

Management of Mega-Universities

-----A Case Study of CRTVUs

Prof. & Dr. Ge Daokai

President

China Central Radio & TV University

Respected Chairman, Respected Vice-chancellors, Presidents, Ladies and Gentlemen,

It is my pleasure to have the opportunity to say something about China Radio & TV Universities (CRTVUs). Here, before I start my speech, I would like to express my sincere thanks to Prof. Zhang Minxuan, Deputy Director General of Shanghai Municipal Education Commission, for his support for Shanghai TV University and Eastern Part of China in distance education development.

Let me start my speech now. At the end of this September, Dr. Carl Holmberge sent me an e-mail. Carl told me that many of our colleagues should be interested in how to manage mega universities like CRTVU. Actually, this issue often puzzles us in our daily operation. So sometimes, I think we should thank the founders of our university who designed the structure. It is complicated, but efficient till now.

So today I will try to explain this structure to the audience. It is a case study. I would describe it in three parts. One is something about status quo of CRTVU, the second is something about management, and in the third part, I will try to discuss some challenges and perspectives.

Status quo of CRTVUs :

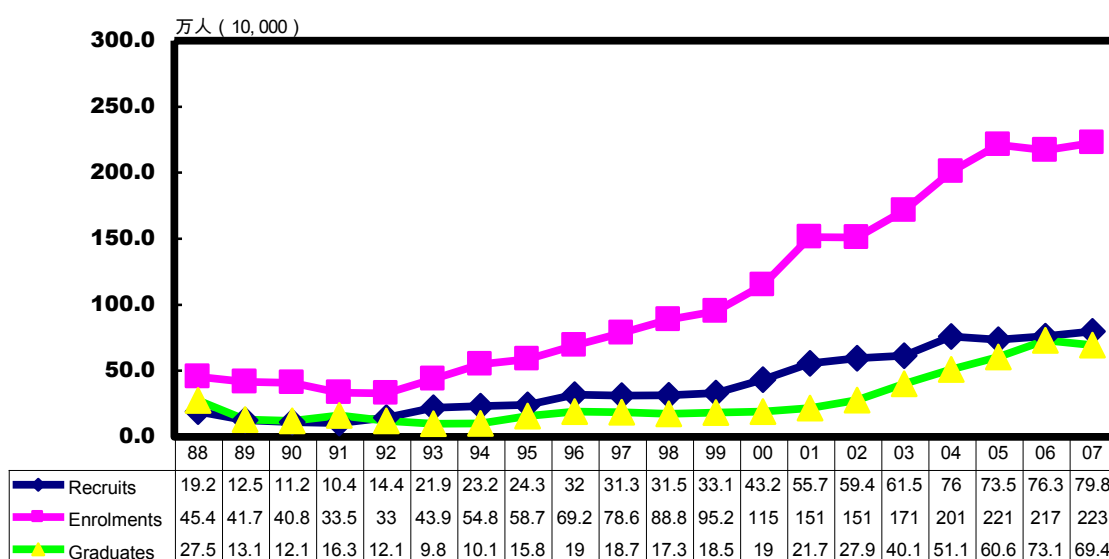
Let's first look at the status quo in the CRTVUs. Here, I will mention two points, the point one is the number of students and the point two is the structure of the nation-wide ODL system.

According to Sir John Daniel, a mega-university is a distance-teaching institution with over 100,000 active students in degree-level courses and 11 institutions in the world met these criteria in 1996. China Radio & TV Universities is the largest distance education system in the world and one of the mega-universities.

The scale of the CRTVUs is amazing in the eyes of many visitors. In this diagram I will show the changing trend of student number. In the diagram, you can see the red color stands for the enrollments, the blue line refers the number of recruits, and the green one stands for the graduates. In this picture, you can see, in 2007, the enrollment is 2.2 million.

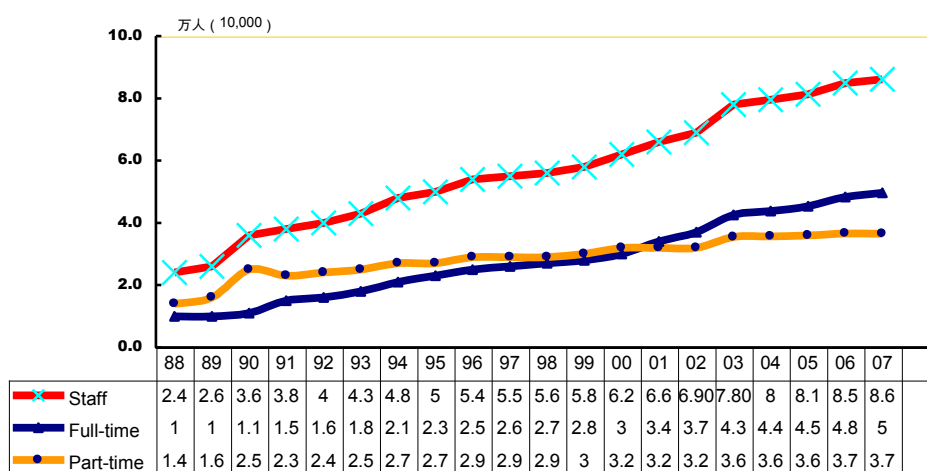
This diagram shows the changing trend of the staff in the past 20 years. The red line indicates the total full-time staff, blue line stands for full-time teachers, and the yellow line stands for part-time teachers. You can see the number of the full-time

Recruits, Enrolments, and Graduates (1988 - 2007)

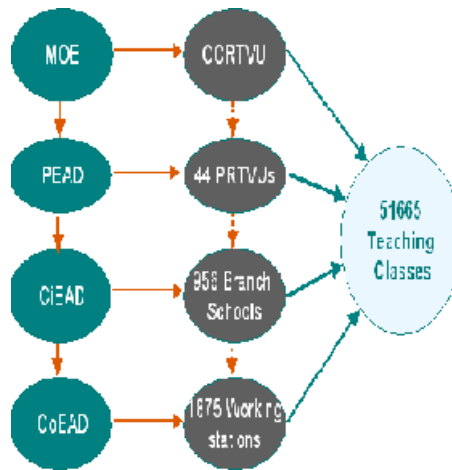


teachers keeps up growing with the enrollments of students.

Staff, Full-time Teachers, and Part-time Teachers (1988 - 2007)

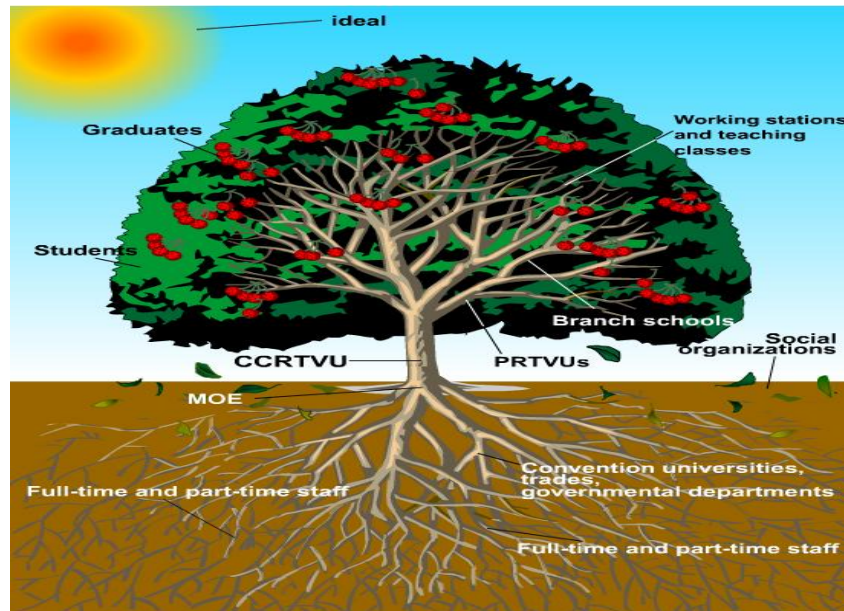


This picture is the structure of the system. On the left side, from the top to the bottom, it is Ministry of Education, Provincial-level Educational Administrative Department and City-level and County-level. On the right side, from the top down, you can see, the CCRTVU, then we have 44 RTVUs at provincial-level, and nearly 1000 RTVUS at city-level, and about 2000 RTVUS at county-level.



The System of CRTVUs

In this picture, I use the tree to describe the structure for you. In the upper part of the tree, the trunk stands for the CCRTVU, and the main branches stands for the Provincial-level RTVUs, maybe the small branches stands for the City-level RTVUs, and at the end of branches stands for the County-level RTVUs. In the lower part, the main root stands for the function of Ministry of Education, and the departments of local government, and the side roots stands for the conventional universities, trades and other government departments, and the fibres stands for the full-time and part-time teachers. This is the first part.



Management of CRTVUs

We have two lines in the management. The line one is administrative line (MOE, PEAD, CiEDA, CoEDA), and another line is academic management (CCRTVU, PRTVUs, Branch Schools, Working Stations, Teaching Venues) . Generally speaking,

these two lines are separated. That means that RTVUS at different levels, they are independent in administration.

The responsibilities of administration include design for organizing structure, deposition of personnel, engagement of staff, and financial budget. All these responsibilities are managed at different levels under the auspices of the relevant authorities.

The responsibilities of academics include deposition of teaching venues, development of specialties and courses, construction of teaching resources, control of teaching and learning process, management of faculty members, and evaluation. The features of Academic management are that CCRTVU is responsible for the overall plan and unified criteria, and relevant RTVUs will implement academic management at the request of CCRTVU. In the next slides, some details will be discussed.

2.2.1 Deposition of teaching venues

In the deposition of teaching venues, CCRTVU is responsible for the overall design and control, and setting up the criteria for the requirements of hardware, software, composition of staff and teaching & learning. Provincial RTVUs have to take charge of regional design and be responsible for daily control. Teaching venue need to construct itself, implement teaching and learning, and receive evaluation.

2.2.2 Development of specialties and courses

In the development of specialties and courses, all of the following responsibilities will be assumed by the CCRTVU: providing the overall design, setting up necessary criteria, developing new specialties and courses, and conducting evaluation and examining the satisfactory from the users.

2.2.3 Construction of teaching resources

In the construction of teaching resources, CCRTVU is responsible for drawing up the comprehensive design, setting up criteria of construction, taking up the principal construction, and conducting evaluation. Provincial RTVUs are responsible for constructing teaching resources with local characteristics.

2.2.4 Teaching & learning process

In the teaching & learning process, the interaction will be stressed on in the whole process of teaching and learning. Teaching and learning is mainly implemented by the teaching venues. The PRTVUs will supervise, review and offer learning support, and subdivide responsibilities, and CCRTVU will define requirements and criteria, and inspect implementation.

2.2.5 Management of the faculty members

In the Management of the faculty members, the well-known course presenters and chief editors will be engaged and trained by the CCRTVU, and CCRTVU's full-time course coordinators will receive regular training and organize training programs for the PRTVUs. PRTVUs' course coordinators will not only receive training by the CCRTVU, but also organize training programs for the local RTVUs.

2.2.6 Evaluation

In the evaluation, the MOE (Ministry of Education) will evaluate the CCRTVU. The CCRTVU will organize evaluation within the system and carry out evaluation in PRTVUs. PRTVUs will organize evaluation in the local RTVUs.

Challenges and Perspectives

Let's talk something about the challenges and perspectives. Are there any difficulties in managing such a mega university? Of course, lots of difficulties. But, the main difficulties are to maintain two balances. The first one is how to maintain the balance between the unified academic requirements and the diversified demands in different regions. You know China is a big country. So from place to place, the economic conditions and people's living conditions are different so that there is great challenge. Another balance is between the coordination of academic management and localization of administrative management. You know we have two lines. Generally speaking, the two lines are separate. So how to keep the balance is a hard job.

Measures to be taken

Then what should we do about these challenges? We have done a lots, but we found that if we do more, and more will wait for us to do. So, such as how to build up the culture of the virtual campus, how to increase cohesion of the systematic structure, and how to improve informationization of CRTVU according to the progress of ICT, and how to reinforce professional development, and how to enhance quality for support. We have to make concrete plan for this.

Perspectives

Generally speaking, our objectives are as follows: to gather quality learning resources, to operate high-efficient network, to provide satisfactory learning support, and conduct dynamic & effective research.

Thank you for your attention.

Commented by Prof. V. N. RAJASEKHARAN Pi, Vice-Chancellor of Indira Gandhi National Open University (IGNOU), and Chairman of Distance Education Council

Mr. Chairman, Distinguished Presidents, ladies and gentlemen,

Let me first congratulate the President and faculty of the team of Shanghai TV University for the wonderful hosting this really important meeting. We sit and talk open and distance learning in the years to come.

The China open education system is a omnipresent mode for any country, which to operate in the large scale with several hundred thousand learners in different contexts.

IGNOU and Open University System in India and Distance Education Council also face the challenges of these kinds. I am glad that the China Open university system really give the mix of the media, radio and TV. Its organization and its introduction prove that TV universities are also very effective.

In our system, in IGNOU and in the Open University System in India, we are under two puzzles up to now, how ODL can implement the quality of teaching and learning process, and enhance the quantity of education . We look at each other's learner and each other's teacher, not only in the open university system or distance education institutions in conventional universities. We look at the entire higher education system and the school education system as well.

We have large mandate of providing in the next five years, for people's need of the Indian higher education system in the country, up to now IGOU and open university system in the country cater to the enrollment of 23% of doctor student population in India. 11 million students may have in the university system, and over 26% by open university system up to now.

Coming back to the technology again, what the wonderful China TV University system is doing, technology has not happened in a big way up to now, but we have structured during the last three years and will use the technology in the effective way. Just as an example, IGNOU through our satellite, cable abilities and LAN to home, we can reach now 15 million homes different levels and different learners. Compared with China TV University, our numbers are much less, but IGNOU have 1.95 million learners. 95% distance learners are even now making use of printed material, muti and multi-media materials that is 5%. The online is only very recent phenomenon.

The conventional system also being provide these capabilities, we have all 400 conventional universities in the country now and in the next 5 years in India, we call a education plan, we want to place several hundred small university, for example Knowledge Commission set by the government in India, The commission said that 1200 university have to be placed in the five years to coming in the country.

So IGNOU and Distance Education Council, a new schema which now converges conventional university system and Open university system. We provide support to the large number of colleges and large number of universities, how ODL technologies can be integrated into the teaching and learning process, for example, how a science teacher can make use of open and distance learning technology for improving the quality of teaching and learning process in his or her classroom, how that class can be available to anybody, anytime, and anywhere, and then we have the space research system of the country. We have the organization of Indian Space Research Organization probably also landing the moon in the years to come to young. We need to do more to plan it. In this space organization to provide satellite cable abilities to education and education institutions. We have schools like that for education to use it. IGNOU and open university system in the higher education as well as school education system in the country are really making use of the satellite. We have also Space Research Organization for satellite education in our country and we are providing the capabilities to large number of education institutions for making use of the satellite to reach the vast villages.

Compared to China open university system, definitely, China is a much larger and bigger country, diverse regions. But we have much challenges in the dealing with different languages, this is a challenge for us. We have 20 office languages in our country and in the relation to several hundreds of dialects. We have 13 open universities in our system, as well as conventional university system are here. The 13 open universities should use English, but they have the responsibilities to blockdarms individual language, and now IGNOU want to provide public partipation in education. We also interact and cooperate with government and non-government organizations, and survey societies to understand what type of knowledge and what type of skills are required in those regions, and then try to provide these knowledge and these skills in different languages and different dialects. These are some challenges, and we also have quality assurance systems. We finally set quality assurance system and assessment qualification in the country. We have National Assessment and Accreditation Council for this type of conventional university system。 We are evolving assessment for the open university system, for the development of material, for the development of multimedia materials, and online material, and satellite education systems.

We see lot of development and lot of things to be happen in china open and distance system, let me congratulate China open university system for the wonderful work. They can provide and meet the challenges of education in the years come.

Thank you very much.

Question: About 3 years ago, at a meeting in Beijing, the question was put by one of friend in Chinese Open University, you are using Chinese dialects, and the question was in China in other minority areas, for example Xinjiang, Mongolia, we can see that professors for teaching these people are getting more and more and the Chinese unity is expanding. Has anything improved?

Answer of Prof. GE Daokai: Thank you very much for your very good question. Prof. Pilla said. In China, CRTVUs teaching the courses mainly by Chinese, but for the minority area, we have a plan to use minority language. For example, in Xinjiang Autonomous Region, we have Wei and Chinese two languages to teach the courses for three years. We have the pilot for three years. Right now, the programme goes very fluently. Maybe this year and next year, we will try in the Mongolia, and try in the Korean and Chinese bilingual teaching, you know lots of Korean people live in east.

巨型大学的管理——中国广播电视大学系统案例研究

中央广播电视大学校长 葛道凯

尊敬的主席先生、各位校长们、女士们、先生们，

很荣幸能有机会在此谈一谈中国广播电视大学系统的管理。在报告开始之前，我认为首先要感谢上海市教育委员会副主任张民选教授，感谢他对上海电视大学以及中国东部远程教育发展的支持。

接着我要开始我的报告内容。9 月底，卡尔·霍姆博格博士给我发了一份电子邮件，卡尔告诉我，我们很多同事应该会对像中国广播电视系统这样的巨型大学的管理感兴趣。事实上，在我们日常工作中，这一问题也常常困惑着我们。因此，有些时候，我觉得真应该感谢我们大学的创始人，他们设计了这一体系，虽然这一体系结构如此复杂，但是今天它的运作却十分有效。

因此，今天我将试图介绍我们的这一体系，这是一个案例研究。我拟从三个方面介绍一下开放大学的管理，第一部分内容让我们共同考察中国广播电视大学系统的发展现状，第二部分我将论述中国广播电视大学系统的管理模式，第三部分，我将试图讨论我们所面临的挑战和未来前景。

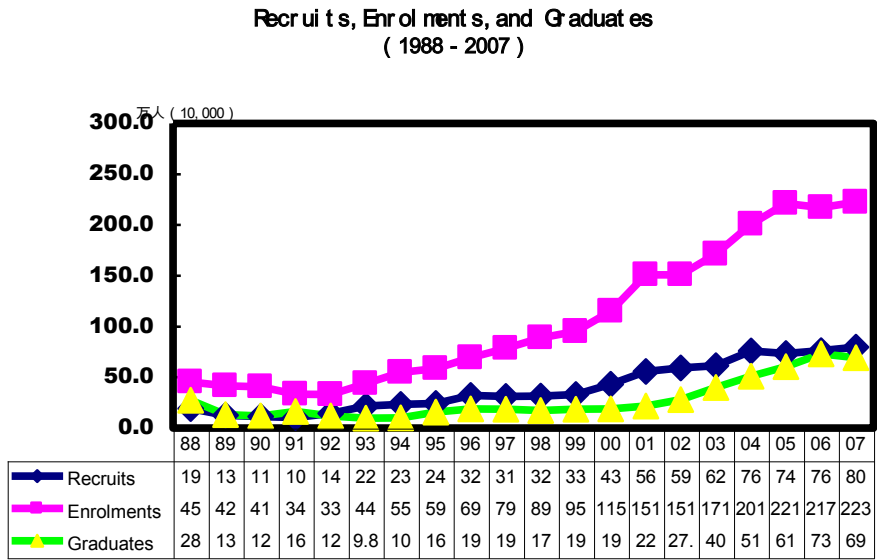
中国广播电视大学系统的现状

关于现状，我想谈两点，第一点是学生的数量，第二点是国家范围的远程开放学习系统的结构。

根据约翰·丹尼尔爵士的理论，巨型大学是指拥有十万以上攻读学位课程的在校学生的远程教育大学，1996 年全世界范围内有 11 所大学属于巨型大学。中国的广播电视大学是

世界上规模最大的远程教育系统，也是巨型大学之一。

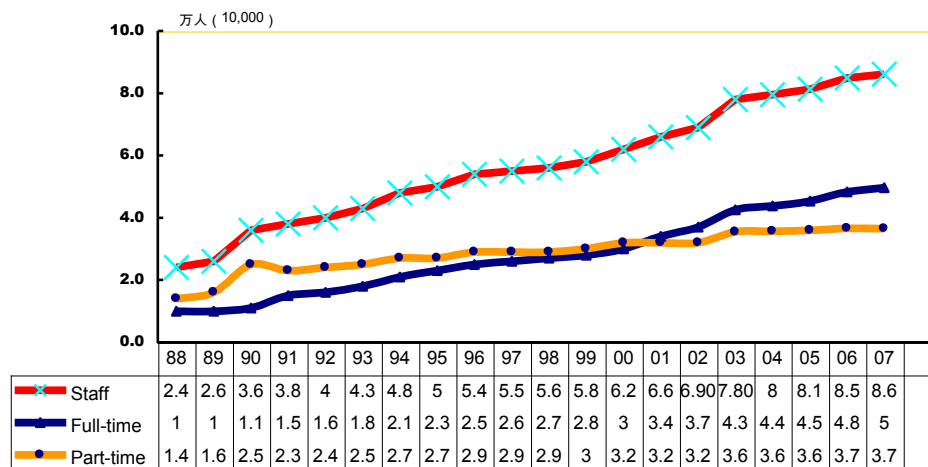
许多来访者都曾为中国广播电视大学的规模感到震惊。在如下图中，我将介绍学生数量的变化趋势。在该图中，你可以看到，红线指的是在校生人数，蓝线指的是招生人数，绿线



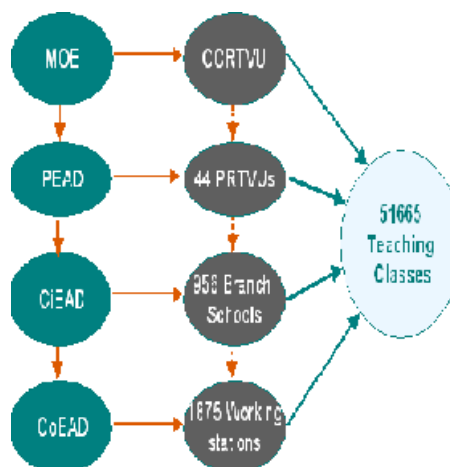
指的是毕业生人数。不难看出，2007 年，我们的在校生人数达到 220 万。这是官方统计的数据。

下图反映了过去 20 年来教职工的变化趋势。红线表示教职员变化，蓝线表示全职教师的变化，而黄线表示兼职教师的变化。从中你可以看到，全职教师的数量随着在校生人数的增长而不断增加。

Staff, Full-time Teachers, and Part-time Teachers
(1988 - 2007)

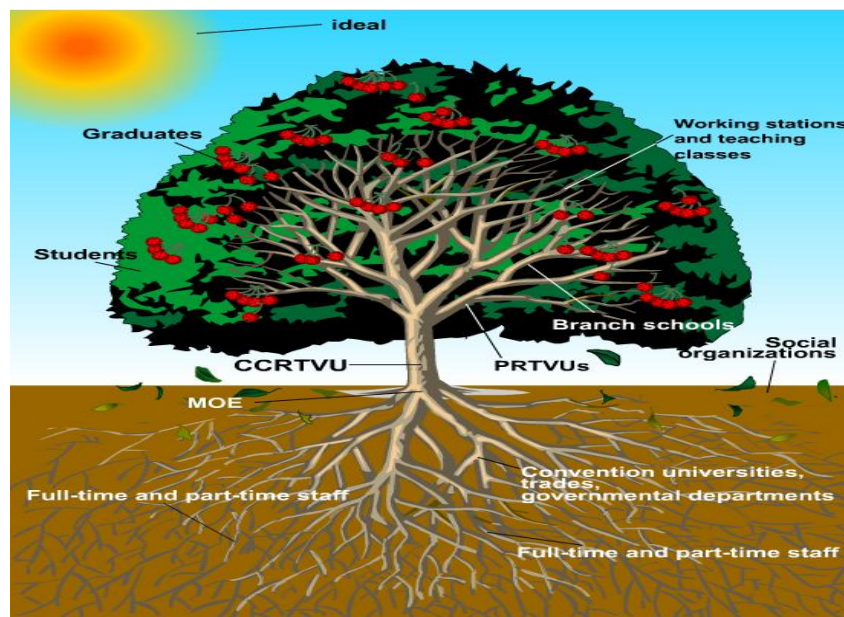


下面的图片是系统结构图。图的左半部分，从上到下，是教育部、省级教育管理部门，以及市、县级教育部门。图的右半部分，从上往下，你可以看到中央广播电视大学、44 所省级广播电视大学、近 1000 所市级广播电视大学，以及 2000 所县级广播电视大学。



在下图中，我给大家用一棵大树来描绘我们的结构体系。在树的上半部分，主干代表中央广播电视大学，主要的树枝代表省级广播电视大学，小树枝代表地、市级分校，而树枝的

末梢代表的是县级工作站。在树的下半部分 ,主要的树根表示教育部和当地政府部门的作用 ,旁侧根表示传统大学、行业和其他政府部门 ,而须根则表示全职和兼职教师。这是我要讲的第一部分内容。



中国广播电视大学系统的管理

我们有两条管理线索。第一条线是行政管理 (教育部、省级教育部门、市级教育部门和

县级教育部门)，另外一条线是学术管理（中央电大、省级电大、地市分校、县级工作站和教学点）。一般来说，这两条线是分离的，这意味着不同层次的广播电视大学在行政管理上是相对独立的。

行政管理的职能包括组织结构的设计、人员任命、员工聘用，以及财政预算。所有这些职能管理都是在不同层次的政府部门支持下运行的。

学术管理的职能包括教学点的设置、专业和课程的开发、教学资源的建设、教学和学习过程的控制、员工的管理，以及评价。学术管理的特色在于中央广播电视大学负责整体规划和制定统一的标准，而相关的广播电视大学按照中央电大的要求实施学术管理。在下面几页PPT中，我们将详细讨论这些内容。

2.2.1 教学点的设置

关于教学点的设置，中央广播电视大学负责整体的规划与监控，制定软件、硬件、人员组成、教学和学习等方面要求的标准。省级电大负责在地方的规划和日常监控。教学点需要自建、实施教学，同时接受评估。

2.2.2 专业和课程的开发

在专业和课程的开发方面，中央广播电视大学承担以下职能：提供整体的设计，设定必要的标准，开发新的专业与课程，开展评估，并考查使用者的满意度。

2.2.3 教学资源建设

在教学资源建设方面，中央广播电视大学负责整体规划，设定资源建设标准，从事主要的资源建设，并开展评估。省级电大根据地方特色，建设适合本地的教学资源。

2.2.4 教学和学习过程

在教学过程中，我们强调交互的重要性。教与学之间的互动主要由教学点来实施。省级电大负责监督、检查地方电大并提供相关的学习支持，细化职责等，而中央广播电视大学将

负责确定要求和标准，并检查实施情况。

2.2.5 教师管理

在教师管理方面，中央广播电视大学负责聘任并培训知名的主讲教师和主编，中央广播电视大学的全职课程主持教师一方面定期接受中央电大组织的培训，另一方面还要负责组织省级电大教师参与培训项目。省级电大的主持教师不仅要接受中央广播电视大学的培训，还需组织对地方电大的培训项目。

2.2.6 评估

在评估方面，教育部组织对中央广播电视大学进行评估，而中央广播电视大学将组织系统内部的评估，重点对省级广播电视大学进行评估，省级广播电视大学则对地方电大进行评估。

挑战与前景

让我们谈谈挑战与前景吧！或许大家会问：“管理这样一所巨型大学一定会碰到许多困难吗”？是的，我们的确遇到了许多困难。在我看来，主要的困难是如何保持两个平衡。首先是如何在统一的学术要求与不同区域的多样化需求之间达到平衡。众所周知中国是一个大国，不同地区的经济条件和人民生活水平都有所差异。因此挑战是巨大的。另一个问题是如何处理教学管理与地方行政管理之间的平衡。我们有两条管理线，且这两条线是相对分离的，因此如何保持平衡的确是一项艰巨的任务。

拟采取的措施

我们如何应对以上这些挑战呢？我们做了很多工作，但是我们发现做得越多，就会有更多的事情等着我们去做。因此，如何建构虚拟校园文化，如何提高系统结构的凝聚力，如何在信息通信技术快速发展的过程中提高广播电视大学的信息化水平，如何加强队伍的专业化建设，以及如何提升学习支持服务的质量等，在这些方面我们将做出具体的规划。

前 景

我们的目标如下：汇聚优质的教学资源，运行高效的办学网络，提供体贴的支持服务，开展鲜活的科学研究。

感谢各位的聆听！

点评：印度英迪拉·甘地开放大学校长、印度远程教育理事会主席，V. N. RAJASEKHARAN Pi 教授对葛道凯校长报告的点评。

主席、尊敬的各位校长、女士们、先生们，

首先，恭喜上海电视大学的校长及员工组织了如此重要、精彩的会议，我们坐在这里共商未来的开放与远程学习。

对于任何国家来说，中国开放大学系统是世界上独一无二的模式，其拥有来自不同背景的成千上万的学生。

英迪拉·甘地开放大学和印度的开放大学系统同样也面临上述挑战，我很高兴听到中国开放大学系统在使用各种各样的媒体，而且其组织结构和运作证明该系统是如此有效。

在我们的系统中，在英迪拉·甘地开放大学和印度开放大学系统中，目前我们有两大难题，即如何利用开放与远程学习实施高质量的教学和学习过程，同时还要提高教育数量。我们不仅考虑开放大学系统或传统大学的远程教育机构，而且还考虑高等教育系统和学校教育系统中的学生和教师。

在印度，未来的五年，我们要满足大众对高等教育的大量需求。目前为止，印度 23% 的在读博士是在英迪拉·甘地开放大学及印度开放大学系统就读，而我们的大学系统有一千

一百万学生，其中 26% 以上的学生是在开放大学系统就读。

再回头谈谈技术，中国电视大学系统在这方面有精彩之处，但是直到目前为之，我们还没有很好的利用技术，但是在过去三年我们已经进行了规划，并将有效的利用技术。举例来说，通过利用卫星、电缆和局域网，英迪拉·甘地开放大学目前能深入一千五百万家庭，面向不同地区的不同学习者。与中国电视大学系统相比，我们的学生数量虽然有点少，但英迪拉·甘地开放大学目前有 195 万学生，95% 的远程学习者目前仍利用印刷材料，使用多媒体和多种媒体材料的学生仅占 5%，而网络仅仅初露端倪。

传统大学系统也提供远程学习，现在印度全国有 400 所大学，未来五年，我们有一个教育规划，希望创办几百所小型大学。例如，据印度政府设置的印度知识委员会(Knowledge Commission) 说，在未来五年要在国内创办 1200 所大学。

因此，英迪拉·甘地开放大学和印度远程教育委员会身处一个新的规划中，这一规划既包括传统大学系统，也包括开放大学系统。我们为很多学院和大学都提供了支持，帮助他们如何将开放与远程学习技术整合到教学和学习过程中，例如，一个科学老师如何利用开放与远程学习技术改善课堂教学和学习过程，并让任何人、在任何时间、任何地点可以访问到课堂。此外，我们还有国家太空研究系统。印度太空研究组织 (Indian Space Research Organization，简称 ISRO) 可能也计划登月。我们需要进一步做规划，印度太空研究组织也准备为教育和教育机构提供卫星、电缆服务。印度高等教育中的英迪拉·甘地开放大学和开放大学系统，以及学校教育系统正在充分利用卫星。我们还有太空研究组织支持卫星教育，我们正在帮助大量教育机构充分利用卫星，将教育传输到边远山区。

与中国开放大学系统相比，无疑，中国比印度更大、人口更多、地区差异大。但是我们所面临的一个很大的挑战就是不同语言所带来的问题。我们现在有 20 种官方语言，还有上百种方言。我们有 13 所开放大学，以及传统大学系统。这 13 所开放大学都用英语，但是

他们也有责任使用个别语言，目前英迪拉·甘地开放大学希望提供公共参与的教育，我们也和政府和非政府组织，以及调查机构合作，了解哪些知识、技能是这些地区所需的，从而利用不同的语言和方言提供这些知识和技能。确实这有一定的挑战，同时我们也有质量保证系统。我们建立了质量保证系统和国家评估标准。我们有国家评估与鉴定委员会（National Assessment and Accreditation Council，NAAC）对传统大学系统进行评估。我们还开发了对开放大学系统的评估，包括对材料开发、多媒体材料的开发、在线材料和卫星教育系统等的评估。

我们欣喜的看到中国开放大学系统所取得的成绩，让我们恭喜中国开放大学系统所做的出色工作，他们能够接受未来教育的挑战。

非常感谢！

问题：大概 3 年前，在北京召开的一次会议上，一个中国开放大学的朋友提出了一个问题，你们在用汉语方言教学，我的问题是，在中国的少数民族地区，例如，新疆、内蒙古，少数民族语言在教学中的应用现状如何？

回答：非常感谢 Pilla 教授的问题，您提的问题非常好，在中国，中央广播电视大学主要用汉语开展课程教学，但在少数民族地区，对于少数民族语言的使用，我们有一定的规划。例如，在新疆维吾尔自治区，我们已经用维语和汉语进行双语教学三年了。目前，该项目进展顺利，也许今年或者明年，我们将在内蒙古进行试验，以及在朝鲜人聚集的东北地区用朝鲜语和汉语进行双语教学。

（黄复生校）