

Research on the Institutionalization of Daily Supervision of Teachers' Ethics and Professional Conduct in Universities

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Abstract

Professional ethics and conduct of teachers are the primary criterion for evaluating the faculty of universities. Promoting the institutionalization of daily supervision of teacher ethics and conduct is an important measure to implement the fundamental task of fostering virtue, enhance the quality of higher education, and maintain the social credibility of universities. Currently, there are still some practical shortcomings in the supervision of teachers' ethics in Chinese universities, such as ambiguous standards, traditional methods, single evaluation, lenient rewards and punishments, and insufficient guarantees. These shortcomings make it difficult to meet the requirements of teacher team building in the new era. This paper, based on the theories of educational ethics, university governance, and teacher professional development, systematically explains the strategic necessity, theoretical value, and application value of daily supervision of teacher ethics and conduct in universities. On the basis of problem diagnosis, a five-in-one institutional system of "standard concretization-supervision intelligenceization- evaluation multi-dimensionalization-reward and punishment institutionalization-guarantee long-termization" is constructed. A practical path of classified pilot projects and dynamic iterations is proposed, aiming to provide theoretical references and operational plans for universities to achieve regular, standardized, and legal supervision of teacher ethics and conduct.

Keywords: *Universities, Professional ethics and conduct of teachers, Daily supervision, Institutionalization, Fostering virtue, Teacher team building*

1. Introduction

Universities serve as crucial platforms for talent cultivation and cultural innovation, bearing the significant mission of nurturing Party members and educating the nation's youth. The ideological and political qualities and moral conduct of teachers directly influence the shaping of young students' values and are closely related to the purity of campus ecology and the overall image of higher education. In recent years, the state has issued a series of policy documents such as the "Ten Guidelines for Teachers' Professional Conduct in the New Era" and the "Opinions on Strengthening and Improving the Construction of Teachers' Ethics and Professional Conduct in the New Era", clearly requiring that teachers' ethics and professional conduct be regarded as the primary content of their assessment, and promoting the normalization and long-term effectiveness of teacher ethics construction.

However, in practice, the supervision of teachers' ethics in some universities still remains at the level of "annual assessment" and "concentrated rectification", with problems such as emphasizing results over processes, form over effectiveness, and punishment over prevention. Academic misconduct, the alienation of teacher-student relationships, and inappropriate classroom speech have occurred from time to time, which not only damage the reputation of universities but also undermine educational fairness and the trust between teachers and students. Against this backdrop, promoting the transformation of teacher ethics supervision from "campaign-style governance" to "institutionalized and long-term governance" has become an urgent issue in the construction of teacher teams in the new era.

This paper focuses on "institutionalization of daily supervision" as the core, adhering to problem-oriented thinking and systematic approach, reviewing theoretical foundations, analyzing current predicaments, and constructing a regulatory system that is practical, assessable, and optimizable, providing theoretical support and practical paths for universities to strengthen the construction of teacher ethics and professional conduct.

2. The Strategic Necessity of Daily Supervision of Teachers' Ethics and Professional Conduct in Universities

(1) The Fundamental Requirement for Implementing the National Education Policy

The Education Law and the Teacher Law, among others, clearly stipulate that universities must prioritize the construction of teachers' ethics and professional conduct in the process of teacher development. Daily supervision is an inherent requirement for governing education by law and schools according to regulations, and it is also a institutional guarantee for ensuring the socialist educational direction and fulfilling the fundamental task of fostering virtue. The ideological and political status and moral conduct of teachers directly affect the formation of students' values. Strengthening daily supervision can ensure that universities always adhere to educating the Party and cultivating talents for the country from the very beginning.

(2) The Urgent Need to Maintain the Credibility of Higher Education

In recent years, some universities have experienced incidents of academic fraud, accepting gifts and bribes, unclear boundaries between teachers and students, and inappropriate remarks in the classroom. These incidents, after being spread through the internet, quickly triggered public opinion, seriously damaging the overall credibility of universities. Establishing a daily supervision mechanism can form a "prevention - discovery - correction - handling" closed loop, effectively curbing the spread of misconduct; through open and transparent complaint channels, classroom supervision, and information disclosure, it can restrain teachers' power and protect students' rights, rebuilding a healthy and clear teacher-student relationship and social trust.

(3) The Core Support for Ensuring the Quality of Talent Cultivation

Teachers are the most direct role models on students' growth paths, and their words and deeds themselves are "living moral textbooks". Perfunctory teaching, academic impetuosity, and behavioral misconduct will directly weaken teaching quality and mislead students' value orientations. Daily supervision of teachers' ethics can force teachers to return to their primary duty of educating, influencing students with a rigorous academic attitude and noble personality charm, achieving the unity of knowledge imparting and value guidance, and providing solid moral support for cultivating new era individuals.

(4) The Preemptive Line of Defense against New Risks and Challenges

In the era of the internet, public opinion spreads quickly and has a wide impact. Individual misconduct incidents are prone to escalate into systemic trust crises; the intensification of scientific research competition has also led to an increase in risks such as plagiarism and fraud. Through daily monitoring, scientific research integrity audits, and dynamic tracking of public opinion, risks can be detected early, warned early, and handled early, effectively purifying the academic ecosystem and guarding the ideological and academic safety bottom line of universities.

(5) The Long-Term Mechanism for Promoting the Sustainable Development of the Teacher Team

Institutionalized daily supervision delineates clear behavioral boundaries for teachers, reducing career risks caused by "grey areas"; linking teachers' ethical performance with professional title evaluations, project applications, awards and honors, etc., with a combination of constraints and incentives, creating a professional atmosphere that values virtue and promotes virtue, stimulating teachers' internal motivation for self-improvement and self-discipline.

3. The Theoretical and Practical Value of Daily Supervision of Teachers' Ethics and Morality

(1) Theoretical Value

Enrich educational ethics theory: Transform abstract requirements of teacher ethics into operational and assessable behavioral norms, clarify the ethical roles of teachers in teaching, research, and social interactions, improve the ethical interaction structure of "teacher-student-society", and fill the gap in the transformation from "ought" to "is" in educational ethics.

Improve university governance theory: Promote teacher ethics supervision from single administrative control to "school-led, teacher self-discipline, student participation, and social supervision" multi-party collaborative governance, introduce process governance and closed-loop management concepts, and enhance the modernization level of university governance system and governance capacity.

Deepen teacher professional development theory: Correct the one-sided evaluation tendency of "emphasizing professional skills, neglecting ethics", incorporate teacher ethics literacy into the core dimension of teacher professional development, and promote teacher ethics construction from external requirements to an internal need for lifelong learning and self-improvement.

(2) Practical Value

Regulate teachers' professional behaviors, and build a bottom line for education: Through regular supervision and warning education, form a "do not deviate from norms, cannot deviate from norms, and dare not deviate from norms" restraint mechanism, and improve the overall moral level of the teaching staff.

Protect students' legitimate rights and interests, and optimize the educational environment: Severely investigate behaviors such as the alienation of teacher-student relationship, academic suppression, and sexual harassment, clearly define the boundaries of teacher-student interaction, and create a safe, fair, and clean campus educational ecosystem.

Clean up the academic ecosystem, and lay a solid foundation for academic integrity: Strengthen supervision of the research process, curb plagiarism, ghostwriting, and data fraud, and maintain academic dignity and academic fairness.

Enhance social recognition, and strengthen the credibility of higher education: Respond to social concerns with an open, standardized, and strict regulatory system, lead social moral trends with excellent teacher ethics, and consolidate the image of universities as the highlands of social civilization.

4. Current Challenges in the Daily Supervision of Teachers' Ethics and Conduct in Universities

Standardization of Supervision: The principles of supervision are mostly macro requirements, lacking specific negative lists for different scenarios and positions. The boundaries between teaching, research, and interactions between teachers and students are unclear, and supervision lacks operability.

Traditional Supervision Methods: The supervision methods are mainly based on annual evaluations and centralized inspections, with insufficient dynamic monitoring and real-time warnings; the information systems are scattered, and there are obvious data silos, making it difficult to achieve full-process tracking.

Single Evaluation Subject: The evaluation is mainly conducted by administrative departments, with insufficient weight given to students, peers, and social supervision. The emphasis is on qualitative assessment and results, and the process is neglected. The "one-vote veto" for teacher ethics is implemented with considerable flexibility.

Soft Reward and Punishment Mechanism: The positive incentive mechanism is limited, and the handling of deviant behaviors is "lenient and soft". The accountability is not thorough and transparent, and the authority of the system is difficult to be demonstrated.

Fragmented Guarantee System: The long-term governance mechanism is weak: poor departmental coordination, insufficient funding, and insufficient cultural infiltration. The supervision work is temporary and fragmented, making it difficult to form a continuous governance force.

5. Construction of an Institutional System for Daily Supervision of Teachers' Ethics and Conduct in Universities

(1) Concreteization of Standards: Define the behavioral benchmarks

Develop a negative list of teacher ethics behaviors for different scenarios, covering five major areas: teaching norms, research integrity, interactions between teachers and students, integrity and self-discipline, and political stance.

Establish a risk warning index system, including quantitative indicators such as abnormal fluctuations in student evaluations, abnormal research achievements, sensitive points in public opinion, and degree of interest association.

Fully implement the teacher ethics commitment system. New teachers must sign a commitment letter for teacher ethics during their entry and annual performance, which will be included in their personal teacher ethics file.

(2) Intelligence in Supervision: Build a supervision network for the entire process, establish a three-level grid-based supervision mechanism of "school-level supervision-departmental inspection-student information officers", achieving full coverage in daily supervision. Build a unified information platform for teacher ethics supervision, integrating modules such as classroom supervision, plagiarism check, complaint reporting, public opinion monitoring, research integrity, and gift declaration. Open multiple supervision channels, set up online anonymous reporting platforms, teacher ethics mailboxes, and teacher-student symposiums, and introduce social supervision and third-party assessment.

(3) Multi-dimensional Evaluation: Improve the scientific assessment system, build a multi-party evaluation structure: Student evaluation (40%): teaching attitude, boundaries between teachers and students, value guidance; Peer evaluation (30%): academic integrity, teamwork, professional ethics; Departmental evaluation (30%): political stance, integrity, social service. Combine daily performance with annual assessment, and combine quantitative and qualitative assessment, to enhance the authenticity and comprehensiveness of the evaluation.

(4) Institutionalization of Rewards and Punishments: Strengthen rigid constraints

Establish a "teacher ethics bank" point system. Positive behaviors accumulate points, which can be given priority in training, awards, and promotion. Detail the implementation rules of the "one-vote veto" for teacher ethics, clearly define applicable circumstances such as dismissal, revocation of professional title, and cancellation of qualifications, and leave all deviations traceable and handled in accordance with the law and regulations. Promote teacher ethics role models, publicize advanced deeds, and leverage the exemplary and leading role of role models.

(5) Ensuring Long-Term Effectiveness: Strengthening Institutional Support

Organizational Guarantee: Implement the main responsibility of the Party committee, establish a multi-departmental collaborative working mechanism.

Institutional Guarantee: Improve supporting systems such as teacher ethics archives, complaint handling, appeal and reconsideration, and accountability reverse investigation.

Resource Guarantee: Set aside special funds to support platform construction, teacher ethics training, and case studies.

Cultural Guarantee: Implement new teacher oath-taking, teacher ethics mentorship pairing, and annual teacher ethics education and training, creating a culture of respecting teachers and valuing ethics.

Legal Guarantee: Incorporate teacher ethics requirements into the school's charter, establish an internal teacher ethics arbitration institution, and promote legal supervision.

6. Conclusions

Promoting the institutionalization of daily supervision of teachers' ethics and conduct in universities is a fundamental project for the construction of teacher teams in the new era, and also an important institutional guarantee for the connotative development of higher education. Its core lies in solving fragmentation through institutionalization, replacing movement-style approaches with normalization, and enhancing supervision effectiveness through collaborative governance, ultimately achieving the transformation from external constraints to teachers' internal moral self-awareness.

Universities must adhere to systematic thinking, problem-oriented approach, and perseverance, continuously improving the five-in-one institutional system of standards, supervision, evaluation, rewards and punishments, and guarantees, so as to cultivate excellent school and academic atmospheres with excellent teacher ethics, and provide solid support for cultivating new era individuals who are capable of undertaking the great responsibility of national rejuvenation and accelerating the construction of an educational power.

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