

## **Analysis of the Present Situation of Teaching Management in Chinese Universities Running in Different Locations and Multi-campuses——taking Shandong University as an example**

Xiao Peng

Faculty of Education, East China Normal University, Shanghai 200062, China;

51164105006. stu.ecnu.edu.cn

### **Abstract**

**At the end of 1990s, China appeared an upsurge of university running in different locations, and some famous Chinese universities rushed to set up branch schools in coastal cities. Based on the collection of relevant data of teaching management in Shandong University's branch schools, this paper takes a brief analysis and summary on the discipline construction, faculty and student management and other specific aspects of Shandong University, aiming to have a certain help and inspiration to future teaching management of universities running in different locations.**

### **Keywords**

**Universities running in different locations, teaching management, case study.**

### **1. Research Background**

In recent years, with the deepening of China's higher education management system reform as well as the expansion of the scale of higher education development, many universities choose to run multi-campus. Generally speaking, a multi-campus university is an institution for higher learning that has the same legal entity and two or more separate campuses. Multi-campus university is a new achievement of education which generated by the social demand of vigorously developing higher education under the reform and opening up strategy (Yunchao Cheng, 2002). There are two main reasons for the formation of multi-campus universities: first, under the upsurge of university merger in the early 1990s, many institutions of higher learning have been merged and adjusted. Due to the separated locations of those merged universities, multi-campus university was formed; second, since 1999, Chinese higher education began to expand its enrollment on a large scale. Some universities cannot expand the operation scale of education because of their own space limitations. In turn, they began to seek to establish campuses in other places, thus forming multi-campus universities running in different locations.

From the current situation, more and more universities choose to establish campus in developed coastal cities, such as Zhuhai, Ningbo, Rizhao, Qingdao, Weihai, etc. It can be said that running universities in different locations is a special form of multi-campus universities. Other campuses of universities running in different places are often not in the same city, or even same province, as the main campuses, which makes managing different campuses become a unique and frequent-issue segment in the management of institutions of higher learning.

Scholars have analyzed and researched this special mode of running universities in different locations. The existing reference mainly focuses on the following three topics:

First, focusing on the advantages and disadvantages, development situation as well as problems of running universities in different locations. Representative scholars are Zhijie Xing, Qiuhao Cui, etc. Zhijie Xing divides universities running in different locations into three types: intraprovincial, inter-provincial, and transnational cooperation. However, all types of running universities in different locations have problems of unbalanced teaching quality, estranged relationships, different goals and levels, etc(Zhijie Xing, 2005). Qiuhao Cui and other scholars believe that the practice of running

universities in different locations is conducive to expanding university scale, adapting to the trend of expanding enrollment in universities. At the same time, it's also beneficial to stimulating local governments' enthusiasm in running universities. Nevertheless, there are also shortcomings such as lacking of campus culture and teacher-student communication, as well as management chaos (Qingzhou Dai, 2000).

Second, focus on the organizational culture construction of universities running in different locations, especially the construction of new campuses in other locations. Representative scholars are Li Chunxiang, Song Hui, etc. From this point of view, there are often differences in material culture, behavior culture and spirit culture construction among new and old campuses in different locations, which are caused by the differences in university history and facilities (Chunxiang Li, Hongxia Chen & Feng Li, 2006; Hui Song, 2002). New campus' organizational culture construction falls behind main campus in nearly all aspects. It still has a long way to go on its development.

Third, research and analysis on the teaching quality of universities running in different locations, including teacher construction, teaching quality monitoring system, teaching model, etc. Representative scholars are Jirong Liu, Yanhong Xu, Qingzhou Dai, etc. Most scholars believe that the teaching quality of new campus falls behind the main campus, and the weakness of teaching, unsound teaching quality monitoring system and obsolete teaching model should all be responsible for this gap.

Generally speaking, there are few literatures about the mode of running multi-campus university in different locations. Most of them are theoretical analysis, while few empirical studies. Most of the research is not rooted in the specific development history and current situation of universities running in different locations to make purposeful and targeted analysis on problems and disadvantages of this special mode of running university. This paper attempts to take Shandong University as an example, researching on the teaching management situation of Chinese multi-campus universities running in different locations from three aspects: discipline construction, staff management and student management.

## **2. Formation of Shandong University's Multi-campus Running in Different locations**

Shandong University's main campus is located in Jinan. It's a key comprehensive university directly under the administration of Ministry of Education, as well as one of the high-level universities of the national "211 Project" and "985 Project". Since its birth in 1901, it has gone through the evolution of Shandong School, National Qingdao University, National Shandong University, Shandong University. It can be said that Shandong University is the origin of Chinese modern higher education.

In the 1980s, Shandong University began to construct branch campuses in coastal cities due to the constraints of space and urban climate. In 1984, Shandong University signed the "Agreement on Establishment of Shandong University at Weihai" with Weihai city. The establishment of Shandong University at Weihai opened up the precedent of famous university running in different location. On July 22nd, 2000, Shandong University, Shandong Medical University and Shandong Polytechnic University were formally merged into a new Shandong University. At the beginning of the merger, there were four campuses, namely, Central Campus (East Campus), Hongjialou Campus (Old Campus), Spouting Spring Campus (West Campus), and Qianfo Mountain Campus (South Campus). Subsequently, due to the needs of subject development, it had expanded two more campuses, Xinglong Mountain Campus (South Outer Ring) and Software Park Campus. In November 2011, the party committee of Shandong University changed the name of "Shandong University at Weihai" to "Shandong University (Weihai)", rising it to the same level as other campuses. On March 17, 2012, the construction of Shandong University (Qingdao) was founded, and it was officially opened in September 2016.

At present, Shandong University has eight campuses, namely, Jinan Central Campus, Hongjialou Campus, Spouting Spring Campus, Qianfo Mountain Campus, Software Park Campus, Xinglong

Mountain Campus, Qingdao Campus, and Weihai Campus, forming the pattern of running one university with eight campuses in three different locations.

### 3. Analysis on Present Situation of Teaching Management in Shandong University

University teaching management means that in a certain time and space, in order to achieve certain teaching objectives, universities reasonably and effectively allocate their human, financial and material resources for adapting to internal activities and changes in external environment, and finally achieving teaching objectives (Tianxiang Xue, 2001). In this process, there are three most important factors that affect teaching quality and teaching objectives: subject construction, staff management and student management. In order to comprehend the current situation of teaching management in Shandong University as a whole, the author will make a brief analysis on these three aspects.

#### 3.1 Subject Construction

As the pioneer of running a university in different location, Shandong University is now facing a big challenge: how to construct subjects in new campus and how to achieve a balanced development and have complementary advantages between new and old campuses. There are few successful experiences can be used for reference. Generally speaking, there are four ways of constructing subjects in new campus: first, to move parts of subjects as a whole from main campus to new campus; second, to transplant parts of subjects from main campus to new campus; third, to construct new subjects according to local features and favorable background in new campus; fourth, in new campus, relying on the subject advantages and brand effect of main campus, to create subjects which are coincident with parts of subjects in main campus.

At present, the subject construction of most Chinese research-oriented universities all relies on schools. Subject establishment and development is carried out by school, so is Shandong University. Therefore, the author believes that, to understand the subject construction in different campuses of Shandong University, this paper should start from analyzing on school distribution and development.

Table 1 shows the school distribution of campuses of Shandong University. There are 67 schools in Shandong University, 47 in Jinan, 10 in Qingdao and 10 in Weihai. Among those schools, the subject construction of Qingdao Campus integrated the second and the third scenarios. Its Information Science & Engineering School, Computer Science and Technology School, Life Science School, Environmental Science and Engineering School, Political Science and Public Administration School and Law School are transplanted from campuses in Jinan; while Oceanography School, Wealth Management School, Microelectronics School and German School are newly constructed according to the geographical advantages and local features of Qingdao. Among the ten schools of Weihai Campus, Oceanography School, Space Science and Physics School and Korean Studies School are established in accordance with local development advantages and features, which belong to the third scenario, while the other six schools fall into the fourth scenario.

Table 1. Three Scheme comparing

Campus Name	School Name
Central Campus (19)	Philosophy and Social Development School, Literature School, Physics School, Mathematics School, Information Science and Engineering School, History and Culture School, Chemistry and Chemical Engineering School, Life Science Management School, International Education School, Environmental Science and Engineering School, Marxism School, Environmental Research Institute, Crystal Materials Institute, Economic Research Center, Zhongtai Securities Institute for Financial Studies, Journalism and Communication School, Confucian Studies advanced Institute, Foreign Languages and Literature School
Hongjialou Campus (4)	Political Science and Public Administration School, Fine Arts School, Foreign Languages and Literature School, Law School
Spouting Spring	Basic Medical Science School, Public Health School, Stomatology School,

Campus (7)	Nursing School, Pharmaceutical Sciences School, Healthcare Management School, Medicine School
Qianfo Mountain Campus (7)	Material Science and Engineering School, Mechanical Engineering School, Physical Education School, Electrical Engineering School, Civil Engineering School, Control Science and Engineering School, Energy and Power Engineering School
Software Park Campus (4)	Computer Science and Technology School, Software School, Microelectronics School, General Study Program
Xinglong Mountain Campus (6)	Material Science and Engineering School, Mechanical Engineering School, Control Science and Engineering School, Energy and Power Engineering School, Electrical Engineering School, Civil Engineering School
Qingdao Campus (10)	Marine School (under construction), Wealth Management School (under construction), Microelectronics School (under construction), German School (under construction), Information Science and Engineering School, Computer Science and Technology School, Life Science School, Environmental Science and Engineering School, Political Science and Public Administration School, Law School
Weihai Campus (10)	Business School, Culture Communication School, Marine School, Mechanical Electrical and Information Engineering School, Law School, Mathematics and Statistics School, Fine Arts School, Space Science and Physics School, Translation Studies School, Korean Studies School
Total	67

From the perspective of school distribution, there are many overlapped schools in different campuses of Shandong University. For example, Hongjialou Campus, Qingdao Campus and Weihai Campus all have law schools, while Foreign Languages and Literature Schools in Central Campus and Hongjialou Campus, and Translation Studies School in Weihai Campus are just different names who implement the same objective and method of talent training. As for school development situation, the author has no way to know the specific situation of Qingdao Campus as it has only been built for a short time. However, all its schools share synchronous student recruit with campuses in Jinan, and a large part of teaching faculty are old teachers transported from Jinan. The four schools who are under construction have received strong support from main campus and Qingdao government. It can be described that Qingdao Campus has a sound momentum of future development. On the contrary, Weihai Campus, which has a history of more than 30 years, only has 7 majors (4 majors in art, space physics, marine resources and environment, Korean) implemented the policy of “synchronous recruit, train in other location” with campuses in Jinan from 2012 to 2014. The rest of its majors are all independently recruited. In 2012, students who filled the intention for campuses in Jinan of Shandong University were less than its planning, which caused its scores lower than Weihai Campus. Except this case, the scores of each major in campuses in Jinan are 10-30 points higher than Weihai Campus in other years. It can be said that only Marine School, Space Science and Physics School and Korean Studies School of Weihai Campus have achieved characteristic and strong subject development. The subject construction of other schools is all overlapped and suppressed by campuses in Jinan.

Generally speaking, most subjects in Weihai Campus and Qingdao Campus are only simple copies or extensions from subjects of campuses in Jinan. They haven't achieved group integration and complementary advantages on the basis of the existing comprehensive advantages of subjects of campuses in Jinan. Except for a few featured subjects, the subject construction in different campuses doesn't highlight local features and advantages, which is likely to lead to the waste and loss of teaching resources.

### 3.2 Faculty Management

In this paper, teaching faculty refers to all systematic faculty allocated to complete the education in the university, including teachers involved in teaching and scientific research, administrative personnel of all departments involved in university management, as well as logistic personnel involved in university construction, etc. Hutchins, the fifth president of the University of Chicago, once said: "The bright future of a university, both economically and educationally, depends on the outstanding performance of its faculty." (William Murphy & D.J.R.Bruckner, 2007) Faculty is always the backbone for the development of any university. As a "mega-university" who has more than 10,000 annual recruitment and teaching faculty, well management on this large number of teaching and administrative faculty is one of the primary conditions for Shandong University.

From the view of school level and cadre appointment, the secretaries and principals of Weihai Campus and Qingdao Campus are concurrently held by the deputy secretary and vice president of campuses in Jinan, which all belong to deputy department level positions. The level of vice president is generally minister-level. However, some of the vice-president-level leaders and their subordinates apply same administrative level in their departments (Anyang Tang & Dong-xia Yang, 2010). Most of these leaders are directly appointed by main campus in Jinan, while are inspected in different campuses. In the reality that the university management in China is still relatively administrative, the ambiguity on the administrative level of leaders of other campuses of Shandong University is likely to cause embarrassing situations when campuses communicate with the outside world.

Table 2. Faculty Structures of main campus of Shandong University (six campuses in Jinan) and Weihai Campus (2016)<sup>1</sup>

Campus Name	Faculty Type									Total
	Full-time Teacher	Administrative Personnel	Teaching Assistant	Logistics Personnel	Research Institution Personnel	University-run Enterprise Staff	Tributary Institution Personnel	Outside Teacher	Retiree	
Weihai Campus	805	199	160	40	0	0	4	77	264	1549
Main campus in Jinan	3447	1003	764	408	470	117	89	874	4537	11709
Total	4252	1202	924	448	470	117	93	951	4801	13258

In the next place, as a well-known Chinese university, one of Shandong University's advantages is its long history, profound culture and excellent teaching faculty. However, due to the distance between Weihai Campus and campuses in Jinan, teachers and administrative personnel can not travel between different campuses frequently. Long distance travel not only wastes faculty's time, but also causes high cost of transportation, which greatly increasing the cost of running university. For the above reasons, although some teachers are teaching in two campuses because of the overlap of subjects, the teaching faculty of Weihai Campus is largely independent from main campus in Jinan as a whole. In addition, in order to attract more excellent teachers to settle in, Weihai Campus offers extra subsidy for its teachers. The subsidy ranges from 100000 to 400000 RMB per year, depending on teachers' levels and their research quality.

From the data of Table 2 and Table 3, it can be clearly seen that there are great differences in teaching faculty number and structure between Weihai Campus and main campus in Jinan. First, the number of teaching faculty in Weihai Campus is far from main campus in Jinan. Faculty of scientific research institutions and university-run enterprises are even in a state of vacancy. Second, teacher quality in Weihai Campus are also far behind main campus. A large proportion of teachers in main campus are

<sup>1</sup> Statistical period of the relevant data is from October 1<sup>st</sup>, 2015 to September 30<sup>th</sup>, 2016, and statistical time point is September 30<sup>th</sup>, 2016. Qingdao Campus was officially put into use in September 2016, so the specific situation of Qingdao Campus is not covered in Table 2, Table 3, Table 4.

high level teachers, while most teachers in Weihai Campus are young teachers, who just have junior professional titles. Weihai Campus is lack of highly qualified teachers with rich experience on teaching and scientific research. In scientific research, the hardware and software conditions of Weihai Campus cannot meet requirements of scientific research personnel, resulting in a weak atmosphere for scientific research, which is not conducive to the construction of scientific research teams. In addition, Weihai Campus encounters great hinder in introduction of highly educated talents due to its weak teaching and research conditions, geographical location, laggard living facilities, etc. Although Shandong University has implemented a generous subsidy policy for faculty of Weihai Campus, it's still unable for Weihai Campus to attract large number of talents. Qingdao Campus, which was officially put into use only last year, has a very different situation from Weihai Campus. Main campus in Jinan has transplanted parts of its dominant subjects to Qingdao Campus, which also leads to the migration of its outstanding teachers.

Table 3. Title Structures of Full-time Teachers of Shandong University in Main Campuses (6 Campuses in Jinan) and Weihai Campus (2016)

Campus Name	Title Type			Total
	Senior	Sub-senior	Intermediate and Below	
Weihai Campus	114	234	457	805
	9.6%	15.6%	29.4%	18.9%
Main Campus in Jinan	1078	1269	1100	3447
	90.4%	84, 4%	70.6%	81.1%
Total	1192	1503	1557	4252

Some scholars suggest that different campuses can use MOOC system to alleviate their shortage of excellent teachers. At the same time, they can organize young teachers to study MOOC courses of famous schools, which helps promote new teachers' growth (Zhiping Wu & Zhongbing Xu, 2014). However, the author believes that if universities want to achieve success in running in different locations, one of the necessary conditions is to attract more high-quality teachers by policy encouragement or increase investment and build a strong teaching faculty for campuses in different locations. Only rely on MOOC to improve the short of excellent teachers and the teaching quality in different campuses is just a temporary relief, while it cannot really make fundamentally improvement on the imbalanced teacher structure of new and old campuses.

### 3.3 Student Management

Weihai Campus and campuses in Jinan use two completely different codes when recruiting students in the college entrance examination. However, since 2012, Shandong University started to issue completely consistent graduation certificates and degree certificates for graduates of Weihai Campus and main campus in Jinan. As Qingdao Campus implements a unified recruitment with campuses in Jinan, the graduates here also naturally have this right. To some extent, this situation is one of the important reasons to attract high-quality students to come to these two different-located campuses of Shandong University, especially Weihai Campus.

For many universities which run campuses in different provinces, the management of student status is a tough problem. Most of students' status is under the management of their territories. Universities hold different views and practices on whether the student status of campus in other province is attributed to the province where main campus is located or the province where this campus is located.

Shandong University is a provincial university, which doesn't have the problem of student status management. Compared with other universities, although Shandong University has largely got rid of the contradiction between regional management of higher education and running university in different locations, there still exists many problems in the process of specific student management.

First, the student-to-teacher ratio of Weihai Campus is much higher than campuses in Jinan. As can be seen from the data in table 4, Weihai Campus has more than 14000 undergraduate students in 2016, accounting for 35.3% of undergraduate population of Shandong university, but there are only 805 full-time teachers, accounting for 18.9% of full-time teachers in Shandong university. Its student-to-teacher ratio reaches as high as 17.9: 1. In contrast, the student-to-teacher ratio of campuses in Jinan in 2016 was only 7.7: 1. According to relevant research statistics, in the world's top 100 universities, undergraduate student-to-teacher ratio is more concentrated between 2:1 and 8:1, no matter the university is public or private institutions (Fan hua, 2012). It can be seen that Weihai Campus has undertaken heavy undergraduate teaching task, while its teachers are in extremely tense condition. The high student-to-teacher ratio in Weihai Campus is one of the reasons which cause its teaching quality lagging behind campuses in Jinan, and it will further weaken the competitiveness of graduates of Weihai Campus in job market. Second, the proportion of undergraduate students, master students and doctoral students in Weihai Campus is in a huge imbalance. In the statistics of the enrolled students in Weihai Campus in 2016, the proportion of students of the three levels is 92.8%, 6.5% and 0.7% respectively, while the proportion of campuses in Jinan is 60.2%, 30.4% and 9.3%. According to the data from the employment quality report of 38 universities in China in 2015, the proportion of undergraduates in universities of "985 project" ranges from 33.65% (University of Science and Technology of China) to 71.18% (Northwest Agriculture & Forestry University)(Jiang Cheng & Ma Lin, 2015).

Table 4. Student Structure of Main Campus (6 Campuses in Jinan) and Weihai Campus

Campus Name	Student Structure								Total
	Undergraduate	Master	Doctor	Adult-student	Abroad Student	On-the-job Master&Doctor	Seniors&Trainees	Foundation	
Weihai Campus	14398	1016	100	1655	1210	150	53	0	18582
	35.3%	7%	2.4%	1.8%	31.3%	3.6%	0.9%	0%	11.1%
Main Campus in Jinan	26378	13349	4077	92190	2657	3981	6137	79	148848
	64.7%	93%	97.6%	98.2%	68.7%	96.4%	99.1%	100%	88.9%
Total	40776	14365	4177	93845	3867	4131	6190	79	167430

It seems that Shandong University doesn't have an accurate positioning for Weihai Campus. If Weihai Campus is expected to mainly undertake the function of undergraduate teaching, it should vigorously make up for its shorts in teacher resources and reduce its student-to-teacher ratio to a reasonable range; if Weihai Campus is positioned as a research-oriented university as other campuses, it is necessary to adjust the proportion of undergraduate students, master students and doctoral students. Shandong University should also give Weihai Campus more research aid and support.

#### 4. Conclusion and Discussion

Running university in different locations is a new pattern which combines higher education resources with regional economic development. It's new to Chinese higher education. Even in the field of international higher education, there is either no successful precedent (Zhijie Xing, 2004). After all, high-quality resources of higher education are limited. It can also be seen from the case of Shandong University that universities running in different locations has many problems in teaching management.

As for subject construction, due to the problems of overlapping subjects, independent recruitment and imbalanced development in some campuses, main campus and the other campuses appear deviation in the goal and level of running a university. In teaching and administrative management, Weihai Campus has appeared vague administrative levels and serious shortage of teachers, as well as teacher quality issues. From the situation of student management, it can be seen that Shandong University lacks a precise positioning for Weihai Campus, which causes problems such as high student-to-teacher ratio, imbalanced student proportion, low teaching quality, etc. As a result, Weihai Campus is in a marginal position in the development plan of Shandong University.

Generally speaking, this paper only makes a preliminary analysis based on investigation and summary of relevant materials of teaching management in Shandong University. Shandong University is the pioneer of running university in different locations. In the future, further research and exploration on both theoretical and practical levels are needed to solve problems such as balancing development, solving a series of difficulties, answering whether the profound university culture can be transplanted and whether talent training and management system innovation can be "reproduced" in other locations, etc. However, there's one thing needs to be made clear. Higher education is an important and time-honored undertaking. There should be long-term rigorous planning and accurate expectations for its future development. We should pursue steady progress, avoid seeking for quick success and profits, and be careful of some high-risk behavior if we are in the absence of comprehensive and long-term planning.

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