



**Adventist  
Accrediting  
Association**

Report of the Visiting Committee

to

**The University of Arusha**

P.O. Box 7; Usa River, via Arusha; Tanzania

Prepared for the

Accrediting Association of Seventh-day Adventist  
Schools, Colleges, and Universities

Nov. 7-10, 2021

**Report of the Visiting Committee  
Regarding  
The University of Arusha**

**Accreditation Recommendation**

To: The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, General Conference of Seventh-day Adventists, Silver Spring, Maryland, USA

From: The AAA Visiting Committee

Date: Nov. 7-10, 2021

The visiting committee appointed to review the function of the University of Arusha met on its campus Nov. 7-10, 2021, reviewed the documents submitted by the university, interviewed the administration, faculty, staff, students, the chairman and available University Council members, conducted on-site observations, and recommends that:

*Note: Major recommendations in this report are preceded with an \* or \*\* designation. The \*\* designation indicates an unfulfilled or partially unfulfilled recommendation from a prior visit.*

## Members of the Visiting Committee

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Mike M. Lekic, PhD, MPH, MDiv, Chair  
Retired Assoc. Director of Education  
General Conference

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Andrew Mutero, PhD, Secretary  
Director of Education  
East-Central Africa Division

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Lisa Beardsley-Hardy, PhD, MPH, MBA  
Director of Education  
General Conference

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Dan Agwena, MBA, ACCA  
Assistant Treasurer  
East-Central Africa Division

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Ramesh Francis, PhD  
Dean, School of Science and Technology  
University of Eastern Africa Baraton

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Josephine Ganu, PhD  
Director, Research and Grants Development  
Adventist University of Africa

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Mashauri Mjema, PhD  
Director of Education  
Northern Tanzania Union Conference

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Robert Osei-Bonsu, PhD  
Seminary Dean  
Adventist University of Africa

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Devotha Shimbe, MA (Education)  
Director of Education  
Southern Tanzania Union Conference

## Historical Background

When the Tanzania Union Mission was organized in 1961, the Mission found it necessary to establish its own training institution, which it did in 1970 at Ikizu Secondary School in Musoma, near Lake Victoria. Prior to this, Seventh-day Adventist students from Tanzania sought their education in Kenya and Uganda. In 1974, the Union moved the training center to the present site of 202 acres and renamed it Arusha Seminary and College. In 1976 the college was again renamed Tanzania Adventist College, offering two-year programs in affiliation with Griggs University in the USA. Later the affiliation shifted to University of Eastern Africa, Baraton, offering a bachelor's degree in theology and education. In addition, the college also offered two-year courses in business administration and secretarial science. In 2002 AAA confirmed the two-year status for the college, and a senior college status was granted by the AAA in 2005.

In 2003 the college obtained from the government an interim recognition of the college, and is currently a fully accredited university under the Tanzanian Commission for Universities. In January 2011 the University of Arusha (UoA) charter was vetted and was finally signed by the President of the United Republic of Tanzania in 2013. The University offers degrees, diplomas and certificates in business, theology, and education.

UoA graduate programs in education and business were started on November 1, 2010 at Tanga General building on Hindu Street in Arusha City. In 2015, the University rented a modern and more spacious facility in Mega Complex along Livingstone Street in the City and relocated the programs from Tanga General. The current offerings include MA in Education with concentrations in (1) Management and Leadership and (2) Educational Curriculum and Supervision. Business also has three areas of concentration: MBA in (1) Finance and Strategic Management, and (2) Marketing and Entrepreneurship (3) Logistics and Supply Chain Management. These graduate programs are being taught in a modern rented facility in the town of Arusha during the afternoons and evenings because majority of the students are employees of various companies, schools and colleges. They work during the day and come to class thereafter.

In 2019, the Tanzania Commission for Universities' (TCU) conducted an academic audit at the UOA. The audit identified several shortcomings such as lack of integrity in handling examination, monitoring and evaluation not done properly, examination malpractices, running programs which were not authorized by TCU, running programs in a rented facility in Arusha town without TCU approval, lack of qualified academic staff in some programs and lack of qualified top Management. As a consequence, the UoA was barred from admitting new students in the 2020/21 academic year.

The UoA Management worked very hard to comply with TCU directives. In addition, due to lack of academic staff only one program in the Faculty of Business was authorized, and since the Faculty could not have only one program, the program was housed in the School of Education to form a new School called School of Education and Business Studies.

As a result, in July 2021 TCU lifted the ban and UoA was allowed to run the following programs:

School of Education and Business Studies:

- Bachelor of Arts with Education (options in any two art subjects i.e., English,

- Geography and Kiswahili); and
- Bachelor of Business Administration in Accounting.

Faculty of Theology:

- Bachelor of Arts in Theology;
- Bachelor of Arts in Religion;
- Diploma in Theology; and
- Certificate in Theology.

**NB:** The UoA was allowed to phase out all programs which were run without TCU authorization.

**Programs in Candidacy with the International Board of Education**

Furthermore, the IBE/AAA actions pertaining to the University of Arusha, we have noted that there seem to be certain programs that were voted with conditions or that were granted candidacy, but without a subsequent action where conditions were certified as fulfilled or where the fulfillment of recommendations enabled the transfer from candidacy to regular standing. These programs are as follows:

<b>Program</b>	<b>CS Begins</b>	<b>AAA</b>	<b>Report Due Prior</b>
Bachelor of Theology with Accounting	2016	16:120	December 31, 2018
Bachelor of Education with Mathematics	2016	16:121	December 31, 2018
Bachelor of Education Science - Agriculture, Biology, Chemistry, Mathematics, Physics, ICT	Conditions	16:122	To commence
Master of Business Administration in Logistics and Supply Management Network	Conditions	16:123	To commence

The shaded background in the final column indicates programs with conditions or whose candidacy has expired.

For the IBE/AAA to take corresponding action, the institution needs to present a report for each program that documents the fulfillment of the conditions or of the recommendations, respectively. The administration shall send the report to the GC Education liaison for the institution, so that these matters can be addressed, and the programs regularized expediently.

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**Institutional Profile for the Academic Year 2020/2021**

**Structure of the University**

Number of schools	3
Type of programs	Diplomas, Bachelors, and Masters

**Enrollment Statistics: 2020/2021 Second Semester**

<b>School</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Business	119	116	<b>235</b>
Education	89	128	<b>217</b>
Theology	113	1	<b>114</b>
<b>Total</b>	<b>321</b>	<b>245</b>	<b>566</b>

**Enrollment Trends: 2006-2021**

<b>Year</b>	<b>Business</b>	<b>Education</b>	<b>Nursing</b>	<b>Theology</b>	<b>Total</b>
06-07	317	393	10	130	<b>850</b>
07-08	290	680	10	128	<b>1,108</b>
08-09	217	708	10	91	<b>1,026</b>
09-10	220	657	10	71	<b>958</b>
10-11	441	1,028	3	76	<b>1,548</b>
11-12	658	1,369	-	77	<b>2,104</b>
12-13	597	1430	-	58	<b>1980</b>
13-14	521	1680	-	72	<b>3115</b>
14-15	612	2236	-	63	<b>2911</b>
15-16	517	1628	-	57	<b>2202</b>
16-17	1260	685	-	46	<b>1991</b>
17-18	484	457	-	61	<b>1002</b>
18-19	742	734	-	92	<b>1568</b>
19-20	527	348	-	208	<b>1083</b>

20-21                      235                      217                      -                      114                      **566**

**Faculty Statistics: 2020/2021 Second Semester**

<b>Qualification</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Doctorate	13	5	13	0	13
Masters	31	2	26	5	31
Bachelors	7		5	2	7
<b>Total</b>	<b>51</b>	<b>7</b>	<b>44</b>	<b>7</b>	<b>51</b>

**Listing of Degree Programs Permitted by TCU to be Offered in the 2021/22 Academic Year**

**Faculty of Business**

- Bachelor of Business Administration in Accounting

**Faculty of Education**

- Bachelor in Education (Kiswahili, Geography and English)

**Faculty of Theology**

- Bachelor Arts in Theology;
- Bachelor in Religion;
- Diploma in Theology; and
- Certificate in Theology.

**List of Institutional and Program Accreditations**

Institutional Accreditations

1. Adventist Accrediting Association (AAA) since 2009
2. The Tanzania Commission for Universities (TCU) since July 6, 2007

Program Accreditations

**Accredited by AAA since 2009**

- Master of Business Administration
- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Management
- Bachelor of Business Administration in Marketing
- Bachelor of Business Administration in Accounting with Education
- Bachelor of Office Administration and HRM
- Diploma in Commerce and Accounting
- Diploma in Sales Marketing and Management
- Diploma in Marketing
- Diploma in Office Administration and HRM
- Certificate in Office Administration

**Faculty of Education**

- Master in Education
- Postgraduate Diploma in Education
- Bachelor in Education
- Diploma in Education

**Faculty of Theology**

- Bachelor of Arts in Theology
- Bachelor of Arts in Religion
- Diploma in Theology
- Master in Business Administration (2 - year AAA candidacy status)
- Master of Arts in Education (2 - year AAA candidacy status)

**Accredited by TCU and National Council for Technical Education (NACTE) in the 2021/22 Academic Year**

**School of Education and Business Studies**

- Bachelor of Business Administration in Accounting
- Bachelor in Education

**Faculty of Theology**

- Bachelor Arts in Theology;
- Bachelor Arts in Religion;
- Diploma in Theology; and
- Certificate in Theology.

**Institutional Officers**

Chancellor of the University: Pr. Godwin Lekundayo, PhD.

Chairman of the University Council: Pr. David Makoye, MA.

Northern Tanzania Union Conference Education Director: Dr. Mashauri Mjema, PhD.

Vice-Chancellor: Pastor and Prof. Patrick Manu;

DVC Academics: Prof. Kitojo Wetengere; and

Acting DVC Planning Administration and Finance: Prof. Pearson Mkeni.



## The Visit

During the time spent on campus, the Visiting Committee met collectively with chairman of the University Council, with Central Administration, and with representatives of the faculty, staff, and students. The Visiting Committee members also conducted individual interviews related to various criteria.

Members of the Visiting Committee had an opportunity to tour the campus, as well as faculty offices, classrooms, residence halls, library, computer lab, and other major buildings.

In addition to the Institutional Self-Study and related materials, the Visiting Committee had access to and reviewed the following documents:

- The latest edition of the University Bulletin;
- The Faculty/Staff Handbook, including job descriptions for administrators, faculty, and staff;
- The Student Handbook;
- Minutes of the University Council and the Administrative Committee for the last three years;
- All audited annual financial statements since the last regular accreditation visit;
- The current institutional budget;
- A year-to-date financial operating statement;
- A copy of the class schedule and the academic calendar;
- Campus map;
- Institutional master plan, spiritual master plan;
- Course syllabi, organized by schools and departments;
- Listing of church affiliation of each administrator, faculty, staff member by department;
- Church affiliation percentages for student body for traditional and non-traditional students;
- Institutional publications such as sample articles, news releases and PR materials used with the university constituency;
- List of faculty research/publication records. The team had access to faculty files/portfolios;
- Administrative/faculty/staff pay scales as related to the approved denominational scales or approved by University Council action;
- A list of prior recommendations for endorsement by the ECD BMTE of relevant lecturers teaching in the Faculty of Theology and Religious Studies;
- Most recent AAA accreditation Self-Study and visiting committee report;
- Copies of national/regional accreditation;
- Academic Staff Appraisal policy which provides criteria for promotion of academic staff;

- Research and Publication Policy;
- University of Arusha organogram; and
- Other miscellaneous documents.

An exit report was given on November 10, 2021, at 11:30 p.m. to the representatives from the University Council, to members of the UoA Administration, and available faculty and staff.

## Responses to Recommendations from the Last Regular Visit

The visiting committee reviewed the recommendations made by prior committee during the 2018 interim visit. The visiting committee also reviewed the institutional response to these recommendations, provided with the present Self-Study, and conducted verification of these responses during the time of the visit.

It is evident to the visiting committee that substantial progress has been made in addressing recommendations in a number of areas. These are noted throughout this report. It was also clear that recommendations in certain areas were still on-going. The visiting team encourages the University Administration to continue the good work begun, and carry the implementation of these recommendations to their fulfillment.

Finally, the visiting committee noted that a number of recommendations made during the 2018 interim visit remain unfulfilled. In certain cases, a reasonable explanation was provided. In the majority of the cases, however, these recommendations identify crucial matters which the University Administration, faculty, and staff must urgently address. These areas are noted in this report, and this lack of fulfillment was considered when the visiting team provided its accrediting recommendation to the AAA.

*Table Summarizing the Fulfillment of Prior Recommendations*

Area	Total Number	Fulfilled	Partially Fulfilled	Unfulfilled
1. History, Philosophy, Mission, Objectives	4	3	1	0
2. Spiritual Dev., Service, Witnessing	5	2	0	3
3. Governance, Organ., Administration	3	3	0	0
4. Finances, Financial Structure, Industries	4	1	1	2
5. Programs of Study	8	5	3	0
6. Faculty and Staff	1	0	1	0
7. Library and Resource Centers	3	2	1	0
8. Academic Policies and Records	3	2	0	1
9. Student Services	5	2	2	1
10. Physical Plant and Facilities	3	0	2	1
11. Public Relations, External Constituencies	1	0	1	0
12. Theological and Ministerial Education	3	2	1	0
<b>Grand Total</b>	<b>43</b>	<b>22</b>	<b>13</b>	<b>8</b>
<b>Percentage</b>	<b>100%</b>	<b>52%</b>	<b>30%</b>	<b>18%</b>

## **The Areas:**

### **Area 1: Philosophy, Mission and Objectives**

*Standard: The institution has a clear sense of Seventh-day Adventist mission and identity, reflected in statements of philosophy, vision, mission, objectives, core values, and ethics, and evidenced in the life of the institution.*

#### ***Observations and findings***

The University of Arusha has well-developed statements of philosophy, vision, mission, core values and objectives that promote and guide all the activities of the institution, are published in UoA official documents, are reflected in the policies and procedures of the institution and in various aspects of institutional life and are visible in key areas of the campus. Both students, faculty and staff have expressed their appreciation of mutual support of each other especially during the COVID-19 pandemic and other challenges the University recently experienced.

Inclusion of information in all course syllabi of how the integration of faith and learning takes place in classes remains to be done as well as evidence of compliance to the institutional statement of professional ethics required of all employees of the institution.

#### ***Prior recommendations***

In the AAA Interim Visit of 2018, there were four (4) recommendations pertaining to Area 1: History, Philosophy, Mission and Objectives. The institution has fully implemented three (3) of these recommendations and has partially implemented one (1) of the recommendations.

#### ***The Visiting Committee commends:***

1. The administration, faculty, staff and students for their strong commitment to the mission and message of the Seventh-day Adventist Church. As a result, the students continue to report that they are glad to be studying at UoA (interview, observation).
2. The University Council and administration for continuing to develop an infrastructure in the UoA campus that is conducive to learning and to the wholistic development of students by, for example operationalizing the Work Study Program, planning for a nutritious, varied diet in the cafeteria now under reorganization, and providing filtered water to the hostels (Council Minutes, AdBoard Minutes, interviews, observation).

#### ***The Visiting Committee recommends:***

1. **\*\*That the administration disseminate widely among its faculty and support staff the report of this accreditation visit. Careful study of relevant sections should be made by the corresponding institutional entities. Action plans should be identified and activated, and a formal annual progress report should be made to the University Council regarding the fulfillment of each of the recommendations of this report (observation, interview).**
2. **\*\*That all course syllabi, organized by schools and departments, include information on how the integration of faith and learning takes place in classes (course syllabi, interview, observation).**

3. That the University Council and administration provide evidence of compliance to the institutional statement of professional ethics required of all employees of the institution (*Self-Study*, documents, interview).

## **Area 2: Spiritual Development, Service and Witnessing**

*Standard: The institution has a coherent and vibrant spiritual life program and encapsulated in a spiritual master plan that widely involves and impacts the institution and its communities.*

### ***Observations and findings***

The university chaplaincy department is under the leadership of a new chaplain and an assistant chaplain who is a female. They both teach at the faculty of Theology and Religious Studies. Counseling services is one of the main responsibilities conducted by the chaplains for the university community. The two chaplains have welcomed students with spiritual and social problems and counseled & prayed with them. It is also commendable that the chaplains and church leaders have done the same by visiting some students at their residences and praying with them.

The chaplaincy department in collaboration with the local church health ministry department has conducted health weeks of prayer where students and non-student community members, including non-Adventists attended. Health evangelism has been implemented through the two aforementioned weeks of spiritual emphasis where even non-Adventists attended.

In July 2021, the university launched a university Chorale which has never existed before. This singing group includes non-Adventist students as a way of reaching them and getting them involved in spiritual matters. The chaplaincy department further organized satellite evangelism centers, especially in the ladies' dormitory for ladies and in the LT for male students whereby more than ten students were converted and baptized.

### ***Prior recommendations***

In the AAA Interim Visit of 2018, there were [5] recommendations pertaining to Area 2: Spiritual Development, Service and Witnessing. The institution has fully implemented (2) of these recommendations, and has yet to begin implementation of (3) recommendations.

### ***The Visiting Committee commends:***

1. The administration and the chaplaincy department for running four weeks of Spiritual Emphasis in two years, two of which were on health-related issues such as alcoholism, drug addiction, stress management, and sexuality as recommended in the previous visit (self-study).
2. The administration and the chaplaincy department for organizing the health evangelism training conducted by guest speakers who are directors the North Tanzania Union Conference (NTUC) and East-Central Tanzania Conference (ECT) Health Ministries departments Directors and planning for more training in the future (self-study).
3. The administration and the chaplaincy department for reviving the youth department by establishing youth and Master Guide programs. Through the initiative over 20 students graduated as Master Guides in May 2021(self-study).
4. The administration and the Northern Tanzania Union Conference (NTUC) for approval of a special request to Tanzania Rift Valley Field (Vote NTUCADCOM/572/2021) to organize UoA church as a district due to specialties in her operation (interview, self-study)

### ***The Visiting Committee recommends:***

1. **\*\***That the administration and chaplaincy department organize much-needed specialized training in chaplaincy in conjunction with the ECD Chaplaincy department for volunteer

chaplains and theology students, some of whom are to be women, to expand the services offered by the department to the growing non-Adventist student population on the campus (repeated 2018 recommendation).

2. \*\*That the administration reconstitute the spiritual life committee of the university so that it is chaired by the Vice Chancellor/President of the university as the spiritual head of the institution, with the chaplain to serve as the secretary of the committee (repeated 2018 recommendation).
3. \*\*That the chaplaincy department aggressively expand student visitations, small groups, VOP Bible correspondence program and other in-reach programs on campus in order to meet the spiritual needs of all students and in particular, the growing number of students who are not Adventists (interviews).
4. \*That the administration and chaplaincy department ensure that all the worship services are conducted and done in the English language to attract and accommodate international students and encourage all students to master fluency in speaking the English language and enhance university worship (interview).
5. That the chaplaincy department provide the students with many opportunities to conduct in-reach and outreach programs including visiting the prison, sick people in hospitals, the bereaved, and needy people in the community (interview).
6. That the administration and the chaplaincy department regularly evaluate the effectiveness of chaplaincy services, spiritual care, and worship experience in the institution by means of an assessment tool (interview).

***The Visiting Committee suggests:***

1. That the administration, as finances of the university improve, develop a feasibility study of possible donors of funds and equipment (e.g., from Adventist World Radio (AWR)) for establishing a radio station for evangelism, and services to community (observation).

### **Area 3: Governance, Organization and Administration**

*Standard: The institution has a coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution, that ensure the institution's educational objectives are met, and that nurture a campus environment characterized by effective communication, inclusive decision-making, and strong internal continuous quality improvement.*

#### ***Observations and findings***

The past two years have been fraught with challenges both financial and administrative. The past two financial audits substantiate material weaknesses in financial management and internal control in auxiliary services (clinic, supermarket, cafeteria), and physical plant and facilities. Despite an enrollment of over 3,000, the physical plant shows significant deferred maintenance and a lack of resources to complete new construction. A period of administrative turnover, and then the actions by TCU to suspend admission due to a lack of faculty qualifications has resulted in near-financial collapse of the institution.

The new vice chancellor has taken matters in hand with a new senior management team (DVC Academics, DVC Planning and Finance, and Director of Finance and Accounting). It is very clear that the Council Chair, VC, and the senior management understand the challenges, have taken appropriate action (such as to suspend the clinic, supermarket and cafeteria in order to re-organize them to ensure internal controls and profitability), and are identifying multiple ways that the University can improve financial operations. This includes expanding industries and auxiliaries (e.g., dairy farm, agricultural farm, value-adding secondary processing), short seminars and courses to generate fee income, and downsizing and right-sizing casual labor, faculty and staff. The team affirms the plan to revive the work-study program, not only to enrich student wholistic development, but also to reduce the need for casual labor.

The team affirms the introduction of using employment contracts, a tender board for bids, and other management and governance policies and processes are already helping to develop a culture of policy-based management and governance to manage a turnaround of the institution and management overall. The teams

It is clear the Council Chair respects and supports the vice chancellor, and he in turn embraces the participation of the Council in their role as governors.

#### ***Prior recommendations***

In the AAA Interim Visit of 2018, there were three (3) recommendations pertaining to Area 3: Governance, Organization and Administration. The institution has near-fully implemented all three of these recommendations. A *University Council Handbook*, dated October 2021, is compiled but has yet to be received by the Council and used for Council training. Council Minutes document that the Unions voted on Nov. 24, 2020 for a 2% contribution of their gross tithe collection for two years, by the two Union conferences starting in 2021.

#### ***The Visiting Committee commends:***

1. The University Council and supporting Unions for clearly exercising its duty of care through Council meetings and by voting a two-year commitment of 2% gross tithe in support of the University (University Council minutes for Nov. 24, 2020, Self-study, interview).



2. The University Council for addressing crucial matters affecting the University since TCU closed many degree programs to admissions and despite grave challenges, and for demonstrating a collegial, Christian approach in relating to University management (Council minutes, interview).
3. The University Council and administration for recording minutes in sufficient detail to provide a rationale for decisions made, or actions rescinded (Council minutes, interview).

***The Visiting Committee recommends:***

1. That the University Council continue to exercise its duty of care and advocate for the University to secure financial resources, political support, engage in policy-based governance, and work with administration to make difficult personnel issues such as making longtime faculty redundant (Self-study, interview).
2. That the University Council exercise its duty of good faith to ensure university compliance with denominational working policy, and policies of the International Board of Education (IBE), International Board of Ministerial Theological Education (IBMTE), and Adventist Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities (AAA) by e.g., verifying compliance with all financial policies, ensuring that the Council Handbook includes all requirements of General Conference Working Policy FE 20 10, that the Council has functioning committees, that the Council annually receives progress reports on fulfillment of recommendations in AAA reports, and that approval is sought from IBE/IBMTE for all new degree programs and provide reports to regularize those in candidacy (observation).

**Area 4: Finances, Financial Structure, and Industries**

*Standard: The institution has a financial operation that effectively supports institutional mission and Adventist identity, and that evidences efficient management and a strong financial base, including support from the church.*

**Observations and findings**

**FINANCIAL INDICATORS**

	2017	2018	2019	2020
<b>Statement of Financial Activity</b>				
<b>Operating Revenue</b>	4,056,143,069.00			
Instructional Revenue		2,788,600,951.00	1,977,051,237.00	2,376,176,215.00
Student Housing Revenue	65,750,270.00	29,746,510.00	31,295,000.00	55,390,000.00
Food Services Revenue	70,011,450.00	45,709,700.00	41,284,000.00	67,583,500.00
Other Student Services Revenue	-	-	-	-
Industry Revenue	93,489,882.00	56,639,610.00	95,012,282.00	69,583,425.00
Other Operating Revenue	135,622,335.00	112,851,711.00	106,908,753.00	123,360,495.00
<b>Total Operating Revenue</b>	<b>4,421,017,006.00</b>	<b>3,033,548,482.00</b>	<b>2,251,551,272.00</b>	<b>2,692,093,635.00</b>
<b>Operating Expense</b>	3,062,253,151.00			2,101,591,110.00
Instructional Expense		2,311,327,369.00	2,022,237,496.00	
Student Housing Expense	3,989,800.00	3,002,250.00	1,446,461.00	4,451,223.00
Food Services Expense	55,443,436.68	34,803,807.00	20,777,263.30	65,683,792.95
Spiritual Services Expense	5,905,955.00	2,426,900.00	3,608,160.00	4,830,976.00
Other Student Services Expense	-	-	17,474,500.00	4,958,000.00
Industry Expense	286,811,596.11	232,396,914.00	171,357,060.39	150,597,536.53
Uncollectible Accounts Expense	-	-	-	-
Depreciation Expense	390,772,247.00	186,049,864.00	136,724,738.00	113,062,092.00
Provision for Long-Service Leave	-	-	-	-
Other Operating Expense	1,514,924,822.21	1,055,600,013.00	807,648,125.31	1,121,753,447.52
<b>Total Operating Expense</b>	<b>5,320,101,008.00</b>	<b>3,825,607,117.00</b>	<b>3,181,273,804.00</b>	<b>3,566,928,178.00</b>
<b>Gain (Loss) Prior to Appropriations</b>	<b>(899,084,002.00)</b>	<b>(792,058,635.00)</b>	<b>(929,722,532.00)</b>	<b>(874,834,543.00)</b>
<b>Appropriations/Subsidy/Donations</b>				
Denom. Subsidy Received: [Entities]				
Subsidy Given: [Entities] (as neg.)				
Donations				50,040,000.00
Specials	-	-	-	2,968,800.00
<b>Net Appropriations/Subsidy/Donations</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>50,040,000.00</b>
<b>Gain (Loss) in Net Assets/Net Income</b>	<b>(899,084,002.00)</b>	<b>(792,058,635.00)</b>	<b>(929,722,532.00)</b>	<b>(824,794,543.00)</b>
				<b>(1,130,999,000.00)</b>

**Statement of Financial Position**

<b>Assets</b>					
Cash and Cash Equivalents	182,938,860.00	84,326,514.00	(17,992,012.00)	29,831,368.00	8,203,034.00
	1,110,520,812.00				
Student Accounts Receivable		942,978,508.00	935,095,218.00	954,144,985.00	978,072,242.00
Employee Accounts Receivable	225,547,765.00	365,657,821.00	460,828,309.00	415,346,585.00	379,360,650.00
Higher Organization Accounts Receivable	41,786,579.00	-	-	-	-
Other Accounts Receivable	21,411,542.00	18,475,948.00	7,036,487.00	19,038,166.00	37,827,833.00
Allow. for Doubtful Accounts (enter as neg.)	(813,155,288.00)	(885,759,679.00)	(917,901,621.00)	(1,054,614,976.00)	(1,054,614,976.00)
<b>Net Accounts Receivable</b>	<b>586,111,410.00</b>	<b>441,352,598.00</b>	<b>485,058,393.00</b>	<b>333,914,760.00</b>	<b>340,645,749.00</b>
Cash Held for Agency	18,877,880.00	9,794,350.00	9,227,550.00	9,016,550.00	-
Inventory	29,664,900.00	23,755,404.00	14,057,719.00	18,736,452.00	-
Investments	-	-	-	-	-
Other Current Assets	32,712,915.00	31,798,970.00	14,679,837.00	12,396,574.00	42,380,161.00
<b>Total Current Assets</b>	<b>850,305,965.00</b>	<b>591,027,836.00</b>	<b>505,031,487.00</b>	<b>403,895,704.00</b>	<b>391,228,944.00</b>
	3,470,196,098.00				
Plant/Fixed Assets		3,287,296,834.00	3,158,689,317.00	3,049,403,224.00	3,008,744,163.00
Other Non-current Assets	2,493,459,284.00	2,922,390,669.00	2,937,013,891.00	2,926,304,500.00	2,992,195,660.00
	<b>6,813,961,347.00</b>				
<b>Total Assets</b>		<b>6,800,715,339.00</b>	<b>6,600,734,695.00</b>	<b>6,379,603,428.00</b>	<b>6,392,168,767.00</b>
<b>Liabilities</b>					
	1,305,144,945.00				
Current Liabilities		1,795,594,204.00	2,810,860,979.00	3,810,945,828.00	4,347,434,900.00
Non-current Liabilities	888,732,750.00	1,105,571,130.00	744,623,203.00	278,583,104.00	(106,416,744.00)
	<b>2,193,877,695.00</b>				
<b>Total Liabilities</b>		<b>2,901,165,334.00</b>	<b>3,555,484,182.00</b>	<b>4,089,528,932.00</b>	<b>4,241,018,156.00</b>
	4,620,083,652.00				
Unallocated Net Assets: Operating		3,899,550,005.00	3,045,250,513.00	2,290,119,496.00	2,151,150,611.00
Investment in Plant	-	-	-	-	-
	<b>4,620,083,652.00</b>				
<b>Total Unallocated Net Assets</b>		<b>3,899,550,005.00</b>	<b>3,045,250,513.00</b>	<b>2,290,119,496.00</b>	<b>2,151,150,611.00</b>
<b>Total Allocated Net Assets</b>					
	<b>6,813,961,347.00</b>				
<b>Total Liabilities and Net Assets</b>		<b>6,800,715,339.00</b>	<b>6,600,734,695.00</b>	<b>6,379,648,428.00</b>	<b>6,392,168,767.00</b>

**Additional Information Required for Subsequent Calculations**

Denominational Wage Factor (Monthly)					
GNI per capita Local Currency (World Bank)					
Inflation measured by CPI (World Bank)					
Published Ave. Annual Tuition + Fees					
Published Ave. Annual Res. Hall Charge					
Published Ave. Annual Cafeteria Charge					
<b>Total Published Annual Cost for Boarding Student</b>		-	-	-	-

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Additions to Funded Depreciation Purch. Fixed Assets not from Fund. Depr.					
Purch. Fixed Assets from Funded Depr.					
Total Expense for Insti. Scholarship/Discount					
Student Receivables over 90 days					
Student Enrollment (head count of all types)					
Student Enrollment FTE (Full-Time Equiv.)	0	0	0	0	0
Virtual Modality Student Enrollment					
Students Living On-Campus					
Faculty (head count of all types)					
Total faculty remuneration (including benefits)					
Typical full-time faculty remun. (inc. benefits)					
Faculty FTE	0	0	0	0	0
Non-Faculty Employees FTE					
<b>Total Employees FTE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Intermediate Calculated Figures**

Total Rev. (Operating + Subsidies + Donat.)	4,421,017,006.00	3,033,548,482.00	2,251,551,272.00	2,742,133,635.00	2,007,202,705.00
Total Revenue for Services to Students	135,761,720.00	75,456,210.00	72,579,000.00	122,973,500.00	122,887,416.00
Total Expense for Services to Students	65,339,191.68	40,232,957.00	43,306,384.30	79,923,991.95	63,969,921.00
	4,191,904,789.00				
Total Student-Based Income		2,864,057,161.00	2,049,630,237.00	2,499,149,715.00	1,845,985,485.00
	3,127,592,342.68				
Total Student-Based Expense		2,351,560,326.00	2,065,543,880.30	2,181,515,101.95	1,942,507,762.00

**Financial Indicators**

**Liquidity Indicators**

Cash as % of Current Assets	21.5%	14.3%	-3.6%	7.4%	2.1%
Net Receivables to Current Assets (%)	68.9%	74.7%	96.0%	82.7%	87.1%
Working Capital	(454,838,980)	(1,204,566,368)	(2,305,829,492)	(3,407,050,124)	(3,956,205,956)
Working Capital Req.	-42.7%	-157.4%	-362.4%	-477.6%	-630.3%
Liquidity Ratio	0.17	0.05	-0.01	0.01	0.00
Days Cash	12.55	8.05	-2.06	3.05	0.95

**Solvency Indicators**

Institutional Self-Support (%)	83.1%	79.3%	70.8%	75.5%	63.9%
Denominational Subsidies to Total Inc. (%)	0.0%	0.0%	0.0%	0.0%	0.0%
Debt/Assets Ratio	0.322	0.427	0.539	0.641	0.663

**Performance Indicators**

*Faculty and Student Load Ratios*  
 Portion of FTE Load per Student Enrolled

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<i>Portion of FTE Load per Faculty Member</i>						
<i>Student to Employee Ratios</i>						
Students FTE to Faculty FTE						
Students FTE to non-Fac. Employees FTE						
Students FTE to Total Employees FTE						
<i>Accounts Rec. &amp; Bad Debt Ratios</i>						
Student A/R to Student Income	26.5%	32.9%	45.6%	38.2%	53.0%	
Student A/R over 90 days per FTE Student						
Bad Debt Expense to Student Income	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Bad Debt Expense to Student A/R	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Physical Plant &amp; Depreciation Ratios</i>						
Purchase Physical Plant to Total Revenue	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Funding of Depreciation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pur Fix Assets fr Funded Dep to Dep Exp	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Inv. Physical Plant per FTE Student Enrolled						
<i>Expense to Income Ratios</i>						
Propor. Instructional Expense to Income	75.5%	82.9%	102.3%	88.4%	109.0%	
Propor. Student Serv. Expense to Income	48.1%	53.3%	59.7%	65.0%	52.1%	
Propor. Student-Based Expense to Income	74.6%	82.1%	100.8%	87.3%	105.2%	
<i>Trends in Published Tuition and Fees</i>						
Pub. Tuition & Fees: % Annual Change						
Pub. Cost Res. Hall: % Annual Change						
Pub. Cost Cafeteria: % Annual Change						
<i>Instruct. Inc. &amp; Exp. per Student vs. Inflation</i>						
Instructional Income per FTE Student						
Instr. Inc. per FTE Student: Annual % Ch.						
Instructional Expense per FTE Student						
Instr. Exp. per FTE Student: Annual % Ch.						
<i>Instruct. Inc. &amp; Exp. per Faculty vs. Inflation</i>						
Instructional Income per FTE Faculty						
Instr. Inc. per FTE Faculty Annual % Ch.						
Instructional Expense per FTE Faculty						
Instr. Exp. per FTE Faculty Annual % Ch.						
<i>Subsidy of Student Expense Ratios</i>						
Portion Denom. Subsidy of Student Exp.						
Portion Institution Sub. of Student Exp.						
<i>Types of Students</i>						

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Proportion of Virtual Modality Students					
Proportion of Boarding Students					
<i>Profitability of Student Services &amp; Industries</i>					
Student Housing Net Income (Loss)	61,760,470	26,744,260	29,848,539	50,938,777	60,831,425
Student Food Services Net Income (Loss)	14,568,013	10,905,893	20,506,737	1,899,707	(134,430)
Student Services Net Income (Loss)	70,422,528	35,223,253	29,272,616	43,049,508	58,917,495
Institutional Industries Net Income (Loss)	(193,321,714)	(175,757,304)	(76,344,778)	(81,014,112)	(76,617,895)
<i>Contrib. of Serv. &amp; Indus. to Insti. Profitability</i>					
Student Housing Net to Insti. Net Prior Sub.	6.9%	3.4%	3.2%	5.8%	5.4%
Student Food Ser. Net to Insti. Net Prior Sub.	1.6%	1.4%	2.2%	0.2%	0.0%
Student Services Net to Insti. Net Prior Sub.	7.8%	4.4%	3.1%	4.9%	5.2%
Industries Net to Insti. Net Prior Sub.	-21.5%	-22.2%	-8.2%	-9.3%	-6.8%
<i>Division of Total Expenses</i>					
Instruction Proportion of Total Exp.	60.8%	64.3%	67.2%	61.5%	62.6%
Spiritual Services Proportion of Total Exp.	0.1%	0.1%	0.1%	0.1%	0.1%
Student Services Proportion of Total Exp.	1.3%	1.1%	1.4%	2.3%	2.1%
Support, Oper., Maint. Prop. of Total Exp.	37.9%	34.6%	31.4%	36.1%	35.2%
<i>Distribution of On-Campus Student Expense</i>					
Instruction to Total Exp. On-Campus Student					
Lodging to Total Exp. of On-Campus Student					
Cafeteria to Total Exp. On-Campus Student					
<i>Comparison to Denom. &amp; National Income</i>					
Pub. Cost vs. Annual Denom. Salary					
Pub. Cost vs. per cap Income National					
<b>Auditors' Opinion</b>	<b>Qualified</b>	<b>Qualified</b>	<b>Disclaimer</b>		

The University continued to suffer financial operating losses of Tzsh.929.7M in 2018, Tzsh.824.7M in 2019 and 1.13Billion in 2020 due to low student enrollment and auxiliary department operations. Account receivables increased from Tzsh.954.1M in 2018 to Tzsh.978.1M in 2020 while liabilities were Tzsh.4.1 B in 2019 and Tzsh.4.2B in 2020. The working capital was

(477.6%) in 2019 and (630.3%) in 2020 while liquidity was (1%) in 2019 and 1% in 2020. The GCAS audit opinion in 2016 was qualified and a disclaimer opinion issued in 2018.

***Prior recommendations***

In the prior regular visit, there were four [4] recommendations pertaining to Area 4: Finances, Financial Structure, and Industries. The institution has fully implemented [1] of these recommendations, partially implemented [1] of the recommendations, and has yet to begin implementation of [2] recommendations.

***The Visiting Committee recommends:***

1. **\*\*That the administration appropriately address the financial poor health of the institution as exhibited by the average revenue reduction of (23.6%) in financial years of 2016/2017 and 2017/2018 leading to an average net loss of (72.1%). The aforementioned deficiencies have adversely affected the financial indicators to the extent that both working capital and liquidity plummeted far below the minimum threshold of 100% ECD policy requirement (Financial indicators table above, Financial Statements, and ECD Policy).**
2. **\*\*That the administration implement depreciation funding plan for future replacement of capital assets and plant maintenance by accounting for capital and operating funds separately on the statement of financial position (financial statements, interview).**
3. **\*That the administration address internal control deficiencies in the auxiliary department that resulted to a disclaimer opinion of the financial statements and operating policies. There was a cumulative operating loss of TZS 65 Million for the years 2017 and 2018 (GCAS audit report 2018, interview).**
4. **That the administration proactively collect account receivables from students and employees totaling Tzsh.935 Million and Tzsh.435 as of September 30, 2020. Immediate action is required as farther procrastination can result to bad debt (Unaudited financial statements 2020, financial indicators table above).**
5. **That the administration ensure financial expenditures are within approved budget to avoid unnecessary overruns that may lead to financial loss and misappropriation. Any budget variances be immediately investigated and plans devised to appropriately respond to budgetary challenges including budget revision within the purview of policy provision (Unaudited Financial Statements 2020, GCAS Audit Report 2018).**

## **Area 5: Programs of Study**

*Standard: The institution provides a curriculum that is of an equivalent standard to other tertiary institutions both in the country and within the Seventh-day Adventist college/ university sector, and that meets the mission and objectives of the institution and church, preparing students for service in the church and in the broader society.*

### ***General observations and findings***

The University of Arusha offers academic programs leading to Bachelor of Arts (BA), Bachelor of Business Administration (B.B.A.), Bachelor of Education (BEd). The University also offers diplomas and certificates in education, theology, and business administration. Except for Swahili classes, the expectation is that all instruction be in English as an English-medium university.

### ***Prior recommendations***

In the AAA Interim Visit of 2018, there were [8] recommendations pertaining to Area 5: Programs of Study. The institution has fully implemented (5) of these recommendations, partially implemented (3) of the recommendations.

***The Visiting Committee recommends that in all academic programs of study:***

1. \*The faculty use English, except for Swahili or other modern language classes consistent with its status as a university with international accreditation (interview).
2. \*That the administration, in consultation with the IT Department, improve the computer labs quality and that the computer lab be fully functional with a sufficient number of computers (Observation; Interviews).
3. \*That the administration fund work study and ensure supervision for students. For example, education students may gain experience working in the library (reshelving, monitoring, even cleaning), the records office (customer service), teaching assistants (e.g., marking assignments), and in the dairy and gardens so as to foster wholistic development and expand their skills and understanding of the range of school operations (interview, observation). In the library, this will reduce employment costs of the 5 untrained casual workers in the library at the same time assist students who are financially struggling (observation and interview).
4. \*That administration and HODs in collaboration with Faculty of Theology develop procedures to train, encourage and ensure that all full-time and part-time faculty incorporate practical.
5. That the administration makes adequate budgetary provision to purchase educational books and journals for all its programs to improve the currency of books/e-books available to students. Specifically, the librarian secure additional books and bibliographic resources every year for existing programs, whether or not approval is secured for new programs (Interview, Observation). More books in areas of Education, English, History and Geography, since the most books available in the library are in the areas of Religion and Theology (interview).



objectives, biblical worldviews, and institutional core values in the course syllabi and classroom experience (IFL) (Self-study, interviews).

## **A. Education**

### ***Observations and findings***

On March 30, 2020, the Tanzania Commission for Universities (TCU) determined that the following programs in education did not have sufficiently qualified faculty members and could no longer admit new students to the MA in Education (Curriculum and Teaching; Management and Leadership) or to the Bachelor's degree in Education in the History, Religion and Accounting. The University was barred from admitting new students in the 2020/21 academic year, so only second and third-year students were enrolled. The university had already taught out the diploma students in education that were transferred from Mount Meru University when its diploma closed. It had also taught out a two-semester, postgraduate diploma in education. The administration is giving consideration to submitting application to the TCU to offer the post graduate diploma in education, before proceeding to apply for reopening of the MA in Education (Curriculum and Teaching; Management and Leadership) when it is able to meet five PhDs in each area of concentration in education. Furthermore, TCU qualifications require that bachelors, masters and doctoral degree must all be in education. The team affirms the short-term solution that the dean is considering to recruit qualified professors by placing a service through Adventist Volunteer Services. In addition, the dean intends to develop a staff upgrading strategic plan to gain approval for History, Science and to strengthen Geography. Drawing on faculty from the School of Theology, the institution will resubmit its proposal for the BA in Education in Religion to be reopened by TCU. For each bachelor degree major, a minimum of five faculty members are required a bachelor's degree and a master's degree in the related degree. For the post graduate diploma, a minimum of a master's degree in education is required.

### ***Prior recommendations***

In the AAA Interim Visit of 2018, there was one (1) remaining recommendation pertaining to Area 5: Programs of Study that had not been fulfilled out of four (4). Three were fulfilled by the interim site visit in 2018. The institution has partially implemented this final and fourth recommendation by planning to offer revenue-generating seminars and short courses commencing the first semester of 2021/2022. The content area included pedagogy, faith and learning in SDA owned schools, make mathematics easy, and short courses in English. Plans are to also offer in computer packages, language packages and in music (Self-study, interview, seminar descriptions).

For the 2021/22 academic year, TCU has permitted the UoA to offer a Bachelor of Arts with Education (Kiswahili, Geography and English).

The site visiting team interview students and faculty in the education program and visited the library and classrooms. The team affirm recommendations by students for additional current bibliographic and electronic resources in education, and for a functional computer lab with more internet bandwidth and access points across the University and in the hostels.

The team did not find that all the Education majors complied with the AAA requirement for a minimum of one course per year based on the Bible. In consultation with the Faculty of Theology and Religious Studies, possibilities might be Daniel and Revelation, Biblical ethics, Geography of

the Bible Lands and Ancient Near East, Issues in Science and Religion, the Psalms and Music, Wisdom Literature, Biblical perspectives on business, etc.

***The Visiting Committee commends:***

1. The School of Education and Business Studies dean, faculty and students for their positive attitude and esprit de corps despite the challenges of salary arrears and reduced services (cafeteria, clinic, supermarket) due to the sudden drop in enrollment and tuition income due to the closure programs by TCU (interview).

***The Visiting Committee recommends:***

1. That the dean and administration focus their efforts in hiring qualified Seventh-day Adventist faculty through an upgrading strategic plan, placing a service call for interim AVS faculty, and/or establishing MOUs with sister institutions for faculty exchange and institutional mentoring in order to gain approval from TCU to re-open closed programs and open new ones where there is a market demand or mission-based need (*Self-Study*, interview).
2. That the dean and faculty comply with the AAA requirement for a minimum of one religion course per year of study for those majors that according to the Academic Prospectus do not require a religion course in the final year (e.g., Swahili, Geography) (Academic Prospectus 2021-2024, p. 27-29, 31-32).

**B. Business Administration**

***Observations and findings***

The Faculty of Business currently offers only undergraduate degree program - Bachelor of Business Administration in Accounting. By the recommendation of the Tanzania Commission for Universities (TCU), the university has suspended new admissions into all existing business undergraduate and MBA programs (observation, document, interview).

The total business student population is about 247 comprising of MBA (10), undergraduate business degrees (154), and diplomas (83). This is a significant decrease from the student enrolment of 798 in 2018/19.

Consequently, the former Faculty of Business is now housed in the School of Education under a new name - School of Education and Business Studies, headed by an acting dean. The business faculty comprises of 3 doctoral degree holders, 12 master's degree holders, and 3 bachelor's degree holders. According to TCU, qualified lecturers must have related degrees from undergraduate and upwards and must have earned at least 3.50 cumulative grade points average on a five-point scale. There are approximately 9 business lecturers who have become redundant as a result of TCU conditions (observation, document, interview).

***Prior recommendations***

In the AAA Interim Visit of 2018, there were four [4] recommendations pertaining to Area 5: Programs of Study. The institution has fully implemented (1) of these recommendations. Since the institution has suspended their MBA programs until further notice, the fulfillment of the related recommendations is put on hold until the MBA program resumes.

***The Visiting Committee commends:***

1. The university administration for recently joining the Consortium of Tanzania Universities Library (COTUL). Being a member affords the University access to quality e-resources (509 journals and books titles) to support teaching and learning (observation, document, interview).

***The Visiting Committee recommends:***

1. That the university council and administration set out a process for downsizing and rightsizing redundant business lecturers (interview, observation).
2. That the university Council and administration adopt the Tanzania Commission for Universities' standards for faculty ranking and promotion (observation).

**C. Theology**

***Observations and findings***

The University of Arusha, Tanzania currently offers degrees in 6 programs, domiciled in three academic faculties: Theology, Business, and Education. Of grave concern is that the Tanzania Commission for Universities has suspended six (6) graduate and four (4) undergraduate programs that were previously accredited for lack of qualified teachers. This is an area that needs careful attention and consideration by the University.

The degree requirements of the programs offered, the course requirements, sequences, descriptions, and credit definitions are contained in the 2017 Academic Bulletin. The University is committed to training its students for professional positions in the church, primarily through its Theology and Education programs.

All students take the 12 credits of religion and theology courses. The manageable class size and teacher-student ratios that meet an acceptable norm encourage each course to be approached from a biblical perspective and foster Adventist beliefs (Interview).

***Prior recommendations***

In the AAA Interim Visit of 2018, there were three [3] recommendations pertaining to Area 5: Programs of Study. The institution has fully implemented one (1) of these recommendations, partially implemented two (2) of the recommendations.

***The Visiting Committee commends:***

1. The administration and the Governing Council, for helping two teachers to complete their doctoral degrees (PhD and DMin) and two others about to write their comprehensive exams in the Systematic Theology and New Testament at the Adventist University of Africa.
2. The dean and faculty of theology and religious studies for providing ongoing on-hand and many practical learning experiences outside the classrooms to the theology students and faculty to enrich their informal learning and practical experience. [Interview, Observations].
3. The administration, dean, and faculty of theology, for the curricular enhancements of the theology program, which seeks to solidify the competencies of graduates (Self-Study; Observation, Academic Bulletin 2018-2019).

4. The administration and deans of faculties, for putting in place a system of student evaluation of teachers, which adds to the enhanced effectiveness of the teaching/learning process (Direct observation; Interviews).
5. The University Council Chair and the Northern Tanzania Union Conference for working with the local conference to appoint a district pastor to the University who will be paid by the conference (Observation; Interviews).

***The Visiting Committee recommends:***

1. \*\*That the administration continue to provide sponsorship to the two theology faculty currently pursuing doctoral studies at AUA to complete their studies on time and provide faculty resources to reopen the Bachelor of Education with a major in Religion (interview, observation).

*The University administration has continued to support the staff in the Faculty of Theology and Religious studies currently pursuing doctoral studies at AUA to complete their studies in time. How far has they gone?*

*Furthermore....what has been done regarding Bachelor of Education with major in Religion?*

2. \*\*That the administration and dean continue to improve the faculty of theology and religious studies curriculum to enrich and strengthen the theological and ministerial training by emphasizing courses in practical ministry and church history (interview).

*The current curricula have the courses and the students are encouraged to practice these skills with and outside the campus with permission.*

*Furthermore, all University curricula including curricula for Faculty of Theology and Religious Studies are under review and the emphasized areas i.e. practical ministries and church History should be incorporated.*

3. \*That administration take measures to enhance teaching and learning by providing (a) essential teaching materials (such as whiteboard, whiteboard pen, overhead, class attendance register, paper, etc.), (b) physical maintenance and cleanliness of classrooms (c) office space for full-time teachers (Interviews; Observation).

*The University Administration has always ensured that teaching and learning materials such as whiteboards and pens, projectors and papers are available. Plans are underway in the 2023/24 academic year to start registering students. The Administration also ensures that the buildings are well maintained and cleaned. There is also office space for full-time teachers.*

4. That the administration and dean institute a peer review exercise to provide quality teaching and mentorship program for the faculty (Interviews; Observation).

**What has been covered here.**

***The Visiting Committee suggests:***

1. That the administration and dean revise the students' evaluation of teaching instrument by identifying specific important areas of teaching to be measured (e.g., methodology, classroom management, faith integration, etc.) and organize the items under these corresponding headings (*Self-Study*, observation).

2. That the administration make effective use of technology in teaching by:
  - a. Setting up a local website, placing online important documents and other information that the faculty, staff, and students can access.
  - b. Setting up a Moodle learning platform and server to train the faculty to aid the integration of technology in the student learning experience.
  - c. Setting up an online library catalog and website.
  - d. Providing computers that are capable of being used for research at the library.
3. Making use of open-source software, thus reducing the cost of campus computing support (Observation; Interviews).
4. That the University work towards the development of an Academic Master Plan for the University (observation).

#### **D. Nursing**

The nursing program at the University of Arusha is temporarily closed with considerations to open it in the city of Arusha in the foreseeable future. According to Dr. Patricia Jones, (Associate Director, GC Health Ministries and Professor of Loma Linda University's School of Nursing) "In Tanzania, the issue of offering either a diploma or degree program, and the location of the program either at Arusha or Heri, is of urgent concern. Students who enter the program as if they are doing the diploma (without meeting full university entrance requirements) later end up having to repeat some basic courses in order to earn a university Bachelor of Science degree. If offered at the UoA campus, general education courses and basic science prerequisites would be available to all students. Easier access to clinical specialty sites in the city facilitates meeting clinical practice requirements of the curriculum. Expecting individuals with advanced education to locate permanently at the Heri campus is unrealistic, whereas, assigning students and faculty to short-term periods of instruction and practice is feasible.

Strategic planning for the developing of nursing education in Tanzania is timely. Avoiding mistakes and planning according to 21<sup>st</sup> century trends in nursing education will both provide qualified personnel for church programs and support government goals for strengthening health care. Presently, the University is finalizing developing of the Nursing curriculum for a diploma program to be offered by the University of Arusha. The curriculum will need the approval of the National Council for Technical Education (NACTE) in Tanzania before it can be launched for offering. Before the nursing program can be launched, UoA shall need to have qualified lecturers, a well-established laboratory with the required equipment and facilities, a reliable means of transport to ferry students to and from the nearby hospital during practicals and clinical placements, and a good library with current relevant books and other reading materials. Some Universities in the United States (e.g., Loma Linda, Washington Adventist University etc.) are ready to donate such books if the University can meet the cost of shipment. The UoA administration has approached the Adventist Development and Relief Agency (ADRA) for assistance towards meeting this goal.

In re-establishing the Nursing Program, the University will seek professional assistance from Loma Linda University School of Nursing (LLUSN) which is willing and ready to partner with sister institutions in Africa in the preparation of faculty for leadership in nursing and similar programs."

### **UoA's present (2021) position on the Nursing Program**

The UoA Management is still committed to revive the Nursing Sciences program using facilities to be developed on the UoA campus. It has been suggested that the program commences with certificate and diploma programs in nursing and midwifery. These will then be followed by the launch of the 4-year degree programs in Nursing and Midwifery.

The Bachelor of Science in nursing programme will be designed to graduate professional nurses capable of delivering safe health care in local, regional and international health care systems. The programme will prepare professional general trained nurses with the necessary knowledge, skills and attitude required for the delivery of high quality and culturally sensitive services.

The programme will start with foundation knowledge in the basic sciences, humanities and related professional disciplines in the first year, followed by the body of related nursing knowledge, skill and attitude in subsequent years

### **Basic Requirements for Launching a BSc in Nursing (BScN)**

1. Sound curriculum to be developed by UoA and be approved by the accreditation bodies (TCU and Nursing Council of Tanzania)
2. Qualified faculty members.
  - At least 4 with master's degrees in different majors in nursing.
  - At least 4 Clinical Instructors with BScN.
3. Skills laboratory with enough space to practice and fully equipped with instruments, models, manikins etc. for skills acquisition.
4. General laboratory with reagents, equipment, models for general courses e.g., hematology, microbiology, parasitology, anatomy and physiology etc.

The support of the Loma Linda University School of Nursing (LLUSN) in the re-launching of the program at UoA will be critically important. Preliminary arrangements for re-launching the program will commence in mid-2022.

### **E. Science and Technology (Proposed future programs)**

The on-site survey team appointed by the International Board of Education (IBE) to study the Bachelor of Education in Science proposal of the University of Arusha to offer the new program met at the University of Arusha campus from November 11-13, 2016. After studying the documents presented by the university, university publications, and after inspecting the facilities of the institution, the team made recommendations that the university meets before the launch of the program. Whereas setting up science laboratories require a substantial amount of investment and the regulations of Tanzania Commission for Universities were rigid, the recommended Bachelor of Education Science did not take off. Also, the administration faced challenges in recruiting teaching faculty who meet the requirements of Tanzania Commission for Universities. So the administration decided to suspend their plan to start the science programs.

Due to the government's direction in promoting science courses, students are moving towards the sciences area, the new administration set a committee to study the possibilities of offering the science programs under the leadership of the DVC Planning Administration and Finance. Based on the recommendations from the committee the administration has a plan to offer the Bachelor of Education in Science in two phases. In the first phase the following are the programs are on consideration:

- B.Ed in Mathematics with minor in Geography;
- B.Ed in Mathematics with minor in ICT;
- B.Ed in Mathematics with minor in Economics;
- B.Ed in ICT with minor in Geography;
- B.Ed in ICT with minor in Accounting; and
- B.Ed in ICT with minor in Economics.

The curriculum of the programs is being drafted according to the standard of TCU and IBE.

In the second phase,

- B.Ed in Mathematics with minor in Physics;
- B.Ed in Biology with minor in Chemistry; and
- B.Ed in Chemistry with minor in Physics;

## **Area 6: Faculty and Staff**

*Standard: The institution has a faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and biblical values in the classroom, along with administrative processes to ensure adequate faculty and staff development, and evaluation procedures that include mission-focused elements.*

### **Observations and findings**

The University of Arusha offers Theology/Religious Studies, Education and Business programs. These programs aim at achieving Wholistic education namely: Mental, Spiritual and Social development. During the time of the visit, University of Arusha had 51 faculty and 76 supporting staff. The number of faculty seems to be sufficient in comparison to the number of programs offered.

### **Prior recommendations:**

In the AAA Interim Visit of 2018, there was one (1) recommendation pertaining to Area 6: Faculty and Staff. The institution has partially implemented one (1) recommendation.

### **The Visiting Committee commends:**

1. The administration for encouraging unity and cordiality among the faculty, staff and administration, which has helped in the implementation of university values and mission of the church (interview).
2. The administration for conducting regular meetings for the faculty and staff where every employee has the freedom of expression and can contribute to development of the university (interview).
3. The administration for maintaining the spirit of hard work and self-sacrifice among the administrators and staff despite the financial crisis that the university is undergoing (interview).
4. The administration for laying down plans for evaluation and review of staff contracts for deployments and reshuffling to meet standards of the institution and Tanzania Commission for Universities (interview, institution report pg.3).

### **The Visiting Committee recommends:**

1. \*\*That the administration ensure that all policy documents are signed by the chairman and secretary of the Council for whatever action is recommended by the regulating board and indicate the date when it was approved (*Self-study report*, interview, observation).
2. That the University Council and administration allocate funds in the budget and support ways to secure external funding so that faculty may engage in more research for their academic growth and university development (interview).
3. That the administration conduct regular seminars to faculty and staff to educate them on the importance of mission, philosophy, core values and university objectives in order to experience positive impacts from customers (interview, observation).



4. That the administration ensure integration of the mission of Seventh-day Adventist Church, including the new quinquennial strategic plan “I Will Go,” in staff and faculty academic policies in order to achieve mission expectations of the institution and the church (interview, observation).
5. That the administration encourage faculty and staff services, as well as publications and research activities to support and promote the institution and church mission as evidenced in presentations and publications (interview).
6. That the administration validate that all courses in Theology and Religion are taught by staff that has a minimum of Master’s degree in the related discipline to maintain the quality of studies (interview). This will include follow-up with those who have not yet completed their degrees.

## **Area 7: Library and Resource Centers**

*Standard: The institution has library, resource centers, and information and communication technology services that provide adequate resources to support the academic program, and policies to adequately address ethical and mission concerns.*

### **Observations and findings**

The University of Arusha library has about 14,845 books on shelf, 710 on special reserve, 1,725 reference books, 710 Ellen G. White books, 556 fiction, Journals, periodicals and others are 1114. There are 590 electronic books titles, 759 Newly arrived books, and 400 boxes of donated Bibles, devotional, children, fictional and general books. The library services offer opportunity for students' effective leaning and research. Nevertheless, Interviews and observation revealed that there are not enough books for Education, Business, English and others besides Religion books.

### **Prior recommendations**

In the AAA Interim Visit of 2018, there was (3) recommendations pertaining to Area 7: Library and Resource Centers. The institution has fully implemented [2] of these recommendations and has yet to begin implementation of (1) one of such recommendations.

### **The Visiting Committee commends:**

1. The administration for recruiting two full time qualified staff in the library. One having a bachelor's degree in library Science and another holding a diploma in library and information resources [observation and interview].
2. The administration and library department for joining the Consortium of Tanzania Universities Library (COTUL). This will help the students and staff to conveniently get more access to online books, journals and resources (self-study).
3. The university administration for taking an initiative to look for more books from various donors such like the TAUSI. The new books donated to the university will help not only the university students and staff, but they will cater the needs for evangelism strategies to the community around (observation and interview).

### **The Visiting Committee recommends:**

1. \*\*That the administration form an active library committee for the better functioning of the library (interview).
2. \*That the administration introduce the internet filtering programs that will prevent students from accessing websites that are inconsistent with the Seventh- day Adventist values and morals as one of the means of nurturing spiritual growth. So, students get to learn the use of media platforms in ethical and responsible way (I will go KPI 7.3). The administration can publish internet usage policy in the students and staff handbooks in which it is clearly stipulated that internet is used for learning activities and spiritual matters only. Furthermore, that the administration describe the disciplinary process for violation of the internet usage policy (this may range from restriction usage to counselling, to legal action).
3. That the administration and the library management extend availability of electronic databases and access to current journals to students to support the teaching and learning processes. This is very useful in the current world of online learning (interview).

4. That the library administration rearrange some books and other resources in the shelves. This can be done by reducing the number of similar copies of books from the shelves, the old newspapers and books taken to the archives, and clear labeling of the shelves (interview, observation).

## **Area 8: Academic Policies and Records**

*Standard: The institution has clear academic policies and records procedures that are efficient and secure, and which reflect best practice in tertiary institutions.*

### ***Observations and findings***

The academic policies are expressed and in the observed documents such as: Academic prospectus 2021 - 2024, Staff Handbook, Staff rules and Regulations, Student Handbook, UoA Council Governance Manual, IT Policy, Human Resource Policy, Examinations and Grade Policy, Quality Assurance Framework, Computer Laboratory Policy and Guidelines, Anti-plagiarism policy, Academic calendar, Class timetable, Research Policy and Guidelines, Academic staff Appraisal policy. Most of these are spiral bound except the Academic Prospectus, the IT policy and UoA Council governance Manual. Most of the policies are approved by the TCU, but not published.

Students' recruitment, academic honesty policies, students' lifestyle, biblical principles of modesty, discipline, students' financial support through canvassing and aids from TAUS, allowing students to pay fees in three installments per semester promote and support the transmission of the Seventh-day Adventist belief and mission objectives. The examination policy in the area of grading system that is taking 40% for CA and 60% for FE and considering a minimum pass of 16/40 for (CA) and 24/60 for FE, maintaining honesty in grading system aligns with the best practice. However, the staff rules and regulations and staff handbook are kept as two documents. Though most of the policies are reviewed, they are not published.

In the AAA Interim Visit of 2018, there were [3] recommendations pertaining to Area 8: Academic Policies and Records. The institution has fully implemented (2) of these recommendations and partially implemented (1) of the recommendations.

### ***The Visiting Committee commends:***

1. The registrar's office for keeping record in a fireproof cabinet, in order and alphabetically arranged students' certificates and files (observation).
2. The registrar's office for the good academic procedure of changing of grades that involves the senate approval and registrar's clearance (interview).
3. The administration for supporting students financially through work program, canvassing and payment of fees in three installments per semester (document).

### ***The Visiting Committee recommends:***

1. \*\*That the administration and IT department upload all the senate approved academic policies on the University website (repeated recommendation, *Self-study report*, interview, ).
2. \*That the administration get a new office to reduce the congestion of files, office cabinets, and all staff in the admission office. Furthermore, if funds allow install smoke detectors in the records office and keep the older documents in archives (observation).
3. That the administration train more staff on how to use the OSIM program in the registrar's office so as to provide prompt service when the Academic Record Assistant will not be available (interview).
4. That the Human resource office consolidate the staff handbook and the staff rules and regulations documents for effective running of the university (document).
5. That the administration review and publish all the university policies in both hard and soft copies and periodically provide orientation to core policies (document).

## **Area 9: Student Services**

*Standard: The institution has student services that provide solid support for the personal and spiritual needs of students, and which model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.*

### ***Observations and findings***

The university current total enrollment stands at approximately 566. Out of the 566 students, 333 are expected to graduate in November 2021. This is a significant decrease of enrollment when compared to the 2018/19 enrollment of 1724. Student services are under the management of the Director of Students Administration. Generally, the students are happy and optimistic about the current leadership and the future.

The university has 3 hostels for female students and 1 for male students. Two hostels for females are in use with 21 occupants and the males are approximately 80 in the hostel. The full capacity of the two female students' hostels are 188 and 40 occupants respectively and the males' hostel has a 150 capacity. The wi-fi connectivity at the in the hostels is very limited. Married students rent houses outside of the University campus.

The university's canteen and supermarket are currently not in operation. Students living in the hostels buy their daily meals from outside the university. Students hardly patronized the cafeteria meals due to lack of variety and high price.

Students in the hostels emphasized that there were cases of leaking roofs in the hostels, broken louvres blades and window nets. There is no direct water supply in the bathrooms of some of the female students' hostels. The hostel facilities need some renovations (e.g., painting and roof repairs) to enhance the conditions of the hostel. Recently, the students have access to clean filtered drinking water on campus. However, several of the students (especially in the hostels) are not aware.

In terms of social activities, there are some improvements. However, the volleyball, netball and basketball fields/grounds need maintenance (interview and observation).

### ***Prior recommendations***

In the AAA Interim Visit of 2018, there were [5] recommendations pertaining to Area 9: Student Services. The institution has fully implemented (2) of these recommendations, partially implemented (2) of the recommendations, and has yet to begin implementation of (1) recommendations.

### ***The Visiting Committee commends:***

1. The university administration for the cordial relationship between the administration and students (interview and observation).
2. The university administration for extending wi-fi access to the hostels to enhance communication and students' learning (interview and observation).
3. The university administration for providing students with clean filtered drinking water on campus to safeguard their health (interview and observation).

4. The university administration for re-instituting the work-study program which is in line with the Adventist philosophy of education. This program will enable needy students to earn some money to defray their school fees while gaining some work experience for the future (interview and observation).

***The Visiting Committee recommends:***

1. \*\*That the university administration conduct regular seminars on customer care and improve services provided to students in all offices at the university for instance; in the canteen, in the business office, in the dormitories, in classes, when registering for classes, in the dispensary, international students, and during Sabbath hours (*Self-Study Report*, observation, interview).
2. \*\*That the university administration re-open the university cafeteria for students and workers, providing variety of plant-based lacto-ovo diet that offer a healthy balanced diet (*Self-Study Report*, observation, interview).
3. \*\*That the university administration proceed with its plan to reorganize the university dispensary for better services to students, workers and neighbors (*Self-Study Report*).
4. That the office of the director of student's administration conduct annual student satisfaction survey to assess how students feel about the university's services and facilities regarding registration process, student finance services, access to grades, records, library, etc. (observation, interview).
5. That the university administration develop an effective communication system to enhance communication to students such as secure email or WhatsApp (observation, interview).
6. That the director of student's administration conduct student orientation every semester on the university dress code and benefits plant-based diet as constant reminder of the university's regulations, philosophy and mission (observation, interview).
7. That the director of student's administration ensure that students sign the Commitment Form to show their commitment to comply with the rules and regulations of the university (document, interview).
8. That the director of student administration, hostel deans, lecturers and staff enforce the university dress code to guide students about what is appropriate to wear in line with the university's philosophy and mission (observation, document, interview).
9. That the university administration renovate the hostel facilities to enhance the conditions and attract more students to the hostel (observation, interview).
10. That the university administration periodically maintain the playing fields for students' social and physical development (observation, interview).

***The Visiting Committee suggests:***

1. That the university administration continue to expand on internet accessibility on campus (observation).
2. That the university administration provide counselling service to students (interview)..

## **Area 10: Physical Plant and Facilities**

*Standard: The institution has a physical plant that provides adequate and well-maintained facilities for the development of a quality education program, and development plans that are supportive of the institutional strategic plan.*

### ***Observations and findings***

The University of Arusha is located in a serene environment that is suitable for learning. The campus occupies 200 acres of land ideal for future expansion needs of the university. The administration has put in place robust plans to ensure the university is self-sufficient with adequate resources to construct and maintain plant facilities.

### ***Prior recommendations***

In the prior regular visit, there were three [3] recommendations pertaining to Area 10: Physical Plant and Facilities. The institution has fully implemented none [0] of these recommendations, partially implemented two [2] of the recommendations, and has yet to begin implementation of one [1] recommendation.

### ***The Visiting Committee commends:***

1. The University Council and administration for the hard work they are exuding in improving the road on campus and maintenance of the buildings (observation).

### ***The Visiting Committee recommends:***

1. **\*\***That the administration erect a fence on the side of the basketball/volleyball courts to protect the students from injuries due to the rugged edges. However, as a long-term solution, the administration give study to relocating the sports facility to a wider area for student's safety and convenience (observation, interview).
2. **\***That the University Council and administration update and budget in the physical facilities master plan to reflect the major current additions to the building facilities on the campus (multipurpose library and lecture theatre, graduation pavilion, multipurpose lecture/exam room, etc.) and to include future building facilities and landscaping that would make it a symbol of Adventist education in Tanzania. The proposed additional building for the Administration be reflected in the plan, and the old small buildings be cleared in the revised physical facilities master plan (interview, observations, master plan layout 2012).
3. **\***That the administration develop fundraising strategies for funds collection toward completion of the multipurpose building project (Interview, Observation).
4. That the administration evaluate and carry out a thorough feasibility study of the auxiliary department operations to determine the most viable enterprises for investment consideration (Observation, GCAS audit report 2018, Interview).
5. That the administration maintain plant facilities i.e. campus roads, provision of regular clean water, enough study desks, provision of games equipment, spacious playground, functioning computer lab, study desks fixed at specific locations of the campus and digital projectors (interview, observation).

## **Area 11: Public Relations and External Constituencies**

*Standard: The institution has a public relations program that provides an opportunity for dialogue with external constituencies, that results in useful and accurate feedback to the institution, and that positions the institution and its mission positively in the minds of the various constituent groups.*

### ***Observations and findings***

The University of Arusha has many alumni scattered all across the world. The mobilization of such people can bring some positive contributions towards university development. Currently, the University of Arusha has enrolled 150 alumni in a WhatsApp group. The university also needs publicity through public relations. The relationship between the university and constituencies including neighboring community is very essential.

### ***Prior recommendations***

In the AAA Interim Visit of 2018, there was one (1) recommendation pertaining to Area 11: Public Relations and External Constituencies. The institution has partially implemented one recommendation.

### ***The Visiting Committee commends:***

1. The administration for establishing University of Arusha Alumni Association through the use of WhatsApp group (interview).
2. The administration for publishing a monthly University Newsletter, which defines university mission, vision, philosophy and objectives. The Newsletter is also used for advertisement, and creating awareness about the university (interview, observation).

### ***The Visiting Committee recommends:***

1. That the administration organize meetings and appoint active coordinators to facilitate alumni association in different zones and regions to mobilize alumni in supporting the university (interview).
2. That the administration keep records and regularly communicate with former students to follow up their progress as means of evaluating the contribution the university has made to their lives. This would help the institution to plan, design and review programs that will impact the lives of the students even after they leave the university (interview).
3. That the administration assess the effectiveness of institutional programs and activities that are focused on its surrounding community needs and ensure regular feedback (interview).
4. That the administration ensure that the university website is updated and her presence on social media is current, attractive and representative of the mission and values of the institution (interview, observation).

### ***The Visiting Committee suggests:***

1. That the University of Arusha lay down tangible strategies on how to help and contribute to the neighboring community by getting involved in their social activities such as health, education, economic empowerment etc. (interview).



## **Area 12: Pastoral and Theological Education**

*Standard: The institution has pastoral and theological education with a curriculum that is of an equivalent standard to other tertiary institutions offering pastoral and theological education within the Seventh-day Adventist college/university sector, and that meets the mission and objectives of the institution and church, particularly in the preparation of students for denominational service.*

### ***Observations and findings***

The Faculty of Theology and Religious Studies of the University of Arusha, Tanzania, currently offers two (2) degree programs (BA Theology and BA Religion). All these programs have been approved by the Tanzania Commission for Universities and IBMTE.

The degree requirements of the programs offered, the course requirements, sequences, descriptions, and credit definitions are contained in the 2018-2019 Academic Bulletin. The Theological Studies program is committed to training students for professional positions in the Adventist Church.

The class size and the teacher-student ratio of 1:50 meet an acceptable norm that promotes quality teaching (Interview).

### ***Prior recommendations***

In the AAA visit of 2018, there were three [3] recommendations pertaining to Area 12: Pastoral and Theological Education. The institution has fully implemented two (2) of these recommendations, partially implemented (1) of the recommendations.

### ***The Visiting Committee commends:***

1. The administration and dean of Theology and Religious Studies for building cordial relationship with the students through mentorship, engaging them in professional ministries such as public evangelism, week of prayer, and community engagement (Interview). The teachers and students engage in community service activities once a month on campus and hope to take it to the nearby communities.
2. The administration and faculty of theology for the excellent relationship between them and the local conference and union through their involvement in local church activities, mentorship, and internship programs.
3. The administration for putting in place plans to resurrect the work-study program soon to help students pay their fees in harmony with Adventist Philosophy of Education. Students have already been informed of this program, and it is a piece of welcoming news (Interview).
4. The administration and the faculty for engaging in scholarly activities resulted in the publication of about twenty (20) books and seventy-four peer-reviewed journal articles from 2016-21 (Interview)

### ***The Visiting Committee recommends:***

1. \*\*That the administration offers work-study program opportunities and partial sponsorships as funds are available to non-sponsored theology students who have no access to government-run student loans, and also to provide with opportunities for wholistic development.

2. \*That the administration and dean ensure that all lecturers who teach at least 50% time in the Theology and Religious Studies program are duly certified by the IBMTE (IBMTE records, observation).
3. That the University Council and the administration give study to the repositioning of the Faculty of Theology and Religious Studies, as Department of Theology and Religion given the number of degree programs it offers (observation).

***The Visiting Committee suggests:***

1. That the faculty of theology be encouraged to engage in scholarship by publishing at least an article per year in peer review journals and engaging in conference presentations (observation).
2. That those who have not earned a doctoral degree be encouraged and supported to get terminal degrees (observation).
3. That pastor in the faculty of theology and religion who are not ordained be encouraged to engage in ministry to prepare them for ordination (observation).

### **Expression of Appreciation**

The Visiting Committee wishes to express sincere thanks to the University Council, the Central Administration, faculty, staff, and students at the University of Arusha for the excellent hospitality extended during the time of this visit, and for all the efforts made to facilitate the visit and to help the team's work proceed smoothly and efficiently.