

An Analysis on the Implementation of the Evaluation system of Morality Education 's Responsibility by Postgraduate Supervisors

--Take Capital University of Economics and Business as an example

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Abstract

Starting from the analysis of the current situation of the duties of postgraduate supervisors, this paper analyzes the problems existing in the current evaluation system of the duties of postgraduate supervisors, establishes a reasonable evaluation system of the duties of postgraduate supervisors, and puts forward relevant countermeasures to strengthen the duties of postgraduate supervisors.

Keywords

Postgraduate Supervisors; Morality Education; Evaluation System.

1. Introduction

Graduate education is an important part of China's higher education and the main way to cultivate innovative talents. Postgraduate supervisors is an important force in training innovative talents in postgraduate education, and any graduate student's training cannot be separated from the guidance of postgraduate supervisors. A country without virtue does not prosper, a person without virtue does not stand. "The foundation of a university is to cultivate people through virtue. Only a university that trains first-class talents can become a world-class university. A good teacher should understand that when choosing to be a teacher, he or she has chosen responsibility. He or she should fulfill the responsibility of educating and cultivating people with moral integrity, and embody this responsibility into ordinary, ordinary and subtle teaching management. General Secretary Xi Jinping has always attached great importance to the training of socialist builders and successors, and regard moral education as the central link in education.

As a postgraduate supervisors, Morality Education should run through the postgraduate education. Although the state and schools constantly emphasize the importance of cultivating people with moral integrity, in practice, improper behaviors often occur. Although supervisors misconduct is an individual phenomenon, its overall impact on graduate education cannot be underestimated. Then, how to prevent the occurrence of misconduct? How to fulfill the duties of postgraduate supervisors Morality Education? The state and the school have constantly promulgated various policies and measures to demand the duties of the mentor, but in reality, it is difficult to measure whether the mentor has fulfilled the duties of the mentor. Therefore, we need to think more about how to assess the implementation of the duties of postgraduate supervisors, and what kind of evaluation system is more helpful to measure the implementation of the duties of postgraduate supervisors, so as to constantly take measures to promote postgraduates' supervisors to play a greater role in the process of training postgraduates.

2. The current situation of the implementation of the duties of Postgraduate supervisors in Morality Education in our school

Look from the level of teachers, our school has always attached great importance to teachers' morality education construction work, according to the Ministry of Education and the overall thought about ethics strengthen construction in Beijing, has issued by the "capital university of economics and trade of a long-term mechanism to establish and perfect the teacher's ethics construction implementation opinion" (the first trade party hair [2015] no. 13), the capital economic and trade university teachers'

professional ethics and code of conduct "(the first trade party hair [2018] 26 date) and other documents, do to the teacher's ethics strengthen multi-level demand, In 2018, the Methods for selecting outstanding Teachers, teachers' ethics pioneers, Education pacesetters, and Advanced Units of Teachers' Ethics Construction of Capital University of Economics and Business were published (No. 39 [2018] of The First Economic and Trade Party) to commend teachers who have shown outstanding performance in teachers' ethics. Through a series of construction of teachers' morality and style, it can be said that a relatively sound construction system of teachers' morality and style has been basically formed.

From the postgraduate level, as a result of graduate student mentors power nature, and in the cultivation of graduate students are endowed with the power of the larger, more and larger power contains a bigger risk, along with some moral anomie behaviors of supervisors and caused very bad influence, in February 2018, issued by the Ministry of Education on the full implementation of the postgraduate's opinions on morality education duties (research [2018] no. 1), the duties of the tutor morality education do the overall requirements. Our school according to the requirements of the Ministry of Education and Beijing in 2018, made the corresponding the capital university of economics and trade to carry out the implementing rules for the graduate student tutor morality education duties, do the tutor morality education responsibility to clear requirements, and aims at the postgraduate on such a special group in the teacher's ethics strengthen there may be a problem to do the detailed requirements, proposed the "nine prohibited" behavior. At the same time, a self-examination Form for the Performance of the duties of postgraduate supervisors, Morality Education, of Capital University of Economics and Business has been formulated, which requires postgraduate supervisors to conduct self-examination and assessment on their performance of the duties of Morality Education.

To sum up, our school has a relatively complete system construction with distinct rewards and punishments, whether it is the construction of teachers' morality or the implementation of the duties of postgraduate supervisors' morality. But at the same time also can be seen, although the establishment of a complete rules and regulations, but the advantages and disadvantages of the strengthen of the moral standards of hard to measure, it seems, we can get through to report way the anomie behavior of teachers, through the selection found strengthen outstanding model teacher, and this model teacher may be more is measured through research level or the level of teaching effect. On the theoretical level, however, the misconduct is not limited to the extreme behaviors in the public opinion, but should also include the different performances of teachers in the process of student cultivation, which may be a minor problem. And the performance level of teachers' moral style cannot be measured only by the level of scientific research or teaching, but more should be evaluated from the performance of teachers in all aspects of the whole process of teaching and educating.

3. The problems existing in the implementation of the responsibility evaluation system of Morality Education by postgraduate supervisors in our school

The 2018 Opinions of the Ministry of Education on The Full Implementation of the Duties of Postgraduate Supervisors, Morality Education, sets out detailed requirements for the implementation of the duties of postgraduate supervisors, and we summarize the evaluation index system of the duties of postgraduate supervisors, as shown in Table 1.

The following is to analyze the existing problems in the evaluation system for the implementation of the responsibilities of Morality Education by postgraduate supervisors in our school according to the contents in Table 1.

Table 1 Implementation of the assessment index system for the duties of postgraduate supervisors, Morality Education

Level1	Level2	Level 3	
1.Basic quality of Postgraduate supervisors	1.1 Good political quality	1.1.1 He holds a firm political position and supports the leadership of the Communist Party of China.	
		1.1.2 We will strictly implement the Party's educational principles, lines and policies.	
		1.1.3 We have a high sense of political responsibility in safeguarding national reunification and ethnic unity.	
	1.2 The teacher's morality is noble	1.2.1 Model to abide by the professional ethics of teachers, as a teacher, love and dedication.	1.2.2 Abide by academic norms, and maintain a fair, just and upright academic environment.
			1.2.3 Scientific selection of materials, the right to exercise the mentor power.
			1.2.4 Have a sense of responsibility and mission, have enough time and energy to guide graduate students.
			1.2.5 Have the heart of benevolence, moral education, culture education.
			1.3.1 With profound academic attainments and persistent academic pursuit.
		1.3 Excellent professional quality	1.3.2 Familiar with enrollment policy, advanced educational concept and innovative teaching mode.
			1.3.3 The ability of cultivating graduate students' innovation practice is strong.
		2.1 Improve the ideological and political quality of graduate students	2.1.1 Guide graduate students to achieve four correct understanding.
			2.1.2 Guide graduate students to set up correct world outlook, outlook on life and value.
		2.2 Cultivate the academic innovation ability of graduate students	2.2.1 Customized postgraduate training plan.
			2.2.2 Give regular scientific research guidance to graduate students.
2.2.3 To create an academic environment and cultivate the innovative ability of graduate students.			
2.2.4 Guide graduate students to track the frontiers of discipline and broaden their academic vision.			
2.3Cultivate the practice and innovation ability of graduate students	2.3.1 Encourage graduate students to take an active part in academic and professional practice activities at home and abroad.		
	2.3.2 To guide graduate students to publish various research results.		
	2.3.3 To train graduate students' ability to raise, analyze and solve problems.		
	2.3.4 To guide graduate students to transform and apply scientific research achievements to enhance their innovative employability.		
2.Specific duties of postgraduate supervisor	2.4 Enhance the sense of social responsibility of graduate students	2.4.1 Graduate students are encouraged to combine personal progress with the needs of national development.	
		2.4.2 To support and encourage graduate students to participate in various social practices and voluntary service activities.	
	2.5 To guide graduate students to abide by academic ethics	2.4.3 To cultivate graduate students' international vision and patriotism.	
		2.5.1 Cultivate the attitude and scientific spirit of postgraduates and abide by academic ethics.	
		2.5.2Strengthen academic standard training, strengthen professional ethics education.	
	2.6 Optimize training conditions for postgraduates	2.5.3 Cultivate the awareness of intellectual property protection for graduate students.	
		2.6.1 Actively provide favorable conditions for graduate students to carry out scientific research.	
		2.6.2 Actively provide opportunities for graduate students to participate in social practice and academic exchanges.	
	2.7 Pay attention to the humane care for graduate students	2.6.3 Encourage graduate students to actively participate in research projects and provide financial support.	
		2.7.1 We should strengthen humanistic care and psychological counseling, and strengthen the education of school rules and disciplines.	
		2.7.2 Strengthen communication and exchanges among graduate students to protect their legitimate rights and interests.	
		2.7.3 Guide graduate students to make career planning and care for their physical and mental health.	

3.1 Evaluation and assessment tend to be formalized, and the assessment method of Morality Education is single

The assessment system of tutors in our school is perfect. Every May, graduate tutors will be assessed by each school alone, and the result of the assessment of tutors will be taken as the basis for the next year's tutor enrollment. Tutor morality education in the Ministry of Education to carry out the duty before the requirements issued by the school about the postgraduate examination is mainly from the perspective of the scientific research situation for the past three years, although there are definite discipline system for negative listing requirements, but throughout the past teacher assessment, teacher assessment negative listing due is unqualified, little and most of the negative list is also due to the superior paper sampling problems. In 2018, the Ministry of Education issued after morality education file, school joined the college party in teacher assessment appraisal of mentor morality education situation and formulate the "tutor morality education, capital university of economics and business responsibility fulfillment situation inspection table", by the teacher for his morality education situation checking over the past year.

Based on the assessment of tutors in the past five years and the implementation of the project to increase the assessment of moral talents in two years, the current assessment system of the university has a formalized tendency, and the college basically only evaluates tutors based on scientific research, which is too one-sided. Increased after morality education assessment we have also found that only by instructors, and the college party assessment, assessment form is single, the effect is not obvious, the postgraduate's own self-assessment doesn't seem to reflect the actual situation, it can play a role to urge for it is the responsibility of teacher, and teacher seems to be no effect with low responsibility consciousness.

Postgraduate supervisors are not only researchers, but also educators. Therefore, it is necessary to fully consider the dual roles of postgraduate supervisors as educators and researchers to establish an evaluation system for postgraduate supervisors. The way of judging ability from scientific research level alone is too one-sided, and how to evaluate the guidance ability of the tutor, the ability to teach and educate people, the situation of teachers' morality is worth thinking about more.

3.2 Evaluation attaches more importance to scientific research than teaching

Teacher of ethics is very important for the growth of the graduate student progress, it exerts a role model in terms of graduate morality education, a good teacher, should not only have high academic level of teachers, should also have excellent teaching skills, have a noble character and moral sentiment, as in table 1, in the graduate student tutor's basic quality, with high political quality and noble ethics strengthen the important proportion, exquisite and professional quality, the requirement is not merely a higher personal profound academic attainments, there should be well on the cultivation of ability, that is to say, The requirement of postgraduate tutor to fulfill the duties of moral education is also more inclined to teach and educate themselves, while the personal professional ability is to serve for teaching and educate people, which is better explained in the specific duties of postgraduate supervisors. Therefore, in the assessment and evaluation of postgraduate tutors, the practice of emphasizing scientific research rather than teaching is an important issue left over from history.

However, such problems also exist in the current tutor evaluation system of our school. In the actual examination, only scientific research achievements about hero , the practice has been more of examination graduate student tutor's own business ability, and no extension to its educational ability, also does not cover teacher to the student thought personal character, mental health guidance and help so that a " Morality Education " category, the appraisal way, in the long term will inevitably exist problems, it will prompt teachers also produce heavy scientific research, the light of educational idea, is not conducive to implement tutor morality education duties, is unfavorable to the cultivation of graduate students.

3.3 The evaluation subject is single and lack of multi-subject participation

It can be seen from the 7 aspects of the specific duties of postgraduate supervisors in Attached Form 1 that the assessment and evaluation of postgraduate supervisors should be comprehensive and cover

the whole process of postgraduate training, but their assessment content is difficult to quantify. In addition to the evaluation of scientific research level, the evaluation method we now adopt adds the self-evaluation of the postgraduate supervisors on his/her performance of moral education and the evaluation of the college leading Party group on his/her moral education. However, in practice, we find that the effect is not good. When making policy, appraising subject not comprehensive feasibility is also a very important reasons, such as the student evaluation of my tutor, in a mentor to guide the smaller schools, almost equal to real-name evaluation, students in teacher is still in the process of guidance, unless produce intense contradiction, otherwise it is difficult to get authentic assessment, the worry too much. However, such an evaluation subject only covers the tutor himself and the evaluation mode of the school. Even if the evaluation content is true, the evaluation itself is not comprehensive.

When the subject of Ministry of Education evaluation in the fourth round mentor's subjective evaluation is introduced, the way is to students, graduates and unit of choose and employ persons, such as questionnaire evaluation, this way is able to reflect the actual situation, because the evaluation is aimed at school students and unit of choose and employ persons, not specific to a particular teacher, this anonymous evaluation mode at the school level we want every level it is difficult to implement the guidance of a mentor, but even so, many topics involved in the evaluation of itself to be more objective, more comprehensive. Therefore, how to introduce student evaluation, mutual evaluation between supervisors, peer evaluation and multi-subject evaluation in society is an important issue to be considered in the implementation of the evaluation system of moral education for graduate supervisors. It will make the evaluation more accurate and objective, and make it easier for schools, colleges and tutors themselves to find problems and solve them.

3.4 It is difficult to evaluate the implementation of punishment measures

Evaluation means rewards and punishments. The implementation of rewards is easy, but the implementation of punishments has a lot of pressure. School documents clearly defined the terms of punishment, from stop to cancel teacher qualification for several levels, aiming at the main negative list produce is the case, that is not a poor punishment for teachers teaching ability, this is a question of appraisal system, but even with the ideal of a sound assessment system, and can be identified as a mentor for examination and assessment of punishment in the actual implementation is still difficult, and this punishment is very mild, certainly this can lead to the incompetent teacher returns, in their own moral accomplishment and guide the students' academic and moral aspects greatly, and it can influence other mentors to follow suit. How to grasp the degree of punishment after the tutor evaluation is a very important issue, but there is also an objective problem is, in the environment of the increasing enrollment of graduate students, the number of tutors is not very sufficient, if the great efforts to punish the tutor who does not act, will it have an impact on the training of graduate students? It is worth thinking what kind of punishment measures should be taken for the evaluation of postgraduate tutor's moral education.

4. Establish a reasonable evaluation system of postgraduate tutor's moral education

4.1 The evaluation should be diversified and the evaluation content should run through the whole process of postgraduate training

It should be a comprehensive process covering the whole process of postgraduate training to implement the duties of postgraduate tutors' moral education, so its evaluation system should also take into account every link of postgraduate training. A questionnaire based on 4,521 graduate supervisors^[1] Proposed mentor guidance of eight kinds of misconduct, including: ignore the graduate student curriculum teaching, do not take the graduate student degree thesis work, don't follow the graduate student teaching norms, admissions guidance, the discrimination student academic norms in the process of teaching, the relationship between teachers and students are many anomalies, scientific research training and mismanagement, no respect for the graduate student's academic work. Some of these improper behaviors are minor and serious, and many of them are often ignored in the evaluation,

but some of them often occur in the actual tutor guidance process, which is very detrimental to the implementation of the duties of postgraduate tutors in moral education. Therefore, it is very important to establish a reasonable evaluation system to implement the responsibility of postgraduate supervisors, which should cover the whole process of postgraduate training.

Our current evaluation system, the requirements in the file ", emphasis the tutor job responsibilities, job task, training quality, guiding ability, and so on and so forth ", and the situation of unqualified teacher assessment, namely negative list, but in the actual process of examination and college more negative list for assessment, and seldom pay attention to process evaluation, that is, unless there is a file required examination unqualified behavior and other inspection are all qualified. From the perspective of the current negative list, in addition to the most basic requirements for scientific research results and problems in the random examination of papers, other negative lists are extreme problems, that is to say, the current assessment system can only find poor performance of the supervisor, it is difficult to find "fish in troubled waters" type of supervisor.

Therefore, should be detailed evaluation index system, in view of the whole process of graduate education evaluation content, including but not limited to: recruit students choose dissertation guidance, scientific research, teaching, training, publishing, social practice and academic exchanges, life management, the relationship between teachers and students, etc., and the scope of negative list should also include a more comprehensive.

4.2 The evaluation should advocate multi-subject participation, and the evaluation content should be more objective

As we mentioned above, evaluation should run through the whole process of graduate student training, so the more evaluation content is added to the evaluation system, the problem to be considered is how to evaluate and how to carry out the evaluation more objectively. A relatively simple and ideal is multi-subject participation, that is, the evaluation should include graduate tutor self-evaluation, college evaluation, tutor mutual evaluation, student evaluation, employer evaluation, social evaluation and so on. In the annual graduate tutor evaluation model, although this kind of complex evaluation can be more objective, it is obviously not very realistic. Therefore, this paper believes that what is more objective and easy to operate is to add student evaluation on the basis of existing tutor self-evaluation and college evaluation, and the student evaluation is only targeted at the students' evaluation of their tutor when they leave school. The advantage of this approach is that the graduates have obtained the graduation certificate and degree certificate when they leave school, which will have the least influence on the interests of their tutors and enable them to make a more objective evaluation. In addition, the evaluation of graduates covers the whole process of the tutor's guidance and is more complete.

In addition to the introduction of student assessment, this paper argues that, should also consider some of the existing evaluation or objective quantifiable indicators to join the evaluation system, such as the graduate student curriculum teaching learning evaluation of teaching can reflect the teacher teaching level, to guide the students' paper or academic exchanges, and so on and so forth can reflect the academic guidance level, etc. The adoption of existing or quantifiable indicators would reduce the workload of management on the one hand and make evaluations more objective and convincing on the other.

4.3 Strengthen multi-department interaction and take evaluation as a means to promote the implementation of responsibilities

To establish a reasonable evaluation system, a central idea is that evaluation is not an end, but a means to promote the implementation of the duties of postgraduate supervisors, so the reward and punishment measures after evaluation appear to be very necessary. For supervisors with excellent performance, in addition to awarding awards at the level of graduate tutors, we should also consider focusing on projects such as graduate student recruitment index allocation and project funds, or teachers with excellent performance in postgraduate supervisor moral education evaluation, and give some advantages in the evaluation of relevant departments of the school. Morality education tutor, in

contrast, evaluation of performance is bad, very poor evaluation results of mentor, should according to the reasons of the poor evaluation, classifying punishment, not only to punish teacher individual, should also be punished in the college, from the quota allocation, subject to reduce funding support for the project, or in the school related departments (as a component. A clear sense of reward and punishment would be more conducive to encouraging mentors to effectively fulfill their fundamental duties of moral education while reducing the incidence of misconduct. In order to realize the above contents, it is necessary to strengthen the linkage of multiple departments of the university, such as graduate school, personnel Office, academic Affairs Office, finance office, scientific research Office, etc.

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