Solutions for the Development of Teaching Staff in Universities

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Abstract: *In the context of Vietnamese education today, teaching effectiveness in educational institutions is a particularly key factor, contributing to the implementation of Vietnam's policy of educational reform to establish an advanced, responsible, and modern education, meeting the requirements of socio-economic development and international integration. The current mission of higher education institutions is to train human resources with professional qualifications, skills, foreign languages, and highly specialized informatics, effectively adapting to the trend of globalization. To fulfill the above mission, the development of a team of dynamic, inquisitive, innovative and professionally qualified lecturers with active teaching methods and well-adapted to the task in the new era is an urgent requirement today. That requirement depends on the quality of teaching staff, from which it is inevitable to develop this team to ensure quantity, synchronism in structure, achieve standards of quality and competence. To do well in the development of teaching staff, universities need to identify the role of the lecturers, the factors affecting the development of the teaching staff, and the offer solutions to develop appropriate teaching staff for each period.*

Keywords: *solutions, development, teaching staff, university.*

1. INTRODUCTION

Education and training development is identified by Government of Vietnam as a leading national policy, one of the important improving forces promoting the cause of industrialization and modernization of the country, a condition for education and training, is the development premise to take advantage of human resources. The Education Law No. 44/2009/QH22 affirms: "Teachers play a decisive role in ensuring the quality of education". [1] The mission of higher education in which of any countries is to train highly qualified human resources and create new intellectuals for society. To accomplish this mission, one of the decisive factors for success is the teaching staff. To train high quality human resources, the key issue is the quality of standard teaching staff, meeting the requirements of advanced higher education.

Directive No.40-CT/TW dated June 15, 2004, of the Party Central Committee's Secretariat on building and improving the quality of teachers and educational administrators clearly stated: "The goal of building a contingent of teachers and educational administrators are standardized, quality assurance, sufficient quantity, synchronous structure, especially improving political bravery, quality, lifestyle, conscience and skills of teachers." [2] Regarding the quality of teachers, the Directive also states: "Facing the new requirements of educational development in the period of industrialization, modernization and inadequacy, there is a shortage of teachers between subjects and levels. The professional quality of teachers meeting the comprehensive standards of present teachers has not yet met the requirements of educational innovation and socio-economic development, the above situation requires strengthening the building of professional staff in a holistic way." [2]

Revolution No.29-NQ/TW dated November 4, 2015 of the 8th Conference of the Central Executive Committee, term XI on fundamental and comprehensive renovation of higher education and training has mainly emphasized: "The develop the current planning and training plan, creating 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 a team of teaching staff according to each level of study and training level." [3]

According to the report on the results of academic year 2021-2022, Associate Professor Nguyen Thu Thuy, Director of the Higher Training Department (Ministry of Education and Training) said: Full-time faculty, as of December 31, in 2021, 0.89% are professors; 6.21% doctoral degree, 60.35% master's degree and 7.36% university degree. [4] Qualified teaching staff meeting the requirements of the faculty capacity framework, enough and reasonable structure is an indispensable requirement of the current process of higher education innovation and international integration nowadays. How to effectively develop university lectures in terms of quantity, quality and structure is a big challenge not only for individual lectures but for the whole education system.

2. FACTORS AFFECTING THE DEVELOPMENT OF TEACHING STAFF

Lectures are directly involved in the higher education process to train highly qualified human resources to meet the needs of society. Lectures are the main force that plays a decisive role in the implementation of the university's training strategy and goals.

Another crucial factor that universities should pay attention to in the development of teaching staff is the internationalization factor. The activities of lecturers and universities are no longer limited to the national scope but should also be directed to a global space. This will be reality when the cultural-socio-economic cooperation and exchanges between countries are taking place increasingly excitingly. In the trend of integration and globalization, higher education plays a significant role in the intellectual integration of each country. [5]

2.1. Policy and Mechanisms

The lectures are public employees and receive salaries from the government's budget, so the government's mechanisms and policies regulating salaries, policies on the norm of teaching hours, scientific research hours, etc. have an influence the development of teaching staff.If the policies meet the expectation of lecturers, it is easy to achieve the motivation to work, the desire to devote and develop themselves as well as to develop the education and training career of universities. On the contrary, inadequate policies will affect the mindset, aspiration, and levels of dedication to the work, even losing the motivation of the lecturers to work.

In addition to the general policies of the government and the industry, each university needs to develop its own policies to attract and develop teaching staff such as: recruitment policy; training, appointing policies; welfare, etc. The process of developing these policies requires universities to both ensure compliance with the provisions of the law and demonstrate their own characteristics and advantages, creating a competitive factor to develop teaching staff at universities.

2.2. University's Mission and Development Goals

The criteria for developing staff are built based on university's mission and goals in association with the needs of society. The history of formation and development is the entire operation process of university, not only the pride of each lecturer, but also about the university's long history, is the basis for the development of teaching staff.

For each period, the university will set specific goals. The criteria for quality, quantity and structure of lecturers are formed to match and ensure development goals according to the needs of society. If the goal is not properly defined, it will affect the development of teaching staff, even develop in the wrong direction.

2.3. The Arrangement and Usage of Teaching Staff

This is one of the key factors in the development of teaching staff. If university leaders arrange and employ lecturers in faculties and subjects in accordance with their trained majors or to teach their expertise and capacity, the lecturers will promote their teaching, scientific research, and intellectual creativity at universities. In addition, the development of appropriate personnel replacement and rotation diagrams also creates motivation in the development of teaching staff in terms of quantity, quality, and structure. This is a modern human resource management model that universities need to pay attention to in developing teaching staff and developing human resources of universities.

2.4. Facilities for Teaching and Scientific Research

Facilities for teaching and scientific research include lecturing rooms, libraries, projectors, computers, research and teaching equipment, information systems, internet, etc. In the current information

technology era, lecturers must be proficient in using advanced technology and equipment in teaching and research activities. The main tasks of lecturers are teaching and scientific research. Sufficient, quality-assured facilities for teaching and scientific research will create conditions for the teaching staff to maximize creativity, innovate teaching methods and improve quality of scientific research, inspiring creativity, and lasting dedication. This demonstrated at a number of major universities in the region and around the world. Modern facilities and equipment contribute to the incubation of research that is decisive for the development of universities.

In addition, there are a number of characteristics of lecturers that also significantly affect the development of teaching staff in universities. The number, structure of seniority, gender, age, quality, have a certain influence on the development of teaching staff in three aspects: development in quantity, quality, and structure. Depending on the characteristics of the lecturers, university will have strategies and plans to develop appropriate teaching staff in each stage of development.

In the current trend of integration and development, the stratification and ranking of universities in Vietnam is necessary for higher education institutions to clearly orient their training goals and publicize the quality of teaching staff and quality of training to build its brand in the education market. Therefore, the development of teaching staff depends on the mission and goal of university to become a research-oriented, application-oriented, or practice-oriented university.

3. SOLUTIONS TO DEVELOP TEACHING STAFF IN UNIVERSITIES

3.1. Solutions for Recruiting and Attracting Talents

Firstly, building a strategy to develop the teaching staff. The strategy of developing the teaching staff must be associated with the school development strategy and development trend of domestic and international education and training. Building a strategy for developing the teaching staff must consider the forecast of changes in the number of students due to job transfer, retirement, and annual variation in the number of students. The teaching staff development in universities must reflect the vision and solve the inadequacies between development goals and development conditions, especially human resource conditions.

Secondly, building and improving policies to attract lecturers. Pay special attention to the policy of attracting highly qualified lecturers trained abroad. Attracting foreign lecturers to participate in research, teaching at universities is to promote the integration and globalization of education.

Thirdly, innovating the process of recruiting lecturers. Implement the recruitment of lecturers in accordance with the regulations and procedures issued from the stage of determining recruitment needs, recruitment standards, job positions to be recruited to the recruitment examination, candidate interviews, grading examination and announcement of recruitment results. Researching and building exam structure to assess candidates' professional ethics and pedagogical skills, conducting computer-based exams, ensuring competitiveness and publicity.

Fourth, deploying the training of trainers. Developing standards and training process for lecturers, including the following contents: training objectives and criteria; selection of training subjects; education policy; education program; commitment to work after training; other constraints, etc. Objects to attract training of lecturers are good graduates who want to study at the master or doctoral level who have the desire and commitment to become university lecturers after graduation. The implementation of this policy will help universities to be proactive in selecting and preparing human resources for future lecturers, in accordance with the requirements of the competency framework and job position. [6]

3.2. Solutions for Training Teaching Staff

Firstly, developing a plan for training teaching staff. The plan for training teaching staff must be associated with the medium and long-term development plan of the school. It is necessary to clearly define the training content, subjects, time, location, units, training costs, etc. Training the right subjects, needs and programs will improve the quality of training and retraining the teaching staff.

Second, completing the training process. The training and retraining process needs to be appropriate from the stage of identifying training needs, approving the selection of subjects to be sent for training, reporting on training results and post-training evaluation. Attention should be paid to post-training assessment, not merely post-training assessment, not merely evaluation of results, certificates or degrees achieved.

Third, finalizing documents on training regimes and policies. The documents clearly stipulate the training regulations, conditions, and commitments sent to train and foster the beneficiaries of the training and retraining policies. This is necessary to ensure the correct mode of payment of tuition fees, expenses for training support, encouragement and reward in training and retraining. Only when the training support policies are documented and made public will the lecturers feel secure and want to be trained and fostered to improve their professional knowledge.

Fourth, diversifying forms of training. Not only training to improve professional qualifications, foreign language skills, teaching and scientific research skills, the school needs to pay attention to fostering political qualities and professional ethics for staff. lecturers. In addition to training and retraining courses to send lecturers outside to study, universities need to pay more attention to self-improvement through professional activity plans in faculties and subjects.

3.3. Solutions for Building a Working Environment

Firstly, to build an office culture and a community culture imbued with the identity of a higher education institution. This is completely different from building office culture in administrative agencies and non-business units. The university's office culture and community culture must aim to create deep cultural values based on three cultural layers: tangible values. The declared and implied values are highly appreciated and proud by all staff, lecturers, and students, creating the unique cultural value of the university.

Secondly, promoting the construction of a culture of quality. Strengthening the organization of quality accreditation, meeting the quality accreditation standards of prestigious accrediting organizations in the region and the world, contributing to creating a professional and effective working environment. The quality culture is confirmed to be the driving force for the teaching staff to strive enthusiastically, affirming the position of the school not only in the country but also towards achieving regional quality standards.

Thirdly, acquire and apply advanced university management methods. Research and absorb advanced university governance models in the world from famous universities. In addition to promoting the advantages of Vietnamese education, universities need to appropriately absorb and apply the advantages of advanced university administration in the world to create a modern, energetic working environment.

3.4. Solutions for Completing the Remuneration Policy and Welfare Regime

Firstly, flexibly apply the Government's regimes and policies on wages. Develop and complete a salary payment system suitable for each object in the overall salary fund of the school for positions: manager, lecturer, and specialist. In each different job position requires different capacity and contribution and dedication. Therefore, each job position should be paid commensurate with the dedication. The 3P salary model is considered as one of the effective work motivation methods today, which can be applied to public non-business units. In the 3P salary model, everyone's income is shown in the following components: Position - Job position; Person – Personal capacity; Performance – The result/effectiveness of doing work.

Secondly, innovating the method of paying extra income for lecturers. Only when the contribution of each lecturer is accurately assessed through financial incentives will the policy of indulgence come into life, creating motivation to promote the contribution of the teaching staff to the school.

Third, diversifying the welfare regime. In addition to the traditional benefits such as visits, vacations, gifts for holidays, anniversaries, sickness, maternity, etc. that some universities are currently implementing, it is necessary to research and develop a variety of projects. welfare policies such as: tuition fee reduction policy or tuition fee support for the children of officials and lecturers studying at the school; the policy of considering the transfer of ranks for administrative officers who want to switch to teaching; policy of sending lecturers to attend scientific conferences abroad. Pay attention to material welfare and spiritual welfare for teaching staff. [7]

3.5. Solutions for Branding University

First, build a brand by the quality of the output product itself. This is the most effective university branding method. The society easily recognizes the university brand through the use of human

resources trained by the university when the training quality of the school is highly appreciated. This is of great significance when the school successfully builds the output standards for the training program and each module; develop training programs and diversify training methods, including international joint training.

Second, building a dynamic and advanced university image. In the current trend of globalization of higher education, the trend of building an image of a dynamic university, training associated with the needs of society easily attracts cooperation between businesses and schools, earns income from students. attract domestic and foreign resources to invest in the development of the school. The image of the university is also an effective communication channel carrying the university's message about the quality of training, scientific research, quality culture, cooperation, and integration.

4. CONCLUSION

It can be affirmed that the development of the teaching staff in general and the development of the teaching staff of foreign languages is the process of preparing the force to meet the university's higher education development goals. In the context of education integration and globalization, the development of university lecturers is now very necessary and urgent to meet the needs of training high-quality human resources for society.

The development of the teaching staff should be considered from three perspectives: the point of view of the individual lecturer as the focus of the development of the teaching staff; the view that the school is the focus of the development of the teaching staff; perspective of developing the teaching staff on the basis of combining the individual lecturers with the training objectives of the school. The development of teaching staff is considered successful when the university has enough lecturers, meeting the standards of quality and skills, and harmonizing the structure to serve the mission and goals of higher education at universities.

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