

Constraints On and Prospects of Academic Freedom In Private Universities in Tanzania: Implications for Human Development and Capacity Improvement

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Abstract

Private universities and university colleges in Tanzania are a new phenomenon established during the early 1990's as part of the government's efforts to liberalize the higher education sector to allow private providers and other stakeholders to offer higher education. Most of the current private universities and colleges in Tanzania were formerly small tertiary education institutions which elevated themselves into university status when the enabling policy was put in place. The majority of these nascent institutions – which are proliferating at an alarming rate – heavily rely on part-time faculty and mainly employ retired faculty from other higher learning institutions and retired civil servants, usually on a three-year contract basis renewable at the discretion of the employer. This nature of employment is essentially a constraint on the vibrant practice of academic freedom in these institutions. These tuition-dependent institutions mainly focus on teaching rather than independent research and are essentially for-profit institutions albeit disguised; a phenomenon which has wider implications for knowledge production in these institutions. Around 99% of private universities are owned or affiliated to religious institutions in Tanzania and abroad.

This paper, using documentary evidence and literature review, attempts to shed light on the constraints on academic freedom in private universities and university colleges in Tanzania and the implications of these constraints to human development and capability improvement through knowledge production and dissemination. The paper attempts to answer the following questions related to academic freedom in private universities in Tanzania:

- Given the nature of ownership/affiliation, governance and administration, faculty academic qualifications and ranks and insecure faculty tenures, to what extent is academic freedom practiced in private universities in Tanzania?
- What are constraints in practicing academic freedom in Tanzania private universities?

Throughout this paper the concepts academic freedom and intellectual freedom are used interchangeably. The concept of academic freedom refers to the freedom of the faculty, individually or collectively to pursue, develop and transmit knowledge through independent research, study, discussions, documentation, production and creation of new knowledge, independent teaching and grading students' papers without intimidation; writing and publishing academic papers on any topic of interest without control, restraint or fear of losing one's tenure at the end of the three-year contract or fear of students who fill out lecturer/course evaluation forms at the end of each semester.¹ Academic freedom in the context of this paper also encompasses freedom of movement of academics to attend academic conferences, workshops and seminars outside the country.

Key Words: Academic freedom, human development, capability improvement.

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1.0 Introducing Private Higher Education in Tanzania and its Current Status

In implementing its policy of liberalizing the provision of higher education in Tanzania to expand its access, the Tanzania Government amended the Education Act No. 25 of 1978 and replaced it with the Education Act No. 10 of 1995. This new Act has the provision for the establishment of private higher education institutions. Consequently, private universities and colleges started to operate officially in Tanzania in 1997, although one of the current private universities (St. Augustine University of Tanzania) has existed as the only private Roman Catholic-owned tertiary education institution since 1960's.

The 1999 *National Higher Education Policy* also underscores the importance of encouraging private organizations, individuals, non-governmental organizations and communities to take an active role in establishing and maintaining institutions of higher education as one of the strategies to make the private sector support higher education. Private universities and colleges in Tanzania - most of them demand-absorbing and for-profit institutions - mainly offer undergraduate degree programmes and advanced diplomas in the so-called market-driven courses such as business administration, accounting and finance, procurement and logistics management, law, health sciences, journalism and mass communication, education, and religious and secretarial studies.

Almost all of the current private universities and university colleges were formerly small tertiary education institutions which transformed themselves into universities and university colleges when the enabling Act was put in place. Because of the fact that the transformation of these tertiary education institutions into universities did not go in tandem with the construction of new educational infrastructure and training or retraining of the incumbent faculty, the majority of private universities operate from rented premises and buildings and heavily rely on part-time and retired faculty and civil servants. Table 1 summarizes registration status, total student enrolment and number of academic staff in private universities and university colleges in Tanzania as of 2007/2008 academic year.

2.0 The Concept of Academic Freedom, its Origin and Role in African Universities

The concept of academic freedom is subject to wide and different interpretations. In the context of this paper the concept refers to the freedom of the faculty, individually or collectively to pursue, develop and transmit knowledge through autonomous research, study, discussions, documentation, production and creation of knowledge without control, or restraint or fear of the institutions that employ them (Sall, 2004). Academic freedom further refers to the freedom of the faculty to mark and grade students' examinations and relevant coursework without fear or intimidation from students.

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Table 1: Registration Status, Total Student Enrolment and Number of Academic Staff in Tanzania Private Universities and University Colleges, 2007/2008

Institution	Registration Status	Total Enrolment	No. of Academic Staff ¹
Hubert Kairuki Memorial University	Accredited	442	107
St. Augustine University of Tanzania	Accredited	4165	138
Weil Bugando University College of Health Sciences	CFR	714	44
Ruaha University College	CFR	964	25
Mwenge University College of Education	CFR	190	13
International Medical & Technological University	CFR	168	28 ²
Tumaini University Dar es Salaam College	CFR	1328	51
Iringa University College	Accredited	2249	NA
Makumira University College	CFR	918	31
Kilimanjaro Christian Medical College	CFR	234	NA
Sebastian Kolowa University College	Accredited	138	NA
Stefano Moshi Memorial University College	Unknown	396	25
St. John's University of Tanzania	Accredited	791	NA
University of Arusha	CFR	1029	32
Mount Meru University	CFR	267	NA
Zanzibar University	CFR	1350	NA
Teofilo Kisanji University	PR	190	NA
College of Education Zanzibar of the International University of Africa Khartoum	CFR	213	18
Muslim University of Morogoro	CFR	654	8
Aga Khan University-Tanzania Institute of Higher Education	CFR	761	9

Key: CFR = Certificate of Full Registration; PR = Provisional Registration

Notes: 1. The figures for the number of academic staff are for 2006/2007 academic year. Unavailability of data on the number of academic staff in some universities is attributed to the fact that these institutions were not yet established at the time we were collecting data.
2. For 2005/06

Source: Tanzania Commission for Universities (TCU) (2009) *Universities and University Colleges Facts and Figures Second Edition*. Dar es Salaam: TCU, 2006/2007 *Budget Speech of the Minister for Higher Education, Science and Technology* p. 57; United Republic of Tanzania (2007) *Basic Statistics on Higher Education 2002/2003-2006/2007*. Dar es Salaam: Ministry of Higher Education, Science, and Technology pp. 32-42; Tanzania Commission for Universities (TCU) (2007) "Universities, University Colleges and Institutions," www.tcu.or.tz/universities.html accessed on 1/17/2007.

The concept of academic freedom also means "the freedom of the academician to question and test received wisdom and put forward new ideas and controversial or unpopular opinions without placing themselves in jeopardy of losing their jobs or privileges they may have at their institutions" (Russell, 1993). The concept of academic freedom encompasses the senses of collegiality and internal democracy in an academic institution (NEAR, 2003: 2).

Academic freedom, as Mama (2004:8) observes, is a necessary condition for African universities to fulfil their major role of knowledge production and dissemination through promotion of research and free enquiry; the open contestation of ideas, appreciation and tolerance of differences and fostering the values of the openness and respect for merit. Without academic freedom, universities are unable to fulfil one of their primary functions, i.e. to be a catalyst and sanctuary of new ideas, including those that may be unpopular (Sall, *op cit.*)

The concept of academic freedom as we know it today, originated from Germany in the 19th century, particularly in universities owned by the state (NEAR, 2003). The necessity of academic freedom according to NEAR stemmed from the involvement of academics in fundamental research in both physical and social sciences. In an African context, the concept of academic freedom acquired a special meaning in the English speaking universities in South Africa in the late 1950's and early 1960's to refer to the rights of universities to admit students and appoint academic staff regardless of race.

In the context of sub-Saharan Africa, the concept of academic freedom is very well articulated in the *Dar es Salaam Declaration of Academic Freedom and Social Responsibility of Academics* adopted and proclaimed by the University of Dar es Salaam academic staff in April 1990. *The Kampala Declaration on Intellectual Freedom and Social Responsibility* of November 1990 (a rejoinder of the Dar es Salaam Declaration) also sheds light on the concept of academic freedom in the African context.

The Dar es Salaam Declaration which has been adopted by many sub-Saharan African public universities, defines academic freedom as the freedom of all members of the academic community to fulfil their functions of teaching, doing research, writing, learning, exchanging and disseminating information, and providing services without fear of interference or repression from the state or any other public authority. Included in the definition of academic freedom according to the *Dar es Salaam Declaration*, is the freedom of all members of the academic community to move freely within the country and freedom to travel outside and re-enter without hindrance or harassment.

3.0 Prerequisites for Academic Freedom

Mama (2004), UNESCO (1997) and NEAR (2005) identify four critical prerequisites of academic freedom within the context of African (public) universities. The first one is adequate financial resources for an academic institution. Without adequate financial resources or a sound resource base there can be no academic freedom in an academic institution, whether public or private. *The Kampala Declaration* specifically acknowledges the important link between the material conditions of

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universities, remuneration of university staff and pursuit of academic freedom. Mama (2004) further points out that while inadequate public funding constitutes the major obstacle to higher education development in Africa it indirectly makes the pursuit of academic freedom in universities impossible.

Mama (*ibid.*) further argues that financial diversification undertaken by many public universities and externalization of financing of public universities, for example, reliance on external aid for research, poses new challenges to academic freedom and makes academic freedom through knowledge production vulnerable to the exigencies of becoming donor-driven.

The above prerequisites of academic freedom also apply to private universities in Tanzania. Private universities in Tanzania depend mainly on government controlled tuition fees and rely heavily on external donor support for their operations (See Table below). Heavy donor dependency for financial support of these institutions has negative impact on the practice of academic freedom. Furthermore, the material and working conditions and faculty remuneration² in most of these institutions are wanting with adverse implications on the practice of academic freedom in these institutions.

The second prerequisite of academic freedom is institutional autonomy. Institutional autonomy is related to the question of who controls and appoints university leaders and administrators and the whole process of administrators of appointing university leaders, whether it is democratic and transparent. Observation and anecdotal evidence shows that compared to public universities where top administrators and university leaders are sourced through open search committees composed of senior and experienced university professors, human resources consultancy firms and other stakeholders within the university community, in the majority of Tanzania private universities the owners, in most cases, appoint top university leaders and administrators, in many cases not on the basis of academic excellence and experience in university leadership, but on the basis of loyalty to the owners of the institutions or the religious denomination of the potential appointee.³ The system of appointing university leaders and top administrators in private universities in Tanzania has implications on internal democracy and constitutes constraints in the practice of academic freedom in these institutions.

The third prerequisite of academic freedom is employment/working conditions. Employment conditions in the context of academic freedom mainly refer to the security of tenure of academic staff and remuneration. Security of tenure as Mama (*op. cit.*) observes, is a minimal prerequisite for the exercise of academic freedom. Compared to the majority of academic staff employed in public universities who

are employed on permanent and pensionable terms,⁴ academic staff in all private universities in Tanzania are employed on two to three-year contract terms, subject to renewal at the discretion of the employer.

Contractual employment conditions, among other things, make academic staff in private universities vulnerable to censorship by employers and some kind of self-censorship in their work, especially in marking and grading students' papers in order to satisfy and please both students and employers to secure further employment contracts. Self-censorship on the part of the academic staff erodes the basic tenets of academic freedom in these institutions.⁵ Hoeller (2006) argues, "...college professors cannot teach successfully if they are in constant fear of losing their job because of something they said in class or wrote in a published article. They cannot enforce high (academic) standards, if doing so will cost them their livelihood." Hoeller further observes that academic freedom and (secure) tenure are *inextricably* linked, to such an extent that you cannot have one without the other. In practice, insecure tenure in most of the private universities negatively impacts on academic freedom in these institutions and is one of the major constraints of academic freedom.

Related to employment conditions, are remuneration, age of the academic staff and general working conditions. Available documentary evidence shows that with the exception of very few isolated cases, remuneration of academic staff in most of the private universities and colleges is very low, compared to public universities. The general working conditions as defined by availability of teaching-learning materials, office space, research funds, transparent promotion criteria, and strong academic leadership are also not favourable in most private universities. Because of unsatisfactory working conditions, unlike in Kenya and Uganda, private universities in Tanzania have not been able to attract internationally acclaimed university professors from public universities, apart from retired professors who are mainly attracted to these institutions because of their proximity to their homelands. These institutions are also currently experiencing high labour turnover among academic staff (Marwa, 2006) mainly because of poor working conditions and related issues.

Most of private universities in Tanzania employ a substantial number of retired civil servants and retired academic staff from public universities on contractual terms. This phenomenon also has negative implications for the practice of academic freedom in these institutions because most of these retirees who are enjoying their retirement benefits from their former employers will not, as a survival strategy, resort to self-censorship. Our documentary evidence shows that in 2006/2007 academic year, the percentage of teaching staff with the age of 50 years and above ranged from 19.6 to 52.3.

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The fourth prerequisite for academic freedom is higher academic qualifications and ranks for academic staff. Mama (2004) argues that the higher the academic qualifications and ranks of academic staff, the greater the degree of their academic freedom and autonomy. Academic staff with higher academic qualifications and ranks, have higher self-confidence in themselves, have a high degree of labour mobility, greater bargaining power with their employers, and cannot resort to self-censorship, compared to those with lesser academic qualifications and lower ranks.

A study by Mitchelsen and Hartwich (2004) found out that university academic staff with PhDs have more academic freedom than those without PhDs; and generally have more scientific skills and expertise in conducting research and in publishing than those with masters degrees. The same study also found out that participation in international conferences by academics is important because it creates opportunities for presenting research results, seeking additional resources, and providing access to knowledge and networking. As our data will reveal later, the majority of the academic staff in Tanzania private universities possess masters degrees and most of them have junior academic ranks. These observations have implications on limited knowledge production and dissemination and overall limited human development and capability improvement in Tanzania private universities.

Another prerequisite of academic freedom, although not acknowledged in literature on academic freedom, is the existence of a strong and autonomous academic staff assembly in a university which acts as a pressure group and a forum for academic staff to discuss issues related to their academic and social wellbeing as academicians, and exchange ideas. Compared to public universities where academic staff assemblies are part and parcel of such universities' administrative structures, observation and documentary evidence shows the majority of Tanzania private universities operate without academic staff assemblies, and in some universities they are indirectly banned, although some of the private universities' charters have provisions for the establishment of academic assemblies. In some few private universities where these assemblies exist, they are weak to have any impact on the practice of academic freedom. Absence of academic staff assemblies in some of the private universities is one of the major constraints in the practice of academic freedom in these institutions and has implication of limited internal democracy. The section below focuses on ownership or affiliation of private universities, academic qualifications and governance in Tanzania private universities in the context of the practice of academic freedom.

4.0 Ownership, Faculty Academic Qualifications, Administration and Governance in Tanzania Private Universities: Implications for Academic Freedom

4.1 Nature of Ownership of Private Universities in Tanzania

In practice, almost all 21 private universities and university colleges surveyed (except two), are either wholly owned or affiliated to two major religious denominations in Tanzania, i.e. Christian and Islam. The nature of religious ownership and affiliation of these higher education institutions has impact on the practice of academic freedom and on administration and governance of these institutions.

While most private universities owned by religious groups or affiliated private universities claim to be secular institutions, the mission statements of some of these institutions categorically state that these institutions promote certain religious and moral values which every academic staff and other employees – even if they are non-believers – have to ‘respect.’⁶ Table 2 shows the nature of ownership or affiliation of registered Tanzania private universities and university colleges as of 2007.

Table 2: Nature of Ownership or Affiliation of Tanzania Private Universities, 2007

University	Year Established	Ownership/Affiliation
St. Augustine University of Tanzania (SAUT)	1998	Roman Catholic Church
Weil Bugando University College of Health Sciences of SAUT	2002	Roman Catholic Church, but was founded by the Maryknol Society & Weil Cornell Medical College in New York
Mwenge University College of Education of SAUT	2005	Roman Catholic Church
Ruaha University College of SAUT	2005	Roman Catholic Church
Hubert Kairuki Memorial University	1996	Affiliated to the Evangelical Lutheran Church of Tanzania (ELCT)
Kilimanjaro Christian Medical College of Tumaini University	1996	-do-
Iringa University College of Tumaini University	1996	-do-
Makumira University College of Tumaini University	1996	-do-
Tumaini University Dar es Salaam College	2005	-do-
Sebastian Kolowa University College of Tumaini University	2007	-do-

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University	Year Established	Ownership/Affiliation
Stefano Moshi Memorial University College of Tumaini University	2007	-do-
University of Arusha	2005	Seventh Day Adventist Church (Tanzania) but has strong affiliation with the SDA Church in the USA
Mount Meru University	2002	Baptist Church
Muslim University of Morogoro	2005	Muslim Development Foundation Daral Iman Islamic Charitable Foundation based in the Gulf States & Geneva
Zanzibar University	1998	Muslim-Affiliated to the International University of Africa-Khartoum
College of Education Zanzibar	1998	Aga Khan Foundation
Aga Khan University	2000	Moravian Church
Teofilo Kisanji University	2004	Vignan Educational Foundation of India
International Medical & Technological University	1996	
St. John's University of Tanzania	2007	Anglican Church

Source: The Higher Education Accreditation Council (2006) *Guide to Higher Education in Tanzania*, 2005 pp.18-20; Personal observation, and websites of various private universities and university colleges.

The data in Table 2 reveal that 75% of the current private universities and university colleges in Tanzania are owned or affiliated to Christian denominations, while universities owned or affiliated to Islam religion comprise 15%. Only 10% of the total universities are owned or affiliated to other religious and non-religious organizations.

The fact 90% of Tanzania private universities are owned or affiliated to religious organizations has implication of the limited academic freedom in these institutions, especially on knowledge production and dissemination through research. For example, our observation shows that it is practically impossible for faculty employed in church-owned universities to research on some topics (even if they wished to do so) such as abortion, condom use or sexuality because such institutions are opposed to these issues on moral grounds and church religious teachings.

In the following section we present data on faculty academic qualifications and ranks in private universities in Tanzania and implications thereof for academic freedom, knowledge production and dissemination in the context of Mitchelsen and Hartwich's (2004) argument on the link between academic qualification and the degree of academic freedom and knowledge production.

4.2 Academic Staff Qualifications and Ranks in Tanzania Private Universities: Implications for Academic Freedom and Human Development and Capability Improvement

One of the prerequisites of academic freedom is higher academic qualifications and ranks of the faculty in an academic institution. As argued earlier, the higher the academic qualifications and ranks of academic staff in an institution, the greater the degree of academic freedom and autonomy. Academic staff with higher academic qualifications and ranks tend to have higher self-confidence, they are independent minded, and have a higher degree of mobility in the labour market. Such academics cannot resort to academic self-censorship to please their employers as a survival strategy. Higher academic qualifications of faculty also directly relate to high level of knowledge production and dissemination through research and publication, and to a greater degree of human development and capability improvement.

Despite the unavailability of comprehensive disaggregated data on faculty academic ranks in Tanzania private universities, available data from six (6) universities employing a total of 128 teaching staff or 25.5% of the total 501 teaching staff employed in 17 private universities show that in 2005/2006 academic year, there were only 2 full Professors (1.5%) and 10 Associate Professors (7.8%) The ranks of other teaching staff in Tanzania private universities were: Senior Lecturers (24) or 18.7% Lecturers (45) or 35.1%, Assistant Lecturers (14) or 11.0%, and Tutorial Assistants (11) or 8.5% (URT, 2006: 156). Table 3 shows academic qualifications of teaching staff employed in Tanzania private universities in 2005/2006 academic year.

Table 3: Academic Qualifications of Teaching Staff in Tanzania Private Universities, 2005/2006

Institution	Academic Staff With:				Total	% PhD
	PhD	Masters Degree	Bachelors Degree	Other Qualifica- tions		
St. Augustine University	11	29	7	4	51	21.5
Kilimanjaro Christian Medical College, Moshi	8	27	24	1	60	13.3
Iringa University College	6	35	16	4	61	10.0
Makumira University College, Arusha	9	9	0	1	19	47.3
Tumaini University College, DSM	1	11	3	2	17	5.8
Muslim University of Morogoro	7	14	0	0	21	33.3
University of Arusha	2	13	1	0	16	12.5
College of Education Zanzibar	10	7	0	0	17	58.8

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Institution	Academic Staff With:				Total	% PhD
	PhD	Masters Degree	Bachelors Degree	Other Qualifications		
Bugando University College of Health Sciences, Mwanza	8	11	7	0	26	30.7
Aga Khan University, DSM	2	21	3	0	26	9.5
Mount Meru University	6	8	4	2	20	30.0
Teofilo Kisanji University	4	13	7	0	24	16.6
Zanzibar University	4	17	0	0	21	19.0
International Medical and Technological University, DSM	3	20	2	3	28	15.0
Ruaha University College, Iringa	4	8	1	0	13	30.7
Mwenge University College of Education, Moshi	1	6	4	1	12	8.3
Grand Total	86	249	79	18	432	20.0

Notes: Other qualifications include non-university degree equivalent qualifications such as advanced diplomas and other professional qualifications such as Certified Public Accountant (CPA) or Certified Supplies Professional (CSP)

Source: Adapted from United Republic of Tanzania (URT) (July 2006) *Basic Statistics on Higher Education, Science and Technology 2001/2002-2005/2006*. Dar es Salaam: Ministry of Higher Education, Science and Technology, pp. 119-133.

Data in Table 3 show that out of the 432 academic staff employed in 17 private universities and university colleges in 2005/2006 academic year, only 20% had doctorate degrees; while 57.6% had masters degrees and 18.2% had bachelors degrees. About 4.1% of the academic staff had other non-degree equivalent academic qualifications. By comparison, of the 685 academic staff employed by the University of Dar es Salaam (Main Campus) in the same academic year, about 69% had doctorates, while 32% had masters degrees. In the context of Mitchelsen and Hartwich's study, cited earlier, the major implication of the data in Table 3 is that academic staff in Tanzania private universities have lesser academic freedom and that less or minimal human capital development and capability improvement activities take place in these institutions through knowledge production and dissemination through research.

Another implication is that there is very limited, if any, knowledge production and dissemination through research in Tanzania private universities compared to public universities mainly due to the limited number of PhD holders. As Mitchelsen and Hartwich (2004) correctly observe, university academic staff with doctorates have more academic freedom than those with masters degrees and have more scientific skills and expertise in conducting research, hence greater degree of knowledge production and dissemination. This phenomenon explains why many of these institutions are teaching with the purpose of making students pass their examinations in order to attract more tuition-paying students.

Table 4 summarizes staff academic qualifications in both public and private universities for 2006/2007 academic year.

Table 4: Academic Qualifications of Teaching Staff in Tanzania Private and Public Universities, 2006/2007

Qualification	Institutions			
	Private	%	Public	%
PhD	85	19.7	824	49.2
Masters	250	58.1	716	42.7
PGD	2	0.5	6	0.3
Bachelors	80	18.6	129	7.7
Other	13	3.0	0	0.0
Total	430	100.0	1675	100.0

Source: URT (2007) *Basic Statistics on Higher Education 2002/2003-2006/2007* p. 22.

Administration, governance and financing of Tanzania private universities are related to academic freedom and internal democracy of any institution of higher learning. The section below addresses such issues.

4.3 Administration, Governance and Financing of Tanzania Private Universities: Implications for Academic Freedom

To a large extent, Tanzania private universities have adopted a system of administration and governance used in public universities. The highest organ in the organizational structure is the Board of Trustees. In the case of universities owned by religious denominations, e.g. the Roman Catholic Church and the Evangelical Lutheran Church of Tanzania, bishops and archbishops form the larger part of members of the Board of Trustees. Next in the organizational structure is the University Council. University Councils are the highest decision making organs charged with making vital strategic decisions concerning the development of respective universities. For universities owned by churches, the head of the church or his representative with the highest religious rank, e.g. bishop or archbishop is usually the chairperson of the respective University Council.

Also as in public universities, every private university has a ceremonial Chancellor and a Vice Chancellor who is the Chief Executive. For universities affiliated or owned by Christian religious denominations, the Chancellor is usually a bishop or archbishop. In some private universities, chancellors (in their ceremonial roles) are assisted by "pro-chancellors",⁷ usually bishops of religious dioceses in areas where universities are located. Vice chancellors on the other hand are assisted by deputy vice chancellors or provosts in charge of administration and finance, and academic affairs. Vice chancellors and their deputies are responsible for the day-to-day administration of their respective institutions assisted by management boards. For university colleges or constituent colleges, provosts and their deputies or

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principals and vice principals are responsible for the day-to-day operations of their institutions assisted by management boards. Vice chancellors/principals in most of Tanzania private universities owned by Christian or Muslim religious denominations are usually members of the same religious denominations.

Mama (2004) argues that institutional autonomy is related to the question of who controls and appoints university leaders and administrators and the whole process of appointing university leaders and administrators, whether it is democratic, transparent or competitive. On the basis of observation and anecdotal evidence, we can argue in this context that the process of appointing Tanzania private universities' top leaders is not transparent and democratic or competitive; hence, the process lacks institutional autonomy, internal democracy and academic freedom in these institutions. Table 5 summarizes available data on the academic qualifications and ranks and occupations/professions of vice chancellors or principals in 17 Tanzania private universities as of 2006.

Table 5: Academic Qualifications, Ranks and Occupations of Tanzania Private Universities' Vice Chancellors/Principals and Provosts, 2006

University	VC's Academic Qualification	Academic Rank ¹	Occupation/Vocation
Hubert Kairuki Memorial University	Masters	Assoc. Prof.	Medical Doctor
International Medical & Technological University	Masters	Unknown	Unknown
St. Augustine University of Tanzania	PhD (Canon Law)	Lecturer	Clergy/Priest
Zanzibar University	PhD (Law)	Professor	Lawyer
Kilimanjaro Christian Medical College	Masters	Professor	Medical Doctor
Mount Meru University	Masters (Divinity)	Lecturer	Clergy/Priest
University of Arusha	Masters (Divinity)	Lecturer	Clergy/Priest
Teofilo Kisanji University	Doctor of Divinity	Lecturer	Clergy/Priest
Muslim University of Morogoro	PhD	Professor	Non-Clergy
Iringa University College	PhD	Professor	Non-Clergy
Makumira University College	PhD (Theology)	Professor	Pastor
University College of Education Zanzibar	PhD	Lecturer	Non-Clergy
Bugando University College of Health Sciences	Masters	Professor	Medical Doctor
Mwenge University College of Education	PhD	Lecturer	Clergy/Priest
Tumaini University Dar es Salaam College	PhD	Professor	Education
Ruaha University College	PhD	Lecturer	Clergy/Priest
Aga Khan University-Tanzania Institute of Higher Education	Unknown	Unknown	Unknown

Notes: 1. Our source of data does not distinguish between professors and associate professors, but according to our personal observation and experience, the majority of vice chancellors in Tanzania private universities with the ranks of "professors" are actually associate professors.

Source: Adapted from: *Guide to Higher Education in Tanzania, 2005* pp. 46-107

Data in Table 5 shows that of the 17 vice chancellors surveyed, 47% were professors, 41.1% were lecturers, while 41.1% of the vice chancellors were priests or members of the clergy. Furthermore, data in Table 6 shows that 35.2% of the vice chancellors surveyed had masters degrees as their basic academic qualification. The implications of the above findings on the academic freedom are enormous. A university whose vice chancellor/principal is a lecturer and with a masters degree is more likely to experience very limited academic freedom because one may likely lack self-confidence. Imagine of such a vice chancellor who has to lead experienced and independent-minded professors, senior lecturers/researchers and encourage free and critical academic dialogue among academic staff.⁸ In this kind of a university, internal democracy is more likely to be curtailed.

Furthermore, a university whose vice chancellor is a lecturer and a holder of a masters degree is more likely to experience a low level of knowledge production in terms of research and publications which translates into a low degree of human development and capability improvement in these institutions. Sources of income and financing of Tanzania private universities have implications to academic freedom, human development and capability improvement. These issues are explored in the following section.

4.4 Sources of Income and Financing of Tanzania Private Universities

All Tanzania private universities heavily depend on tuition fees and to some extent on external donors as their major sources of funding. Because of the lack of research and consultancy capacity (in terms of faculty training and experience), very few universities generate funds from research and consultancy although some private universities run evening programmes as a means of generating extra revenue. This explains why some private universities charge high tuition fees (some charge tuition fees in US\$), a manifestation of the for-profit motive of some of these institutions. This motive is also manifested in the current trend where almost every private university is offering a degree programme in education, because funding of the programme is guaranteed by the Government through the Higher Education Students Loans (HESLB), although most of these institutions may lack qualified academic staff to run the programme. Currently, almost every private university offers degree courses in the so-called market-driven fields such as law, business administration and related studies; this is further manifestation of the disguised profit motive. Table 6 below summarizes tuition fees charged by Tanzania private universities and colleges for undergraduate degree programmes in 2008, while Table 7 summarizes available data on the sources of funding for Tanzania private universities and colleges by category.

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Table 6: Annual Tuition Fees Charged by Tanzania Private Universities and University Colleges for Undergraduate Degrees, 2008

Institution	Tuition Fees for Tanzanian and Foreign Students	
	Tanzanian Students (Tsh)	Foreign Students (US\$)
Hubert Kairuki Memorial University	3,650,000	6,195
International Medical & Technological University	US\$ 4,500	7,500
St. Augustine University of Tanzania	950,000	950
Zanzibar University	US\$ 800	US\$ 800
Mount Meru University	1,400,000 (for 2007/09)	NA
University of Arusha	752,640	752.64
Teofilo Kisanji University	Variable according to year of study and duration: 1,400,000-1,600,000	NA
Muslim University of Morogoro	900,000	1,500,000
St. John's University	Variable according to degree program: 1,160,000-1,560,000	1,160-2,360
Aga Khan University-Tanzania Institute of Higher Education	NA	NA
Iringa University College	1,500,000	All fees charged in Tsh
Makumira University College	1,500,000	2,500
Kilimanjaro Christian Medical College	2,600,000	Variable: 2,860-3,430
Tumaini University Dar es Salaam College	1,400,000-1,600,000	All fees are payable in Tsh
University College of Education Zanzibar	550,000-700,000 ¹	420-540
The Weil Bugando University College of Health Sciences	2,500,000	3,000
Mwenge University College of Education	1,180,000	1,700,000
Ruaha University College	1,250,000	NA
Stefano Moshi Memorial University College	1,500,000	NA
Sebastian Kolowa University College	1,600,000	NA

Notes: 1. This university charges lowest tuition fees because the Khartoum based International University of Africa subsidizes these fees.

Source: Adapted from Tanzania Commission for Universities (TCU) (2008). *A Guide to Higher Education in Tanzania*. Dar es Salaam: TCU, pp. 35-242.

Heavy reliance on tuition fees and external donors to meet operational costs of these institutions implies that Tanzania private universities have inadequate funds for research, conferences and staff training which translate into very limited academic freedom and capability improvement. Having adequate financial

resources is one of the major prerequisites of academic freedom in any academic institution. Adequate financial resources also imply good working conditions and adequate teaching-learning resources - all basic ingredients of academic freedom.

Table 7: Sources of Funding for Selected Tanzania Private Universities (in '000 TZS), 2001/02-2005/2006

Institution ¹	Year	Sources of Funding			Total	% Contribution		
		Govt.	Ext. Donor	Institutional Contribution		Govt.	Ext. Donor	Institutional Contribution
CEZ	2001/02	NA	287780	46534	334314	NA	86	14
	2002/03	NA	360707	45920	406627	NA	89	11
	2003/04	NA	444397	124987	569384	NA	78	22
	2004/05	NA	548211	141900	670111	NA	79	21
	2005/06	NA	2628727	218122	2846849	NA	73	27
IUCO	2001/02	118350	45240	NA	163590	72	28	NA
	2002/03	111350	87060	NA	198410	56	44	NA
	2003/04	118350	116952	NA	235302	50.3	49.7	NA
	2004/05	118350	126941	NA	245291	48	52	NA
	2005/06	1364400	145041	NA	1509441	90.4	9.6	NA
MWUCE	2001/02	NA	7600	2000	9600	NA	79.2	20.8
	2002/03	NA	12160	5200	17360	NA	70	30
	2003/04	NA	32680	8600	41280	NA	79	21
	2004/05	NA	47880	12600	60480	NA	79	21
	2005/06	NA	63080	16600	79680	NA	79	21
SAUT	2001/02	NA	139048	673473	673473	NA	20.6	79.4
	2002/03	NA	54433	692234	746667	NA	7	93
	2003/04	NA	17311	792176	809487	NA	2.0	92
	2004/05	NA	348771	989657	1338428	NA	26	74
	2005/06	NA	NA	NA	NA	NA	NA	NA
IMTU	2001/02	NA	240000	600000	840000	NA	28.5	71.5
	2002/03	NA	400000	150000	550000	NA	72.7	27.3
	2003/04	NA	400000	150000	550000	NA	72.7	27.3
	2004/05	NA	450000	200000	650000	NA	69.2	30.8
	2005/06	NA	317000	400000	717000	NA	44.2	55.8

Key: CEZ = College of Education Zanzibar; IUCO = Iringa University College; MWUCE = Mwenye University College of Education; SAUT = St. Augustine University of Tanzania; IMTU = International Medical and Technological University.

Notes: 1. Data for other private universities are not available. Despite of the unavailability of data on funding sources by category in other private universities, the trend of heavy donor dependency shown in Table 7 above is likely to be replicated in other private universities not represented in Table 7.

Source: Adapted from URT (2006) *Basic Statistics on Higher Education, Science and Technology 2001/2002-2005/2006* pp. 31-34.

5.0 Summary and Conclusions

We have argued, with some evidence, throughout this article that the majority of Tanzania private universities and colleges seriously lack academic freedom and therefore have limited levels of human development and capability improvement. The major contributing factors, which are also major constraints to human development and capability improvement in these institutions include: (a) their ownership or affiliation which in Tanzania is predominantly religious; (b) inadequate financial resources mainly emanating from their heavy reliance on tuition fees and donor aid; (c) lack of institutional autonomy and internal democracy due to the fact that the majority of university leaders and administrators in Tanzania private universities are not democratically, transparently or competitively appointed; (d) poor working conditions as manifested by insecure tenure for academic staff leading to self-censorship and adopting other survival strategies including grade inflation; and (e) low faculty academic qualifications and ranks.

These factors in combination impinge on the vibrant practice of intellectual freedom in Tanzania private universities. Some of these factors, e.g. nature of ownership, are unchangeable, which means the prospects of academic freedom in Tanzania private universities, are at present remote. This implies continued limited human development and capability improvement in these institutions, unless the above factors drastically change. However, we remain optimistic that academic freedom in Tanzania private universities might improve if the owners and administrators of the institutions and the teaching staff change their mind set. Diversification of sources of financing of private universities in Tanzania and lessening heavy reliance on tuition fees might also be a panacea for academic freedom in these institutions, which are strategic in expanding access to higher education in Tanzania in the 21st century.

Notes

1. This definition has been adapted and modified from Sall, Ebrima (2004) "Academic Freedom and the African Community of Scholars: The Challenges." *News from the Nordic Africa Institute*.
2. There are some few exceptions to this observation. Anecdotal evidence shows that two private universities pay their faculty better than what public universities pay, but high pay does not guarantee the practice of vibrant academic freedom because of contractual employment.

3. More than 90% of the Tanzania private universities and colleges are owned or affiliated to religious organizations based in Tanzania and abroad. This fact makes religious denomination a subtle factor in appointing top administrators of these institutions.
4. However, there are very few academic staff employed on contract basis, especially those who have reached the mandatory retirement age of 60 years.
5. It should also be noted that renewal of employment contract for an academic staff in many cases depends on students' evaluation of a lecturer and the extent to which a lecturer "passes" students in examinations. Lecturers who are strict in grading students' papers are usually given negative evaluation by students. This situation results into some kind of compromise of academic freedom because in most cases lecturers have to do all it takes to please students and their employers for the sake of securing their next employment contracts.
6. For example, a part of the mission statement of one private university states, "the University was founded to embrace the ideals of the Gospel message as it comes to the world through the Word of God and through Catholic Tradition and the Teaching Church."
7. A "pro-chancellor" assumes the roles and duties of the Chancellor of the respective university during his absence.
8. Anecdotal evidence shows that in some Tanzania private universities academic staff assemblies which provide a free forum for dialogue and interaction among academic staff are discouraged or indirectly banned by top university leaders for fear that these assemblies will assume the role of pressure groups or opposition to the administration.

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