

# Research on Guidance Conduct and Evaluation System of Postgraduate Tutors under the Background of the Construction of High-Level Universities

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**Abstract:** *The postgraduate tutor team is the driving force in the cultivation of postgraduates in China, shouldering the mission and heavy responsibility of cultivating high-level innovative talents for the country based on moral education. The important instruction spirit of General Secretary Xi Jinping on postgraduate education, as well as the Ministry of Education's "Code of Guidance Conduct for Postgraduate Tutors", have signified the importance of improving the quality level of the postgraduate tutor team. In this paper, based on the background of the construction of the high-level university and relying on the national first-class professional construction point of logistics management, we discuss how to design the code of guidance conduct and evaluation mechanism that can effectively improve the quality of postgraduate tutor team, to enhance the construction quality of postgraduate tutor team in logistics management, improve the teaching and research level of the tutor team, and cultivate qualified and excellent logistics management professionals for the country and society.*

**Keywords:** *Logistics management; Postgraduate tutor; Guidance conduct; Evaluation system*

## 1. Introduction

In July 2020, General Secretary Xi Jinping issued an important postgraduate education instruction, highlighting the importance of postgraduate education in cultivating innovative talents, improving innovation ability, serving economic and social development, and promoting the modernization of the national governance system and governance capacity. General Secretary Xi Jinping also stated that postgraduate education must be promoted to improve the level of the postgraduate tutor team and the talent cultivation system. General Secretary Xi Jinping's important instruction not only emphasizes the importance of postgraduate training but also highlights the critical role of the postgraduate tutor team in cultivating excellent postgraduates. However, in recent years, some phenomena, such as postgraduate tutors putting less effort into guidance, unscientific guidance methods, lax quality control, and even morality and misconduct issues, have caused serious negative impacts. To this end, the Ministry of Education has issued a series of policies and regulations aimed at strengthening the construction of postgraduate tutor teams. In 2018, the Ministry of Education issued the Opinions on Full Implementation of Postgraduate Tutor's Duties in Establishing Moral Education. As stated in the Opinions, postgraduate tutors are the key force in the cultivation of postgraduate students in China, and they bear the mission and heavy responsibility of cultivating national high-level innovative talents. Postgraduate tutors should take moral education as their primary responsibility, and they should have high standards and requirements in three aspects: excellent political quality, notable moral character, and exquisite business quality. The Opinions not only highlight the duties and conduct requirements of postgraduate tutors in establishing moral education but also emphasize the importance of establishing an evaluation mechanism for postgraduate tutors.

In 2019, the Ministry of Education issued the "Notice on Further Regulating and Strengthening the Management of Postgraduate Cultivation", which states that postgraduate tutors are the first responsible person for cultivating quality, and should be the leader in life to guide postgraduates in establishing the correct world view, life view, and core values. Thus, cultivation institutes should strengthen the construction of moral education and improve the postgraduate tutor evaluation mechanism. In 2020, to strengthen the construction of postgraduate tutor teams, regulate the guidance conduct of postgraduate

tutors, and fully implement the responsibility of postgraduate tutors to build moral education, the Ministry of Education issued the “Code of Guidance Conduct for Postgraduate Tutors”. The Code not only specifies the significance of the postgraduate tutor team construction but also proposes specific requirements and clarifies the basic norms for postgraduate tutors’ guidance conducts. The important instruction of General Secretary Xi Jinping, as well as a series of policies and regulations issued by the Ministry of Education, clearly point out the importance of the construction of the postgraduate tutor team. Therefore, based on high standards and high requirements for excellent ideological and political quality, notable moral character, and exquisite business quality, it is an extremely important and urgent task for all postgraduate training institutes to investigate and formulate a feasible and effective code of guidance conduct and corresponding evaluation mechanism to improve the quality of the postgraduate tutor team, so as to fulfill the fundamental task of establishing moral education, improve the cultivation quality of postgraduate, and provide high-level innovative talents for the country and society.

Based on General Secretary Xi Jinping’s important instructions on postgraduate education and the Ministry of Education’s relevant policies and regulations, as well as the fact that Nanjing University of Finance and Economics has been selected as a candidate of high-level university and approved as a PhD-granting institute, and relied on the national first-class professional construction point of logistics management, this project aims to investigate the problems in the construction of the postgraduate tutor team in logistics management and explore the code of guidance conduct and evaluation mechanism that can effectively improve the quality of the postgraduate team, in order to promote the quality of the postgraduate tutor team in logistics management, improve the college’s teaching and research level, realize the fundamental task of the college and the postgraduate tutors to establish moral education, and cultivate qualified and excellent logistics management talents for the country and society.

## 2. Literature

Recently, academics have paid close attention to the issues of postgraduate tutor team construction and conducted some research.

Guo and Wang (2012) investigated the content of postgraduate tutor evaluations centered on students’ development, i.e., students should be the starting point and destination of the evaluation, and they also stated that the form of evaluation can try open debriefing review<sup>[1]</sup>. Using Binzhou Medical College as an example, Hu et al. (2021) investigated postgraduate tutor team construction in all aspects, including building a high-level postgraduate tutor team, improving the selection mechanism of postgraduate tutor classification, establishing a reasonable evaluation system, strengthening postgraduate tutor team construction, selecting discipline leaders, and improving the postgraduate tutor team construction policy system<sup>[2]</sup>. Cao and Hu (2021) propose ways to strengthen the ideological construction of the postgraduate tutor team in light of the postgraduate tutor team’s ongoing problems with political misconduct, rule misconduct, moral and legal misconduct, and integrity misconduct<sup>[3]</sup>. Sun et al. (2021) investigated the current situation and problems of the postgraduate tutor team and explored the construction of a selection and evaluation mechanism for the primary position of teacher morality, a tiered and classified training mechanism, and an effective collaborative research and education mechanism under the background that establishing moral education is the fundamental task of education<sup>[4]</sup>. Li et al. (2021) summarized the development history, current situation, and trends, as well as the main experiences and shortcomings of the evaluation system of postgraduate tutors in major developed countries in Europe and America, such as the United States and the United Kingdom, and Asian countries, such as Japan and Singapore, and pointed out how to build a postgraduate tutor evaluation system focused on the moral education by taking the postgraduate tutor team of Air Force Military Medical University as an example<sup>[5]</sup>.

The aforementioned studies can serve as a reference and guide for each postgraduate training institute in developing a code of conduct for postgraduate tutor teams and implementing the corresponding evaluation mechanism, as well as providing ideas and references for future related studies. This paper will discuss how to design and implement a feasible and effective code of guidance conduct and evaluation system for the postgraduate tutor team in the logistics management department to build a high-level university and rely on the national first-class professional construction point of logistics management.

## 3. Problems and Improvement Measures of Postgraduate Tutors’ Guidance Conducts

The quality of postgraduate tutor teams is directly related to whether colleges can cultivate high-

quality postgraduates and innovative talents, as well as the success of China's postgraduate education and training reform. Postgraduate tutors' ideological morality, professional ethics, teaching attitude, scientific research level, and daily actions will have a direct impact on postgraduates' ideological morality and scientific research. However, in recent years, cases of postgraduate tutors violating teacher morality and ethics and committing crimes have been highlighted in universities across the country. As a result, it is crucial to regulate postgraduate tutors' guidance practices. In this paper, we will study how to regulate and improve postgraduate tutors' guidance conducts by focusing on postgraduate tutors and postgraduates in logistics management with the goal, to improve the quality of the postgraduate tutor team, cultivating high-quality innovative talents, and enhancing the construction of provincial high-level universities.

(1) Postgraduate tutors' ideological and political awareness and behaviors. Postgraduate tutors are expected to hold advanced political beliefs, be loyal to the Party, and have strong political awareness and stance. Postgraduate tutors' ideological and political awareness will invariably influence students' ideological awareness and stance in the teaching and guidance processes. In logistics management, all postgraduate tutors have great political beliefs, and the school and college usually organize political theory study and training to strengthen postgraduate tutors' ideological and political levels. However, a small number of postgraduate tutors remain absent from political study and training. Non-party members, in particular, are less involved in political theory study and training. Therefore, the school and college should organize political theory study and training for all postgraduate tutors, as well as track and evaluate participation and study results. As for the postgraduate tutors, they should always maintain strong political beliefs and stances in teaching and research, as well as in postgraduate guidance, and incorporate curriculum ideology and politics into teaching and research.

(2) Postgraduate tutors' professional ethical behaviors. The fundamental task of education is to establish moral education. The ability to adhere to professional ethics as a postgraduate tutor is directly related to the quality of postgraduate training. We discovered through the survey that, while all postgraduate tutors in logistics management can adhere to professional ethics, there are some general issues. For example, in the classroom, they cannot update the teaching content and theoretical knowledge in real-time, nor can they solve the learning problems that students face on time. They focus too much on their research projects and not enough on students' studies and research during the postgraduate guidance process. All of this reflects flaws in postgraduate tutors' professional ethics. Therefore, the university and college must organize corresponding professional ethics training to improve the professional ethics of postgraduate tutors. Simultaneously, corresponding rules and regulations on the behavior of postgraduate tutors in the teaching, research, and student guidance processes should be introduced. Postgraduate tutors, on the other hand, should always maintain a high level of professional faith, be enthusiastic about the teaching profession, strive to improve their professional level and improve their teaching and scientific research.

(3) Postgraduate tutors' teaching behaviors. In colleges and universities, the primary duty of a teacher is to teach, which reflects the teacher's attitude toward the teaching profession and belief in moral education. Postgraduate tutors regularly need to take undergraduate or postgraduate courses, and the quality of their teaching will be directly related to students' enthusiasm for the courses and their level of theoretical knowledge acquisition. Postgraduate tutors should approach classroom teaching with a positive and enthusiastic attitude, strive to improve the level of instruction, improve teaching methods, and encourage students' learning enthusiasm. Postgraduate tutors, on the other hand, should maintain a correct political stance in the course and refrain from acting or speaking in ways that are contrary to teaching ethics. Furthermore, the university and college should organize relevant teaching lectures and training, as well as establish detailed rules for teachers' classroom behavior.

(4) Postgraduate tutors' scientific research behaviors. Scientific research is the foundation for selecting postgraduate tutors. As a postgraduate tutor, he or she must always maintain academic enthusiasm, adhere to academic ethics, and stay on top of scientific research frontiers. However, academic scientific research and scientific research guidance for postgraduate students at national universities are becoming increasingly problematic. Postgraduate tutors, for example, are preoccupied with administrative and academic matters as well as social activities, with insufficient concern for students' daily lives and psychological health, and with insufficient careful guidance and training for students' scientific research methods throughout the guidance process. Postgraduate tutors treat students as laborers rather than research partners, and they fail to take on the responsibility of education. Postgraduate tutors only focus on the number of published papers for students, ignoring higher standards for the quality and innovation of published papers; additionally, some postgraduate tutors themselves have the phenomenon of multiple submissions. To achieve the goal of establishing a high-level university

in the province, postgraduate tutors in the logistics management department must strictly prohibit the aforementioned behaviors, and the university and college must also issue corresponding scientific research system documents that stipulate the academic research behaviors of postgraduate tutors and students.

(5) Postgraduate tutors' practical guidance behaviors. Logistics management is a practical and application-oriented profession, and students must learn advanced theoretical knowledge of logistics management as well as apply theoretical knowledge to practice. Students' practical projects fall into two categories: enterprise research and internships, and logistics and supply chain class innovation and entrepreneurship competitions. However, according to a survey of postgraduate tutors and postgraduates in logistics management, most postgraduate tutors are preoccupied with their teaching or research, paying less attention to students' practical exercises. Even if some postgraduate tutors assist students with their practical activities, their attitude is passive in the guidance process, and they are not committed to guiding and caring. As a result, the college must implement a relevant reward system to encourage postgraduate tutors' enthusiasm for guiding students' practical activities, while also developing detailed regulations and explanations for potential violations of teacher morality and ethics in the guidance process.

(6) Postgraduate tutors' social service behaviors. Teachers combine volunteer service with teaching and educating people through volunteering and other physical actions so that teachers can play the role of establishing moral education, helping students "buckle the first button of life", and using the power of the role of example to guide and inspire students to aspire to success, serve the motherland, serve the people, and contribute. Teachers' participation in volunteer service, particularly during the special period of epidemic prevention and control, can frequently be a breakthrough in ideological education, elevating the role of nurturing people and multiplying the effect of education. However, similar to previous research, teachers in the logistics management department are primarily concerned with their teaching or academics and are less motivated to participate in epidemic prevention and control volunteer activities. The school and college should use the system to incentivize postgraduate tutors' social service behaviors and encourage teachers to participate with students.

#### **4. Problems and Improvement Measures of Postgraduate Tutors' Evaluation System**

The evaluation system is the wind vane and baton for postgraduate tutors' works. There are currently some evaluation items for postgraduate tutors in Chinese higher education management institutions and universities, but there is not a scientific and perfect evaluation system that fully reflects the actual effect of moral education. Using the end-of-year evaluation of postgraduate tutors in the School of Logistics Management as an example, although the existing evaluation system covers many contents, such as postgraduate tutors' scientific research level, teaching level, and professional ethics, which superficially covers all aspects of moral education, the evaluation system's scientificity is rarely closely demonstrated, resulting in an imbalance of weight distribution among the assessment items, which cannot fully imply the actual effect of the postgraduate tutors' moral education. As a result, the main evaluation items in the logistics management department are postgraduate tutors' workloads of teaching and scientific research. Furthermore, the logistics management department's current evaluation system focuses on evaluation results but not on the evaluation process. The evaluation system, for example, ignores the evaluation of postgraduate tutors' guidance on each aspect of postgraduate training, as well as the evaluation of the academic research process. Finally, the current evaluation system does not account for postgraduate tutors' practical and social service activities. It has been discovered that an unscientific evaluation index system and a lack of holistic design will greatly reduce postgraduate tutors' enthusiasm to establish moral education, which is also not conducive to improving postgraduate training quality and cultivating high-quality innovative logistics management talents for the country and society.

As a result of the problems with the postgraduate tutors' evaluation system in the logistics management department, the college should establish scientific, reasonable, and operable evaluation indexes based on comprehensive understanding, and use a combination of quantitative and qualitative indexes to evaluate the postgraduate tutors' academic level, scientific research achievements, achievements in undertaking postgraduate course construction and teaching work, teaching quality, and teaching effectiveness. As a result, based on the results of the existing research and according to the college's postgraduate tutor evaluation system, to promote the teaching and research level of the logistics management department, improve the quality of postgraduate training, and achieve the goal of building a provincial high-level university, this paper will reform and design the existing postgraduate tutor evaluation system in six aspects: ideological morality, professional ethics, teaching level, research level, practical activities, and social service. The details are shown as follows Table 1.

Table 1: The postgraduate tutors' evaluation system

First-class index	Second-class index	Third-class index
Ideology and morality	Ideological and political education	Participate in ideological and political studies and lectures
		Published papers on political science
		The ideological and political program
		Honorary level (national, provincial, municipal and departmental, and school levels)
		Students received honorary level
Professional ethics	Teacher morality	Participate in the study and lectures on teacher ethics, teaching, and scientific research
		Honorary level of teacher morality (national, provincial, municipal and departmental level, and school levels)
	Rated as an outstanding teacher or model worker	The number and level of honors received
		Student academic performance, academic scholarships, outstanding graduates, etc
Faculty affairs	Participate in faculty or department-related projects	
Teaching level	Teaching ability	Classroom teaching ability
		New curriculum development
		Teaching workload
		Supervision, peer, and student evaluation
	Teaching method	Reform of teaching methods
		Participate in teaching competitions
	Teaching achievements	Teaching reform papers, teaching reform programs, and excellent courses
Teaching achievement award, teaching competition award, etc		
Editor-in-chief of textbooks		
Research level	Research papers	The level and number of published papers and technical patents obtained
		The number of academic lectures and conferences participated in or organized
	Research projects	the level and number of scientific research projects Presided over
	Research achievement	The level and number of research awards
Practical activities	Student research level	Published papers, obtained patents, presided over projects, scientific research awards, scholarships, outstanding graduation theses, etc
		Internship and survey
Social services	Innovation and entrepreneurship	Instruct students to participate in subject competitions
	Volunteer service	Number of volunteer services
	Academic appointments	Editor-in-chief of the journal, editorial board member, chairman of international academic conferences, etc
	Educational expert groups, etc	Member of the education steering committee, subject review group, etc
	Student volunteering	Students participate in volunteer and other public welfare activities

## 5. Conclusion

In the context of building a provincial first-class university and relying on the national first-class professional construction point of logistics management, this paper has sorted out the problems in the postgraduate tutors' guidance processes in the logistics management department and pointed out the defects of the college's evaluation system of postgraduate tutors. Based on this, this paper proposes regulating postgraduate tutors' guidance conduct in six areas: ideological morality, professional ethics, teaching level, scientific research level, practical activities, and social services, and establishing an evaluation system in this manner. This paper contributes to the quality of the postgraduate tutor team in the logistics management department, the quality of postgraduate training, and the delivery of high-quality innovative logistics management talents to the country. This paper can also guide the construction of postgraduate tutor teams for other majors or universities.

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