



## ODL COMMUNIQUÉ 69, 27 JULY 2011

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### 1 LEAPFROGGING INTO THE FUTURE

We have more than 300,000 students and we are still growing. We have the largest printing press in the southern hemisphere. We are printing billions of A4s a year and delivering them to students using postal delivery and courier services. We have the largest and best resourced libraries on the African continent and one of the largest academic libraries in the world on the Muckleneuk campus.

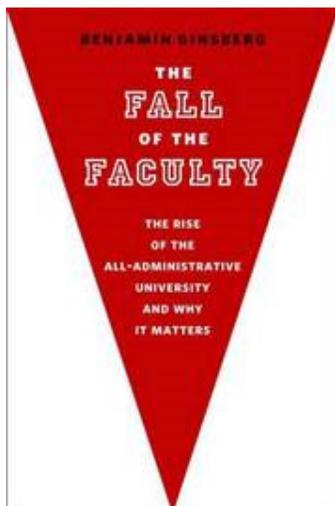
Through the years Unisa has always embraced a range of technologies to enhance teaching and learning such as audio cassettes, video cassettes, DVDs, satellite broadcasting and video conferencing and increasingly more effective use of myUnisa. We could afford to tweak here and there in order to keep up with change... but not any longer.

What is becoming increasingly apparent is the fact that Unisa will have to leapfrog into the future to meet the demands of a supercomplex, fluid and digital age. Can we still afford to rely on print-based materials in this day and age? Can we still afford to rely on paper-based recruitment procedures and processes? Can we still afford to have systems and processes in place that was optimal for a distance education university of 30 years ago but neither appropriate nor effective for a mega comprehensive ODL institution in a digital era?

Maybe the time has come that we stop trying to tweak and adapt current systems and processes, but rather think anew and fresh of what teaching and learning in a digital age will look like.

The reshaping of our processes, systems and technologies should not be based on trying to make *current* systems and approaches better, but we should rather think totally afresh about our processes, recruitment, job descriptions, systems and the type of staff that we will need to realise this. Leapfrogging will however mean leaving our comfort areas of what worked up to a few years ago. It is no longer working...

## 2 A DISSENTING VOICE: THE STRATEGIC PLAN- NEITHER STRATEGY NOR PLAN, BUT A WASTE OF TIME



By Benjamin Ginsberg

[Original source: <http://chronicle.com/article/The-Strategic-Plan-Neither/128227/>]

*In his new book, The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters, Benjamin Ginsberg argues that the explosive growth in administration, the decline in faculty influence, and the institutional corporatization of American universities contributes to a loss of intellectual rigor. Here is an excerpt.*

Until recent years, colleges engaged in little formal planning. Today, however, virtually every college and university in the nation has an elaborate strategic plan. Indeed, whenever a college hires a new president, his or her first priority is usually the crafting of a new strategic plan. As in Orwell's *1984*, all mention of the previous administration's plan, which probably had been introduced with great fanfare only a few years earlier, is instantly erased from all college publications and Web sites. The college president's first commandment seems to be, "Thou shall have no other plan before mine."

The strategic plan is a lengthy document—some are one hundred pages long or more—that purports to articulate the college's mission, its leadership's vision of the future, and the various steps that are needed to achieve its goals. The typical plan takes six months to two years to write and is often subject to annual revision to take account of changing circumstances. A variety of constituencies are usually involved in the planning process—administrators, faculty members, staffers, trustees, alumni, even students. Most of the work, though, falls to senior administrators and their staffs, as well as to outside consultants who may assist in the planning process. The final document is usually submitted to the trustees or regents for their approval. A flurry of news releases and articles in college publications herald the new plan as a guide to an ever brighter future. Hence, as one journalist noted, most strategic plans could be titled "Vision for Excellence."

The growth of planning has a number of origins. University trustees are generally drawn from a business background and are accustomed to corporate plans. Accreditors and government agencies, for their part, are enamored of planning, which they associate with transparency and accountability. Florida, in fact, requires its publicly supported colleges to develop strategic plans. More generally, though, the growth of planning is closely tied to the expansion of college and university administrations. Their growing administrative and staff resources have given them the capacity to devote the thousands of person-hours generally required to develop and formulate strategic plans.

Before 1955, only 10 of the very largest universities could afford to allocate staff time to institutional research and planning. But by the late 1960s, several hundred colleges possessed staff resources adequate for that purpose.

The strategic plan serves several important purposes for administrators. First, when they organize a planning process and later trumpet their new strategic plan, senior administrators are signaling to the faculty, to the trustees, and to the general community that they are in charge. The plan is an assertion of leadership and a claim to control university resources and priorities. This function of planning helps to explain why new presidents and sometimes new deans usually develop new strategic plans. [...]

A second and related purpose served by planning is co-optation. A good deal of evidence suggests that the opportunity to participate in institutional decision-making processes affords many individuals enormous psychic gratification. For this reason, clever administrators see periodic consultation as a means of inducing employees to be more cooperative and to work harder. [...]

In a similar vein, the university planning process entails months of committee meetings, discussions, and deliberations, during which the views of large segments of the faculty and staff are elicited. For the most part, those involved in the process, even if only peripherally, tend to buy into the outcome and, more important, tend to develop a more positive perception of the administration's ideas, priorities, and leadership. I can recall being greeted with hostile silence at the faculty club when I asserted that our university's strategic plan was a waste of paper. I was completely correct. The plan *was* a waste of paper and within a year was forgotten. Nevertheless, my colleagues who had participated in the planning process were co-opted by it.

Still another way in which strategic planning serves administrators' interests is as a substitute for action. Many senior administrators are smooth and glib, in the manner of politicians. These qualities are sure to impress the corporate headhunters who direct contemporary administrative searches, and to help administrators secure job interviews. But, like some of their counterparts in the realm of electoral politics, university leaders' political dexterity and job-hunting skills are often somewhat stronger than their managerial and administrative capabilities, inevitably leading to disappointment on the campus after they take charge. Indeed, the disparity between their office-seeking savvy and actual leadership ability probably explains why many college and university presidents move frequently from campus to campus. By the time people on the campus have become fully aware of a leader's strengths and weaknesses, he or she has moved on to another college. Thus, for many administrators, 18 months devoted to strategic planning can create a useful impression of feverish activity and progress and may mask the fact that they are frequently away from campus seeking better positions at other colleges. [...]

It would be incorrect to assert that strategic plans are never what they purport to be—blueprints for the future. Occasionally a college or university plan does, in fact, present a grand design for the next decade. A plan actually designed to guide an organization's efforts to achieve future objectives, as it might be promulgated by a corporation or a military agency, contains several characteristic elements. Such a plan typically presents concrete objectives, a timetable for their realization, an outline of the tactics that will be employed, a precise assignment of staff responsibilities, and a budget. Some college plans approach this model. The 2007 strategic plan of the University of Illinois, for example, put forward explicit objectives along with precise metrics, bench marks, timetables, and budgets. The leadership hoped to equal or exceed the performance of several other large public institutions in a number of dimensions. Whether one agreed or disagreed with the goals stated by the plan, there could be little disagreement about the character of the plan, itself. It resembled a corporate plan for expanding market share or a military plan choreographing the movement of troops and supplies.

The documents promulgated by most colleges and universities, however, lack a number of those fundamental elements of planning. Their goals tend to be vague and their means undefined. Often there is no budget based on actual or projected resources. Instead the plan sets out a number of fund-raising goals.

These plans are, for the most part, simply expanded "vision statements." One college president said at the culmination of a yearlong planning process that engaged the energies of faculty, administrators, and staffers that the plan was not a specific blueprint, but a set of goals the college hoped to meet.

Obviously what was important was not the plan but the process. The president, a new appointee, asserted his leadership, involved the campus community, and created an impression of feverish activity and forward movement. The ultimate plan itself was indistinguishable from dozens of others and could have been scribbled on the back of an envelope or copied from some other college's planning document. As I noticed while reading dozens of strategic plans, plagiarism in planning is not uncommon. Similar phrases and paragraphs can be found in many plans. In 2006, the chancellor of Southern Illinois University's Carbondale campus was forced to resign after it was discovered that much of its new strategic plan, "Southern at 150," had been copied from Texas A&M University's strategic plan, "Vision 2020." The chancellor had previously served as vice chancellor at Texas A & M, where he had coordinated work on the strategic plan. In a similar vein, the president of Edward Waters College was forced to resign when it was noticed that his new "Quality Enhancement Plan" seemed to have been copied from Alabama A&M University's strategic plan.

This interchangeability of visions for the future underscores the fact that the precise content of most colleges' strategic plans is pretty much irrelevant. Plans are usually forgotten soon after they are promulgated. My university has presented two system wide strategic plans and one arts-and-sciences strategic plan in the past 15 years. No one can remember much about any of those plans, but another one is in the works. The plan is not a blueprint for the future. It is, instead, a management tool for the present. The ubiquity of planning at America's colleges and universities is another reflection and reinforcement of the continuing growth of administrative power.

*Benjamin Ginsberg is a professor of political science and director of the Washington Center for the Study of American Government at the Johns Hopkins University.*

[Read the full article on the following link: <http://chronicle.com/article/The-Strategic-Plan-Neither/128227/>]

### 3 SPEAKING OUT

“First they came for the socialists and I did not speak out because I was not a socialist.

Then they came for the trade unionists and I did not speak out because I was not a trade unionist.

Then they came for the Jews and I did not speak out because I was not a Jew.

Then they came for me and there was not one left to speak for me”

[Pastor Martin Niemöller, poster in the United States Holocaust Memorial Museum, 24 July 2011]

On Sunday 24 July 2011 I visited the United States Holocaust Memorial Museum. To say that I was deeply moved is an understatement. Except from making sense of the visit on a personal level, I was also reflecting on the role of higher education in Germany in those years. How did they respond? How did their curricula change from 1933 onwards when the threat of Nazism became increasingly visible? How did students who graduated from these higher education institutions respond to the increasing violation of human dignity? Or were these higher education institutions more concerned with producing graduates with a sound disciplinary knowledge?

Which make me wonder how curricula at Unisa responded throughout the dark years of Apartheid. Unisa often celebrates the notion that we were an open institution during the Apartheid years providing access to students regardless of colour or political affiliation. But how did our curricula respond in those years? Or did our faculty claim that it is “none of our business”? Was any Unisa study guide banned in that period as exposing the heresy and gross human rights violations that characterised those years?

The graduates that we produced in all those years since 1948 - where were they when huge numbers of people were forcibly removed?

I don't have the answers to these questions.

What may be more disturbing is that I am not sure whether our curricula of today prepare our graduates to speak out, to state unequivocally "never again".

#### 4 THE UNISA 2011 TEACHING AND LEARNING FESTIVAL



The Unisa 2011 Teaching and Learning Festival is happening from 1-9 September 2011. The festival will consist of two parts namely, an Indaba part from 1-2 September and 5-9 September which will be dedicated to workshops.

### *Online registration for the Festival opens on 3 August at 08:00*

Please note that you can register for a number of separate events such as:

- The symposium of 1-2 September hosted in the Senate hall with four world class keynotes
- The Cocktail event where we will celebrate innovation in teaching and learning at Unisa
- Workshops on a range of topics and foci during the week of 5-9 September

It is also important to note that that Unisa 2011 Teaching and Learning Festival is open for all Unisa staff regardless of your role at Unisa!

Be sure not to miss this opportunity!

In next week's communiqué I will share more information on our keynotes and workshop facilitators.

Please note that the number of participants in these workshops will be limited due to space constraints. Please ensure that you reserve your place as early as possible.

## 5 ODL REPOSITORY AND BLOG

All the ODL task team reports, the overview of the recommendations of the STLSC and other ODL documents are available on the [Unisa Library's Institutional Repository](#). The repository is updated on a regular basis and if you register on the repository, you will get notifications of any new uploads.

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**Disclaimer:** The opinions expressed in this ODL Communiqué represent my personal viewpoints and do not represent the viewpoint of any other member of the Unisa community.