



UDOMASA

e-Newsletter

Empowerment



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Message From UDOMASA Chairperson

Dr. Gerald Shija



Dear distinguished scholars, esteemed members, and valued readers,

I want to begin by expressing my heartfelt thanks to all of you for the support and cooperation you have shown me during the two years that I have served as chairperson of UDOMASA. Your trust has been crucial to the progress we have made, and I am proud to reflect on what we have achieved together.

One of the main promises I made in my manifesto was to ensure the publication of the UDOMASA e-Newsletter. I am pleased to say that we have kept this promise and I present to you Volume 2, Issue 1 of the year 2025. To date, we have successfully published Volume 1, Issues 1 and 2, as well as Volume 2, Issue 1, showing steady progress. As you know, our Newsletter is a bi-annual release, allowing us to stay connected and updated twice a year.

The current edition reflects our continued commitment to academic growth and the sharing of ideas within UDOMASA. You will find articles that offer useful insights, thoughtful reflections, and creative ideas—each one contributing to the knowledge and progress of our members

I am also happy to report the success of the recent UDOMASA training on Artificial Intelligence in Academic Writing, held from 22nd to 24th April 2025. This event provided members with valuable skills to help them make the most of AI in their academic works.

Looking ahead, I encourage all members to take an active role in the UDOMASA general election, which will take place in July this year. Your involvement is important in shaping the future of our association, ensuring that we continue to grow and thrive.

This newsletter is a celebration of our shared journey. I invite you to engage with the content, find inspiration in the ideas shared, and keep the spirit of learning and collaboration alive.

You are welcome.

Message From Chief Editor

Dr. Mandela P. Ryano



Dear esteemed readers,

It is with great enthusiasm that we welcome you to the third edition of our e-Newsletter. In this vibrant tapestry of stories and insights, we share our journey in advancing knowledge, innovation, and inclusivity. This edition features compelling narratives that accentuate the transformative role of education, technology, and empowerment in shaping a brighter future.

In this issue, we examine the human role in knowing in the era of Artificial Intelligence (AI), exploring how curiosity and critical thinking continue to drive knowledge creation amid rapid technological progress. We also spotlight African universities harnessing global technologies to decolonise knowledge, showcasing efforts to reshape narratives and amplify authentic voices in academia.

Two stories cover the launch of impactful short courses: one on Monitoring and Evaluation (M&E) in project implementation, providing professionals with tools to track and enhance success, and another on the fundamentals of protocol and etiquette, aimed at building essential soft skills and professional competence. We also celebrate the Empowering Future Female Scientists initiative, which is inspiring the next generation of women in STEM.

In addition, this edition introduces the newly established UDOPRESA, a platform for Public Relations (PR) students designed to nurture aspiring communicators and foster professional growth. We also reflect on pressing issues such as how declining university autonomy may inadvertently set children up for failure, sparking debate on the future of higher education independence. We reaffirm our commitment to equitable education by highlighting inclusive assessment practices for students with visual impairment, and offer a brief overview of global citizenship in today's interconnected world.

The closing sections feature a list of recently promoted colleagues, recognising their dedication and contributions to academia and our community, along with a vibrant 'news in picture' segment that captures the energy of our recent milestones and achievements.

We invite you to delve into these stories and reflect on their wider implications. Thank you for your continued engagement with our e-Newsletter, a platform dedicated to shaping a future grounded in knowledge, diversity, and progress.

The Editorial Team

**Dr. Mandela P. Ryano (Editor in Chief – CHSS),
Dr. Prudence P. Rwehabura (Managing Editor – CHSS),
Mr. Chrisostomus Lugongo (Copy Editor – CIVE).**

Beyond AI: The Human Role in Knowing

By Dr. Deo Shao

Department of Information Systems and Technology



When machines now perform many of our tasks with unmatched speed, what is the value of acquiring knowledge ourselves? This profound question sparked intense debate during a workshop jointly organised by The University of Dodoma Academic Staff Association (UDOMASA) and the Office of Deputy Vice Chancellor – Academic, Research, and Consultancy (DVC-ARC) and held at the University from 22nd to 24th April 2025. As Artificial Intelligence (AI) becomes increasingly embedded in higher education, academics and students alike must ask: How do we preserve our human identity in a rapidly digitising world? And how can we use AI to enhance our work without losing the unique qualities that make us human?

AI offers remarkable support in research. It helps scan massive datasets, suggests project ideas, and even refines written outputs. Yet, what it gives us is merely a starting point. AI cannot generate originality unless we shape its outputs with our critical thinking. That human touch (our curiosity, creativity, and discernment) transforms generic content into meaningful work. Studies show that many people struggle to tell the difference between AI-generated and human-created content, which reveals how blurred the line has become. To “know” in this era means to keep asking: Is this new? Is it true? Is it fair? These questions breathe life into knowledge, making it valuable and socially responsible.

In classrooms, AI can generate exam questions, translate texts, and create inclusive resources for learners with special needs. These tools are helpful, but they are not infallible. Without human oversight, AI might overlook cultural relevance or reinforce stereotypes. Knowing, in this context, means working alongside AI, that means to

challenge it, edit its ideas, and ask whether its outputs truly serve the learner. Do these materials reflect our context? Do they spark curiosity and engagement? Ethical use of AI in education requires this thoughtful partnership.

AI is also pushing us to re-examine our role as ethical beings. Left unmonitored, it can amplify bias or marginalise certain voices. Responsible knowledge work requires us to ask: Who is included? Who is excluded? What values are we reinforcing? Transparency, fairness, and empathy must guide our decisions. Knowing is not just about having information — it is about using it justly and wisely.

There is also a danger in surrendering too much thinking to machines. While it might feel efficient, over-reliance on AI can weaken our ability to reason, reflect, and make complex judgements. Comparing AI-generated insights with our own ideas helps keep our minds sharp and our sense of purpose intact. Knowing also means understanding how AI functions — its logic, limitations, and potential blind spots. This awareness empowers us to use the technology wisely and ethically.

Ultimately, AI reminds us that thinking is not a mechanical task but a deeply human gift. The UDOMASA workshop stirred meaningful reflection on this. It highlighted the need to go beyond simply integrating AI tools into our work. The real challenge lies in rethinking what only humans can do — to imagine, to question, and to care. These are the foundations of true knowledge.



Dr. Jabhera Matogoro (Left), Investigator in AI technologies and robot Eunice in one of the encounters at the College of Informatics and Virtual Education—CIVE

About UDOMASA

The University of Dodoma Academic Staff Association (UDOMASA) is a professional organisation that brings together academic staff to engage in academic discourse, staff welfare matters, and institutional development. UDOMASA plays a vital role in stimulating intellectual dialogue on emerging issues in higher education and society, including the ethical implications of AI and other technologies in academia. Through workshops, forums, and collaborative research, UDOMASA contributes significantly to the academic culture and professional growth of the university community.

In collaboration with the Office of DVC-ARC, UDOMASA organised a workshop to train its members on the impactful and responsible application of AI in academia. Over the three days of the workshop, the event attracted a total of 150 physical participants and 110 virtual participants.

The AI Paradox: Can African Universities Leverage Global Technologies to Decolonise Knowledge?

By Dr. Fredrick Ishengoma,
Department of Information Systems and Technology



Artificial Intelligence (AI) evolved from global inequality, shaped by Western dominance during and after colonialism. Early computing, like DARPA-funded projects in the US, relied on geopolitical power built through colonisation. Today, dominant AI institutions such as OpenAI and Google DeepMind reflect colonial-era hierarchies in data ownership and knowledge validation.

AI continues these imbalances through data colonialism. African languages and philosophies remain underrepresented in models like ChatGPT, which are trained mainly on English and European content. AI translation tools often fail with African dialects, exposing linguistic and cultural bias. This raises a key question: can African universities use AI to challenge colonial knowledge structures—or does AI reinforce external dependency?

Initiatives such as Masakhane and the African Union's AI frameworks offer hope. Yet, to realise AI's transformative potential, universities must confront its colonial roots and reorient its use toward inclusive regional knowledge systems.

Adapting Western AI to African Contexts

African researchers are tailoring AI to local challenges. Kenya's PlantVillage and Virtual Agronomist apps use AI to support smallholder farmers, integrating traditional knowledge with real-time analytics—offering support often ignored by global platforms.

Projects like AfriBERT, led by Masakhane and the University of Waterloo, develop language models for Amharic, Hausa, and Swahili. These efforts combine global infrastructure with African expertise to preserve languages and build technical capacity. Masakhane aims to support over eleven African languages through open, community-led development.

These innovations show how AI, when adapted to local needs, can reduce marginalisation. But long-term success depends on cultural relevance, ownership, and control over design and use.

Building African-centred AI

African-centred AI is key to resisting digital colonialism. Institutions like Deep Learning Indaba and Lacuna Fund build datasets that reflect African realities while improving global AI.

AI is being used to tackle regional challenges—from health diagnostics to smallholder farming and inclusive finance. These projects prove that when African needs shape development, AI can support equitable growth.

Focusing on regional priorities rather than copying foreign models empowers universities and institutions to lead in ethical, effective AI solutions.

Key Dilemmas

A decolonial use of AI presents several dilemmas as shown in the table:

| Key Dilemma | Core Challenge | Example |
|-----------------------------------|--|---|
| Western Infrastructure Dependence | Reliance on foreign platforms limits digital sovereignty and control. | Universities use Google's TensorFlow for machine learning, storing data on US-based servers. |
| Universal vs Local Knowledge Gap | Generic AI models overlook African health and social contexts. | Cancer screening AI misses Kaposi's sarcoma patterns common in Africa, trained only on European data. |
| Ethics of Digitising Tradition | Turning Indigenous knowledge into data risks erasure and exploitation. | A Kenyan herbal database trains pharmaceutical AI without community involvement or benefit. |
| Brain Drain vs Local Capacity | Talent migration to Western firms weakens African research institutions. | Ethiopian AI experts recruited abroad leave local universities under-resourced. |
| Corporate Data Extraction | African user data fuels global AI without fair returns or recognition | Social platforms mine African language data to improve translation tools for Western markets |

Thus, many African researchers depend on Western tools like TensorFlow and LLaMA, risking data sovereignty. These platforms use African inputs to benefit global markets, often without returning value.

Language data from African users fuel AI abroad, but African languages remain poorly served. The talent-drain continues, as top AI experts move abroad, weakening domestic innovation.

Solving this requires more than tools. African AI must be anchored in local infrastructure, ethical data use, and validation methods (that centre) centred on regional knowledge.

A Path Forward: Pragmatism and Collaboration

To meet decolonial goals, African universities should take a strategic, collaborative approach:

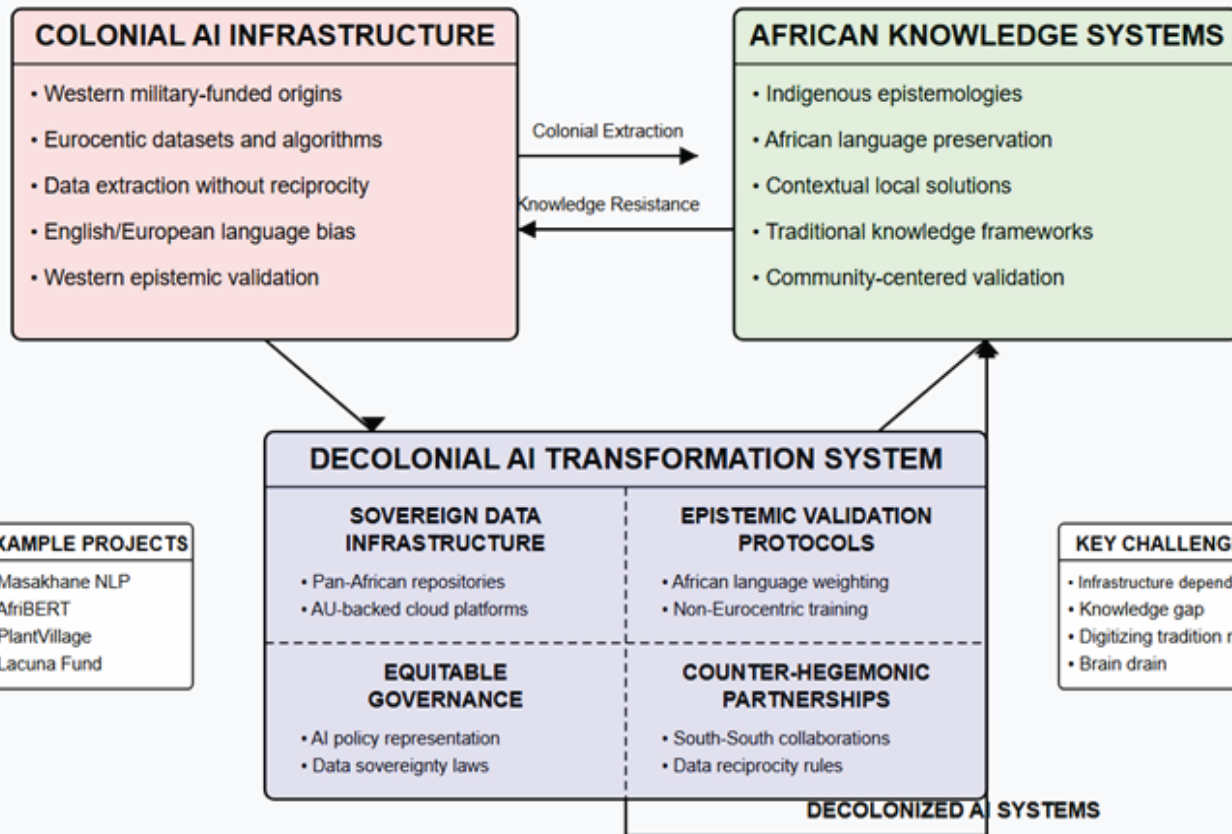
•**Sovereign Data Infrastructures:** Build African-managed cloud platforms to preserve oral histories and Indigenous Knowledge.

•**Epistemic Validation:** Train AI models to value African languages and ideas equally with Eurocentric sources.

•**Equitable Governance:** Advocate globally for policies that ensure African data rights and participation.

•**South-South Collaboration:** Work with other Global South nations to co-create tools and share data on equal terms.

DECOLONIZING AI IN AFRICAN KNOWLEDGE CONTEXTS



Conclusion

African universities must decide whether AI is used to support decolonisation or deepen dependence. Grounding AI in African languages and cultural knowledge can restore agency in tech development.

Efforts like Masakhane and Deep Learning Indaba demonstrate the power of regional collaboration. However, success depends on institutional support, ethical commitment, and inclusive frameworks.

Africa's role in AI must shift from data source to innovation leader. The time to claim this future is now by building systems that reflect Africa's knowledge, languages, and aspirations.

UDOM Launches First M&E Training to Strengthen Project Implementation Skills

By Mr. Edson Baradyana

Institute of Development Studies



The University of Dodoma's Institute of Development Studies (UDOM-IDS) introduced a short course on Monitoring and Evaluation (M&E) of Development Projects and Programmes, targeting professionals managing public and private sector projects. The first cohort of this course took place from 10th to 14th June 2025, attracting 16 participants, including project managers, M&E officers, and planners who were equipped with hands-on skills for effective use of project resources and foster sustainable development.

The participants of the first-cohort of the course hailed from within the University and beyond, including a representative from Zanzibar National Housing Corporation. The Vice Chancellor, Prof. Lugano Kusiluka, officiated inauguration of the training, emphasising the critical role of M&E in project success. "Monitoring and evaluation is essential from the proposal stage to implementation. Without a proper framework, projects risk failure, leading to national losses," he said.

IDS Director, Dr. Ajali Mustafa, highlighted that the course was developed to address a growing gap in practical M&E skills among practitioners. "There is demand for professionals who not only understand development projects but can also measure their value and impact," he noted. Course coordinator, Mr. Edson Baradyana urged academic institutions to support national development by mentoring project managers and conducting applied research.

Key modules included M&E fundamentals, results-based management (RBM), M&E frameworks, data utilisation, and ICT tools in evaluation. Participants engaged through lectures, seminars, modelling demonstrations, group work, and case studies. A structured feedback tool showed high satisfaction, especially regarding instructional quality and course delivery.

Organisers described the training as a strategic first step in positioning UDOM as a centre for M&E excellence. IDS invites all interested experts to join the coming cohorts of this course.



M & E Trainees



The Vice Chancellor, Prof. Lughano Kusiluka (center) and some of the trainees pose for a group photo

About the Institute of Development Studies (IDS), UDOM

The Institute of Development Studies is one of the flagship academic and research units at UDOM. It offers both academic programmes and practical training, focusing on interdisciplinary approaches to sustainable development. With this short course, IDS aims to build capacity among policymakers, practitioners, and scholars in areas such as project planning, M&E, governance, and community development.

UDOM Hosts Protocol and Etiquette Training to Equip Professionals with Essential Soft Skills

By Mr. Justine Kajerero

Department of Political Science and Public Administration



The University of Dodoma (UDOM), through its Department of Political Science and Public Administration (PSPA), successfully conducted a short course on Fundamentals of Professional Protocol and Etiquette in May 2025. The introduction of the course is part of the Leadership Training Programme (LTP) aimed at building professional excellence in protocol, event management, and diplomatic engagement.

Responding to a rising national demand for professionals skilled in protocol and formal conduct, the course focused on equipping participants with essential soft skills—including interpersonal communication, emotional intelligence, cross-cultural sensitivity, and conflict resolution. These practical soft skills are crucial for professionals and officers managing high-profile events and complex organisational environments in increasingly growing public and private sectors.

The five-day training was officially opened by Dr. Zuhura Badru, Acting Principal of the hosting College of Humanities and Social Sciences (CHSS) and closed by Dr. Lulu Kaaya, UDOM's Director of Internationalization, Convocation and Continuing Education. The training sessions were led by Mr. Justine Kajerero and Dr. Boniphace Shimba, while a special session on Ethical Integrity was by guest-facilitated by Dr. Ajali Mustafa, Acting Director of the Institute of Development Studies.

Dr. Mustafa's session was particularly well-received, offering practical tools for navigating ethical dilemmas and reinforcing the importance of integrity in official conduct. "The course highlighted how values such as discipline, respect, and discretion are not just ceremonial but operational pillars in public service," he said.

The programme attracted professionals from various sectors who engaged in a series of practical exercises, case

studies, and interactive discussions. Topics included international protocol, workplace etiquette, event coordination, and managing protocol-related crises. The interactive format allowed participants to apply theoretical knowledge to real-life scenarios—strengthening their confidence and competence in official settings.

One of the participants during the closing session said that, "The training fostered a strong sense of professional discipline, boosted our communication abilities, and enhanced our understanding of cultural protocols."

Feedback from a similar training held in January 28th to 31st 2025 shaped the May 6th–10th sessions, with organisers increasing practical applications and tailoring modules on integrity and sector-specific challenges. Mr. Kajerero, the course coordinator, admitted some of the challenges, saying, "We also noted the need for more case studies from government and corporate sectors to maximise the relevance of the course."



One of the delegates receiving a certificate of attendance



Some of the organisers and delegates pose for a group photo

As part of the solutions to address these challenges, Dr. Pastory, Head of the Department of PSPA, proposed the establishment of an LTP Coordination Unit to streamline future planning and ensure resource availability. This short course is designed to be offered in continuous series under the LTP, with preparations already underway for the next workshop scheduled for August 2025.

About the PSPA

The Department of PSPA at UDOM is one of Tanzania's leading centres for governance, public policy, and leadership training. Known for its focus on applied learning, research, and policy engagement, the department plays a central role in grooming future leaders and public servants through both academic programmes and professional development initiatives like the LTP.

Empowering Future Female Scientists

By Dr. Angelina Michael

Department of Biology



The University of Dodoma's College of Natural and Mathematical Sciences (UDOM-CNMS) marked the International Day of Women and Girls in Science on 11th February 2025 with an energising outreach programme aimed at empowering the next generation of female scientists. Celebrating the Day's 10th anniversary under the theme 'Unpacking STEM Careers: Her Voice in Science,' the event highlighted the vital contributions of women and girls to scientific and technological progress worldwide. Established by the United Nations in 2015, the day calls global attention to gender equity in Science, Technology, Engineering, and Mathematics (STEM).

A passionate team of female scientists from UDOM-CNMS—including senior lecturers, lecturers, assistant lecturers, and laboratory scientists visited three schools in Dodoma: Bunge Girls High School, Iyumbu Primary School, and Iyumbu Secondary School. Through engaging hands-on activities, mentorship sessions, and media participation, they inspired over 1,180 students—97% of whom were girls. The initiative sought to dismantle gender barriers and ignite enthusiasm for STEM careers among young female learners.

Key highlights of the outreach included a media feature story in collaboration with the Tanzania Broadcasting Corporation (TBC) during the national morning show, Jambo Tanzania, which raised public awareness about the importance of girls in STEM. At each school, UDOM female scientists shared personal stories of academic and career challenges, encouraging students to pursue science with discipline and perseverance.

They emphasised the value of mathematics and scientific skills not only for academic success but also as tools for entrepreneurship and sustainable development.

The programme also championed sustainability and innovation through a tree planting drive supporting climate action and the distribution of eco-friendly cleaners and handwash products crafted by UDOM-CNMS researchers. These activities linked STEM education with real-world solutions, fostering environmental stewardship alongside scientific curiosity.



Planting hope, inspiring science dreams



Charity by CNMS staff to one of the females' secondary schools, Dodoma

School leaders pledged to maintain the planted trees and incorporate STEM mentorship into extracurricular activities, ensuring the event's impact extends beyond a single day. The outreach team plans to expand its efforts by launching a quarterly mentorship series for girls, collaborating with Tanzanian women scientists to sustain momentum for gender equity in STEM.

About STEM at CNMS

The CNMS at UDOM has emerged as a leading centre for STEM education and research in Tanzania. The College offers comprehensive programmes in mathematics, physics, chemistry, biology, and statistics, striving to cultivate innovative thinkers and future leaders dedicated to national and global development. Through initiatives like the International Day of Women and Girls in Science outreach, CNMS continues to demonstrate its commitment to inclusive education and empowering diverse talents to transform national and global scientific landscapes.

UDOPRESA Launches at UDOM: Uniting and Elevating PR Students

By Dr. Mary Kafyome

Department of Arts and Media Studies



There comes a time in every student's academic life when learning transcends lectures—when education begins to reflect purpose, passion, and community. For Public Relations (PR) students at the University of Dodoma (UDOM), that defining moment arrived on 24th May 2025 with the official launch of the University of Dodoma Public Relations Students' Association (UDOPRESA).

Initiated by the Department of Arts and Media Studies (AMS), UDOPRESA was established to bridge theory and practice, nurture professionalism, promote ethical PR values, and foster industrial linkages. The event marked the realisation of a long-standing dream, with students turning up in style and pride, ready to embrace a new chapter.

Voices of Encouragement and Caution

Officiating the ceremony, Ms. Rose Mdami, Head of the University's Marketing and Communication Unit, delivered a powerful address. She encouraged students to embrace professionalism and avoid any risk of being misused politically. "Politics will destroy everything you've worked for," she cautioned. In a moving show of support, she pledged to serve as UDOPRESA's permanent advisor, a gesture that earned her heartfelt applause.

The Head of AMS Department, Dr. Deograsia Ndunguru, challenged students to use UDOPRESA as a springboard for their professional journeys. "Use UDOPRESA to sharpen your skills," she said. "One day you will be the voice of an organisation—make it a powerful voice," she continued.

Purpose-Driven Programming

UDOPRESA has laid out a bold mission: to host workshops, seminars, and expert-led discussions; connect students with industry professionals; and run projects aligned with market needs. Areas of focus include writing, event planning, media relations, and outreach—all tailored to prepare members for the dynamic PR landscape.

Speaking with passion, Chairperson Mr. Swerd Mwakage declared, "This isn't just a student association—it's a family. A family committed to excellence, teamwork, and positive impact."

Representing the Director of Student Services, Mr. Gabriel Eliya commended AMS for the inauguration of the association, calling it "a symbol of innovation, leadership, and academic spirit. This is not just a club—it's a foundation for real-world experience and professionalism."

A Heart for the Community

On 23rd May, the eve of the launch, UDOPRESA members visited UDOM Hospital (CIVE Campus) for a philanthropic outreach. They donated maternity pads, soap, toothpaste, and diapers—and organised a voluntary blood donation drive. "This was my first time donating. I didn't know I could be this useful," said Mikael Mlelwa, a first-year student.



UDOPRESA members' philanthropic outreach at UDOM Hospital, CIVE



*One of the 61 Final-year PR and Journalism Students(right) The Guest of Honour, Ms. Rose Joseph Mdami(seated center)
receiving a certificate of recognition -Head of the University's Marketing and Communication Unit,
pose for a group photo with some of the UDOPRESA
founding members and AMS staff*

Honouring Founders and Mentors

UDOPRESA launched with 250 members, among them 61 final-year students honoured as founding members with certificates of recognition. "This certificate will forever remind me that I didn't just study PR—I lived it," said graduate Robert Mauya.

In a touching moment, students presented Ms. Mdami with two hand-drawn memorabilia portraits—one for her office and one for her home. "We love and value you so much," said Chairperson Mwakage. "We hope these remind you of UDOPRESA and our journey together."

Looking Ahead

With energy, structure, and mentorship in place, UDOPRESA stands not just as a student association, but as a movement—a mentoring platform and a launchpad nurtured by the department of AMS for the next generation of PR professionals in Tanzania and beyond.

Are We Not Grooming Our Children to Fail? A Reflection on the Current State of University's Independence

By Prof. Leonard Mselle
Department of Computer Science and Engineering



There is a rising chorus across the country claiming that universities today churn out unemployable graduates. I strongly disagree with this snooty perception. I am an employer myself, and I regularly recruit from among Tanzanian university graduates. I have never struggled to find competent employees.

What makes matters worse is how universities have responded to this claim—by investing in so-called “industrial linkages.” Will this approach work? Time will tell.

But let's broaden the lens. I argue that universities worldwide are in crisis—a crisis rooted in the erosion of academic independence. Intuitively, academic independence means being judged solely by one's peers, free from political, economic, or religious interference. Formally, it is defined as “the freedom of individuals and institutions within academia to pursue knowledge, engage in research, and express their opinions without undue interference from external sources.” This freedom underpins the pursuit of truth, open inquiry, and the unrestricted exploration of ideas. It is the cornerstone of academic freedom—the right to teach, learn, and research without censorship or retaliation.

Since the early 1990s, however, universities have been systematically tethered to political and economic interests. University leadership has become a political appointment, sanctioned and legitimised by the ruling elite. The intellectual space—publications and discourse—has been hijacked by a donor class whose agenda has been to silence critical thought. This dual emasculation of academic independence took time but, by the late 1990s, it had succeeded.

Today, to become a university leader, one no longer needs the respect of peers—only the blessing of the political class. This mockery is further exemplified by the so-called “Search Teams”—committees composed of academics (peers?) that simulate a democratic and transparent process. They even go as far as to solicit votes from the respective academic community (UDOMASA, UDASA, SUASA, etc.). But everyone knows where the real decision lies. These committees ultimately execute the will of the political class, which has successfully co-opted academia to build an administrative machine that keeps universities under control of political class, seriously undermining the independence of these institutions in decision making.

Critical debates are now censored at universities, to ensure they fully align with the will and interest of the political elites. Loyalty, not competence, determines leadership at then so-called free and independent academic institutions. Silence has become the norm—even when academic quality deteriorates. This has crippled teaching, research, and character formation. Today's students rarely interact with the academic giants of our time. African critical intellectuals such as Prof. Issa Shivji (Law), The late Prof. Ngũgĩ wa Thiong'o (Literature), Prof. Mahmood Mamdani (Political Science), or Prof. James Grunig (Public Relations) are now a legend of the past. The mentorship that once defined professional excellence has all but disappeared.

Yet, technical graduates continue to be produced, even as intellectual character is hollowed out.

Take publications, for instance. There's the oft-cited phrase “publish or perish,” popularised by the late Prof. Mathew Luhanga. But how much has this culture benefitted the public? Let's put it this way: imagine a professor, like Mselle or Luhanga, passed away. And imagine the same for a pop artist like Zuchu. Whose loss would the society mourn more? It's clear that Zuchu's impact would be far more palpable.

That's because many academic publications, despite their abundance, have made little difference to society. This, in short, is the plight of universities, worldwide.

Consider the United States. When academics and students recently protested the Gaza genocide, public support paled in comparison to the anti-Vietnam War demonstrations of the 1960s and 70s. University leaders who took a strong stance were promptly removed. The UK and Canada face similar trends.

In Tanzania, the situation mirrors this decline. In the late 60s, 70s, and 80s, public debates on liberation movements, black emancipation, radical nationalism, and social justice were vibrant. Today, such discourse is almost extinct. The public is not disinterested—it's just that intellectuals have gone silent. Yet, if someone organised a seminar on "how to write an EU-fundable proposal," the lecture halls would overflow.

Inclusive Assessment in Higher Education: Equitable Practices for Students with Visual Impairment

By Mr. Chiza Lawi

Department of Educational Psychology and Curriculum Studies



Assessment is often seen as the backbone of education—a tool to measure how well students understand their subjects. But for students with visual impairments, the experience can be troubled with challenges that many do not see.

Globally, over 250 million people live with some form of visual impairment, yet educational assessments rarely reflect this reality. In universities with large classes such as the University of Dodoma (UDOM), lecturers face the critical task of making exams and assignments accessible to all.

Take, for example, a student who cannot rely on sight at all. They may need Braille materials or audio formats to engage with test content. Yet, only about 10% of visually impaired people worldwide read Braille, so a one-size-fits-all approach simply won't work. For others, large print or screen-reading software offers a lifeline.



Braille writings

Inclusive assessment is not just about providing materials in different formats; it is about rethinking the entire process. Lecturers are encouraged to consult students directly, ensuring they understand each individual's preferred way of learning and demonstrating knowledge. In some cases, this means allowing oral presentations or recorded responses instead of traditional written exams.

The Universal Design for Learning (UDL) principles have emerged as a powerful framework, encouraging multiple ways to present information, express understanding, and engage with the material. Digital textbooks with adjustable fonts, screen reader compatibility, and tactile graphics are just some examples of how technology is reshaping assessment.

Yet, challenges remain. Feedback delays for visually impaired students can affect their progress, sometimes leaving them stuck with incomplete course statuses. Prompt marking and timely communication are critical to avoid disadvantaging these learners.

Educators at UDOM are, among others, increasingly adopting inclusive assessment strategies. Their efforts underscore the importance of recognising diverse student needs and committing to practical, flexible solutions. Through such initiatives, barriers break down—making education genuinely accessible for all learners.

Global Citizenship

By Dr. Emmanuel Kilatu

Department of Foreign Languages and Literature



As wars rage in Gaza and Ukraine, climate disasters intensify in East Africa and South America, and populist nationalism resurges globally, the concept of global citizenship has re-entered public discourse—not as idealism, but as a practical framework for co-existence.

Global citizenship refers to recognising the interconnectedness of all people and taking responsibility beyond national or ethnic boundaries. It entails critical engagement with global issues such as inequality, sustainability, and justice—values that are relevant in today's polarised world.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) describes global citizenship education (GCED) as an approach that "empowers learners of all ages to understand, engage, and assume active roles in resolving global challenges." Yet, only 12% of national education systems worldwide have fully integrated GCED into school curricula, according to UNESCO's Global Monitoring Report (2023).

Africa's Grounded Role in a Global Narrative

While the idea of global citizenship has often been framed from a Western liberal tradition, Africa's role in shaping global consciousness is undeniable.

Concepts such as Ubuntu, the philosophy that one's humanity is intertwined with that of others, mirror the core of global citizenship.

At the same time, African nations remain at the frontline of global issues. According to the African Development Bank (2024), the continent experiences some of the most severe impacts of climate change despite contributing less than 4% of global greenhouse gas emissions.

In education, Rwanda and Kenya have taken early steps to incorporate global themes into their national curricula, focusing on sustainability, peace, and digital citizenship. These policy efforts signal a growing recognition of Africa's dual position: as a contributor to and stakeholder in global progress.

Contemporary Tensions: Nationalism, Inequality, and Exclusion

Despite growing global interdependence, nationalism is on the rise. From Brexit and "America First" policies to xenophobic political rhetoric in parts of Europe, Asia, and even within Africa, governments increasingly prioritise inward-looking strategies.

According to the Pew Research Center (2024), 61% of citizens in high-income countries believe their nation should "take care of itself" rather than help

solve global problems. This attitude contributes to restrictive immigration policies, limited foreign aid, and withdrawal from multilateral agreements.

Meanwhile, economic inequalities continue to grow. The World Inequality Lab reports that the richest 10% of the global population now owns 76% of global wealth. Such disparities erode the foundations of solidarity and reinforce cynicism toward the notion of shared humanity.

Artistic Voices Championing Global Citizenship

Some compelling examples of musicians and public speakers who have championed global citizenship include South Africa's Lucky Dube. In his song *Together as One*, Dube dreams of a world without apartheid—where a Rastaman joins hands with a White man, an Indian, and a Japanese. He questions, metaphorically, why humans continue to fight when even cats and dogs have made peace.

Another powerful example is *We Are the World*, recorded in 1985 by 45 international musicians. Led by Michael Jackson, Stevie Wonder, Willie Nelson, and Bob Dylan, the song was a charitable project to support famine victims in Ethiopia. It sold 800,000

copies in just three days, raising around 60 million US dollars—an impressive show of global solidarity through music.

Bob Marley's Africa Unite also reflects the spirit of global citizenship. Although focused on African unity, its broader message promotes collective strength and shared identity across nations. Marley's call for unity remains relevant in today's interconnected world.

The same spirit echoed in Martin Luther King Jr.'s historic I Have a Dream speech. He envisioned an America where segregation would end, allowing Black and White citizens to live together as equals. Though the journey continues, King's legacy remains a timeless call for justice and equality—core pillars of global citizenship.

Opportunities for Engagement: A Generational Shift

Despite structural challenges, younger generations appear more open to global identities. The 2023 Global Shapers Survey by the World Economic Forum revealed that 67% of youth identify themselves as global citizens, regardless of their country of birth.

This shift is visible in youth-led climate activism, cross-border humanitarian efforts, and online solidarity campaigns. In Tanzania, youth groups such as Roots & Shoots and GreenVenture are mobilising for local action on global challenges, linking conservation with education and community empowerment.

Internationally, social movements such as Fridays for Future and Black Lives Matter have created a template for solidarity that transcends borders, drawing participation from diverse regions including Sub-Saharan Africa, Latin America, and Southeast Asia.

The Way Forward: Balancing Local and Global Commitments for a Shared Future

For global citizenship to be meaningful, it must not erase local identities or overlook power imbalances. Rather, it must enable individuals to act both locally and globally, recognising that human dignity and justice are not bound by geography.

Expert-multi-pronged approach:

Curriculum Reform: Countries should invest in national education systems that include peace education, environmental responsibility, and global ethics.

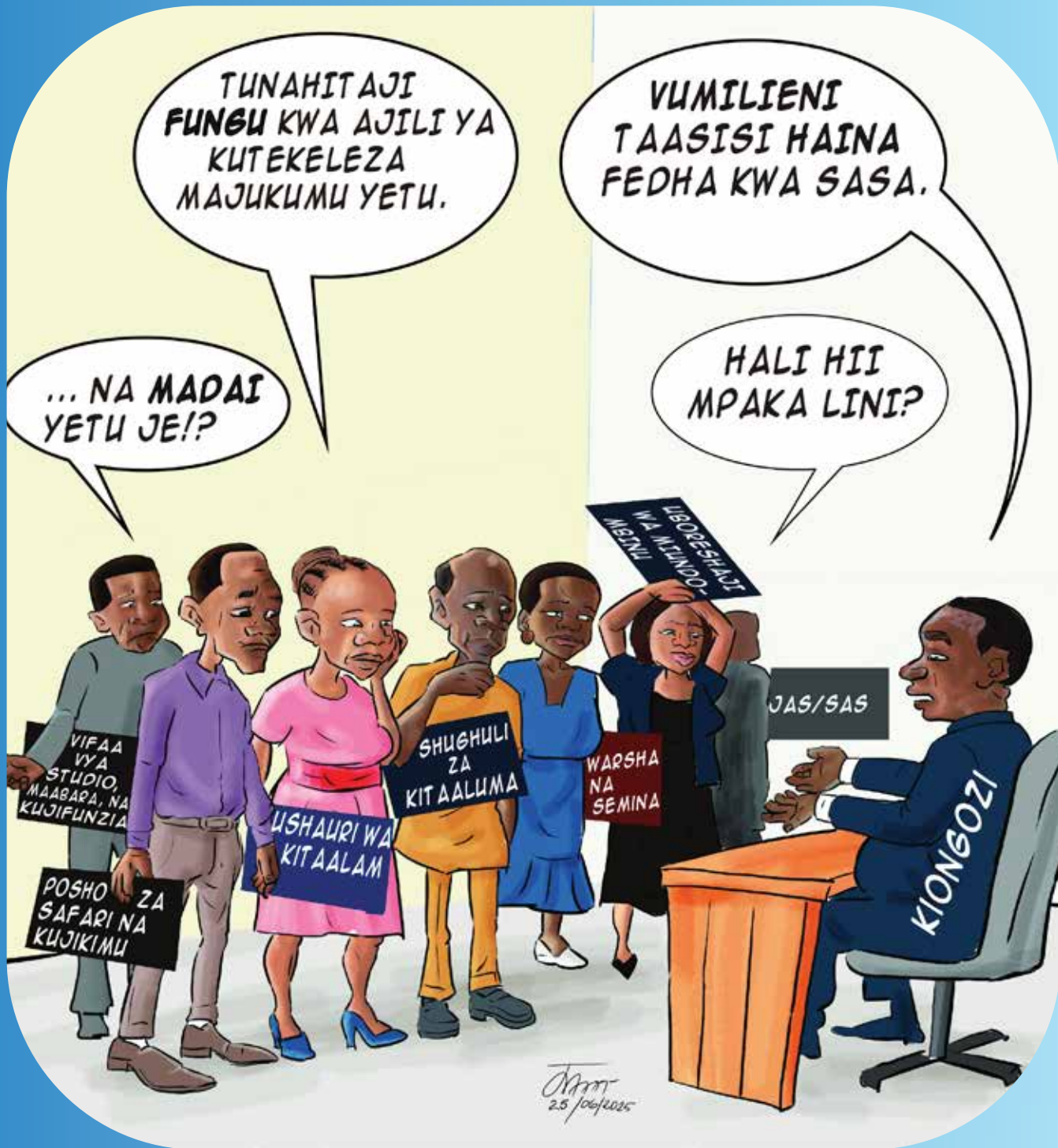
Institutional Reform: Multilateral bodies such as the UN and World Bank must ensure equitable representation and decision-making power for low-income nations.

Media Literacy: Combating misinformation requires integrating critical media literacy into school systems and public awareness campaigns.

Ethical Globalisation: Trade, migration, and development policies must reflect shared values and mutual benefit rather than exploitative arrangements.

Therefore, as climate shocks, migration flows, and technological disruptions increasingly blur boundaries, policymakers, educators, and civil society face the challenge of equipping citizens with the knowledge, empathy, and agency needed to shape a fairer world for collective survival. In an era defined by planetary interdependence and systemic crises, global citizenship is not a luxury—it is a necessity.

KIBONZO



ACADEMIC PROMOTIONS

This is to inform the University Community and the General Public that at its 90th Meeting held on 6th March, 2025 the Council of the University of Dodoma approved promotion of the following members of Academic Staffs from Senior Lecturers to Associate Professors and Lecturers to Senior Lecturers:-

FROM SENIOR LECTURER TO ASSOCIATE PROFESSOR



Dr. Richard John Mongi

(Food Science and Technology)

Department of Public Health and Community Nursing,

School of Nursing and Public Health

Since his last promotion to Senior Lecturer in June, 2021, Dr. Mongi earned a total of 8.431 points (6.431 from publications and 2.0 from teaching effectiveness).



Dr. John Joseph Makaranga

(Organic Chemistry)

Department of Chemistry,
College of Natural and Mathematical Science

Since his last promotion to Senior Lecturer in January 2016, Dr. Makaranga earned a total of 9.006 points (7.006 from publications and 2.0 from teaching effectiveness).



Dr. Stephen Matthew Kibusi

(Public Health)

Department of Public Health and Community Nursing
School of Nursing and Public Health

Since his last promotion to Senior Lecturer in May, 2019, Dr. Kibusi earned a total of 10.63 points (8.63 from publications and 2.0 from teaching effectiveness).

FROM LECTURER TO SENIOR LECTURER



Dr. Alex Reuben Kira

(Account and Finance)

Department of Accounting and Finance

College of Business and Economics

Since his last promotion to Lecturer in August, 2020, Dr. Kira earned a total of 5.241 points (3.241 from publications and 2.0 from teaching effectiveness).



Dr. Majiyd Hamisi Suru

(Service Quality and Equity Policy in Education)

Department of Educational Management and Policy Studies

College of Education

Since his last promotion to Lecturer in January, 2016, Dr. Suru earned a total of 5.85 points (3.85 from publications and 2.0 from teaching effectiveness).



Dr. Daniel Mbonea Mngarah

(Teacher education and Curriculum Development)

Department of Educational Management and Policy Studies

College of Education

Since his last promotion to Lecturer in November, 2016, Dr. Mngarah earned a total of 5.55 points (3.55 from publications and 2.0 from teaching effectiveness).



Dr. Leonard Kamanga Katalambula

(Public Health and Nutrition)

Department of Public Health and Community Nursing

School of Nursing and Public Health

Since his last promotion to Lecturer in June, 2019, Dr. Katalambula earned a total of 5.85 points (3.85 from publications and 2.0 from teaching effectiveness).



Dr. Angelina Owonkiza Michael

(Aquaculture and Aquatic Sciences)

Department of Biology

College of Natural and Mathematical Sciences

Since her last promotion to Lecturer in December, 2020, Dr. Angelina earned a total of 5.14 points (3.14 from publications and 2.0 from teaching effectiveness).



Dr. Doreen Jeremiah Mrimi

(Biodiversity Conservation, Sustainable Agriculture and Socio-ecology)

Department of Biology

College of Natural and Mathematical Sciences

Since her last promotion to Lecturer in April, 2021, Dr. Mrimi earned a total of 5.3 points (3.3 from publications and 2.0 from teaching effectiveness).



Dr. Asia Mwebwe Rubeba

(Assessment and Evaluation in Education)

Department of Educational Psychology and Curriculum Studies

College of Education

Since her last promotion to Lecturer in December, 2021, Dr. Rubeba earned a total of 6.3 points (4.3 from publications and 2.0 from teaching effectiveness).



Dr. Paul Luisulie Letayo

(ICT in Governance and Educational Management and Administration)

Department of Educational Management and Policy Studies

College of Education

Since his last promotion to Lecturer in July, 2016, Dr. Paul earned a total of 5.0 points (3.0 from publications and 2.0 from teaching effectiveness).



Dr. Golden Mwakibo Masika

(Nursing-Brain Health and Aging)

Department of Clinical Nursing

School of Nursing and Public Health

Since his last promotion to Lecturer in July, 2021, Dr. Masika earned a total of 5.983 points (3.983 from publications and 2.0 from teaching effectiveness).



Dr. Walter Clephace Millanzi

(Nursing Education)

Department of Nursing Management and Education

School of Nursing and Public Health

Since his last promotion to Lecturer in December, 2021, Dr. Millanzi earned a total of 8.3 points (6.3 from publications and 2.0 from teaching effectiveness).



Dr. Habibu Dadi Ali

(Education Supervision and Curriculum Development)

Department of Educational Management and Policy Studies

College of Education

Since his last promotion to Lecturer in January, 2022, Dr. Habibu earned a total of 5.366 points (3.366 from publications and 2.0 from teaching effectiveness).



Dr. Stephen Edward Mwaijande

(Biomathematics)

Department of Mathematics and Statistics

College of Natural and Mathematical Sciences

Since his last promotion to Lecturer in December, 2021, Dr. Mwaijande earned a total of 5.0 points (3.0 from publications and 2.0 from teaching effectiveness).



News in Pictures

Workshop on AI in Academic Writing Jointly Organised by UDOMASA and the Office of the DVC-ARC, Held at the University from 22nd to 24th April 2025.



Dr. Gerald Shija, UDOMASA Chairperson



The DVC-ARC, Prof. Razack Lokina officiating the training



Prof. Godlisten Kombe, one of the facilitators



Prof. Kelefa T. Mwantimwa (right), facilitating

*Trainees**Trainees**Trainees**Trainees**Trainees**Trainees*