance with public procurement regulations. There is need for a paradigm switch and process innovation towards ensuring compliance together with timeliness and value-for-money of procurements. This requires a proactive and supportive involvement of the procurement team from the initial planning and budgeting stage onwards.</p> <p>Logistics and supply chains are embedded into the procurement management unit. Generally, the distribution of procured supplies for office and teaching/learning uses is reported to be effective, as per feedback by both academic and administrative staff. (R4)</p> |
| Conclusion | |
| <p>ARU is not yet a top academic institution in Tanzania and the world. So far, the recent trends and current management's dynamism indicate a clear path towards this envisioned position. But to accelerate these efforts, a significant amount of technical and financial support is sought.</p> <p>Procurement systems are compliant to the government's regulations and guidelines. The tendering system is less vulnerable to corruption, but it is reported to be slow and bureaucratic. A well-prepared procurement plan and timely involvement of procurement staff are required to avoid delays in execution. In some donor funded/collaborative projects, arrangements are made for some procurements to be executed at the partner side. This shows that the system is somehow flexible when action is at stake.</p> <p>The supply chain and logistic system is effective, although its efficiency depends more on the procurement system. Furthermore, the IA found the administrative system of ARU to be effective and properly organized.</p> | |

3.4.6. The university has effective systems and processes for project management and quality assurance

| Findings of the self-assessment | | Findings of external assessment | |
|--|---|---|----|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 5- |
| <u>Justification of selected maturity level - Description of the existing situation</u> Committee of deans and directors that monitors all projects Internal auditors audit projects and properties Report from auditor pinpoint weaknesses and the responsible department is required to explain how it is going to address the weaknesses. The bought goods are inspected by the expert Before a contractor is paid for building works, he is supposed to get a certificate from a project consultant | | <u>Justification of selected maturity level - Description of the existing situation</u> From our investigations, some transversal conclusions can be drawn about project management at ARU. <ul style="list-style-type: none"> - The management of externally funded projects relies on the procedures determined by the various donors. This can become rather complicated if the administrative and bureaucratic demands, procedures, and tools are not similar, and as they emphasize different criteria. - The quality assurance bureau provides an oversight on projects' management. But there is still a need to have a specialized project coordination unit. This will allow the quality assurance team to focus on teaching and learning (which is its major mandate). Now, in following-up specialized projects or programmes, funded by external | |

| | |
|---|---|
| <p>showing that the work is of acceptable standards.</p> | <p>stakeholders, the quality assurance team seems somehow diverted from its priorities. (P1)</p> <ul style="list-style-type: none"> - Dedicated systems, tools, procedures and frames for project management, including data management, are still needed. (R4) <p>Appendix 7.9 provides a rather detailed overview of the existing quality assurance (QA). Some indications are worth being highlighted here:</p> <ul style="list-style-type: none"> - ARU has a Quality Assurance Bureau (QAB) responsible for coordination of quality assurance; (P2) - Mission and objectives of this department are clearly defined; - The QAB has developed a number of Procedures and Instruments (QA tools) since its inception in 2009. Most of the QA tools were developed in the QA Handbook approved by Senate in April 2018 and, in some cases, more recently updated; - Courses are evaluated by the students. For every course, students evaluate: teaching performance of every lecturer, teaching resources and facilities, and the suitability of courses. - Institutional self-assessments are conducted on a regular basis as required by TCU; - The quality procedures cover a wide range of topics, including: students' admissions and assessments, staff recruitment and appraisal, existence of ARU Risk Register and Risk Framework, use of plagiarism checker software. - 38 quality tools and procedures are regularly in place and widely known by the concerned actors. (P3) <p>In its 2018/2019 self-assessment exercise, the University has underlined two main weaknesses with regard to Quality Assurance: (i) inadequate capacity for quality control of public outreach activities and (ii) the inadequate operationalization of the QAB governance structures.</p> <p>Concerning project management, ARU recognizes that progress can be made to better plan and better follow up on initiatives and development-oriented programs⁷. (P1)</p> |
| Conclusion | |
| <p>ARU has developed and put into action a set of relevant procedures and tools to control the quality of research and teaching activities. This range (diversity) of instruments and procedures shows that ARU is deeply concerned with quality assurance and seeks to rely on facts and good practices. These elements were evaluated in 2018/2019. Recommendations were made and are being implemented by the staff and management of ARU, following an extensive self-assessment exercise.</p> <p>Concerning project management, ARU recognizes that progress can be made to better plan and better follow up on initiatives and development-oriented programs.</p> | |

⁷ Positive feedback was obtained from alumni, NGO, Government agencies, partner private sector and professional associations is worth being mentioned. This is largely on teaching and community outreach. Nothing much was said on research and consultancy. This feedback was offered during interviews with the IA team and also cited in the tracer studies and self-assessment documents.

3.5. Capability to adapt and self-renew

3.5.1. Effective management in shifting contexts

| Findings of the self-assessment | | Findings of external assessment | |
|---|---|--|----|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 3+ |
| <u>Justification of selected maturity level - Description of the existing situation</u> The university has evolved from an institute to a University College to a University University leaders are elected/ appointed after 3 to 6 years Curriculum changed from unit system to credit system Restructuring of academic units Reviewed University charter (Institutional Legal Instrument) Development of new corporate plan Developed a New Master Plan Prospective expansion outside Dar es Salaam New programmes are developed as part of a strategy of becoming a comprehensive University from a specialized university The New Programmes are developed as a response to the needs of the society Re-branding university Identities | | <u>Justification of selected maturity level - Description of the existing situation</u> To what extent has the management demonstrated a clear understanding of shifting contexts? This is a key question. The university needs its own context analysis and must be organized to update this context analysis. To the best of our knowledge, it seems that ARU does not possess such an updated context analysis, nor a similar tool in the wide sense of the word. ARU still needs to invest in an in-depth analysis of the main situations and trends of its economic, political, social and environmental environments. (P1) Based on our interactions with academics, staff and other stakeholders, it appears that the institutional context is the part that is best understood. This is an asset indeed. Our field work suggests that ARU is not rigid and that there may be room for improving insight in shifting contexts. (P2) Some other remarks or observations are worth being shared: <ul style="list-style-type: none"> - ARU adapts to changes in the industry with strategies to develop diversified training programs. The plan to have multiple campuses reflects these changes. - ARU management adapts well to government's changing regulations and contexts; but this has also hampered the attainment of the university's longer-term goals. - Adaptations in terms of plans, strategies and operational procedures (that do not require significant additional commitments by ARU) are well-mastered by management. However, those changes requiring serious additional financial commitments and/or other type of government's approvals, such as with respect to infrastructural and human capital expansions, remain a challenge. (R5) - ARU management has experience in facilitating change. This is systematically confirmed by diverse stakeholders. But more is urged. For instance, in response to issues such as corona virus for example by engaging in developing online programs. Here ARU's capacity for change remains insufficient. (P3) - Disaster risk management is a field of specialization at ARU and there is centre for such training and research. But the risk management phenomenon is poorly integrated into the governance practices and policies of the university itself. For example, we observed that the university and the faculties have hardly developed scenarios for risk mitigation and insuring resilience in case of major setbacks. (P4) | |
| Conclusion | | | |
| The university assesses trends or changes and appears to be able to anticipate or adapt to major changes. But to do this effectively, the university still needs better tools, approaches and organisation. Context analysis should be an important part of the planning and strategy system. Such an analysis of the context should make ARU a better positioned political actor in today's Tanzanian society. That implies that context analysis is not merely conceived to help ARU adapt to an ever-changing society | | | |

in a proactive and rather opportunistic way but should help ARU become an actor more committed as a changer driver or contributor. That means becoming a fully-fledged political and/or developmental actor (i.e. able to play an original and significant role in transforming society, at least for ARU's areas of focus, where the university can provide significant added value). This is where there is room for further improvements.

3.5.2. The university is continuously adapting and renewing

| Findings of the self-assessment | | Findings of external assessment | |
|---|---|---|---|
| <u>Selected maturity level</u> | 5 | <u>Selected maturity level</u> | 4 |
| <u>Justification of selected maturity level - Description of the existing situation</u> | | <u>Justification of selected maturity level - Description of the existing situation</u> | |
| Credit transfer systems Double degrees and joint degrees Curricula reviews carried after every five years Intellectual Property Rights Policy in place Human Resources development plan in place Participatory decision making processes in place and M&E in place | | ARU has created various levels of hierarchy, similar to other public universities in Tanzania and in line with guidelines of the TCU. Organizational innovation is reflected through regular reviews of the system; with (new) units being created, dissolved or merged in order to improve efficiency and effectiveness of the university. (P1) ARU has a healthy feedback culture, which allows the university community to learn out of ongoing and past mistakes and successes. This aspect has already been investigated in-depth when discussing about the quality assurance. (P2) Some additional findings are worth mentioning. <ul style="list-style-type: none"> - Feedback mechanism between staff and immediate supervisors is systematic as part of the performance appraisal mechanism. Feedback between employees and management is embedded with the workers' council and involvement of the labour union in the various decision processes. - Feedback on the academic business is well handled under the quality assurance system, this includes the course assessment forms. - The feedback process with external stakeholders constitutes the engagement in boards and through stakeholders' surveys and convocation engagements. (P2) ARU has an incentive system likely to foster innovation, creativity and change: <ul style="list-style-type: none"> - Incentives are envisaged for consultancies, attraction of externally funded projects and community engagements by staff and students; this is mainly done through benefit sharing. But rewards and awards on these efforts are yet to be operationalised. - Incentives for production of innovative products and solutions are lacking. The supportive framework for patenting and establishment of spin-offs needs capacity building. - It was recommended by external stakeholders that the university establishes an incubation facility, sets up a technology transfer office and creates mechanisms to reward innovative solutions by staff and students. (P3) To what extent does ARU have a training protocol and a HR development plan which encourages learning and exchange? This is a matter of discussion. <ul style="list-style-type: none"> - The annual budget for staff development is approximately 50,000 USD. This is not enough; but for academic staff this | |

| | |
|--|--|
| | <p>may be supplemented by external scholarship awards, such as for foreign training programs. (P4)</p> <ul style="list-style-type: none"> - The policy on exclusive training support within Tanzania becomes a challenge for the emerging fields without adequate postgraduate training in the country. This was experienced with landscaping architecture and interior design where masters and PhD programs must be pursued abroad. - Provisions for staff to go for postdoctoral training in other institutions is also there, but without financial commitments from ARU. (P4) <p>Some other findings are also worth being highlighted:</p> <ul style="list-style-type: none"> - A process to incorporate new research findings on a continuous basis into curricula or courses is largely implemented through regular curriculum reviews; while instructors also have the liberty to alter up to 25% of their course contents in between. The IA could not establish the extent at which course updating tendencies are executed by instructors, but this practice depends on individual proactiveness which varies across the University. (P5) - About the accommodation of external research requests, we have noted that ARU is more engaged in consultancies than in academic researches. Nonetheless, more recently, there is a dynamic engagement of ARU staff and teams in joint research projects, with local and international collaborations. (P6) <p>When considering resource constraints and applying an actual innovation to cost perspective, then we would state that ARU performs well (score 5-) in balancing stability with innovation and renewal. However, because of budget constraints, actual renewal and innovation still fall short (score 3+) compared to the needs. While engaging in creating the new courses and research themes, ARU maintains its traditional specializations. In some cases, traditional programs are adapted to the industry dynamics. For example, the bachelor program Building economics has been renamed quantity survey to align with industry regulatory requirements. (R7)</p> |
|--|--|

Conclusion

Overall, ARU performs rather well in continuously adapting and renewing. While engaging in creating the new courses and research themes, ARU maintains its traditional specializations. In some cases, traditional programs are adapted to the industry dynamics. As a general rule, there is room for improvement in several important areas: feedback culture, incentive systems, training protocol and a HR development plan, processes to incorporate new research findings, facilitation of researches, balancing stability with innovation and renewal.

3.5.3. The university has an adequate knowledge management system

| Findings of the self-assessment | | Findings of external assessment | |
|---|--|---|--|
| <u>Selected maturity level</u> | 4 | <u>Selected maturity level</u> | 4 |
| <u>Justification of selected maturity level - Description of the existing situation</u> | Participatory decision-making processes in place and | <u>Justification of selected maturity level - Description of the existing situation</u> | Is ARU a learning institution? Does it structurally support learning processes? Does it integrate them? To what extent does ARU help innovative systems (training, teaching or |

| | |
|---|--|
| <p>M&E in place Lack of e-repository in the library</p> | <p>research) to find their place in the larger institutional machine, how does it contribute to the development of the university, both internally and externally? How does ARU help other universities to learn from its own academic life? This is what is at stake in this last section under the umbrella of a so-called “knowledge management”. A few observations or findings stand out from our analyses:</p> <ul style="list-style-type: none"> - Organizational memories and documentation of best practices and lessons learned is well embedded into ARU’s long term and short-term planning cycle. Each subsequent strategic plan learns from experiences of the previous one. Similarly, the management records are well maintained. - Academic knowledge is also maintained. Each school has a resource centre where the past dissertations are kept. - Exchange and collaborations exist, to a limited extent, across schools and with external stakeholders. (P2) - International exchange remains in its infancy, with foreign students constituting a limited share of students at ARU, and with very few long-term or even visiting international researchers and professors. <p>As far as knowledge management is concerned, possessing a repository and system to capture, document, and disseminate knowledge for program improvement is essential. However, apart from the collaboration with SIDA, research outputs are not very well documented. The directorate of postgraduate and research maintains a database of research outputs, but this is in a form of a Microsoft word document which is not user friendly and not widely publicised. In the past the university developed a research repository online system but currently the system is down and not updated. (P3 and R4)</p> |
| <p>Conclusion</p> | |
| <p>Overall, in spite of some interesting strengths, ARU’s knowledge management system requires improvement and/or further development.</p> <p>How to make the knowledge generated in the wake of ARU’s activities better circulate within and out of the university? This question is still topical despite some initiatives and devices already existing. On another hand, as already mentioned earlier, there is a remarkable culture of self-assessment, as can be seen in appendices 7.7 to 7.12. Self-assessment is carried-out in a SWOT perspective, which is purposeful and useful when improvement is at stake. On top of being available, the knowledge management system of ARU is confronted with a challenge of going digital.</p> | |

4. Assessment of the match of the university with the IUC concept

| Expected characteristics | Observations |
|--|---|
| 4.1 Institutional characteristics | |
| <p>Track record or potential of playing a role as driver for change in its surrounding environment, national sub-region and country.</p> | <p>In a nutshell, ARU has the ambition and the potential to grow as a driver of change in the lands, built environment and related fields; which are increasingly important with a fast-growing population and rapid urbanization in the region. Furthermore, ARU has strong linkages with government agencies, NGOs and private sector; all contributing to ARU’s potential as driver of change. Nonetheless, to leverage this potential, ARU needs to overcome a series of challenges; engaging in a long-term VLIR-UOS IUC program, with strong focus on societal impacts, would come at the right moment.</p> <p>A more in-depth reflection leads us to qualify this overall assessment and invites us to raise a few more points of attention.</p> <p>To what extent does (will) ARU contribute to change at the societal level? In what areas? To what extent? From what perspective? To answer this question, the IA team is faced with the need to clarify scope and purpose.⁸</p> <p>If driving change means contributing to addressing important and relevant societal issues, proposing, testing and helping implement promising and self-sustaining solutions to critical problems, the IA team recognizes that ARU plays a role mainly in the field of urban development, city management and land/territory management, especially in the Dar Es Salaam region which is a rapidly growing populated city and where the challenge of equitable, rational and sustainable development is a crucial issue. In this perspective, ARU can be identified to some extent as a contributor to first-order change. ARU’s proposed IUC program (IUC 2022 call) as well as other of ARU’s projects or programmes, demonstrate that ARU typically applies a first-order paradigm (solving problems, providing sustainable and supposedly resilient solutions).</p> <p>If driving change means more than just working on delineated problems, if this means targeting root causes of crucial issues, i.e. carrying out a deliberate and targeted action, in one way or another, on, or about, the grand societal machinery at the root of social, economic, political, environmental problems, then</p> |

8 To be as simple as possible, the IA team distinguishes between first and second order changes. Briefly, first-order change is about symptoms (changing situations within the system logic) while second-order change is about the system that causes the symptoms (changing the system and its logic). A first-order change driver will work on outputs, outcomes and impacts of –and within the framework of- an already existing system (problem-solving approach); while a second-order change driver will target the cogs that operate the systems which “manufactures” the problems (systemic break-driven approach). The well-known 17 SDGs (sustainable goals development), for example, are pure expression of a typical first-order change perspective (that’s the main reason why everyone seems so calm with them. Simply, they don’t bother anyone, they don’t affect the system, nor its structure, nor its laws, nor its raison d’être. They touch only its characteristics and appearance, only its most problematic forms (for example, poverty and inequality) but in no way what makes these harmful (deleterious) forms so lastingly resilient and overall, so lastingly disastrous (i.e. SDG do not address what makes poverty and inequalities so sustainably widespread, so “popular”).

| Expected characteristics | Observations |
|--------------------------|---|
| | <p>ARU cannot be really identified as a change driver (in fact, at present, such a prospect is simply out of reach, mainly because it is not on the ARU's strategic radars). ARU is not a second-order change driver. At least for two reasons that can be perceived as necessary prerequisites. First, the university does not possess its own and specific analysis of the current situations prevailing in its societal context. There is no context analysis as such, no specific systemic analysis likely to orient and justify a particular vision, no in-depth multi-facet context analysis whose purpose would be to fine-tune the missions. Second, there is no specific fully-fledged strategy that would take societal change as a deliberate target, not the whole society but some components relevant with regards to its mandate. In other words, there is no change strategy, be it thematic or global (and consequently, no reference theory of change).</p> <p>This rough diagnosis is not necessarily a negative signal. On the contrary, it sheds some light on a potential field for ARU to progress. This trend towards a more pronounced second-order change position could be consolidated if the (declared) desire for more multidisciplinary approaches is actually translated into practical arrangements, adjustments, strategies, programmes or projects and, of course, also translates into innovation in the university offer. This could set the frame of a possible IUC partnership with VLIR-UOS / Flemish universities.</p> <p>As explicitly mentioned in its response to the 2022 IUC call, the programme proposed by ARU <i>“will tackle societal challenges in accordance with the local context analysis and in accordance with the domains of change in which ARU has a vast experience and can therefore play a key role. These include the following domains: land use planning, decent housing, economy, urban transport and cultural heritage”</i> (p.6).</p> <p>The potential for such a shift already exists. For several years, ARU carries out outreach activities and consultancies, in the following areas: land surveying, valuation, spatial urban and regional planning, environmental management, land management, construction, economics and financial matters. To do so, ARU is, to a limited extent, leveraging Information and Communication Technology (ICT).</p> <p>Apart from providing the necessary technical services sought by clients, in the course of providing public services, ARU has also been successful in influencing various public policies and actions like spearheading in the preparation of Urban Management Policy. The University is endowed with a rather large pool of highly trained and experienced staff that help ARU acquire an advantageous position in terms of access to and delivery of high quality public outreach services. As far as change is concerned, the challenge is how to turn this (first-order change) technical potential into an opportunity to play a more significant role at a more systemic functional (second-order change) level.</p> |

| Expected characteristics | Observations |
|---|--|
| <p>Partner institutions are expected to pursue an active policy of cultural, ethnic, social and philosophical non-discrimination.</p> | <p>As indicated in chapter 3, procedures for hiring, promotion and handling of disputes follows the established guidelines, which are transparent and fair.</p> <p>There is no evidence of discriminatory practices or facts in the world of ARU. The IA team has never been confronted with situations of discrimination, not even potentially. On the contrary, there is a real effort to improve gender balance at all levels of the university. Although ARU aims at excellence, it does not envisage becoming a university reserved for an elite.</p> |
| <p>Preference is given to those universities that are active in south-south networking such that possible outputs and results may be spread and/or shared with a wider group of institutions in the partner country or in the Global South.</p> | <p>Ardhi University has a list of partnership frameworks involving other universities in the region and Tanzania. While some of these partnerships are not very active because of resource constraints, their potential to have an impact is high.</p> <p>As clearly suggested in appendix 7.12, ARU actually collaborates with a rather wide range of other universities and institutions, both in Tanzania (Mbeya, Morogoro, Dar Es Salam) and in other African countries (mostly Nigeria and South-Africa), and beyond at international level (The Netherlands, England, China, Sweden).</p> <p>Nevertheless, networking is an area where improvement must be envisaged, for example with next-door countries (Kenya, Uganda, Malawi, Zambia, Rwanda and Burundi). Exchanges of knowledge, know-how and other resources but also the sharing of strategic targets on a more political ground, offer various possibilities for improvement.</p> <p>It should be noted that ARU is currently involved in a series of initiatives to create sub-divisions in other provinces. This could be a concrete opportunity to consolidate a collaborative networking strategy (which, however, has yet to be widely developed). How can technical activities be turned into strategic opportunities that can be themselves transformed into opportunities for transformation? This is what could be at stake within the framework of a future IUC collaboration between ARU and VLIR-UOS / Flemish universities.</p> |

| Expected characteristics | Observations |
|--|--|
| <p>4.2 A basic institutional capacity is required</p> <p><i>VLIR-UOS is not a funding agency. Therefore, an IUC partner programme based on academic collaboration, does not cater for: (a) major investments in terms of facilities and infrastructure, (b) institutional funding (salaries or other recurrent costs), and (c) basic institutional functioning.</i></p> | |
| <p>An IUC partner university is expected to be able to function adequately at all levels, and be able to direct its own institutional destiny in a coherent manner. This assumes an adequate level of institutional planning and management, and an institutional environment that is transparent.</p> | <p>The future roadmap of Ardhi university is clearly articulated by its management and internal stakeholders.</p> <p>As indicated in chapter 3, the university functions well and demonstrates decent management capabilities.</p> <p>As elicited throughout the institutional assessment and widely documented above in chapter 3, ARU performs rather well for governance related capabilities, in institutional, bureaucratic and operational fields. Budgetary constraints are serious, but do not stop ARU in playing its role, nor prevent it from elaborating projects and innovative perspectives.</p> <p>Overall, strategic and operational planning, decision-making, management are rather good at all levels; university, school department or unit levels.</p> <p>The IA team has no particular critical remarks or risks to mention in the field of running the institution or management.</p> |

| Expected characteristics | Observations |
|---|--|
| <p>A sufficient exposure to research as well as the availability of trained human resources: there is need for institutional stability, and a minimum of own financial means.</p> | <p>This is neither a first-tier nor a well-funded university. The capacity on research is still limited, but fast evolving.</p> <p>The number of junior staff in the position for Master's and PhD training suffices the requirement of IUC. ARU has several performing research teams and well-trained human resources, mainly in the land management and technological domains. ARU is perceived by research partners and institutional as a reference. Three fields are worth to be scrutinized at this level.</p> <p>1. Human resources. ARU recognizes that it should continue to support its staff development programme and ensure transparency in its implementation. The University prepares training programme for academic and administrative staff, which is approved by participatory organs of the University including the Worker's Council on annual basis. All members of staff are regularly given an opportunity to comment on the training and other programmes. Training and research programmes are implemented by soliciting funds from internal sources, the Government and development partners. It is acknowledged and decided that the university has to conduct a deeper human resources audit to determine the exact requirements (medium and long term) by programme to ensure that appropriate and requisite staff are trained. ARU should continue to support its staff development program and ensure transparency in its implementation.</p> <p>2. Funding. ARU recognises that it should increase its efforts to actively engage with stakeholders (including former students and alumni) to improve the financial basis of its development programme. The Tanzania Universities Commission (TUC), recognising the crucial position that higher education institutions occupy in Tanzania's socio-economic development, should engage with the government to explore ways of assisting public universities in achieving their development agenda. In the meantime, ARU demonstrates its commitment to maintain good practice and continue to uphold and sustain its financial management achievements.</p> <p>3. Research. Different schools at the university need to have a specific line/direction of research activities with the special emphasis to the School of Geospatial Sciences and Technology (SGST). More efforts are expected to be deployed to maximize the utilization of the research laboratories especially. As example, laboratory analysis of ground water could be done and be one good source of revenue collection. ARU ensures that 50% of academic staff are involved in research. At the same time, as clearly stated in the last self-assessment (2019), ARU acknowledges and targets relevant weaknesses in the research domain: (i) research, consultancy and outreach are still to be mainstreamed across many more academic staff members; (ii) inadequate partnership with the industry; (iii) lack of up-to-date research data base; (iv) inadequate determination of research activities and results and; (v) inadequate mentorship of junior members of staff on research and on scientific publications.</p> |

| Expected characteristics | Observations |
|--|--|
| <p>A readiness to engage in a process of change management.</p> | <p>The self-assessment exercise was not very thoroughly conducted. But the seriousness and commitment of ARU's management was observed during the external assessment.</p> <p>The existing Partnerships with Flemish institutions are also receiving a strong support of the university's management.</p> <p>The university has already highlighted expectations and desires for change in the light of cooperation and capacity building.</p> <p>As already suggested and evidenced, ARU is highly committed to improve its structures and functioning. The management is open to criticism and they regularly involve staff and students in evaluation exercises and promote self-assessment approaches. The existence of a very active, functional and fully operational Quality Assurance Office (QAB) is good evidence of this. ARU is committed to continuously improving, as needed to respond to what the Tanzanian authorities, public, stakeholders and institutions expect from ARU.</p> |
| <p>An IUC partner university is expected to have or work on a gender policy, as well as an integrity policy.</p> | <p>ARU's gender policy, dating since 2008, is currently under review. A gender dimension unit in place.</p> <p>There is a visible enthusiasm among members of the management to leverage the support of VLIR-UOS, also in the area of gender.</p> <p>Since 2008, ARU makes best use of its gender policy document. The policy addresses the main issues, including (i) regular assessment of the balance between male and female (both administrative and academic staff), (ii) updating major issues, strategies and related procedures (ARU governance, student enrolment, ...), (iii) following up on curriculum development, research and consultancy, staff recruitment with regards to gender concerns, (iv) developing a gender culture with the willingness to actually implement all what implies an institutional gender policy.</p> <p>In fact, there is now a balance for administrative staff and a significant increase for academic staff (less than 10% women before 2010, now around 35%).</p> <p>Nevertheless, a more demanding analysis invites the IA team to highlight some areas where very important improvements can be envisaged. (i) A less formal approach to gender issues may be envisaged, in favour of a more political perspective; which means that what ultimately matters is moving beyond merely promoting gender balance and focussing also/rather on the eradication of exploitative, exclusive, dominating or oppressive processes, regardless of the target social groups and their distinctive characteristics. (ii) ARU could also adopt intersectionality, which requires a deepening of the characteristics of female students or staff from a broader social, economic, ethnic and political perspective. In summary, the current approach to gender is rather conventional and not yet (sufficiently) transformative, from the point of view of social progress.</p> |

| Expected characteristics | Observations |
|--|--|
| <p>English is the IUC working language. Consequently, potential IUC partner universities will be required to demonstrate a sufficient ability to use English as a working language. However, at the level of local programme implementation, other languages can be used (e.g. French in DR Congo, Spanish in Latin America, ...).</p> | <p>English is the working language of ARU. Management, staff and students demonstrate a good ability to use English as a working language. In Tanzania, English is the language of instruction. It is the language used by public bodies (formal and legal uses).</p> |
| <p style="text-align: center;">4.3 Institutional characteristics</p> <p style="text-align: center;"><i>Irrespective of size and development stage, a fixed annual budget is availed to IUC partner universities through the VLIR-UOS IUC programme. At the same time a situation of over-funding (risk of over-dependence) or under-funding (no impact) has to be avoided.</i></p> | |
| <p>'Reasonable but meaningful': Preference to collaboration with partner universities whereby VLIR-UOS is one of the more important donors ensuring impact and a genuine institutional dialogue, but where on the other hand funding is not disproportionate with the absorption capacity and thus where the IUC funding will not create a single donor-dependency that could jeopardize sustainability.</p> | <p>The IA-team considers that ARU matches this expected right balance between a sufficient potential for IUC-funding to make a real difference, without over-dependence on VLIR-UOS IUC funding.</p> <p>As demonstrated in appendix 7.12, ARU already attracts important additional sources of funding, complementing the governmental funding and the students' own contributions. VLIR UOS has already been involved as funding agency: (i) a research project (2014-2016) <i>"Co-creating strategic eco-tourism projects to promote sustainable waterfront development in Dar es Salaam and Kigoma"</i> (74.000€) and a another project <i>"Developing effective strategies to engage private sector and civil society in executing REDD+ after the Pilot Projects Phase in Tanzania"</i> (2015-2018, 56.000€).</p> <p>The world Bank program is notably complimentary to the envisaged IUC-partnership with VLIR-UOS and the Flemish universities; both could help improve ARU's financial margin of manoeuvre.</p> <p>In addition, the IUC-partnership could enhance the attractiveness of ARU. So, the prospect of developing projects, jointly funding with other donors, should not be excluded.</p> |

| Expected characteristics | Observations |
|---|--|
| 4.4 History of cooperation | |
| <p>Preference might be given to a partnership that could build up on existing links with one or more Flemish universities and university colleges, but only if it adds on to the quality of the proposal.</p> | <p>Three previous collaborations (of which two are still in progress) with Belgian universities deserve to be mentioned :</p> <ul style="list-style-type: none"> (i) Partnership with Artesis Plantijn Hogeschool (Antwerpen): <i>“Applied Curricula in Technology for East Africa” (ACTEA)</i> whose purpose is to implement the Erasmus+ CBHE action <i>“Applied Curricula in Technology for East Africa” (ACTEA)</i>. This 2019-2020 project is not finished yet (meaning that curriculum development is work in progress). (ii) Partnership with Ghent University (UGent). <i>“Developing effective strategies to engage private sector and civil society in executing REDD+ after the Pilot Projects Phase in Tanzania”</i>. The project developed strategies to engage the private sector and civil society in executing REDD+, trained two students at Master’s degree level and resulted into two publications by an ARU staff. (ii) Partnership with Hasselt University on Architecture: <i>“Research / student / staff exchange collaboration in architecture”</i>, 2014-2019 (recently renewed 2019-2024). This project concerns MSc, PhD training staff exchange. Achievements : 4 masters and 4 PhD candidate from ARU attending coursework at Hasselt University for 3 months yearly, staff exchange yearly. |
| 4.4 Partnership and ownership | |
| <p>In order to achieve institutional impact at level of a partner programme should be sufficiently broad based and provide multi-disciplinary opportunities, i.e. not be limited to one department or be very discipline specific. IUC partner programmes have a need for and generate interdisciplinary cooperation. At the level of the selected partner universities this could imply a preference for so-called ‘complete’ universities. However, exceptions can occur (e.g. in countries where universities are organised by discipline) taking into account the extent to which the concerned partner university is meeting other criteria or considerations.</p> | <p>The university is not yet highly multi-disciplinary. While this may limit the number of Flemish institutions that could initially partner with ARU, the recent development and future plans offers an interesting profile for diversification which will demonstrate a strong evidence of capacity building.</p> <p>ARU is not a so-called complete university. In fact, the university is highly specialized as it is the only one in Tanzania and East and Central Africa where training of all professions in land and built environment are offered under one roof. But the IUC-programme, as it has been formulated by ARU, and introduced in view of developing a partnership with VLIR-UOS, is clearly multidisciplinary (physical / spatial planning, water, sanitation and waste management, socio-economic development, mobility management, cultural identity heritage). This program is called: <i>“Building Capacity in Education, Research, Innovation and Societal Outreach to Foster an Inclusive and Sustainable Built Environment in a Rapidly Urbanizing City, Dar Es Salaam”</i>.</p> <p>On the other hand, such a multidisciplinary programme is conceived by ARU as a step, if not as a significant contribution, towards transforming ARU into a more general / multi-disciplines university. It is clear to all stakeholders that the envisaged IUC partnership will not be the "business" of a limited number of internal actors (schools or academics) but will involve the whole university.</p> |

Conclusion on the match with the IUC-concept

About the institutional characteristics, the following conclusions can be established. (i) ARU actively pursues a policy of cultural, ethnic, social and philosophical non-discrimination. (ii) ARU is active in south-south networking so that possible outputs and results may be spread and/or shared with a wider group of institutions in the partner country or in the Global South; but significant progress can be made, notably to better linking with next-door country universities. (iii) ARU plays a certain role as driver of change, mainly in its surrounding environment and at national level. But impacts, transformative effects and changes at large are limited to particular situations; overall ARU targets only marginally the root causes or political, economic or social mechanisms / cogs concerned.

About the basic institutional capacity required: (i) ARU functions adequately at all levels, and is able to direct its own institutional destiny in a coherent manner. An adequate level of institutional planning and management is implemented, and the institutional environment is transparent. (ii) ARU faces serious challenges when human resources, funding and research are examined in depth. (iii) ARU is ready to continue to engage in a process of change management. ARU is highly committed to its improvement, in all domains. (iv) ARU has and works on a strong gender policy, as well as an integrity policy. (v) English is the working language of ARU. Management, staff and students demonstrate a good ability to use English as a working language.

Some other conclusions can be pointed out, notably in the domain of cooperation. (i) The IA-team considers that ARU matches this expected right balance between under and over-funding through the envisaged IUC partnership. (ii) ARU has concrete experience in building partnerships, both at national and international levels, while links with several Flemish universities and university colleges have already been established. (iii) ARU is not yet highly multi-disciplinary; ARU is not a so-called complete university. While this may limit the number of Flemish institutions that could initially build a partnership with ARU, the recent development and future plans offers an interesting profile for diversification, thematic and geographic, which demonstrates a strong evidence of (ongoing and potential) capacity building and a high potential to carry out multidisciplinary programmes.

5. Relevance and potential of the proposed IUC programme

What is the match between the university's actual capacities and strategic views and the proposed IUC programme?

Based on the IA, does the proposed programme demonstrate relevance and potential in the choice of domains of change?

ARU concluded its IUC proposal with the following words: “Dar es Salaam is projected to attain a megacity status by 2030 with over 10 million people. The current population of 5 million will more than double. This increase will have profound implications in terms of labour markets, housing, service infrastructures, environmental management and citywide spatial planning. Urbanization patterns in African cities, Dar es Salaam inclusive, are linked with complex challenges, such as: low economic growth; expensive and low-grade housing; inadequate and poorly managed urban sanitation and infrastructures; and poorly planned and inadequately linked cities. Over 70% of the urban population resides in informal settlements which are vulnerable to climate disaster risks. Ardu University proposes this programme in order to (i) conduct applied, action-oriented research that will lead to generating solutions to these areas and contribute to the sustainable growth of Dar es salaam in line with SDG11⁹, and (ii) realize her goal of becoming an internationally recognized civic university that responds to societal and environmental problems”. (IUC 2020 Call, initial concept note - abstract, p.1)

The proposed collaboration matches with the VLIR-UOS country strategy for Tanzania. Three central themes of this proposal are brought forward: (i) environment (land use, eco-tourism, water sanitation and environmental and natural resource management), (ii) health (water sanitation), and (iii) entrepreneurship and business development (through community involvement and by linking with the industry). The programme includes the cross-cutting themes of gender and participatory approaches, ICT & information management, monitoring & evaluation, quality of research and collaboration with other organizations.

The IA team wants to underline some characteristics of ARU which seem to be particularly relevant for IUC. Through implementing and steering this project, ARU envisages to consolidate its expertise in the domain of community engagement. As it is stated in the 2020 call, “at this moment, ARU has limited expertise in civic participation. There is a strong need to explore participatory methods such as Live Projects, Participatory Mapping and Living Labs which all together aim at involving physically, socially, culturally and economically disadvantaged groups. On the other hand, the ARU Research Policy insists on building strong linkages between the university research and industry for the benefit of both parties. However, the technology transfer infrastructure at ARU such as technology transfer offices, incubators and technology hubs have not been developed” (p.5). This is precisely the type of ambition that the IUC partnership concept focuses on, when it brings the challenge of change processes to the forefront.

Though this project, ARU also wants to involve a wide range of stakeholders, this is another priority of IUC. The range is wide and diverse: (i) **government ministries and agencies** (Local Government Authorities, Ministry of Lands Housing and Human Settlements Development, Ministry of Water and Irrigation, Ministry of Works, Transport and Communication, Disaster Management Department of the Prime Minister's Office, Urban Water and Sanitation Agencies), (ii) **private sector and professional bodies** for disciplines that are taught at the university, (iii) **international and bilateral organisations** such as the World Bank, DAAD, BMZ, USAID, the EU, DANIDA, WFP and SIDA (these links have facilitated capacity building at ARU in terms of training of academic staff at MSc and PhD levels as well as building capacity in research undertakings), (iv) **communities and civil society organisations** including NGOs such as WAT-Human Settlements Trust, which was formally known as Women Advancement Trust (dealing with decent housing under women's group initiatives) and **Community Based Organisations** (CBO's) such as Hanna Nassif and Tabata where ARU provided skills on upgrading informal

9- Which precisely aims at making cities and human settlements inclusive, safe, resilient and sustainable

settlements, (v) **national higher education institutions**, including the University of Dar es Salaam and Sokoine University of Agriculture, (vi) **African universities** such as Stellenbosch University and University of Johannesburg in South Africa, Kwame Nkrumah University of Science and Technology in Ghana and Makerere University in Uganda, (vii) **European universities** TU Dortmund in Germany (Joint Master's programme) and the Swedish University of Agricultural Sciences and KTH Royal Institute of Technology in Sweden (Double PhD Degree Programme).

So far, ARU considers **UHasselt** as well as the other **4 Flemish universities** (UGent, KU Leuven, VUB and Antwerp University) as potential partners within this IUC programme. UHasselt has continuously offered support in developing the concept note. UGent has also engaged in a partnership with ARU and has experience in Tanzania through the IUC programme with Mzumbe University. KU Leuven, VUB and Antwerp University also have extensive experience with working in Tanzania through the IUC programmes with NM-AIST and Mzumbe among other projects. The different domains of change that are identified within the framework of the project are precisely domains where the 5 Flemish universities have recognized expertise to share through the proposed IUC programme.

All these facets are to be weighed against the willingness of VLIR-UOS, through its IUC partnerships, to become an even more relevant actor on the scene of development.

6. Overall conclusions

The learnings of the institutional assessment process

The self-assessment exercise has been carried out as planned, despite the inability to travel to the field for the lead external assessor.

The current self-assessment report addresses all five capabilities, in compliance with the chosen methodology. As a general rule, the IA-team found that all the information provided in the self-assessment report is trustworthy. Despite rather realistic maturity levels, some significant differences have been evidenced between the self-assessment and the external assessment (especially in the capabilities n°2 to 4, where some significant differences have been highlighted).

All along the process, ARU demonstrated a good level of commitment and confirmed the quality, as already shown in the initial concept note submitted for its IUC-partnership application.

The externally facilitated institutional assessment process, its preparation and organisation, was excellent. The programme was intensive and demanding with a wide range of meetings with various internal or external stakeholders. Meetings and agendas were properly organised and supported by ARU (good preparation, involvement, logistic and relational support throughout the exercise).

The IA-team underlines the availability, support and commitment to ARU of the local, sub-regional, national and international stakeholders and partners interviewed by the external assessors.

Relevance and potential of the Ardhi university for the IUC program cooperation

Overall, ARU appears to be a good match with the IUC-concept. The limited budget of the university is not a serious obstacle even if the IA team recognizes that ARU should be financially better endowed. The assessment sheds light on several weaknesses, but the IA team observed a high level of willingness and availability to tally up and engage in appropriate measures to address these issues. With some well-targeted external support, management and staff of ARU will be able to make progress and benefit from the envisaged inter-university cooperation. The current regular links between Ardhi university and public bodies and political/departmental authorities should be seen as an additional asset, as it allows for influencing public policies and initiatives.

For Flemish universities and university colleges, collaborating with ARU offers the opportunity to contribute directly to relevant researches and actions in a highly significant urban development context. ARU is a candidate whose margin of progress is rather high; while it also provides the opportunity for Flemish universities to be confronted with real life complex challenges in rapid growing cities.

7. Annexures

7.1. Checklist collection of additional data and documentation

| | |
|-------------------------------|---------------------|
| Name of the university | |
| Status – date: | 22/ 07/ 2020 |

| Data | Available | Partially available | Not available | Where to find (institutional factsheet, self-assessment report, other,) |
|---|------------------|----------------------------|----------------------|---|
| Overview of all educational programmes | X | | | Facts and Figures 2018/2019. Also the university Website: http://www.aru.ac.tz/index.php/features2/menu/undergraduate-programmes and http://www.aru.ac.tz/index.php/features2/2013-01-31-07-13-54/2016-04-27-08-40-30 |
| Number of students enrolled for each educational programme and for each level (Bachelor, master, PhD) | X | | | Institutional factsheet |
| Employment data of graduates | | | | Two tracer study documents |
| Overview of academic research production per relevant unit (faculty, department, other) | x | | | Institutional factsheet |
| Overview of recent external funding | x | | | |
| Data on e-learning use, use of libraries, IT support systems, etc. | | x | | |
| Total annual budget | x | | | |
| % of annual budget government funded | x | | | |

| Data | Available | Partially available | Not available | Where to find (institutional factsheet, self-assessment report, other,) |
|--|------------------|----------------------------|----------------------|--|
| % of annual budget from tuition fees | x | | | |
| Total number of staff (M/F) | X | | | Institutional factsheet |
| Total number of academic staff (M/F) | X | | | Institutional factsheet |
| Number of Master degree holders in academic staff (M/F) | X | | | Institutional factsheet |
| Number of PhD holders in academic staff (M/F) | X | | | Institutional factsheet |
| Teaching load (percentage of time of academic staff spent on teaching) | X | | | Institutional factsheet |
| Academic staff / student ratio | X | | | |

7.2. Overview of key additional data collected

| Data field | Data | Comments (if any) |
|---|--------------|--|
| Total number of students enrolled | 4554 | Registration list |
| <ul style="list-style-type: none"> Bachelor - female | 1711 | Registration list |
| <ul style="list-style-type: none"> Bachelor - male | 2514 | Registration list |
| <ul style="list-style-type: none"> Master - female | 73 | Registration list |
| <ul style="list-style-type: none"> Master - male | 149 | Registration list |
| <ul style="list-style-type: none"> PhD - female | 10 | Registration list |
| <ul style="list-style-type: none"> PhD - male | 64 | Registration list |
| <ul style="list-style-type: none"> Bachelor - female, master, PhD) | | |
| % of graduates employed within 12 months after graduation | 90% | 2010 tracer study |
| % of graduates employed within 24 months after graduation | | |
| Total annual budget | \$ 11,665320 | Data filled by the bursar (2018/19 financial year) |
| % of annual budget government funded | 70.35% | Data filled by the bursar |
| % of annual budget from tuition fees | 25.23% | Data filled by the bursar |
| % of annual budget from external funding | 4.42% | Data filled by the bursar (including Donor funds and consultancy fees) |
| Total number of staff | 562 | Payroll |
| <ul style="list-style-type: none"> # female staff | 197 | |
| <ul style="list-style-type: none"> # male staff | 265 | |
| Total number of academic staff | 260 | |
| <ul style="list-style-type: none"> # female academic staff | 89 | |
| <ul style="list-style-type: none"> # male academic staff | 171 | |
| Number of Master degree holders in academic staff | 114 | |
| <ul style="list-style-type: none"> # female of Master degree holders in academic staff | 26 | |

| Data field | Data | Comments (if any) |
|---|---------|--|
| <ul style="list-style-type: none"> • # male of Master degree holders in academic staff | 88 | |
| Number of PhD holders in academic staff | 85 | 2018/19 Data, Institutional factsheet |
| <ul style="list-style-type: none"> • # female of PhD holders in academic staff | 33 | |
| <ul style="list-style-type: none"> • # male of PhD holders in academic staff | 52 | |
| Teaching load (percentage of time of academic staff spent on teaching) | 40%-60% | Estimated by staff (The minimum students' contact hours per week ranges between 5-8 hours) |
| Academic staff / student ratio | 1:16 | This exceeds the minimum threshold set by the regulator (TCU) |

| Date | Type of meeting | Stakeholders met |
|-------------|---|---|
| | | Challo Kihanda, Student Kimari Yusuph, Student Dr. Ribobert Buberwa, Director ICTU Kimario Bertha, Student Prof. Rubhera M. Mato, ARU Consultancy Unit Dr. Sara Phoya, SACEM |
| 14/07/2020 | Individual Interview | Prof. Gabriel Kassenga, Deputy Vice Chancellor, Academic Affairs |
| 14/07/2020 | Individual Interview | Dr. Macarius Mdemu, Deputy Vice Chancellor Planning, Finance and Administration |
| 14/07/2020 | Individual Interview | Mr. Esau Swilla, Director of Human Resources and Administration |
| 14/07/2020 | Individual Interview | Mr. Allan Msabaha, Bursar |
| 14/07/2020 | Individual Interview | Dr. Ally Namangaya, Dean, School of Spatial Planning and Social Science |
| 15/07/2020 | Focus discussion with academic staff | Dr. Isabela Mtani, IHSS Prof. Huba Nguluma, IHSS Athuman Hamis, SERBI Dr. Given Mhina, Mr. Dennis Tesha, SACEM Dr. Nicolas Mwageni, SEST Dr Emmanuel Nsekela, SACEM Dr. Harriet Eliufoo, SACEM |
| 15/07/2020 | Individual Interview, University Administration | Prof. Evaristo Liwa, The Vice Chancellor |
| 15/07/2020 | Individual Interview – External Government | Dk. Maulid Banyani, Director General, National Housing Corporation |
| 15/07/2020 | Individual Interview – External Regulatory body | Mr. Wenceslaus Kizaba, Director of Consultancy, Tanzania Building Agency |
| 16/07/2020 | Individual Interview | Dr. Gibson Munisi, Director of Planning and Development |
| 16/07/2020 | Individual Interview | Dr, Mahenge, Dean CEST |
| 16/07/2020 | Individual Interview | Dr. Nelly Babere, Director, Gender Dimension Unit |

| Date | Type of meeting | Stakeholders met |
|-------------|--|--|
| 16/07/2020 | Individual Interview | Mr. Daniel Matondo, Training Officer, Architect and Quantity Surveyors Registration Board |
| 16/07/2020 | Individual Interview | Mr. Noel Gustav, Alumni (Scholarship Beneficiary- Hasselt University Collaboration) |
| 16/07/2020 | Individual Interview | Dr. Shadrack Sabai, Director Quality Assurance |
| 17/07/2020 | Individual Interview | Dr, Tatu Limbumba, Director, IHSS |
| 17/07/2020 | Individual Interview | Dr. F. Buberwa, CICT |
| 17/07/2020 | Individual Interview | Dr. Msami Mwanga, Managing Director CRM Land Consult Ltd (private firm) |
| 17/07/2020 | | Dr. Sophia Lukwale, Director, ARU Library Services |
| 17/07/2020 | Focus group with students | Tonest Anthony, Building Economics 2nd year Bertha Kimario, Architecture 1st year Ally Aziza, Community Development 3rd year Mahmoud Umulkhery, Accounting and Finance 2nd year Experancius Mnyaigala, Building Economics, 3rd year Joseph Emmanuel, LMV 3rd year |
| 20/07/2020 | Individual Interview | Ms. Fatuma Mokiwa, Head Procurement Management Unit |
| 20/07/2020 | Individual Interview | Dr. Sara Phoya, Head Links and International Affairs |
| 20/07/2020 | Individual Interview | Ms. Hadija, Public Relations Officer |
| 21/07/2020 | Individual Interview | Ms. Anna Mushi – Head Human Resource |
| 21/07/2020 | Individual Interview, Student Postgraduate | Mr. Iddi Mwanyoka, Ph.D Candidate, IHSS |
| 21/07/2020 | Individual Interview, external, NGO | Dr. Tim Ndezi, Director Centre for Community Initiative |
| 21/07/2020 | Individual Interview, external, Beneficiary farmer | Ms, Anathalia Kilyeny, Farmer Iringa (Beneficiary TISA Project) |
| 22/07/2020 | Individual interview, external NGO | Ms. Aida Mulokozi, Director, The Dar es Salaam Centre for Architectural Heritage (<i>DARCH</i>) |
| 23/07/2020 | Individual Interview, external alumni Group meeting | Mr. Haruna Masebu, Independent Consultant and Chairperson of the ARU Convocation Debriefing with the ARU self-assessment and authorities |

| Date | Type of meeting | Stakeholders met |
|-----------------------------|------------------------|-----------------------------------|
| 24/07/2020 up to 31/07/2020 | | Writing and finalizing the report |

7.4. Detailed scoring card – maturity levels per domain and aspect

| <i>Capability – Domain - Aspect</i> | <i>Score</i> |
|--|--------------|
| <u>1. Capability to achieve coherence</u> | |
| Domain 1.1 There is a shared and coherent vision and strategy on university/faculty level | 4- |
| P1 - The university has a clear written vision and a mission statement which are widely known by members of the university community. | 4+ |
| P2 - The university has a clearly written strategic plan in line with the vision and mission statement which guides work and is reviewed annually. | 5- |
| P3 - The University's strategic plan is based on a systemic analysis of the university's context, capacities and potential roles. | 4- |
| P4 - The faculties have developed a faculty-level strategy in coherence with the vision and mission statement of the university. | 4- |
| R5 - There is coherence between the mission, the strategies, resources, processes, concrete actions and results of the university". | 4- |
| Domain 1.2. Existence of a set of simple principles which govern the university's / faculty's operations | 4 |
| P1 - Existence of a set of clear values shared among board/ management, staff and students of the university. | 4+ |
| P2 - Existence of a set of policies and processes/procedures which govern the university's operations and are widely known in the university. | 4 |
| R3 - The university and faculty's operations benefit from principle-based governance. | 4 |
| Domain 1.3. University's/faculty's governance/management structures are effective | 4+ |
| P1 - Existence of an organogram at university/faculty level. | 5 |
| P2 - Board composition and functioning: the university has a diverse and functional Board that meets quarterly (either face-to-face or virtually). | 4+ |
| P3 - The university has an annual work plan linked to the strategy and budget, with measurable results, activities, timelines, responsibilities and indicators. | 4 |
| P4 - The work plan has been developed collaboratively, is monitored and informs decision-making. | 4 |
| R5 - The strategic direction, support and accountability of the Board contributes to the university's performance and reputation. | 5 |
| R6 - There is coherence, thus absence of conflicting visions, in the management, which contributes to the university's performance and reputation. | 5 |
| R7 - The university adequately balances participatory approaches with effective decision-making made at the lower levels, the control and command system remains highly centralized. | 4+ |
| <u>2. Capability to deliver on development relevant objectives and commitments</u> | |
| Domain 2.1. The university provides high quality, development relevant education | 4+ |
| P1 - The university has adequate systems for curriculum development with due attention for learning outcomes and quality. | 4+ |

| <u>Capability – Domain - Aspect</u> | <u>Score</u> |
|--|--------------|
| P2 - The university has clear quality assurance standards for teaching which are adhered to. | 5- |
| P3 - The university makes clear efforts to evaluate curricula in terms of labour-market needs and relevance. | 4+ |
| P4 - The university has adequate systems for adapting curricula, teaching and learning methods to maximise developmental relevance of provided education. | 4 |
| R5 - The university's educational programmes are accredited. | 4 |
| R6 - The education provided by the university is perceived by key stakeholders to be of high quality and relevant for development. | 4 |
| Domain 2.2 The university is a multidisciplinary institution that produces cost-effective significant amounts of high-quality research | 3 |
| P1 - Academic staff have the time, capacity and incentives to conduct research. | 3 |
| P2 - The university organises academic conferences and seminars and/or is sufficiently represented at external conferences and seminars. | 3 |
| P3 - University's/faculty's research is conducted in a multi-, inter or transdisciplinary approach. | 3 |
| P4 - The university has adequate systems to prioritise research projects based on their potential to generate added societal and developmental value. | 3+ |
| P5 - The university has adequate systems to assure cost-effectiveness of its research. | 3+ |
| R6 - The university has produced an adequate number of high-quality and appreciated academic publications. | 3 |
| R7 - The research conducted by the university provides cost-effective research outcomes that are relevant for development. | 3+ |
| R8 - The university has and uses a number of flagship research centres. | 3 |
| Domain 2.3 The university is perceived as a real actor and driver of Change | 3 |
| P1 - Academic staff have the time, capacity and incentives to disseminate results of their research. | 3 |
| P2 - The university actively contributes to public policy debates (local, district, national and/or international level). | 3 |
| P3 - The university's research and education processes facilitate the emergence of innovative solutions (relevant for communities, private sector, etc.). | 3+ |
| P4 - The university supports the dissemination of new ideas, concepts and research results (by setting up processes, extension service, by incl. it in staff performance reviews, etc.). | 3+ |
| R5 - Research results are used by external stakeholders (incl. spin-offs). | 3+ |
| R6 - Innovative solutions that emerge from the university are adopted and used by relevant stakeholders (uptake). | 3 |
| R7 - The university is effective in contributing to public policy changes (e.g. in higher education, public health, etc). | 3 |
| R8 - The university's research and education generates clear added societal value. | 3 |

| <u>Capability – Domain - Aspect</u> | <u>Score</u> |
|--|--------------|
| <u>3. Capability to relate to external stakeholders</u> | |
| Domain 3.1. The university creates the condition for effective network development and is aware of the importance of formal institutional alliances | 3 |
| P1 - An external communication strategy exists and is used to communicate effectively with key stakeholders (government, community, private sector, funders, ...) capacity. | 3+ |
| P2 - The university invests in communication capacity at individual and organisational level. | 3 |
| P3 – The university creates the conditions for effective partnerships in its vision and strategy. The board and management members are able to balance individual incentives with organisational performance. | 3+ |
| P4 - The university has a strategy to network and relate to other relevant stakeholders (incl. on extension services to external stakeholders (extension workers, TTO, communication, etc.); on advisory and/or consultancy services to external stakeholders; on (inter-institutional) networks). | 3 |
| P5 - The university allocates adequate resources for networking. | 3 |
| R6 - The university is knowledgeable about and adequately uses the strategies and work of other organizations; consults and collaborates with partners when planning/ implementing. | 3 |
| Domain 3.2. The university has a vast network which is actively used | 3+ |
| P1 - Networking activities are of good quality (e.g. frequency & depth of contacts). | 3+ |
| P2 - Habit of networking is adopted by academic staff of the university. | 3 |
| P3 - The university systematically involves external stakeholders when curricula or courses are developed. | 4+ |
| P4 - The university possesses adequately trained personnel to do networking and communication. | 3 |
| R5 - The university has extensive and effective networks with a) Private stakeholders b) Bi- and multilateral donors, foundations, etc. c) Political stakeholders d) Actors within civil society e) Policy makers f) Alumni g) Universities/faculties and training institutes/research institutions in different countries h) Other relevant stakeholders in private/public sector i) Employers (to know their needs). | 4 |
| R6 - The university uses its network to provide extension services (as intermediary), advisory and/or consultancy services. | 3+ |
| R7 - The university is well known and viewed as a constructive and empowering presence by the community | 3+ |
| Domain 3.3 The university obtains additional project funding | 3+ |
| P1 - The university has strategies for internationalisation, understands the local and international funding environment and has a resource mobilization strategy. | 3+ |
| P2 - The university staff are adequately supported in raising and managing external funds (proposal writing, grant management, etc.). | 3+ |
| P3 - The university actively monitors externally funded projects (both administratively and content-wise). | 3+ |
| R4 - The university successfully raises significant and diverse external funds on a regular basis. | 3 |
| R5 - The university delivers on the results agreed upon in the funding agreements. | 4+ |

| <u>Capability – Domain - Aspect</u> | <u>Score</u> |
|---|--------------|
| 4. Capability to act and commit | |
| Domain 4.1. The university is able to make and implement decisions | 5- |
| P1 - Delegation of responsibilities: persons with a hierarchic role are empowered to make decisions and are able to implement decisions in time. | 5- |
| P2 - The university has effective systems, structures and processes (with a proper legal basis) to engage and commit in a timely manner. | 5 |
| R3 - The leadership of the university is effective in timely and appropriate decision-making. | 4+ |
| Domain 4.2. The university has adequate and well managed Human Resources | 4 |
| P1 - The university's hiring process is inclusive across gender, race and religion. | 4 |
| P2 - The university possesses enough adequately trained personnel for conducting educational programmes (BA, MA and PhD) using state-of the-art pedagogic approaches. | 4 |
| P3 - The university possesses enough adequately trained personnel for doing state-of-the-art research. | 3- |
| P4 - Further training for local staff to strengthen competencies in terms of education and research are available (incl. proposal writing, research management, curriculum development, laboratory maintenance, etc.). | 4 |
| P5 - There is sufficient administrative staff in relation to university's needs. | 4+ |
| P6 - The university has a clear, transparent system for staff development, staff promotion, mobility, performance reviews, etc. | 5 |
| P7 - The university has mechanisms for conflict resolution, complaint management, etc. | 5 |
| R8 - There is a relative gender balance at all levels of the university.- | 3+ |
| R9 - The university succeeds in attracting and retaining motivated and skilled staff. | 4+ |
| Domain 4.3 The university has an adequate infrastructure | 3+ |
| P1 - Availability of flexible research funds (e.g. for setting up small experiments). | 3 |
| R2 - The university has well performing ICT systems and services (e.g. access to internet for its staff and students, IT systems support for the core processes of the university - (e.g. student administration, library services, etc.) - functional distance education systems). | 3 |
| R3 - Technological facilities are available to staff and students (e.g. technology to collect data, data analysis, libraries, specialised software, communication platform, intranet, etc.). | 3 |
| R4 - Availability of adequate and accessible space (classrooms, labs, etc.) to conduct research and deliver classes. | 3+ |
| R5 - The laboratories at the university are adequate to conduct state-of-the art research. | 3 |
| R6 - Infrastructure and equipment is adequate with regard to staff's technical expertise. | 3+ |
| Domain 4.4 The university has adequate and well managed financial resources | 5 |
| P1 - The university has performant, smooth financial management systems, with sufficient checks and balances. | 5+ |
| R2 - Availability of adequate financial resources at department /faculty level and at university level. | 3- |

| <u>Capability – Domain - Aspect</u> | <u>Score</u> |
|---|--------------|
| R3 - The university is appreciated for its management of external funding. | 5 |
| R4 - The university is financially compliant to statutory and legal regulation. | 5 |
| Domain 4.5. The university has effective systems and processes for administration; and procurement and logistics | 5- |
| P1 - The university has effective administrative systems, structures and processes. | 5 |
| P2 – The university has effective systems, structures and processes for procurement and logistics. | 5- |
| R3 – The administration of the university is adequate with regard to its mission and strategy. | 4+ |
| R4 – The university effectively organises procurement and logistics. | 4+ |
| Domain 4.6 The university has effective systems and processes for project management and quality assurance | 5- |
| P1 - The university has adequate systems, structures and processes for project management. | 4+ |
| P2 - Clear quality standards and expectations are formulated for service delivery. | 5 |
| P3 - Quality standards and quality performance are communicated to the stakeholders involved and to the public at large. | 4+ |
| R4 - The university ensures the efficient use of its resources to maximize the achievement of its outputs and results. | 5- |
| R5 - The internal and external service delivery of the university is of high quality. | 5- |
| <u>5. Capability to adapt and self-renew</u> | |
| Domain 5.1. effective management in shifting contexts | 3+ |
| P1 - The management has an understanding of shifting contexts. | 4 |
| P2 - The management has experience in adapting to changed context. | 3 |
| P3 - The management has experience in facilitating change. | 3 |
| P4 - The university and the faculties have developed scenarios for risk mitigation and insuring resilience in case of major setbacks. | 3+ |
| R5 - The university adequately assesses trends or changes and effectively anticipates or adapts to major changes. | 3+ |
| Domain 5.2. The university is continuously adapting and renewing | 4 |
| P1 - The university has limited levels of hierarchy (too many levels of hierarchy as a possible constraint to adopt changes quickly). | 3+ |
| P2 - The university has a healthy feedback culture which allows to learn out of past mistakes and successes. | 4 |
| P3 - The university has an incentive system which fosters innovation, creativity and change. | 4 |
| P4 - The university has a training protocol and a HR development plan which encourages learning and exchange. | 3+ |
| P5 - The university has adequate processes in place to incorporate new research findings on a continuous basis into curricula or courses. | 4 |

| <u>Capability – Domain - Aspect</u> | <u>Score</u> |
|---|--------------|
| P6 - The university's research processes allow easy accommodation of external research requests. | 4 |
| R7 - The university effectively balances stability with innovation and renewal. ✓ A score 3+ is applicable if actual renewal and innovation are compared to the needs. ✓ A score 5- is applicable if we consider resource constraints and apply a actual innovation to cost perspective. | 3+ |
| Domain 5.3 The university has an adequate knowledge management system | 4 |
| P1 - The university has an active knowledge management system to learn from past mistakes and successes. ✓ A score 5 is applicable for the ambition level and good ideas ✓ A score 3 is applicable for the (resource constrained) implementation | 4 |
| P2 - Knowledge exchange is valued, and a range of appropriate mechanisms exist and are used for knowledge exchange. | 4 |
| P3 - The university has a repository and system to capture, document, and disseminate knowledge for program improvement, organizational learning and sharing with external stakeholders (shared folders, library and publication outlets-print, electronic or face-to- face- workshops, seminars etc.). | 3+ |
| R4 - Staff generate, learn, share, and use relevant knowledge for the benefit of individuals, units and the organization. | 4 |
| R5 - Evaluation contributes to organizational learning: Programs are evaluated, and evaluation findings are discussed, disseminated and inform organizational learning. | 4 |

Overview of Additional Annexures 7.5 till 7.14

- 7.5. The ARDHI university in two words
- 7.6. A short history of the University
- 7.7. ARU and the stakeholders
- 7.8. Some facets of the ARU management
- 7.9. Quality Assurance
- 7.10. Some outstanding achievements in the field of research
- 7.11. Learning and teaching self-assessment at ARU
- 7.12. Link & collaboration with other universities and stakeholders
- 7.13. Documents and sources consulted during the external assessment
- 7.14: Enrolment from 2007 to 2019

The additional annexures 7.5 till 7.14 are provided in a separate document.

