

Research on the Standardization of University Logistics Management and the Paths to Strengthen Its Educational Function

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Abstract: To improve the level of university logistics management and support universities in implementing the fundamental task of fostering virtue through education, this paper conducts research from the perspectives of standardizing university logistics management and strengthening its educational function. Firstly, it analyzes the important significance of the standardization of university logistics management. Secondly, it interprets and expounds the necessity of standardizing university logistics management and strengthening its educational function. Finally, in light of the challenges encountered, it proposes multiple measures including updating management concepts, improving management systems, advancing informatization construction, and integrating educational elements. These measures aim to help universities realize the standardization of logistics management, strengthen the educational function of universities, and enable logistics management to effectively achieve the goal of “educating through management and service,” thus providing a solid guarantee for the high-quality development of universities.

Keywords: University logistics management; Standardization; Strengthening of educational function

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1. Introduction

University logistics work is the key to ensuring the smooth progress of school running and the “lifeline” for maintaining the normal operation of the campus, so the quality of university logistics management is crucial and determines the educational level of universities. In the current university education, implementing the fundamental task of fostering virtue through education is the core. Against this background, the diverse service demands of teachers and students in universities are rising day by day. Therefore, it is necessary to actively promote the standardization of university logistics management and strengthen its educational function, so as to highlight the value of university logistics management and support the high-quality development of universities.

2. Significance of standardizing university logistics management

The construction of standardized university logistics management is of great significance and serves as the core support for maintaining the orderly operation of the campus and consolidating the foundation of school running. In practice, universities establishing standardized logistics management processes and clarifying the job responsibilities of each department in logistics management can effectively solve the problems of unclear responsibilities, buck-passing, and low efficiency in traditional logistics management. At the same time, it can ensure the smooth development of multiple support work in university logistics management, such as campus security, catering and accommodation, facility maintenance, and environmental sanitation. For example, a standardized equipment inspection and maintenance process can timely identify potential safety hazards of water, electricity, and building facilities on campus, which can also effectively reduce the downtime caused by failures, thereby providing protection for the core work of universities such as teaching, scientific research, and office work. It not only helps to strengthen the educational function of universities but also provides sufficient objective support for the educational work of universities.

3. Necessity of standardizing university logistics management and strengthening its educational function

3.1. Implementing the fundamental task of fostering virtue through education and expanding the practical paths of education

It is highly necessary for university logistics management to achieve standardization and strengthen its educational function, which is a key link for universities to implement the fundamental task of fostering virtue through education and expand the practical paths of education. Therefore, universities need to actively promote the construction of logistics management work, integrate logistics management into the daily campus life of teachers and students, and thus build a solid educational position. In practice, every link in university logistics services exerts a subtle influence on students' ideological concepts and behavioral habits. Promoting the standardization of logistics management can highlight the professionalism and demonstration of logistics management, further create a good campus atmosphere, and exert a subtle influence on university students. For instance, it can guide students to form good ideological qualities such as civility and courtesy, diligence and thrift, and a sense of responsibility, so as to promote the all-round development of students. Moreover, the standardization of logistics management and the strengthening of its educational function can deeply integrate the educational philosophy into all aspects of university logistics work, break the limitation of the traditional "single classroom education," enrich the forms of university education through the innovation of logistics management, and realize the joint efforts of university education and logistics management in education, thus helping universities cultivate compound talents with good comprehensive quality.

3.2. Adapting to the high-quality development of universities and making up for the shortcomings in logistics management

In the work of university logistics management, promoting the standardization of logistics management can not only strengthen its educational function but also serve as an important link to boost the high-quality development of universities and make up for the shortcomings in university logistics management. In practice, with the continuous expansion of university school-running scale and the increasingly diverse demands of teachers and students, the shortcomings of the traditional logistics management model have become increasingly prominent. Therefore, it is highly necessary to realize the standardization of logistics management and fully explore its

educational function. In practice, the standardization of logistics management can highlight the standardization, refinement, and high efficiency of logistics management work, which can not only strengthen the logistics support capacity of universities but also provide support for university education. In addition, strengthening the educational function of university logistics management can promote the transformation of logistics work from the traditional “support-oriented construction” to an integrated model of “support + education,” which not only meets the needs of the high-quality development of universities but also is an important direction for the innovation of university logistics work, helping to improve the level and quality of university education.

4. Challenges in the standardization of university logistics management and the strengthening of its educational function

4.1. Outdated management concepts

In the current university logistics management, there are wrong perceptions such as “valuing support over service” and “valuing management over education,” which lead to insufficient standardization of university logistics management and weakening of its educational function, becoming a major challenge in university logistics management work. In practice, some university logistics staff limit their management work to basic support aspects such as campus security, environmental sanitation, and catering and accommodation, without paying sufficient attention to improving the quality of logistics management services and the educational function. Therefore, they have not formed a proactive awareness of “educating through management and service.” In addition, the thinking and concepts of some logistics managers are relatively conservative, who do not attach importance to promoting the innovation of logistics management. In particular, they have insufficient application of modern logistics management methods and information technology, and still adopt the traditional extensive management model. Obviously, this cannot meet the personalized and diversified logistics service demands of teachers and students in universities, which is not conducive to improving the level and quality of university logistics management.

4.2. Imperfect institutional system

The challenges brought by the imperfect institutional system in university logistics management restrict the exertion of the educational function of university logistics management and are not conducive to highlighting the standardization of logistics management. In practice, the logistics management systems of some universities lack systematicity and pertinence, most of which are a pile of scattered rules and regulations, and fail to build a complete management system integrating management, service, and education. This leads to prominent problems such as unclear division of management responsibilities, non-standard management processes, and unscientific management assessment and evaluation, making it difficult to exert the efficiency of university logistics management work. In the service link, university logistics management has not established detailed service standards and accountability mechanisms, resulting in the inability of logistics management to accurately respond to the demands of teachers and students and solve the problems related to logistics management services in a timely manner. From the perspective of the education link, university logistics management has not established a service-oriented education mechanism, nor has it incorporated logistics education work into various management rules and regulations, leading to the disconnection between logistics management and education, making it difficult to form a joint force, which is not conducive to improving the level and quality of university logistics management.

4.3. Lagging informatization construction

In the standardization of university logistics management and the construction of its educational function, lagging informatization construction is a major challenge that affects the level and efficiency of university logistics management. In practice, some universities have not invested sufficient funds in informatization construction in logistics management and lack a unified information management platform, resulting in poor information flow and data sharing among various logistics management departments. This leads to the problem of information silos in logistics management departments, weakens the efficiency of logistics management, and makes it difficult to fully utilize logistics resources to support the high-quality development of university education. For example, in university logistics management, services such as catering, accommodation, and maintenance still adopt the traditional offline manual registration method. Teachers and students often have to spend a lot of time and energy enjoying relevant services, which also reduces their service experience. In addition, the relevant data of logistics management is not timely entered into the information platform, making it difficult to realize the comprehensive analysis of various management data, unable to support the innovation of university logistics management through data analysis, and even more difficult to accurately meet the service demands of teachers and students in universities, thus weakening the quality of university logistics management work.

4.4. Insufficient integration of educational elements

Insufficient integration of educational elements is a major challenge in university logistics management, which affects the standardized construction of logistics management and makes it difficult to fully explore the educational function of university logistics management. In practice, the exertion of the educational function of logistics management is a key link in implementing the concept of “whole-person education, whole-process education, and all-round education.” However, the current logistics management has the problems of insufficient integration of educational elements and a single educational carrier. For example, some universities fail to deeply integrate educational elements in the process of promoting logistics management, leading to inadequate integration between logistics management and the daily education of universities, and neglect the guiding role of logistics services in students’ ideological and moral character, behavioral habits, and sense of responsibility. Therefore, it is difficult to give full play to the educational role of logistics management work. For instance, some universities fail to highlight cultural connotation in the construction of campus environment and have certain deficiencies in creating a campus cultural atmosphere ^[1]. In addition, the staff of campus logistics services has problems such as stiff service attitudes and a weak sense of responsibility, which makes it difficult to play a leading and exemplary role and reduces the efficiency of university logistics management work.

5. Suggestions and countermeasures for the standardization of university logistics management and the strengthening of its educational function

5.1. Updating management concepts and strengthening educational awareness

To strengthen the educational function of university logistics management and highlight the standardization of logistics management, it is necessary to vigorously promote the update of management concepts and strengthen educational awareness. Therefore, in university logistics management work, it is necessary to establish an integrated management concept of “taking management as the priority, service as the foundation, and education as the soul,” so as to promote university logistics management to break the traditional extensive support service

model and establish a service pattern of “refined service + implicit education”^[2]. In practice, the primary task is to strengthen the training of university logistics managers. For example, regularly organize logistics managers to study the relevant policy requirements of “whole-person education, whole-process education and all-round education” and modern university logistics management cases, helping them break the one-sided management cognition of “valuing support over education” under the traditional thinking, and make them clear about the responsibilities and positioning of university logistics education. In addition, universities need to strengthen the cultivation of educational awareness of all logistics staff. This link requires using comprehensive forms such as pre-job training and monthly regular meetings to strengthen the sense of responsibility of practitioners, guide university logistics staff to establish the awareness of educating through service, and make them set an example for students with thoughtful services and a rigorous and responsible attitude in their work, so as to give full play to the educational function of university logistics work and support universities in implementing the fundamental task of fostering virtue through education.

5.2. Improving the institutional system and standardizing management processes

In the stage of standardized construction of university logistics management, it is necessary to establish a sound institutional system and standardize management processes to help strengthen the educational function of university logistics management work. In practice, universities need to establish a clear responsibility system and a sound assessment and evaluation mechanism. Firstly, universities need to clarify the division of responsibilities in logistics management work and refine the job responsibilities of each department and each staff member in logistics, so as to prevent the problem of buck-passing. For example, it is necessary to clarify that the responsibility of the catering department is to ensure food safety and nutritional collocation, the accommodation management department is responsible for students’ accommodation safety and daily guidance, and the maintenance department is responsible for timely responding to the maintenance demands of teachers and students, so as to ensure that each department can perform its own duties and jointly guarantee the quality of logistics management^[3]. Moreover, universities need to formulate clear service standards and quantitative assessment mechanisms. In this link, service quality and educational effectiveness should be included in the performance appraisal of logistics staff, and the appraisal results should be linked to the evaluation of staff for merit selection, so as to form an effective incentive for logistics staff. The omissions in logistics management can be timely reflected through the appraisal, providing support for the subsequent improvement and perfection of university logistics, and strengthening the level and quality of university logistics management.

5.3. Advancing informatization construction and improving management efficiency

Informatization construction is the top priority for the standardization of university logistics management and the strengthening of its educational function. Therefore, it is necessary to take informatization construction as the starting point to improve the efficiency of university logistics management. In practice, it is necessary to actively promote the integration of information technology into logistics management to break the traditional problem of information silos. Firstly, universities can build a unified information platform for logistics management relying on information technology, and deeply integrate service modules such as catering, accommodation, maintenance, and complaint feedback in the information platform, so as to realize the online processing and full traceability of logistics management. For example, universities can launch a “Smart Logistics” mini-program, through which teachers and students on campus can book corresponding services online and provide feedback on their demands. This not only highlights the convenience of online services

but also innovates the university logistics management model. In addition, universities need to realize precise education relying on data support^[4]. For example, deeply coordinate the data of all links of university logistics management through the information platform, and use big data technology to conduct a comprehensive analysis of various data to explore the service demands of teachers and students in universities. For instance, optimize the collocation of dishes based on students' catering consumption data and strengthen the publicity of diligence and thrift at the same time; strengthen the investigation of weak links in campus facilities based on the maintenance demand data of teachers and students in universities, so as to strengthen university logistics support and help continuously optimize and improve the educational level of universities.

5.4. Integrating educational elements and enriching practical carriers

Integrating educational elements into university logistics management work is an innovative measure. The integration of educational elements can give full play to the educational function of logistics management work and realize the standardization of logistics management. Therefore, it is necessary to strive to enrich practical carriers to further strengthen the implicit educational role of universities. In practice, the primary task is to create a culture-oriented educational environment. Therefore, universities need to deeply integrate scenarios such as campus greening, building signs, canteens, and dormitories in the logistics management link, and integrate elements such as campus culture, traditional culture, and regional characteristic culture into these scenarios. For example, set up publicity slogans of "diligence and thrift" in the canteen area and post tips of "civilized accommodation" in the dormitory area, thus exerting a subtle influence on students and guiding them to form good behavioral habits. Moreover, university logistics work should highlight the characteristics of education, and deeply combine university logistics work to promote labor education and student volunteer services^[5]. For example, universities can organize college students to carry out labor practices such as campus greening maintenance and canteen assistant work, which not only helps to cultivate students' labor awareness but also strengthens students' participation in campus construction. In addition, it enables students to form a sense of responsibility and the spirit of dedication to work in participating in practices, so as to give full play to the educational function of university logistics work and strengthen the quality and efficiency of logistics management^[6].

6. Conclusion

The research finds that in university logistics management work, promoting the standardization of logistics management is an important link to strengthen the educational function, which helps to improve the level and quality of university education and enables universities to give full play to their educational function. Moreover, the standardization of university logistics management and the strengthening of its educational function also help to implement the fundamental task of fostering virtue through education, make up for the shortcomings in logistics management of universities, and thus support the improvement of universities' implementation of the fundamental task of fostering virtue through education. The framework of "concept renewal + system improvement + information empowerment + integrated education" proposed in this paper helps to promote the standardized construction of university logistics management, give full play to the educational function of university logistics management, and achieve the effect of improving the development level and quality of universities. In the future, university logistics management will gradually develop towards the direction of in-depth empowerment by artificial intelligence (AI). Subsequent research can also focus on the differentiated

adaptation of different types of universities and AI technology to seek research breakthroughs, thus building a logistics management model that is deeply matched with the demands of teachers and students in universities, so as to help promote the standardization of logistics management and fully explore the educational function of logistics management.

Disclosure statement

The authors declare no conflict of interest.

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