



Developing Of The Team Of Lecturers At Public Universities: A Survey In Vietnam

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ABSTRACT

The government and educational authorities emphasize the urgent need for a thorough overhaul of Vietnam's education system, aiming for standardization, modernization, socialization, democratization, and international integration. This entails reforming the management of education and prioritizing the training and advancement of teachers and administrators, who are pivotal in ensuring quality higher education. Although there are existing policies to nurture university lecturers, they lack the strength to inspire enthusiasm, encourage societal involvement, and facilitate international collaboration. Furthermore, there's a glaring absence of a comprehensive master plan for developing university lecturers within national development strategies. The absence of dedicated institutions for training professional educators exacerbates this issue. Current state management, mechanisms, and policies regarding the teaching staff are fragmented, overlapping, and insufficient. Consequently, there's a pressing need for well-coordinated policies and flexible implementation mechanisms to address these shortcomings. To address these challenges, the author conducts a comprehensive analysis of the theoretical and practical frameworks, backed by a survey of 500 stakeholders, including education officials, faculty members, and lecturers from public universities. Through this research, the author aims to identify achievements, limitations, and their root causes, laying the groundwork for proposing effective policies to enhance the teaching staff in public universities today.

Keywords: Teaching staff; Public Universities; Renovating higher education; Policy on development of teaching staff.

1. INTRODUCTION

Central to this transformation is the reform of the educational management mechanism. The nurturing and advancement of teachers and administrators are pivotal due to their role as "special productive forces" within higher education, crucial for its quality and effectiveness. Thus, the policy concerning lecturers serves as a key tool for state management, guiding, motivating, and mobilizing resources, and significantly influencing the development of teaching staff and universities. A well-coordinated and coherent policy framework will greatly foster the sustainable growth of teaching staff, thereby contributing decisively to the enhancement of training quality, scientific research, and vice versa.

Although the current policy framework for developing university lecturers has established a favorable legal environment for organization and implementation, it falls short in generating motivation, encouraging social engagement, and facilitating international integration. Notably, there is a notable absence of a master plan for the development of university lecturers within national development strategies. Additionally, the absence of dedicated institutions for training professional educators exacerbates this issue. State management of education and training remains predominantly administrative and has not effectively promoted autonomy, social responsibility, and academic freedom within universities. Consequently, the mechanisms and policies for developing teaching staff are inadequate, disjointed, and lack flexibility. To date, there has been insufficient

research providing a comprehensive theoretical foundation for policies regarding teaching staff development. Moving forward, there is a necessity to refine perspectives, goals, and solutions to enhance this policy area. The study outlined in this article holds practical significance in both theoretical and practical realms.

2. THEORETICAL BASIS

2.1. Public university faculty development

A university lecturer is a professional responsible for teaching, training, and engaging in scientific research at the university or college level within a specific field of study. University lecturers encompass individuals qualified for the role, irrespective of nationality, who are hired or contracted to teach at the university level or higher. They function as a cohesive team, working towards common goals in teaching, research, and management as outlined in the university's plans. Their work is structured, adhering to the educational environment and benefiting from both material and non-material rewards within the confines of state laws and policies.

The development of university lecturers involves the progressive growth, expansion, and enhancement of all aspects of the teaching staff within the public university system of a country or region. This growth includes an increase in the number of lecturers, the refinement of organizational structures and institutions, and the advancement of qualifications and capabilities. The aim is to enable public university lecturers to enhance the quality and effectiveness of teaching, scientific research, learning, and service activities.

2.2. Policy on the development of public university lecturers

Development policy encompasses a framework of operational principles, implementation strategies, administrative methods, and state budget allocations aimed at fostering an environment conducive to progress. The features of the policy on developing university lecturers, as decreed by the Central Government, consist of regulations, directives, and incentives provided by the State to address emerging issues pertaining to the teaching staff. These encompass planning, attraction, recruitment, utilization, evaluation, training, nurturing, remuneration, and recognition of lecturers within a specified timeframe, to advance the scale, quality, and composition of university lecturers in both the short and long-term.

The contents of the policy regarding the development of teaching staff include:

Planning the teaching staff: Establishing a standardized teaching staff for public universities, ensuring quality, sufficient quantity, and a balanced composition. Emphasis is placed on enhancing political integrity, professionalism, ethical conduct, and skills among teachers to enhance the quality of human resource development, meeting the evolving demands of industrialization, modernization, and international integration.

Attracting teaching staff: Drawing in a diverse pool of highly qualified candidates, irrespective of nationality, age, or gender, based on their capabilities, qualifications, and ethical standards, to fill designated lecturer positions at universities.

Utilizing the teaching staff: Efficiently assigning and promoting lecturers to positions and titles that align with their individual abilities, fostering a motivational environment that maximizes their potential in task execution. Establishing a democratic, scientific, and professional working atmosphere to facilitate high-quality and efficient performance among teaching staff.

Training and nurturing the teaching staff: Implementing ongoing training and development activities to enhance the knowledge, skills, and professional attitudes of public university lecturers in accordance with prescribed standards and the short-term and long-term objectives outlined in the industry's development strategy.

Remuneration for teaching staff: Recognizing and compensating lecturers for their progress and contributions during their tenure. Compensation is based on the volume and quality of work completed, rather than arbitrary measures. Upon completion of training and capacity-building programs, lecturers who demonstrate improved capabilities and better meet task requirements should receive salary increases as acknowledgment of their growth.

3. RESEARCH METHODS

Policies and guidelines of the Party, policies and laws of the State, documents, books, newspapers, journal, and published scientific information related to the topic. From the point of view of dialectical materialism, the study uses the following methods: (distributed/receive 300/277 votes) Sociological investigation (Moet, Gov 20/17, interview by the Board of Rectors of universities, experts, mathematical and statistical methods; process information and data using SPSS and Excel software, developing a contingent of public university lecturers in Vietnam today.

Questionnaires and opinion forms for Leading officials and state managers in education and training; Board of Directors, Vice Dean of Faculty and equivalent; Faculty of public universities (10 public universities under the ministry in 3 regions: North, Central, and South).

Regarding the survey of state management staff in higher education: (Office of the National Assembly, Office of the Government, Ministry of Education and Training, Ministry of Home Affairs...). A total of 50 people

participated in the survey. As a result, 46 votes were collected, of which 12 were in the specialist category, 20 were in the main specialist category, and 14 were in the senior expert category.

Regarding the survey for managers and leaders of public universities: The total number of survey participants was 150 people. The results collected 140 votes, in which: Board of Directors 16 votes; Head, Vice Dean/Department: 50 votes; Head and Deputy head of the department 74 votes. Qualification: Doctor 63 people (of which Associate Professor 21 people); Master 77 people.

Title: Senior lecturer 24 people; Main lecturer 30 people; Lecturer 86 people. Teaching seniority: Over 16 years 39 people; From 11 to 15 years 41 people; From 6 to 10 years 60 people. Senior management, leadership: Over 16 years is 10 people; From 11 to 15 years 25 people; From 6 to 10 years 47 people; From 1 to 5 years is 58 people.

Regarding the survey to ask for opinions on the teaching staff of public universities:

The total number of lecturers participating in the survey was 300 people. The results collected 282 votes, of which: 259 permanent lecturers, and 23 visiting lecturers. Qualification: Doctor 80 people, (of which Professor 05 people, Associate Professor 23 people), master 173 people, university 29 people. Title: Senior lecturer 34 people, main lecturer 72 people, lecturer 147 people, teaching assistants 29 people. Teaching seniority: 56 people over 16 years, 78 people over 10 years, 119 people from 5-10 years, 29 people under 5 years.

4. RESEARCH RESULTS

4.1. Overview of the process of developing and renewing policy on higher education

Vietnam's higher education has changed and developed, partly showing the innovation in the perception of reducing the "cautious" detailed control of the State in the management of higher education in general. and public universities in particular. In general, most public universities are still under the management of the State in a subsidized and tightly controlled manner. Due to historical characteristics, the management and responsibility of state agencies are very fragmented and have not yet adapted to the market mechanism. State management still lacks the participation of social forces.

4.2. Current status of lecturers at public universities in Vietnam

Regarding the number of lecturers at public universities: The number of public universities has increased by 2.7 times, covering 62/63 provinces and cities, around the country. The number of students increased 23 times while the number of lecturers increased only 4.4 times, proving that the number of public university lecturers has not yet met the training needs of learners. Moreover, the large number of students focusing on the economic sector leads to an imbalance in the ratio of the teaching staff (MOET, 2020).

Regarding the quality of public university lecturers: The number of professors and associate professors in the whole country in 2020 reached 6.96%, and the number of PhDs reached 21.77% (the average university in the West is about 70% of the teaching staff with doctoral degrees).), masters account for 59.1%. With this comparison alone (excluding the capacity of lecturers with doctorate degrees in our country), the quality of Vietnamese university lecturers is low (with 21.77 % of PhD students being too low). compared with the goal of the Higher Education Development Strategy, by 2025 Vietnam must have at least 35% of the lecturers holding doctorates) (MOET, 2020).

The ratio of student/faculty in 1986 was: 4.4/1, after 30 years of development the student/faculty ratio in 2016 was: 21.85/1, and in 2020 was: 23.85/1, an increase of 5.42 times. The number, proportion, and structure of university lecturers have not met the immediate and long-term requirements; the situation of the shortfall, patchwork, and overlap between generations of lecturers is still common; According to the statistics for the period 2011-2016, our country has an average of only 90,368 lecturers/2,016,308 students; period 2016 - 2020 is 73,132 lecturers/1,673,151 students. Thus, the average number of students per lecturer is 22.3 according to the 5-year cycle, this ratio has decreased by half compared to the period 2011-2016, not meeting the requirement of 20 students/1 lecturer (MOET, 2020).

4.3. Current status of policy development of public university lecturers

Planning for public university lecturers: The State develops the Vietnam Human Resource Development Strategy for the period 2011-2020, which assigns ministries and branches to develop their strategies, but up to this point The Ministry of Education and Training has not yet issued a strategy or master plan to develop the teaching staff of Vietnamese public universities; There is no close connection between the higher education development strategy and the socio-economic development strategy; The Vietnam Human Resource Development Plan 2010-2020 is not close to reality on the development of university lecturers.

Policy to attract and recruit lecturers: The policy to attract university lecturers is not effective because of the need for material and spiritual benefits and other guaranteed conditions: Not only the salary level but also the facilities. quality, equipment, but also a scientific, democratic, and favorable working environment for the teaching staff to work and dedicate. When most of the lecturers at public universities in our country are still heavy and have not escaped the vicious circle of "rice and money", it is very difficult to work wholeheartedly.

The recruitment policy of public university lecturers with degrees is an important criterion, it is possible to only recruit people with high titles and degrees but lack the capacity, knowledge, and skills to solve problems.

Regarding the policy of use and evaluation: The policy on use and evaluation is not suitable for the nature and characteristics of the teaching staff, which will lead to the situation of "administration". The policy lacks orientation, construction, lacks practicality, has not created a favorable working environment and conditions for lecturers, has not been able to connect lecturers of the same training profession nationwide, has not The policy of lecturer rotation supports newly established universities, which are not balanced in terms of the ratio of teaching time to scientific research time, training time, training time, field trips... The use of lecturers has not yet formed a standardized process, lacks the initiative of faculty and subject groups, and has not created motivation for the teaching staff to strive and develop their potential. The lifelong payroll policy also creates inertia and the ideology of "average", hindering the self-striving sense of the teaching staff.

Regarding the policy of training and retraining lecturers: The policy on training abroad according to the projects and policy objectives has not been achieved, especially since the current remuneration system for lecturers has many loopholes and benefits. used, causing many lawsuits.

In the country, the gap in training policy in the development orientation of public university lecturers: "Focus on investing in building pedagogical schools and pedagogical faculties at universities to improve training quality. teachers" according to the author is incomplete, university lecturers in economics, engineering, and management... account for a large proportion, but there is no policy on assigning any university to train specialized lecturers.

The policy of training and retraining also has gaps in terms of training content and regular self-training and retraining, only based on certificates: pedagogy, foreign languages, informatics... are qualified for teaching.

Regarding the policy of remuneration and honoring university lecturers: As of 2016, the minimum salary of cadres and civil servants has been adjusted 11 times the salary increase is only to offset the increase in consumer prices, but cannot improve living standards for wage earners.

The policy of paying salary according to the coefficient, raking the whole system with the same salary. Every employee on the payroll is to arrange a salary and receive a salary even though each person's professional qualifications and work efficiency are different. Vietnam's current wage system is designed for the subsidy period. The more we improve to adapt by changing the allowance regime, the more the salary scale makes the salary system inadequate.

The implementation of the allowances for teachers is also inadequate and has not created the motivation to strive. Seniority allowance for teachers: after 6 years (including the probationary year) to be in class to enjoy. The salary scale system of teachers at all levels does not have a big difference between the ranks, which is average. In addition, if we consider the correlation between the teacher's salary grade and salary level with the rank and salary level of other civil servants and public employees, there is an unreasonableness.

4.4. General assessment of the policy on developing teaching staff

Achievements: Building and developing a teaching staff in the direction of sufficient quantity and increasingly ensuring quality, paying attention to the structure and ratio of the team. The State's attention to the development of the teaching staff is shown through the formulation of important policies related to the policy of building and improving the quality of the teaching staff. There are 74 documents on the content of teaching staff development, initially creating a favorable legal environment for the implementation of training activities as well as building and improving the quality of lecturers in all fields. face. 8 general documents, 4 documents related to planning, 5 documents related to attraction and recruitment; 15 documents on use, and evaluation, 9 documents on training and retraining, and 23 documents on remuneration and honoring have been more complete in the direction of publicity, transparency, and authenticity, creating opportunities and conditions for the teaching staff. The higher education level is increasingly devoted to the cause of education.

Limitations and disadvantages:

Very few policies have been issued from the ideas and pressing issues that need to be solved by public university lecturers. This is one of the main reasons why some policies have low feasibility, or when their implementation does not bring the desired effect. Policy objectives are still qualitatively spread, so it is difficult to check and monitor.

The policy of attracting teaching staff has not yet been detailed by legal documents guiding its implementation; new rules of principle, are located separately in documents on the management of cadres and public employees in general; The content of the regulations is not reasonable, only mentioning the priorities and preferences for people with high qualifications.

Policy reviews are sometimes only done when problems arise. In some cases, policies have remained peaceful for a long time, only when they stumble in practice can people realize the gaps, gaps... of the policy.

Causes of limitations and inadequacies:

Globalization and international integration have a great influence on policy-making for the development of public university lecturers. Science and technology, especially information technology, has fundamentally changed higher education in the world, changed the internal management method of universities. Especially

fundamentally change the nature of teaching, learning, and scientific research. Economic and social conditions. The level of economic and social development is a mirror that accurately reflects the dialectical relationship between economic development and human resource development.

The institutionalization of the Party and State's "priority" viewpoints in each specific policy has not met the requirements and tasks, and has not created a strong motivation for the teaching staff. The management has not created full and real autonomy for training institutions, so it has not created favorable conditions for the development of the teaching staff: There is no uniform and effective policy on the management of university lecturers fruit; There are no regulations on professional standards for university lecturers.

5. DISCUSSION AND RECOMMENDATIONS

5.1. Perspectives and orientations for the development of lecturers at public universities in Vietnam

Viewpoint: Education and training are the leading national policy, the driving force, and the basic condition for ensuring and realizing socio-economic goals. Investing in education is investing in development...

The Party's orientation on developing public university lecturers:

Formulate master plans and plans for training and fostering a contingent of teachers and educational administrators in association with the needs of socio-economic development, assurance of security, national defense, and international integration. Standardize the contingent of teachers;

To develop a system of pedagogical schools to meet the training objectives and requirements of teachers and educational administrators;

Strongly renovate the training objectives, contents and methods, re-training, fostering and evaluating the learning and training results of teachers;

There are preferential regimes for teachers and educational administrators. The recruitment, use, treatment, and honor of teachers and educational administrators must be based on the assessment of competence, professional ethics, and work efficiency;

Encourage teachers and administrators to improve their professional qualifications;

Implement solutions and models for connection and connection between training institutions, especially universities, and science and technology organizations, especially research institutes.

5.2. The solution to complete the policy of developing university lecturers

Develop a plan to develop the teaching staff of public universities and create

On the basis of higher education development plannings, the State needs to develop an overall and long-term plan for the development of the teaching staff in the entire education and training system, each public university must determine planning the teaching staff of the school, ensuring not only the quantity, quality and structure, ratio ... suitable for the training needs of human resources of the country now and in the future. Pay special attention to the training of human resources at home and abroad, serving for regional and international integration.

The solution to complete the policy of attraction and recruitment use

Completing the legal environment, creating favorable conditions for the activities of public university lecturers, with emphasis on institutionalizing the Party's guidelines and guidelines into social policies. the festival aims to build one lip school monk commit real events people owner, respect important, recommended encourage and tell guard the condition labor dynamic shining create, the processing degree treat Enlightenment prefer worth opposite to with teaching staff grand learn labor creates.

From the actual needs of the job position, perfecting the policy of assigning autonomy and social responsibility to the faculties, especially the university's specialized department groups, searching for talents, attracting the best staff. lecturers good.

Recruiting lecturers in the current period as well as in the future must come from the job demand: the size, the training industry, the number of research topics... for the sake of finding people instead of people to arrange and arrange jobs.

Amending the Law on Public Employees, the recruitment of lecturers is not necessarily "official" and must always be put in a "dynamic" state, with a certain connection between internal and external human resources. country.

Ensure the policy of developing a sustainable teaching staff, being fair, open, and transparent.

Group of solutions to complete the policy of using, and evaluating price

Comprehensively renovating the policy from using the luxury to employing the base of public university lecturers entered the rules determined France the law, close contribution of the great teaching staff learn labor creates and edema fit with the rules the law of the market economy school.

Develop and implement specific mechanisms and policies to create a scientific and democratic working environment, and encourage teaching staff to promote their talents and contribute to the country.

Renovate and supplement regulations on the use of teaching staff. According to payroll and fixed

administrative expenses for several years to reduce staffing and encourage the teaching staff to improve the quality and efficiency of their work.

Renovate the policy of using lecturers in the direction of assigning and decentralizing responsibility and authority, and assigning autonomy and self-responsibility to faculties and specialized groups in the university.

Develop regulations (standards and procedures) to evaluate the teaching staff based on actual capacity, results, performance, and actual labor productivity.

Group of solutions to perfect training and retraining policies

Perfecting the strategy and policy for training and retraining teachers should be planned and implemented through the development of practice, creating a favorable legal environment, and striving conditions for the process of quality improvement. public university faculty.

Construction build and complete good frames France physical opposite to with dig create, waiter nursing, can presently mandarin point, master stretch, processing degree main book, way awake opposite to with dig create, waiter nursing lecture pellets.

Renovate policies to ensure resources and financial allocation for training and retraining of lecturers.

There should be a policy to diversify forms of training.

To hit price, feces type, feces class clear also to be one feebleness element create give lecture tablets dynamic force to owner dynamic on one's dig create, waiter nursing elevate high Karma service lecture teaches, NCKH.

There is a mechanism to encourage and orient public universities to establish centers to support teaching staff.

Group of solutions to complete the policy of treatment and honor

Presently the main book handed out permission on one's owner real the full enough give the muscle department spear sex grand study, in there Brand chief, yes permission satisfied favorable wage, extra grant with a teaching staff grand learn labor creates. Completing the salary reform policy in association with streamlining the organizational structure and restructuring the teaching staff. Real presently change new main book money wage, create dynamic force give rolling the set, lecture pellets. Complete good generation system quota, step wage of the home teacher. Implement the policy of diversifying revenue sources. Perfecting the policy of honoring and rewarding lecturers.

6. RECOMMENDATIONS

6.1. For congress

Included in the National Assembly's Law-making program: Law on Teachers, Amendment of Law on Education, and Law on Higher Education.

Laws are drafted by the National Assembly with a specialized division, detailed planning for immediate implementation (not required to draft circulars and decrees guiding the implementation). The government is not the primary party to the initiative.

6.2. For the Government

State and Government leaders direct the review, formulation and promulgation of policies, mechanisms, and systems of legal documents in accordance with the Party's viewpoints and guidelines: the cause of education is the national policy. First of all, investment in education is an investment in development, developing the teaching staff is a key step.

Prioritize allocating funds and capital sources for the Ministry of Education and Training to implement programs, goals, and key tasks to develop the teaching staff in the coming time. Directing ministries, branches, and localities to properly perform their assigned functions and tasks, according to management decentralization. Submitting to the Prime Minister for promulgation a Scheme on renewal of operation mechanism, financial mechanism and salary associated with operation results of public non-business units. create, up next deliver permission on one's own owner, blame duty commune festival full enough give the muscle department dig create. Topics sentence change new labor Recruitment, management, training, and retraining, and honoring of lecturers are based on an actual assessment of capacity and effectiveness in performing assigned tasks. deliver.

6.3. For the Ministry of Education and Training and related ministries

Implement autonomy, and innovate university governance in an oriented, constructive manner, without making excuses.

Completing the legal basis for renovating higher education management, especially the system of legal documents guiding the implementation of the Higher Education Law, promptly amending and supplementing it to suit the actual situation. economic.

Review, amend, supplement, or replace legal documents in the direction of reducing the training scale, and improving the quality of university lecturers, thereby improving the quality of training and scientific research. Adjust the network of higher education institutions in accordance with the provisions of the law.

Restructure the university system towards compact, lightweight, dynamic and efficient. responsibility for, and coordinate with the Ministry of Labor, War Invalids and Social Affairs in completing: the national qualification framework, teacher standards, etc., and submit it to the Prime Minister for approval. Browser.

Coordinate with the Ministry of Finance to adjust the policy of increasing funding for training, retraining, and scientific research for lecturers.

Coordinate with the Ministry of Home Affairs, the Ministry of Labor, Invalids and Social Affairs to adjust and renew specific policies for female lecturers (maternity, sick children, insurance, retirement age...) make up a large percentage of universities learn.

7. Conclusion

Addressing the development of teaching staff in public universities in Vietnam is a pressing need today. Achieving this objective requires thorough research and enhancement of mechanisms and policies to contribute to the effective implementation of teaching and learning in public universities. This entails facilitating state management and establishing a conducive legal framework to promote the advancement of university lecturers in the future.

To foster the development of teaching staff, the State must devise mechanisms and policies that address the intricate relationship between state management of teaching staff, students, and society. Special emphasis should be placed on the interconnectedness of various aspects within the current policy framework for developing public university lecturers, including planning, recruitment, employment, evaluation, training, nurturing, and recognition. This approach aims to elevate the quality and performance of public university lecturers.

Improving policies for developing teaching staff is crucial for the stability and growth of the teaching staff in the present and future. The author has outlined perspectives for cultivating a pool of public university lecturers that align with current practical realities and the global integration trend. Principles for refining the policy on developing teaching staff are proposed to ensure a balance between collective and individual interests, as well as the long-term interests of educational institutions and society.

To enhance the current policy for developing public university lecturers, synchronous implementation is essential. Planning efforts must prioritize continuity and evolution, aligned with higher education planning, human resource development strategies, and socio-economic objectives.

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