

MINISTRY OF EDUCATION AND TRAINING  
**THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**

**HO THI NGA**

**MANAGEMENT OPERATIONS TO FACULTY STAFF OF  
LOCAL UNIVERSITIES IN THE CURRENT CONTEXT**

**Major: Educational Management**

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**SUMMARY OF DOCTORAL THESIS OF SCIENCE EDUCATION**

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## INTRODUCTION

### 1. Rationale

"Education is the great work of the Party, State and people," the whole society, from central to local levels are involved in the educational process with the aim of creating a learning society, creating conditions for all citizens, especially those are living in mountainous areas and local areas, have the right to be educated. It is also one of the reasons why community colleges, local colleges and later local universities have been established throughout the country.

Developing faculty staff is not just the responsibility of local universities but also of host PPCs and different departments concerned. In this context and the current situation of faculty staff at local universities, the study for finding solutions for "Management operations to faculty staff of local universities in the current context" aimed at better management of faculty staff to meet requirements and complete the assigned tasks is essential.

### 2. Research aim

Based on researching issues related with management theory and analyzing real situation of faculty staff, management faculty staff in Vietnam local universities, the Thesis proposes management solutions for improving faculty staff in Vietnam local universities in the current context.

### 3. Subject of research

Management operations to faculty staff of local universities in Vietnam

### 4. Scientific hypothesis

Management operations of faculty staff at local universities in the context of the current education reform still reveal the inadequacies and limitations in recruitment, training and retraining, assessment and create a motivations for faculties to develop themselves. If there are solutions to manage faculty staff at local universities in line with the context of higher education reform and the current local context, the quality of faculty staff will be improved, thereby improving the quality of training in local universities.

### 5. Assignments and Scope of research

#### 5.1. Assignments of research

- Researching the theoretical basis of the teaching staff management under human resource management approach.

- Assessing the qualified status of faculty staff in local universities Vietnam today.

- Assessing of qualified status of management activities of teaching staff in Vietnam local universities; generalizing the experiences about the teaching staff management, pointing out the influencing factors, strengths, weakness, opportunities and challenges.

- Proposing series of solutions to manage the teaching staff at local universities next time in Vietnam under the human resources management approach.

- Proposing and piloting some management solutions at local universities in Vietnam under human resource management approach.

### ***5.2. Scope of research***

- The scope of the study and survey: Implemented at 7 local universities including Hong Duc (Thanh Hoa province), Hung Vuong (Phu Tho), Bac Lieu (Bac Lieu), Tan Trao (Tuyen Quang), Quang Nam (Quang Nam), Quang Binh (Quang Binh), Ha Tinh (Ha Tinh province).

Duration of survey and study: from 2009 to 2016.

- Piloting institution: Ha Tinh University.

### **6. Research methods and approaches**

- Analysing, synthesing, comparing methods.

- Questionnairing; Interviewing; Case studies; Research in kind; Summing up the experience, observing, testing ...

- The thesis mainly use human resources management approach, in addition to using the capacity and supply - demand approaches.

### **7. Arguments need to be protected**

7.1. Management operations of faculty staff also revealed many shortcomings in planning, recruitment, training, especially motivational development policies related to improve the knowledge and create a good environment for faculties to teach as well as do research which have been affecting the quality of faculty and the quality of university's training.

7.2. On the basis of theoretical analysis and appreciation of reality, the duties of local university faculties may proposed professional standardized faculty capacity.

7.3. Propose professional standardized faculty capacity meeting with the requirements and conditions of the local universities is an essential solution for managing faculty staff of local universities.

7.4. If the solutions for managing the local university teaching staff under human resources management approach will be applied, the limitations, shortcomings will be solved and the quality of faculty staff will be improved.

### **8. New contributions of research**

- Systemizing theory of managing faculty staff for local universities under human resource management approach.

- Building professional standardable competency of faculty staff for local universities with 4 standards and 14 criteria.

- Raising the qualified status of faculty staff and pointing out the strengths, weaknesses, opportunities and challenges of management of faculty staff of local universities today.

- Proposing and stating the effectiveness of management solutions of faculty staff under human resources management approach to improve the quality of faculty staff of local universities.

## **Chapter 1**

### **THEORETICAL BACKGROUND ON FACULTY STAFF MANAGEMENT OPERATIONS UNDER HUMAN RESOURCE APPROACH**

#### **1.1. Research overview**

##### ***- Higher education faculty staff***

Through their work, the researchers at home and abroad have confirmed the important role of faculty staff. Many works of foreign authors show systemized details related to faculty quality, standards, criteria of competence, the characters of a good faculty, requirements for a new-generation faculty in the context of globalization and international integration, the preferential policies, professional development.. etc; policies and experiences of countries in developing faculty staff.

Management and development operations of faculty staff in higher education institutions of Vietnam have been selected as research topics by PhD students.

##### ***- Local universities and Management operations of faculty staff of local universities***

In Vietnam, not-yet books focused on local universities and there are only very few studies on local universities, mainly thesics of Educational management, some academic writings in the workshops on the staff

development of local universities specifically. However, not-yet studies are focussed mainly on the faculty management of Vietnam local universities.

## **1.2. Human resource management**

### ***1.2.1 The concept of human resource management and human resources***

Human resources (Human Resources) in the broadest sense, is the overall of human beings' potentials (labour) of a country, a region, a local area prepared in extent, which is valuable in the process of socio-economic development of the country (or a region, a specific locality). Human resource management is the designing of policies and implementing activities to make people contribute the most effective value for the organization, including the following activities: human resources planning, work analysing and designing, recruitment and selection, performance assessment, training and development and remuneration.

### ***1.2.2. The goals of human resource management***

The goals of human resource management include: Supporting organizations achieve objectives by developing and implementing human resource strategies which are integrated into the business strategies; Focusing on developing effective working culture; Ensuring to have the talent and skillful beings meeting the needs of the organization; Creating positive work relationships mutual atmosphere of trust between managers and employees; Using ethical approach to manage human beings.

### ***1.2.3. The models of human resources governance and management***

- Formed from industrialized countries so the models mostly colored industrial human resources management.

- For each model, depending on the purpose of the author, the contents of human resources management such as recruitment, reward motivation, training, creating working environment... is the preferred choice; has various advantages.

- The contents of the Model of Overall human scenarios involve overall personnel assessment appropriately to research, could be applied in higher education administration generally, especially managing Vietnam local universities today.

- Almost models discuss about employee training, human resource development through training, but does not care about the role of education and training.

- Nadler's model is suitable as a basis for theoretical frames of the thesis and propose solutions for managing faculty staff in local universities. However, the good ones of the Models are used in research conducting process suitably.

### **1.3. Local University faculty staff management operations under human resource management**

#### ***1.3.1. Managing***

Managing is an oriented and purposeful action of a manager to whom are managed in an organization aiming to make the organization operate and achieve its purpose.

#### ***1.3.2. Local university***

A local university is a multi-level and interdisciplinary universities; belongs to the local government (LG), established by the LG, partial funding granted to operate, under the administrative control of LG, the academic one by Ministry of Education and Training (training program evaluation, training codes, norms and conditions of admission ...); provide training and quality of human resources in place to serve local socio - economic development in particular, the national one in general and training according to the needs of local people; a vital bridge between the government and the community to build a learning society in the local area.

#### ***1.3.3. Faculty and faculty staff of local universities***

##### ***1.3.3.1. Faculties***

Faculties include all those who work in universities or for university training programs; implement teaching and/or performing activities and /or conducting research and /or provide training services to students or to the community in general.

##### ***1.3.3.2. Local university faculty staff***

Faculty staff is a group of teachers working in a higher education institution, implement the functional and occupational tasks equally.

Local university faculty staff is a group of teachers working in a local university, implement the functional and occupational tasks as faculties of other universities, but mainly for training of local human resources.

#### ***1.3.4. The contents of management operations of local university faculty staff of the local university under human resource management approach***

##### ***1.3.4.1. Planning for faculty staff***

##### ***1.3.4.2. Recruitment and Selection***

*1.3.4.3. Using*

*1.3.4.4. Evaluation*

*1.3.4.5. Training and retraining*

*1.3.4.6. Motivational work for faculty staff.*

#### **1.4. Present context of higher education and the problems faced by local university faculty staff**

##### ***1.4.1. Political, economic - social context***

In the present context, "Developing and improving the quality of high-qualified human resources is a strategic breakthrough, the decisive factor to promote the development and application of science and technology, restructuring the economy, changing economic growth models and is also the most competitive advantage, which guaranteed for the fast, efficient and sustainable development for the economy in general, the economic zones and industrial parks in the local areas - where have been impacted by geographical distance, the difference in infrastructure between regions in the shift of human resources - in particular is the important responsibility for universities, especially local universities.

##### ***1.4.2. Higher education context***

International effects: The process of globalization has made the higher education environment become a part of the "flat world" and the world education market open to all countries, for all global citizens. In this process, more dynamic Higher education is more attracted to students and stronger.

Domestic effects: In the context of globalization, international integration, with the development of the knowledge economy, Vietnam Higher education plays a key role in the national education system. However, should be admitted that, Vietnam Higher education has lagged behind countries in the world and in the region.

Current hot problems in the governance of higher education in Vietnam is resolving the balance between quantity and quality: the quantity of universities and infrastructure quality; percentage of students/ 1,000 population and the quality of training; percentage of teachers/ students and the output quality of students ...

##### ***1.4.3. Difficulties and challenges for the development of local universities in the new context***

Besiding the difficulties and challenges of HE in general, local universities have been facing to some difficulties and other challenges such as: Implementing Decree on HE stratification and ranking; local university

faculty staff have not meet the requirements in terms of quantity, particularly the quality. Not equal to domestic universities, excluding the regional countries is a big challenge to local university faculty staff in the current context.

#### ***1.4.4. The role and duties of local university faculty staff***

Faculty staff do 3 main functions: lecturer, scientist, supplier of services to the community services. Local university faculty staff must meet the requirements on the political qualities, expertise, teaching capacity, Research, management capacity and public service. local university faculty staff have been considered as a part of HE faculty staff must meet the above requirements, in addition to task requirements, the development of the locality, and implement the function of local universities together with their own institutions.

#### ***1.4.5. Standard competency requirements of a local university faculty***

Currently, there is no specific competency standard for a local university faculty but only general faculty competency standards set in the legal documents.

Considering duties and roles of a local university faculty, current higher education development trends and theoretical bases mentioned above, the Framework of a specific competency of a local university faculty with 4 standards and 14 criteria has been proposed.

### **1.5. The factors affecting to local university faculty management operations today**

- Objective factors: State high requirement on standards, quality and capacity of local university faculty, Leaders' awareness of the role and position of the local university for local development, Interest of local leaders on the development of general staff, faculty in particular, Regulations on recruitment faculty, Institutional autonomy for faculty staff development, staff - attracting, Remuneration policy of the local People's Committee ...etc.

- Subjective factors: Awareness of institution's leaders about the importance of faculties, The promulgation and implementation of the institution's policies to create an environment for faculty development, Self-teaching staff motivation development, qualifications, qualities and abilities of faculty staff ...etc.

## **Conclusions for Chapter 1**

1). Theory of human resources, management of human resources is very necessary and important to continue researching on the contents related to local university faculty staffmanagement operations under the management of human resources approach.

2). Local university faculty staff management operations under the management of human resources approachincludes the following: Planning for faculty staff, Recruitment and Selection, Using, Evaluation, Training and retraining, Motivational working environment for faculty staff.

These contents should be related to institution's development strategies and objectives.

3). In the trend of world and Vietnam Higher education, universities in general, Vietnam local universities in particular have gone through many difficulties and challenges, specially to issues related to faculty staff.

4). Local university faculty must meet the requirements of the political quality, professional knowledge, teaching competence, scientific research capability, management capability and community serving, in addition, also to meet requirements and development of the locality.

5). Local university faculty staff management operations have been affected greatly by the objective and subjective factors: objective ones include factors relating to the state, local government, the impact of market economy...; subjective ones related to institution and faculties themselves.

## **Chapter 2**

### **ACTUAL SITUATIONS OF FACULTIES AND FACULTY STAFF MANAGEMENT IN LOCAL UNIVERSITIES**

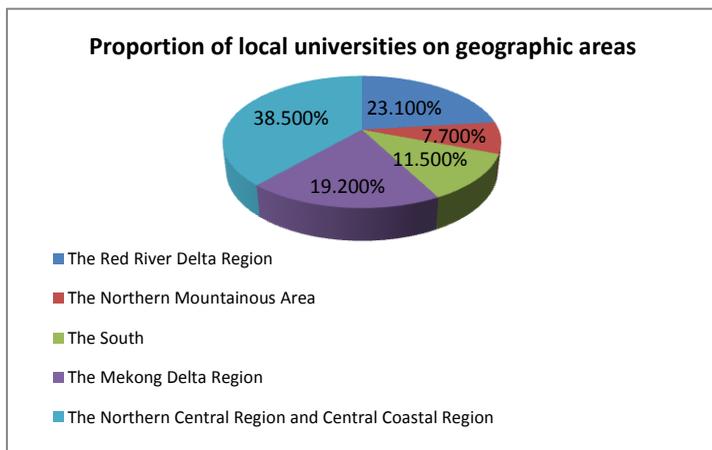
#### **2.1. The development situation of the local university system until the present**

##### ***2.1.1. Precursor and establishment time***

The year 1996 marked the formation of a new type of institution in Vietnam - the Local University with the introduction of Hong Duc University, in Thanh Hoa province, followed by An Giang University (1999), and Hung Vuong University, in Phu Tho (2003). In 2009, 15 universities were set up, from 2010 to now there have been more 10 universities. Within 20 years, 26 local universities have been established, most recently the University of Khanh Hoa (2015). These local universities are upgraded from from former Faculties College, vocational universities, vocational secondary universities, except for Hai Duong University and Hai Phong University.

### **2.1.2. On geographic areas**

According to geographical areas, the Red River Delta region has 6 universities on a total of 11 localities, accounting for 23.1%; The Northern mountainous area has 2 universities (7.7%), the South has 3 universities (11.5%), The Mekong Delta Region has 5 universities (19.2%). The Northern Central Region and Central Coastal Region has the most with 10 universities, accounting for 38.5%, the Central Highlands region has no public universities.



### **2.1.3. On University names**

The names of local universities reflects the local nature: the University is a general reflection of the university kind; Associated with the name of the province, the city or the landmarks or local famous cultural figures.

### **2.1.4. Mission and vision**

- Mission: Offering multidisciplinary, interdisciplinary training courses; providing qualified human resources in science, technology, economics, social education and humanities; being the center of scientific research, technology transfer to serve the socio-economic development of the province and the city at college, university, and graduate levels; providing learning opportunities for all learners.

Vision: to become a training and high-quality scientific research center in the region and the whole country, playing a key role in training, research, technology transfer, meeting the requirements of high quality human resources to serve the socio-economic development for the local region and the country.

## 2.2. The universities within the survey scope of this Thesis

The thesis survey was conducted in seven universities: Hung Vuong, Hong Duc, Ha Tinh, Quang Binh, Quang Nam, Phu Yen and Bac Lieu. Through research, we can see some common characteristics of these universities related to the time of establishment, the precursor, the managing unit, and the development direction

### 2.3. Realistic survey

#### 2.3.1. Survey implementation

##### 2.3.1.1. Objective of the survey

The Thesis survey conducted in seven universities to assess the aforementioned true status of the teaching staff and management activities at present in local universities

##### 2.3.1.2. Contents of the survey

Assessing the situation of the teaching staff in local universities, evaluating the teaching staff management in local universities and the influence extents of objective and subjective factors relating to the teaching staff management.

##### 2.3.1.3. Tools, samples and areas of the survey

- Questionnaires (Appendice in the original copy); surveying via files, documents, websites, and intensive interviews.

#### 2.3.2. Survey results

##### 2.3.2.1. The Current situation of the teaching staff in local universities

**Table 2.6. Structure of teaching staff in local universities in comparison with the whole country one in 2014**

TT		The whole country		Local universities	
		<i>Quantity</i>	<i>%</i>	<i>Quantity</i>	<i>%</i>
1	Total faculties	65.664		6.730	
2	Female	35.653	54,3	4089	60,8
3	PhD	10.424	15,9	517	7,7
4	MA	37.090	56,5	4257	63,3
5	Others-	18.150	27,6	1956	29,0

(Source MOET)

The current situation of the teaching staff in local universities can be assessed as follows:

- The number of faculties in each specific area of study is not enough in quantity, especially in the technical sector that needs for human resources development training of the local economy.

- We have an imbalance between male and female faculties, which results from the elements of setting up universities from upgrading of colleges and vocational training schools... PhD lecturer ratio does not meet the requirements.

- Young faculties who are not trained in pedagogical training universities have good formal training with enough professional qualifications. However, they have not got a lot of teaching experience.

- Faculties in some sectors undertake large teaching workload due to the hot growth of students for a period of time. The training of human resources at the request of the local socio-economic development in a certain period of time also affect the career structure of local universities' teaching staff.

- The teaching staff in local universities have political qualities, morality as well, a spirit of cooperation with colleagues in teaching; complying with the policies and laws of the State, and the MOET regulations.

- Faculties in local universities have good professional expertise, but the capacity of IT applications and foreign languages for teaching and scientific research is still poor. Besides, interdisciplinary and international integration knowledge in the present situation needs to be enhanced to meet the requirements of teaching and international integration.

- For university faculties, in addition to good teaching methods, they need to know to explore textbooks and learning materials; use technology and modern teaching facilities to improve the quality of teaching. This is the weakness of current local university faculties.

- Faculties in local universities are struggling in having appropriate research topics to be approved by relevant authorities at all levels. Having a low interdisciplinary knowledge level is also difficult for local university faculties in applying for the research topics related to the local socio-economic development.

- However, scientific research activities have not fully played its important role in supporting the teaching work of faculties in local universities.

- Providing guidance and support to Masters and PhD students is the strongest motivation for university faculties in conducting scientific research. However, at present, a lot of the local universities are not able to open

undergraduate or graduate fields of study due to lack of required staff. This is a big disadvantage for faculties and educational managers in local universities.

- For faculties in local universities, the community service capacity is very important. Currently, faculties are not well developing their full roles and tasks for the community

**Table 2.8 Summary of current teaching staff in local universities**

TT	Evaluation contents	Current level (%)				$\bar{X}$	Rank
		Very good	Good	Everage	Bad		
1	Political quality, morality	13.9	77.6	8.3	0.2	3.1	1
2	Professional expertise and additional knowledge	5.9	56.7	27.6	9.8	2.42	3
3	Teaching skills	11.3	53.1	28.1	7.5	2.48	2
4	Research Capacity	5.0	38.1	41.6	15.3	2.22	5
5	Capacity of management and community service	7.0	50.5	28.9	13.6	2.5	4

### 2.3.2.2. Current Situation of local university faculty staff Management today

In the six contents of management, the method of using the teaching staff and implementing motivation policies is considered the most important. However, the level of performance is regular, while the results are fairly normal. Recruitment and training of teaching staff in hierarchical evaluation are in a low and the lowest level. Overall, management activities are carried out regularly, but the results if implementing each measure are not high.

**Table 2.9. Summary of assessment contents of teaching staff management in local universities**

TT	Management contents	Implementation level		Implementation results	
		X	Rank	X	Rank
1	Setting the plan of faculties development	2.49	3	2.39	2
2	Recruiting faculties	2.32	5	2.18	6
3	Using faculties	2.55	1	2.48	1
4	Training faculties	2.29	6	2.26	5
5	Evaluating faculties	2.45	4	2.38	4
6	Implementing policies to motivate faculties	2.50	2	2.39	2
	<i>Average</i>	<b>2.43</b>		<b>2.35</b>	

### *2.3.2.3. Current status of the factors affecting faculties management in local universities*

- Subjective factors: Factors related to the perception of the leaders on the importance of faculties, the promulgation of the policies have the most influence, followed by the self-development motivation of faculties themselves, professional qualifications and age of faculties.

- Objective factors: The attention of local leaders in developing teaching staff in local universities, the perceptions of leadership on the role of local universities for the development of locality have the most influence, the working environment, and the average age of the teaching staff have the least influence.

### *2.2.2.4. Case Study*

The thesis describes the cases of Hung Vuong University and Ha Tinh University: the history of development, structure, scale and fields of study, teaching staff situation, teaching staff management, and the results and lessons learned in the development of faculties in two universities.

### ***2.3.3. Assessment of the status of the faculties management in local universities in the current context***

Through studying the management situation of faculties in local universities for the past time, several conclusions can be drawn as follows:

#### *2.3.3.1. Strengths*

- The development of faculties in those universities has always been considered an important strategy in the development of the university by university leaders

- Faculties in local universities are mainly local people, so they should be very highly aware of personal responsibility for the development of local human resources and having a long term working commitment with the university.

- Faculties in local universities have political qualities, morality, love of the job, and mostly graduating from pedagogical universities or having teaching certificates, so they have strong professional expertise

- Lecturer recruitment in local universities have been conducted in compliance with the regulations of the State and Local government

- Local universities are funded by the provincial People's Committee for regular activities, actively working in sending faculties for domestic or foreign training, being entitled to use regular budget expenditures for training and retraining faculties.

### 2.3.3.2. *Weakness*

- In term of structure, numbers of local university faculty is lacking, the rate of a faculty/students are not standardized in training fields; the rate of faculty, who holds a PhD, the title of Professor and Associate Professor is low.

- Professional and Researchable capabilities of the faculty is uneven not-yet requirable.

- The faculty planning activities mainly perform are superficial, with a formality, integrated into administrative reports of academic years or the begining report of political terms.

- Faculty recruitment process is without priorities related to the faculty capacities and potentials.

- Local universities have not focused on faculty recruitment resource through training base prestige training institutions for various reasons, including financial ones.

- Young faculty recruitment process under contract help institutions to provide young faculty generation and ensure teaching force. However, it affects greatly to the long-term development strategy of institution when they themselves are not assured to stick with their teaching job and have their own knowlege-upgrade plan.

- Faculty recruitment depends on annual recruitment of PPC quotas, so local universities inactively in building up recriutment criteria or planning faculties' development.

- The merger, upgrading from the local professional schools such as training colleges make difficult for local universities for layoutting faculty positions...

- Faculty promotion in high position after holding a doctorate is a great motivation to strive for faculties. However, for those who are not matching to management skills will be affect to their development of expertise and research because of spending too much time on administrative works, meetings... The position of faculties doctoral degree in classrooms have been missed even missed again.

- The professional activities aimed at home training faculty staff are interested by institutions regularly, especially for young faculties. However, having faculty staff, scientists at the forefront of a core teaching and scientific research, mentoring, guiding younger faculties at the facility is still missing.

- Higher - level knowledge improving is the task of a faculty but for various objective and subjective reasons, the faculties at local university rarely have a wish to study for a doctorate if not required.

- Inviting visiting scientists in research institutes, universities, high ranked and retired faculties to teach and help younger faculties how to do scientific research is efficient but very difficult to implement regularly.

- The limited budget for scientific research activities of the universities, from common sources, is not enough for scientific research projects of large scale and can be assured for faculties to earn from doing research. Limited budgets lead to affected quality, theoretical but not applicable research works indirectly affecting the quality of teaching staff.

- Assessment on local university faculties is now quite diverse in forms and often happened. However, the impact of assessment result is not efficient.

- Conditions of facilities for teaching and scientific research affects the quality of faculties' work. However, at present, local universities are focused primarily on facilities serving teaching but not infrastructure for scientific research.

- The level of expertise, foreign language level and limited ability to use them lead the faculties to the difficulties in seeking scholarship programs, training abroad opportunities; articles published internationally in English...

#### *2.3.3.3. Opportunities*

- Development of the teaching staff in general, university faculties in particular is a requirement set by the Party and State in every period of development, and always gets the priority in the strategic development of higher education in Vietnam.

- Local universities are seen as one of the most important agencies of the government structure of PPCs and are high quality training centers of local human resources, thus getting the attention and guidance of leaders from the Party and local authorities in all aspects, especially the development of teaching staff.

- Extensive international integration helps faculties in local universities have the opportunity to interact with the advanced education through studying abroad programs, exchange faculties and so on.

- Changing training programs towards the advanced ones with the strict requirements of the teaching staff that make local universities have appropriate policies to develop teaching staff.

- The number of scientists originating from local regions with higher education qualifications is currently working in major universities in Vietnam and abroad and they always want to contribute to building their homelands.

#### *2.3.3.4. Challenges*

- The requirements of higher education innovation, improvement of the training quality, facilities, equipment, faculties development of the higher education system, including local universities.

- Local universities are mostly located in provinces with much lower economic conditions, compared to those in big cities, so capable students after graduation, do not often want to return and work in their homeland; faculties after completing their higher qualifications also look for opportunities to work in better places. In addition, to attract talents from big cities to work in provinces is a hard job to complete.

- Local universities, most upgraded or merged from colleges, have certain restrictions on the qualifications, teaching ability, especially scientific research capacity; faculties' age is inversely proportional to the level of qualifications (a result of the upgrading from vocational schools and colleges)

- Implementing training of human resources to serve the local socio-economic development and the needs of local communities in every stage leading to difficult structural adjustments in time the structure of teaching staff currently and affect long-term planning for the teaching staff development.

- Low wages for young faculties with the financial expenses related to qualifications upgrading in training institutions in big cities reduce the motivation of further higher education for faculties.

- The different levels of support from the province, the university for university faculties attending PhD training courses also affect learning motivation of faculties when they compare with other colleagues.

- The trend of "Global Faculties" and free labor market in the ASEAN Economic Community is moving forward while the foreign language skills of local university faculties are not qualified.

- There is no official capacity standard for local university faculties to provide a basis for the recruitment, assessment, training and improvement of faculties more effectively.

- Regulations on standardized faculties titles, as issued by MOET, require faculties in local universities to try their best to be more likely to be ranked as Grade I and II.

### **Conclusions of Chapter 2**

1). The birth of local universities is an inevitable trend, meets the requirements of learning socialization, development of human resources for the local site, creates opportunities for people to improve themselves at different levels of education. This is a correct policy of the Party, State and Local Governments.

2). There are some limitations on the numbers and structure of local university faculty staff and especially the rate of faculty with PhD or higher titles. This is considered as a great difficulty affecting the quality and scale of training, the institution's reputation.

3) Regarding to the quality of the local university faculties, there are limitations on interdisciplinary knowledge, the scientific research capacity, especially the capacity of modern IT applications, use of foreign languages (English) in teaching and research. These ones depend on faculties themselves. If the administrative managers, professional managers have the appropriate management solutions affecting to faculties will contribute with the faculties overcome these limitations.

4) On-site training activity for young faculties of local universities will be effective if they have a chance to work with a team of professional experts, key seniors in the narrow specialization, as well such as "academic godmothers" by scientists.

5) Under the management of the local People's Committee in the number of faculties recruited every year but local universities must do the task of training human resources for the local site and local community needs. The "rush" meeting the "hot" needs affects the long-term planning as well as timely adjustment of faculty structure similar to training fields.

6) Local university faculty staff is part of the teaching staff of higher education system in Vietnam. Besides the implementation of the tasks of a faculty, local university faculty staff must also implement their own responsibility for the development of the locality, the local communities. It is necessary to have a capacity standard of local university faculty staff to support managers in the recruitment, assessment, training and retraining faculty staff.

7) There are many objective and subjective factors influence faculty's postgraduate study, such as self-developed motivation, age, qualification, material life and impact of the economic market ... Therefore, enacting appropriate policies to create motivations for local university faculties to update their knowledge is very important and necessary.

8) In order to better manage local university faculties need a synchronized system of solutions, related to Local Government, Ministry of Education and Training, Universities and local university faculties themselves

### **Chapter 3**

#### **SOLUTIONS TO MANAGE FACULTY STAFF IN LOCAL UNIVERSITIES IN THE CURRENT CONTEXT**

##### **3.1. The rules to propose management solutions**

*3.1.1. The Systemizing principle*

*3.1.2. The Practical principle*

*3.1.3. The principle of Ensuring continuity*

*3.1.4. The principle of Ensuring the effectiveness*

*3.1.5. The Used- oriented principle*

##### **3.2. Solutions to manage faculties in local universities in Vietnam in the current context**

###### *3.2.1. Recommend capacity standards of local university faculty staff*

Standard 1. Professional capacity (4 criteria)

Standard 2. Capacity standards of teaching (including 5 criteria)

Standard 3. Research Capacity (Including 2 criteria)

Standard 4. Capacity management; academic community connections and social community service (3 criteria)

###### *3.2.2. Improve the process of planning and recruiting faculties*

- Planning solutions: Developing detailed medium term and short term plans, assigning experts or professionals who are responsible for planning, performing the process of planning lectures in the "top-down" manner, Reviewing planning periodically

- Recruitment solutions: Creating autonomy and decentralization of recruitment, Specifying the standards faculties such as qualifications, age, language proficiency, information technology, pedagogical and scientific research capacity; Developing priority criteria in recruitment; Develop

recruitment criteria on scientific research capacity; Creating recruitment sources from universities

***3.2.3. Organize training professional and scientific research capacity for faculties in local universities***

Solutions to foster professional competencies as follows: To foster updated specialized knowledge, To improve the interdisciplinary knowledge, To enhance teaching staff' competencies of specialized English

Solutions to foster scientific research capacity for faculties as follows: Organize training on scientific research methodology and scientific articles writing skills, Require faculties to conduct scientific research in teams (establish research teams)

Solutions to develop a team of core faculties (specialists) in career development: Select faculties to make them become core faculties/specialists, Develop attraction/renumeration policies for core lecurers/specialists, Develop regulations on training and fostering core faculties/specialists

***3.2.4. Assess faculties based on the standardized professional titles of faculties***

Solutions: Innovate the process of faculties evaluation in a scientific and rational way; Change evaluation forms, Provide guidelines of faculties evaluation in local universities in line with the standards and standardized professional titles of faculties

***3.2.5. Complete the remuneration policy for the teaching staff (the university and local government)***

Solutions: To supplement a number of policies related to non-wage incomes; Increase spending for activities related to improving quality of scientific research of faculties; Provide a "long vacation" every 5 years; Develop policies to support young researchers through social mobilization; Amend and supplement the support policiesfor PhD study of faculties; Set up a support network of academia for faculties of local universities.

***3.2.6. Develop a self-responsibility environment for local universities in the Management of faculties***

Solutions: Recommending to local committte leaders to be responsible for recruiting faculties, Recommending to local committe leaders to be responsible for academics, Recommending to local committe leaders to be responsible for implementing research tasks, Decentralization for units in institution to be responsible for academics, scientific research products and staff recruiting.

### ***3.2.7. Implement the cooperation of development of teaching staff between local universities***

Solutions: Establishing the National Association of local universities independently or an association in the Association of Colleges, Universities of Vietnam; Coordinating to exchange and use faculties in teaching activities; Coordinating in scientific activities (scientific research and exchange of scientific information).

### **3.3. The relationship between the solutions**

Seven proposed solutions are comprehensive and advancedly systematic, related to the content of teaching staff management according to access of human resource management. Basically, the solutions have a close relationship with one another and complement one another:

- Solution 1 supports to implement Solution 3 "Improving the process of faculties recruitment" and Solution 4 is the rope connected to other solutions.

- Solution 6 has an important contribution for the implementation of Solutions 4 and 5. The results of the implementation of Solution 3 will create favorable conditions for the implementation of Solution 4.

- Solution 5 is the most important solution to promote professional development for lecturers. Without the Solution 5, it is very difficult to implement Solution 3.

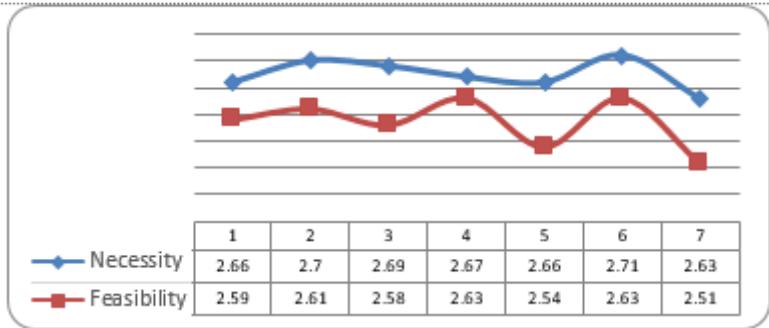
- Solution 7 is carried out in a wider scope, the objective factors have a greater impact thus it is more difficult to implement. However, if it is implemented, it would be a breakthrough solution for the development of teaching staff between local universities together.

### **3.4. The trial, evaluating the practical effect of solutions to manage local university faculty staff**

#### ***3.4.1. Testing the necessity and feasibility of solutions to manage the faculty staff of local universities***

To assess the necessity and feasibility of solutions proposed by the thesis, we distributed 135 questionnaires to managers of training departments, heads of divisions and faculties of 4 universities: Hong Duc, Quang Binh, Quang Nam and Ha Tinh (form 3 and 4). Interviews are directed or via telephone by sending an e-mails, the results are given back via mail or call directly (Form 5).

The results confirmed the necessity and feasibility of the given solutions.



**Figure 3.1. Levels of the necessity and feasibility of the given solutions**

### **3.4.2. Piloting management solutions for local university faculty staff**

We piloted the solution "Organizing building local university faculty capacity for scientific research with two management activities: Workshop training on methods of scientific research and writing scientific papers and Encouraging faculties to do scientific research in groups (establishing research team). the results evaluated based on scientific research capacity of teaching staff and works of scientific research activities before and after piloting.

The piloting was conducted on a group of 82 teachers from the graduate level to the doctorate, of which 47 qualified trainers ranked B2 or higher standards; measured before and after piloting.

Piloting results:

- After conducting a number of management activities, scientific research activities of Ha Tinh University's faculties have positively changed: the number of scientific research works increased; many faculties participate with scientific research works.

**Table 3.1. Scientific research works before and after piloting**

TT	Scientific research works	Before piloting		After piloting		Difference
1	Domestic scientific articles	32	39.1	65	79.3	39.3
2	International scientific papers, conferences	3	0.4	8	0.98	0.68
3	Presentations at International scientific conferences	1	0,01	5	0,06	0.05
4	Research participant of scientific works	18	22.0	41	50.0	28.0
5	Young faculties with article in scientific journal	14	17.1	37.0	45.1	28.0

6	Numbers of scientific works of students guided by young faculties	32	39.1	61	74.4	35.3
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- The faculty capacity of scientific research before and after piloting is increased. (Before  $\bar{X} = 1.95$ , after  $\bar{X} = 2.75$ )

- The management activities complement and combine each other in the implementation process have reached to an unexpected effect.

- The management activities have been proved effective to improve the quality of scientific research activities of faculties at Ha Tinh University.

### Conclusions of Chapter 3

Based on the assessment, analysis situation of faculty staff and faculty staff management operations today, based on five principles to propose the solutions, Thesis proposed 7 solutions include:

Recommend capacity standards of local university faculty staff; Improve the process of planning and recruiting faculties; Organize training professional and scientific research capacity for faculties in local universities; Assess faculties based on the standardized professional titles of faculties; Complete the remuneration policy for the faculty staff (the university and local government); Develop a self-responsibility environment for local universities in the Management of faculties and Implement the cooperation of development of faculty staff between local universities.

The examined results have appreciated the necessity and feasibility of the proposed management solutions to local faculty staff. Also, the thesis has piloted two activities of the solution "Fostering scientific research capacity of local faculty staff" at Ha Tinh University. The results have confirmed the effectiveness of these management activities.

## CONCLUSIONS AND RECOMMENDATIONS

### 1. Conclusions

*1.1. On the basis of the general research review, the new idea of studying of the thesis identified is the management of faculties in local universities.*

- The management of faculties in local universities includes the following things: faculties planning, recruitment and selection of faculties; use of faculties, training and retraining faculties, evaluation and motivation of the teaching staff.

***1.2. The Thesis has researched and analyzed the situation of the teaching staff, teaching staff management and factors affecting the current management of faculties in local universities:***

- Regarding the structure, there is lack of the teaching staff in local universities, the ratio of faculties/students is not enough; the number of lecturers, who hold a PhD degree, a title of Associate Professor and Professor, is still low; the teaching load of faculties is too large and these affect the quality of education and scientific research negatively.

- The profound expertise, foreign language skills and foreign languages use ability are very limited, making it difficult for the development of teaching staff in the scholarship program, and overseas training.

- The planning of faculties development is not developed professionally, the recruitment process is not renewed, the assessment of faculties is also formalistic; not many policies to motivate faculties are carried out to improve faculties' learning and scientific research.

- Faculties recruitment depending on annual recruitment targets approved by the Provincial People's Committee makes local universities so very passive in setting up enrollment targets or planning of faculties development.

- There are many objective and subjective factors related to the local government, local universities and faculties themselves that affect the management of faculties in local universities, of which the the most influential factors related to the perception of local leaders and the local universities on the importance of teaching staff, about the promulgation and enforcement of regulations, guidelines and policies to create a favourable working environment and motivation for faculties to develop.

***1.3. The Thesis proposes seven groups of solutions:*** Recommend capacity standards of local university faculty staff; Improve the process of planning and recruiting faculties; Organize training professional and scientific research capacity for faculties in local universities; Assess faculties based on the standardized professional titles of faculties; Complete the remuneration policy for the faculty staff (the university and local government); Develop a self-responsibility environment for local universities in the Management of faculties and Implement and Implement the cooperation of development of faculty staff between local universities.

The Surveyed and tested results have confirmed the urgency, feasibility and effectiveness of solutions of faculties management in local universities as proposed by this Thesis.

## **2. Recommendations**

### ***2.1. For the Ministry of Education and Training***

#### ***2.2. For PPCs***

#### ***2.3. For local universities***

##### ***2.3.1. For leaders of the local university***

##### ***2.3.2. For each local university***

- Issuing regulations on standards, responsibilities and specific duties of a faculty on the basis of compliance with the regulations of the State on the responsibilities and duties of faculties.

- Implementing the planning of staff in line with the strategic development plan the institution.

- In addition to the provisions of the State, ministries, a local university need to develop orientations and management regulations for faculty staff appropriate to the circumstances and actual conditions of the actual local and it own context.

- Improving regulations on faculty's standards and tasks based on characteristics of the unit, making regulations on evaluating faculty just right with the regulations ensuring to promote the development of faculties.

- Strongly recommending to local leaders on policies for development and supportive policies for faculty staff in comparing to other provinces.

#### ***2.4. For the faculties***

Each faculty needs to be fully aware of the following things:

- Studying to enhance academic qualifications and professional knowledge, striving for higher degrees and academic titles is the responsibility of faculty her/himself for the university, with students and the required tasks.

- Academic titles and degrees, and published scientific research are regarded as a quality measure of a faculty.

- In the current situation and development trend of the future higher education, the faculty himself will be recruiting himself in a teaching position and he will be sacked by the society.

- The faculties should actively develop and implement training and retraining plans for themselves before getting the non-positive impact from the leaders.

**LIST OF PUBLISHED PAPERS**

1. Ho Thi Nga (2016), *Recommending the standards of capacity of local university faculty*, Vietnam Teacher Magazine, Vol. 114, 2016, ISSN 1859-2920.
2. Ho Thi Nga (2016), Suggesting some solutions for Vietnam local university faculty staff management, Journal of Education, October 2016, ISSN 2354 0753
3. Ho Thi Nga (2016), Vietnam local universities and some management suggestions, Vietnam Teacher Magazine, Vol. 109, 2016, ISSN 1859-2920
4. Ho Thi Nga (2015), Cases and experiences from South Africa's Private Universities, Journal of Education, Special Vol. December, 2015, ISSN 2354 0753.
5. Ho Thi Nga (2014), Improving the quality of education – the nature of The Strategies for Higher Education development 2010-2020, Journal of Science, Hatinh University, Vol. 4 -2014, ISSN 0866 7594