

**HO CHI MINH NATIONAL ACADEMY OF POLITICS  
RỊ QUỐC GIA HỒ CHÍ MINH**

**HA THI BICH THUY**

**EVALUATION OF LECTURES AT THE HO CHI MINH  
NATIONAL ACADEMY OF POLITICS IN THE  
CURRENT PERIOD**

**SUMMARY OF DOCTORAL THESIS INDUSTRY  
MAJOR: DEVELOPMENT OF THE PARTY AND  
STATE GOVERNANCE**

**Code: 931 02 02**

**CHAIRMAN OF THE BOARD**



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**HA NOI - 2024**

**The Dissertation was completed at  
Ho Chi Minh National Academy of Politics  
RỊ QUỐC GIA HỒ CHÍ MINH**

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**The thesis will be defended before the Academy-level Thesis Council  
meeting at Ho Chi Minh National Academy of Politics**

*At 14:00 p.m. on March 27, 2024*

**The thesis can be found at: the National Library  
and the Library of Ho Chi Minh National Academy of Politics**

## INTRODUCTION

### 1. Importance of the Topic

The evaluation of cadres is important work. When done objectively and accurately, it will be the basis for improving the quality of planning, training, fostering, rotation, election and appointment., arrange, use and implement policies for officials.

In recent years, many resolutions and directives on cadre evaluation have been issued by the Politburo and the Secretariat and institutionalized into State legal norms. Thanks to that, the staff evaluation work is increasingly innovated, with many changes in content and methods compared to before; step by step contributing to building a team of officials to better meet the requirements and tasks of the innovation cause. However, the results of cadre evaluation work have not really helped competent party committees and organizations feel secure when issuing decisions on appointment, planning, rotation or arrangement and use of cadres. The 13th Party Congress clearly stated: "Innovate the work of evaluating and classifying party members to ensure substance. Discover, plan, foster and promote the role of elite and promising party members, and prepare key cadres at all levels." On October 4, 2023, the XIII Politburo issued Regulation No. 124-QD/TW "on the annual review, assessment and quality ranking of collectives and individuals in the political system" replaces Regulation 132-QD/TW dated March 8, 2018. That requires agencies and units in the political system to specify promptly and reasonably in the evaluation of officials to meet the requirements of the new situation.

Deeply aware of the position and role of cadre evaluation, in recent years, the Party Committee, Director of the Ho Chi Minh National Academy of Politics, party committees, and heads of affiliated units have always paid attention to focus on leading, directing, and improving the quality and effectiveness of lecturer evaluation work. Currently, the total number of officials, civil servants and public employees of the Academy is 2,112 people, of which the number of lecturers is 959 people (accounting for about 45%). Lecturers of the Ho Chi Minh National Academy of Politics are the main force, directly teaching and doing scientific research, playing a decisive role in the quality of training, fostering and successfully implementing the political tasks of the Academy. institute. From 2017 up to now, the Academy's lecturer

evaluation work has had many innovations, implemented consistently, democratically, openly and transparently; thereby contributing to building the Academy's teaching staff to meet the requirements and tasks in the new situation. However, the evaluation of lecturers still has limitations: the thorough understanding of documents, regulations, and instructions on evaluating lecturers is sometimes and in some places incomplete; The content, process, and method of evaluating lecturers in units are not strict and do not comply with regulations; The evaluation of lecturers in some units is not really effective, the self-discipline of lecturers in comments and evaluation is not high, there is even some respect, avoidance, and fear of collision in evaluation. lecturer ratings; The results of evaluating lecturers at all levels have not really created a solid change in the staff work and development of the Academy's teaching staff.

Currently, facing the requirements of the revolutionary task in the new period, building a strong Ho Chi Minh National Academy of Politics, worthy of being a national center for training and fostering leadership and management cadres. middle and high-level managers, scientific and political theoretical staff of the Party, State and socio-political organizations; is a national center for theoretical scientific research on Marxism-Leninism and Ho Chi Minh's ideology, research on guidelines, policies, laws of the Party and State, research on political science, science and technology. Learning leadership and management to serve teaching and learning, contributing to providing scientific arguments in planning the Party and State's guidelines and policies, strengthening the evaluation of lecturers at the Academy of Government Ho Chi Minh's national governance has important and urgent significance in both theory and practice.

Based on these reasons, the author selected the topic: "Evaluation of lecturers at the Ho Chi Minh National Academy of Politics in the current period" as the subject of the doctoral thesis in Development of the Party and State Governance.

## **2. Purpose and Objectives of the Research**

### ***2.1. Research Purpose***

Based on clarifying theoretical and practical issues related to lecturer evaluation work, the dissertation proposes directions and solutions to to enhance the effectiveness of lecturer evaluation work at the Academy by 2035

## ***2.2. Research Objectives***

Overview of foreign and domestic research works related to the dissertation topic, clearly indicating what issues these works have addressed, and what aspects the dissertation needs to continue researching. Analyze and evaluate the current state of lecturer evaluation work at the Academy, identify the causes and draw experiences. Propose key directions and solutions to strengthen lecturer evaluation work at the Academy until 2035.

## **3. Research Subjects and Scope of the Dissertation**

### ***3.1. Research Subjects***

The dissertation focuses on the lecturer evaluation work at the Ho Chi Minh National Academy of Politics during the current period.

### ***3.2. Research Scope***

- Spatial Scope: The dissertation investigates lecturer evaluation work at the Ho Chi Minh National Academy of Politics (the Academy and four regional Academies I, II, III, IV, and the Journalism and Communication Academy). The lecturer team is specifically concentrated on in-house lecturers (excluding visiting lecturers), those holding lecturer positions in all units, both regular lecturers and novice lecturers.

- Time Scope: The dissertation studies lecturer evaluation work at the Academy from 2017 to the present (October 30, 2017, the Academy issued Instruction No. 468-HD/HVCTQG on the implementation of assessment and analysis). The proposed directions and solutions have practical applicability until 2035.

## **4. Theoretical Basis, Practical Foundations, and Research Methods**

### ***4.1. Theoretical Basis***

The dissertation is conducted based on the theories of Marxism-Leninism, Ho Chi Minh's thought, the viewpoints of the Communist Party of Vietnam on cadres, cadre work and evaluation of cadres, civil servants and public employees.

### ***4.2. Practical Foundations***

The dissertation research is based on the practicalities of lecturer evaluation work at the Ho Chi Minh National Academy of Politics from 2017 to the present.

### ***4.3. Research Methods***

The dissertation is built upon the methodological foundation of Marxism-Leninism and uses flexible specific research methods, including a

combination of logic and history, analysis and synthesis, interpretation and induction; summarization of practice; investigation and survey; expert interviews.

## **5. Contributions of the Dissertation**

The contributions of the dissertation include:

1. Clarification of concepts and content related to the lecturer evaluation work at the Ho Chi Minh National Academy of Politics.
2. Extraction of experiences from the current state of lecturer evaluation work at the Academy.
3. Proposal of key solutions to effectively carry out lecturer evaluation work at the Academy until 2035. The focus is on two important solutions: specifying and improving regulations on lecturer standards, functions and tasks of units within the Academy to serve as a basis for lecturer evaluation; continuing Innovation in Content, Methods, and Evaluation Processes for Lecturers at the Academy.

## **6. Theoretical and Practical Significance of the Dissertation**

### ***6.1. Theoretical Significance***

The dissertation contributes to a clearer understanding of theoretical issues related to lecturer evaluation work and key solutions to effectively carry out lecturer evaluation work at the Ho Chi Minh National Academy of Politics – the national center for training and fostering the highest-level cadres of the Party and State.

### ***6.2. Practical Significance***

The thesis is a reference document for Academy Directors, Heads of affiliated Academies, directors and advisory agencies, organizations and staff to refer to in conducting lecturer evaluation work, and at the same time is a document. Reference in training and fostering cadres at training and fostering establishments for Development of the Party and State Governance.

## **7. Structure of the Dissertation**

The dissertation encompasses an introduction, four chapters (with nine sections), a conclusion, a list of the author's related published research works, a bibliography, and appendices.

**Chapter 1****OVERVIEW OF RELATED RESEARCH WORKS****1.1. INTERNATIONAL RESEARCH WORKS RELATED TO THE THESIS TOPIC**

The dissertation also presents an overview of relevant international research groups, including studies on the evaluation of officials, public servants, and employees, as well as research on lecturer evaluation. Similar to domestic research, these groups encompass scientific projects, reference books, doctoral theses, and scientific articles contributing significantly to the field.

**1.2. DOMESTIC RESEARCH WORKS RELATED TO THE THESIS TOPIC**

The dissertation provides an overview of domestic research groups related to the topic, including studies on the evaluation of officials, public servants, and employees; assessments of lecturers; research on lecturers and the evaluation process at the Ho Chi Minh National Academy of Politics. These research groups take various forms, such as scientific projects, reference books, doctoral theses, and scientific articles contributing significantly to the topic.

**1.3. SUMMARY OF RESULTS FROM RELATED RESEARCH WORKS AND KEY ISSUES ADDRESSED BY THE THESIS*****1.3.1. Overview of Research Results from Related Scientific Works***

*Firstly*, the works have generalized and explained theoretical issues about evaluating cadres, civil servants and public employees; guiding viewpoints, principles, content, forms, methods (electer method, 360-degree feedback method...), evaluation process for cadres, civil servants and public employees. By approaching from different angles, the studies aim to explain the position, role, characteristics and constituent elements, standards, and evaluation criteria of officials. Some works clearly indicate the purpose of the evaluation mechanism: what to check, who to check, how to check and what is its use? Each approach has certain advantages and disadvantages, it is difficult to say that completely applying a theoretical framework will bring the best results for the evaluation of staff in the organization.

*Secondly*, the projects have evaluated the current situation, pointed out advantages and limitations, analyzed the causes and raised issues for the evaluation of cadres, civil servants and public employees. A few works analyze the current situation of the self-assessment process, expert assessment, organizational

assessment, and training institution assessment. In addition, some works point out limitations in evaluation work, typically limitations in thinking, awareness, responsibilities of subjects and quantitative criteria in evaluating and grading staff, ministries, civil servants, and public employees.

*Thirdly*, some works have predicted impact factors; Point out advantages and disadvantages; Identify requirements, propose practical and suggestive solutions for organizations and managers to maximize the capacity of officials, civil servants and public employees, and improve the quality of staff work; especially solutions related to innovation in lecturer evaluation, which emphasizes the following solutions: raising awareness and responsibility of the conducting subject; Strengthen the leadership and direction of party committees, party organizations, and functional agencies; Thoroughly grasp and well implement guiding viewpoints, principles, rules and regulations; complete and specify evaluation criteria; innovate evaluation processes and methods; promote the combined strength of organizations and forces in innovating and evaluating cadres, civil servants and public employees.

*Fourthly*, a number of research works by authors of the Ho Chi Minh National Academy of Politics discuss organizational and cadre work, cadre evaluation, and building criteria for teaching staff; Managing and motivating the Academy's lecturers... These works have provided rich sources of information about the functions, tasks, characteristics, and current status of the staff and lecturers of the Ho Chi Minh National Academy of Politics; guidelines and policies of the Party, the State and the Academy on the evaluation of cadres, civil servants and public employees; solutions and recommendations to organize and evaluate officers, civil servants and public employees of the Academy, including evaluating highly effective lecturers.

### ***1.3.2. Key Issues Explored in the Thesis***

The thesis focuses on elucidating theoretical issues related to the evaluation and assessment of lecturers at the Academy. It conducts a survey and analysis of the current state of lecturer evaluation at the Academy, outlining advantages, limitations, causes, and drawing lessons. Furthermore, it forecasts factors (favorable and challenging) influencing lecturer evaluation at the Academy. The thesis proposes directions and primary solutions to effectively implement lecturer evaluation at the Academy in the coming years.



## **LECTURER EVALUATION AT THE HO CHI MINH NATIONAL ACADEMY OF POLITICS – THEORETICAL AND PRACTICAL ISSUES**

### **2.1. OVERVIEW OF THE HO CHI MINH NATIONAL ACADEMY OF POLITICS, LECTURERS AND LECTURER EVALUATION AT THE ACADEMY**

#### ***2.1.1. Overview of the Ho Chi Minh National Academy of Politics***

##### ***2.1.1.1. Construction and Development Process***

The Academy's development history, starting from 1949 to the present, has been closely tied to the revolutionary cause under the leadership of the Communist Party of Vietnam.

It has undergone various name changes such as: Central Nguyen Ai Quoc School; High-Level Party School Nguyen Ai Quoc; Nguyen Ai Quoc Academy; Ho Chi Minh National Political Academy; National Academy of Politics and Public Administration Ho Chi Minh City.

Over 70 years, the Academy has continually grown in all aspects, including organizational structure, personnel, functions, tasks, scale, operational methods, facilities, and particularly accumulated experience in training and nurturing leaders and managers for the Party, State, and international community.

##### ***2.1.1.2. Functions and Tasks***

###### ***\* Functions***

According to Decision No. 145-QD/TW dated August 8, 2018, of the Party Central Committee, the functions of the Ho Chi Minh National Political Academy are clearly defined. The academy serves as the national center for training and fostering leaders and managers at the medium and senior levels, as well as scientific and theoretical political cadres of the Party, the State, and political and social organizations. It is also the national center for researching the scientific theories of Marxism-Leninism and the ideology of Ho Chi Minh, studying the Party and State's guidelines, policies, and laws, and conducting political science and leadership research to serve teaching and learning.

###### ***\* Missions***

The Ho Chi Minh National Political Academy has 11 important tasks: Training and fostering officials for the political system. Researching political science theories. Conducting research, providing expertise, proposing and

supplying scientific arguments to the Party Central Committee and the State for determining the country's development directions, building and developing the Party and State, innovating the organization and activities of the political system. Developing, guiding, and managing the implementation of programs and content for training and fostering, providing guidance on specialization and professional skills for provincial-level political schools. Taking the lead in collecting materials, researching, and compiling documents; directing expertise, guiding the research on the Party's history, the life and career of President Ho Chi Minh, and the leaders of the Party and State. Collaborating with international organizations in training, fostering officials, and scientific research. Managing organizational structure, personnel, officials, public employees, and funding; publishing and distributing books, magazines, newsletters, scientific publications, training materials, and official documents. Performing other tasks and taking responsibility before the Party Central Committee and the Secretariat for the implementation of assigned functions and tasks; leading the work of enrollment, management, and issuance of degrees and certificates as regulated by the Party and the State.

### ***2.1.1.3. Organizational Structure***

According to Decision No. 145-QĐ/TW dated August 8, 2018, the Academy's organizational structure comprises Academy leadership (Director, Deputy Directors), 10 functional units, 18 research and teaching institutes, and information publishing units. Additionally, there are five Academy branches (Regions I, II, III, IV, and the Academy of Journalism and Communication).

In 2021, following Regulation No. 34-QĐ/TW dated October 14, 2021, issued by the Party Central Committee's Secretariat, the Academy established the Party-Youth Union Affairs Committee, which is an equivalent unit to a Department, and established a Southern Representative Office as a subordinate unit to the Academy's department.

As of July 2023, the total number of officers, civil servants, and employees at the Academy was 1,982, including 1,755 in official positions, 106 on labor contracts as per Decree 68-NQ/CP, and 121 on regular labor contracts.

**Party and Youth Union Organization** The Academy's Party has 8 party committees, 27 grassroots cells, including 126 cells directly under the grassroots Party Committee, totaling 1,853 party members (1,807 official members and 46 probationary members) distributed across functional units, research units, and teaching units at the Academy's centers and affiliated institutes. Annually, over

3,000 party members, who are students, temporarily participate in party activities.

Socio-political organizations: The Trade Union, Youth Union, and Veterans Association of the Academy are socio-political organizations under the leadership of the Party Committee. The Trade Union within the Academy's system consists of 42 subordinate unions, 5 basic unions at the affiliated institutes, and 37 sub-unions at the Academy's Centers, totaling 2,212 union members. The Academy's Youth Union has over 6,500 members, including 6,000 members from the Journalism and Communication Academy and 500 members who are officers working in departments, institutes, offices across the Academy system. The Academy's Veterans Association comprises 8 branches, with nearly 200 members.

### **2.1.2. Lecturers at the Ho Chi Minh National Academy of Politics - Philosophy, Standards, Duties, Roles, and Characteristics**

\* Philosophy: Lecturers at the Academy are educators tasked with with sufficient quality products, qualifications, capacity, and standard professional skills, ensuring professional conditions and standards according to defines the meaning of the State and the Academy to carry out the tasks of teaching, scientific research... contributing to providing high quality human resources for society.

\* Standards: Lecturers are assessed based on their political ideology, ethics, professional qualifications, and work capability.

\* Duties: Lecturers are responsible for teaching various courses within the Academy's system, participating in scientific research, actively contributing to defending the Party's ideological foundation, and engaging in social activities both within and outside the institution.

\* Roles: Firstly, lecturers play a crucial role in determining the quality of the Academy's training and nurturing, contributing to achieving the set goals and training requirements. Secondly, they are the main force participating in research, contributing to the development of political science theory at the Academy. Thirdly, lecturers are instrumental in constructing and developing the Party's cultural values, ethical standards, serving as exemplary figures for students.

\* Characteristics: Firstly, the Academy's lecturers are formed from many sources and are diverse in age and career. Second, the Party School's lecturers are people with high levels of expertise, professionalism, and political theory; strong political courage. Third, the students are mostly cadres and party members who

have grown up from practice and experienced leadership and management (or planning), The Academy's lecturers always perform well in the unity between theory and practice in teaching. Fourth, The teaching subjects of the Academy's lecturers are quite diverse.

### **2.1.3. Evaluation of Lecturers at the Ho Chi Minh National Academy of Politics - Philosophy, Content, Forms, Methods, Processes, and Principles**

#### ***2.1.3.1. Philosophy***

Lecturer evaluation of the Ho Chi Minh National Academy of Politics is the totality of activities including review, comments, and conclusions about the lecturer's political ideology, ethics, lifestyle, and fulfillment of duties. according to the principles, criteria for evaluation and ranking determined for individuals as a basis for arranging, using, appointing, dismissing, training, fostering, and rewarding , discipline and implementation of regimes and policies for lecturers.

#### ***2.1.3.2. Evaluation Content***

The evaluation of lecturers at the Academy is based on specific content that is quantified into various criteria: Political ideology (10 points), Moral qualities, lifestyle (10 points), Adherence to work regulations, discipline, and working style (10 points), Results in fulfilling professional tasks (60 points). In addition to the mandatory content with a set score of 90 points, there are two additional sections: Bonus points (10 points) and Penalty points (10 points).

The discussion of Chapter 2 provides an overview of the Ho Chi Minh National Academy of Politics, the roles and characteristics of lecturers, and the philosophy and content of lecturer evaluation at the Academy. The subsequent sections will further delve into the theoretical and practical issues related to lecturer evaluation.

#### ***2.1.3.3. Forms, Methods, Procedures for Evaluating Lecturers at the Ho Chi Minh National Academy of Politics***

*Firstly*, the form of assessment.

For the annual evaluation of teachers of the Ho Chi Minh National Academy of Politics, before 2017, the evaluation was carried out according to the school year, from 2017 until now, the evaluation has been carried out according to the fiscal year (usually from the 16th to the present). 11 years ago until November 15 of the following year). This is a change consistent with the practical requirements of staff assessment in training units.

Lecturer evaluation can be through many different forms: managers evaluate lecturers; peer review; individual lecturers self-assess; Trainees/students evaluate lecturers or a combination of the above forms.

*Second*, evaluation method.

Scoring evaluation method: from 2017 to present, the criteria have been specified into scoring scales.

The evaluation and ranking of lecturers is also carried out flexibly using methods such as: combining lecturer assessment with analysis of the quality of party members; through self-criticism and criticism.

*Third*, the evaluation Procedures

Annual lecturer evaluations follow a stepwise process: 1. Self-assessment by the lecturer; 2. Collective and party committee evaluation of the lecturer; 3. Head of the institution or direct unit evaluates the lecturer; 4. Announcement of evaluation results and ranking of lecturer quality.

Lecturer evaluation is linked to various stages in personnel management: 1. Evaluation before the end of the term for elected positions; 2. Evaluation before appointment or introduction for candidacy; 3. Evaluation before reappointment; 4. Evaluation before planning; 5. Evaluation before commendation or disciplinary action.

For young lecturers, biannual and annual evaluations are conducted by specialized institutes. The process involves lecture preparation, participation in professional activities, lecture assessment, and reporting of evaluation results.

#### ***2.1.3.4. Principles of Lecturer Evaluation at the Ho Chi Minh National Academy of Politics***

*Firstly*, Ensure the Party's leadership; implementing the principles of democratic centralism, self-criticism and criticism; maintaining solidarity and unity in accordance with authority and responsibility.

*Second*, the head of the unit is the main subject, directly responsible for evaluating lecturers within the scope of management.

*Third*, evaluate lecturers regularly and periodically, using lecturer standards and work efficiency as a measure, and evaluate throughout, continuously, multi-dimensionally, according to specific criteria and evidence. products, through surveys, publicize the results and compare with equivalent titles; associate individual assessment with the collective and the results of implementing tasks of localities, agencies and units. Fourth, regular and periodic

evaluation of lecturers must ensure the principles of objectivity, history - specificity and development.

## **2.2. EVALUATION WORK AT THE HO CHI MINH NATIONAL ACADEMY OF POLITICS – CONCEPTS, CONTENT, ROLES AND CHARACTERISTICS**

### **2.2.1. Concept**

The lecturer evaluation work of the Ho Chi Minh National Academy of Politics is an entire activity including determining the goals, directions, and tasks of the evaluation work, organizing the evaluation, ranking lecturers, and checking. Investigate, monitor, summarize and summarize evaluation work to have a plan to build and effectively use lecturers.

### **2.2.2. Content of Lecturer Evaluation Work at the Ho Chi Minh National Academy of Politics**

1. Adhering to the Party's guidelines and the regulations of the State and the Academy regarding lecturer evaluation. The Party Committee and the Director of the Academy propagate, disseminate, and adhere to guidelines, instructions, and annual lecturer evaluation plans.

2. The Party Committee and the Director of the Academy lead and direct the coordination of relevant organizations and units in evaluating lecturers at the Academy. The Party Committee of the Academy leads and directs advisory agencies, social-political organizations of the Academy, and Party committees at various levels where lecturers are active in closely participating in lecturer evaluation work. The Director of the Academy instructs the organization - personnel agencies, functional units related to lecturer evaluation.

3. Organizing and implementing the content, forms, methods, procedures, and principles of lecturer evaluation. The Party Committee and the Director of the Academy lead, direct, and organize the full implementation of content and steps in the lecturer evaluation process.

4. Inspections, checks, and supervision; summarizing and reviewing the lecturer evaluation work at the Academy. Inspection, checking, and supervision must be carried out throughout the preparation, organization, and post-evaluation phases, focusing on examining adherence to the principles, content, methods, and procedures of lecturer evaluation. The Director of the Academy instructs the Academy's Inspectorate to coordinate with organizational and personnel units, inspection units, checks, and supervises the lecturer evaluation work of units

under the Academy. Inspections and reviews are conducted annually and after each term. Through inspections and reviews, it is necessary to identify strengths, weaknesses, areas to be maintained, and promoted, as well as deficiencies and limitations to be overcome promptly.

### **2.2.3. Roles of Lecturer Evaluation Work at the Ho Chi Minh National Academy of Politics**

1. Well-implemented lecturer evaluations contribute to creating unity in the perception and actions of each lecturer and organization in building a general cadre team and constructing a lecturer team specifically.

2. The results of lecturer evaluations serve as the basis and premise for implementing stages in the management and use of the lecturer team.

3. Effective lecturer evaluations are a crucial foundation for the Academy's Party Committee and Director to lead and direct the development of an all-around team of experts, leading scientific personnel, and a lecturer team, ensuring the prevention of ideological, political, ethical, and lifestyle decline in lecturer evaluations.

4. Successful implementation of lecturer evaluations is a crucial foundation for the Party Committee and Director to lead and direct the establishment of a comprehensive team of experts, leading scientific personnel, and a lecturer team.

### **2.2.4. Characteristics of Lecturer Evaluation Work at the Ho Chi Minh National Academy of Politics**

Firstly, the work of evaluating lecturers is closely associated with the education, training, fostering and scientific research of the Ho Chi Minh National Academy of Politics. Second, the evaluation of lecturers is carried out on the basis of a system of bases, principles, content, clear criteria and according to a strict, scientific process. Third, the evaluation of lecturers is basically consistent with the evaluation of party members.

### Chapter 3

## EVALUATION OF LECTURERS AT HO CHI MINH NATIONAL ACADEMY OF POLITICS - SITUATION, CAUSES, AND LESSONS

### 3.1. EVALUATION OF LECTURERS AT HO CHI MINH NATIONAL ACADEMY OF POLITICS: SITUATION, CAUSES AND LESSONS

#### 3.1.1. Advantages

*Firstly*, the Party Committee and the Director of the Academy have thoroughly implemented resolutions, directives, regulations, and rules of the Party and the State regarding lecturer evaluation.

*Secondly*, the Party Committee and the Director of the Academy have effectively coordinated with relevant organizations in the lecturer evaluation process. Thus, the evaluation process needs to be democratic, objective, assign tasks to the right people, and encourage collective and individual efforts to fulfill political tasks.

*Thirdly*, the implementation of lecturer evaluation criteria, methods, procedures, and principles has become more comprehensive, rigorous, and serious.

*Fourthly*, the work of inspection, examination, and supervision; the assessment and summary of the Academy's lecturer evaluation activities have been increasingly emphasized.

#### 3.1.2. Limitations

*Firstly*, some teaching departments have not fully embraced and disseminated the resolutions, directives, and guidelines of higher authorities, displaying a form-over-substance attitude.

*Secondly*, leadership, direction, and coordination among organizations in lecturer evaluation are sometimes inconsistent and inadequate.

*Thirdly*, the execution of the content, form, methods, procedures, and principles of lecturer evaluation is sometimes unclear and not thoroughly enforced.

*Fourthly*, inspection, examination, and supervision; summarization and evaluation of the Academy's lecturer evaluation work have sometimes been insufficiently emphasized.



## **3.2. CAUSES AND LESSONS**

### **3.2.1. Causes**

#### ***3.2.1.1. Causes of Advantages***

##### **\* Objective causes**

*Firstly*, although the contents, documents, and instructions have been specified by the Academy, they are still basically general, qualitative, and not quantified for accurate measurement, leading to very poor evaluation and comments. *Secondly*, the awareness of the evaluators and the evaluated subjects has been elevated. *Thirdly*, the awareness of many Party Committees, heads of units, advisory organizations, and officials about lecturer evaluation has been raised.

##### **\* Subjective causes**

*Firstly*, advisory organizations have actively supported personnel work, contributing to consolidating and improving the organization and apparatus for lecturer evaluation. *Secondly*, the active participation of various forces and units in cooperation has also been a positive factor.

#### ***3.2.1.2. Causes of Limitations***

##### **\* Objective causes**

*Firstly*, in some units, the comprehensive understanding and dissemination of resolutions, directives, and guidelines from higher authorities have not been sufficient, and there has been a tendency towards formalism. Despite the focus on Party policies and guidelines, conferences often lack substantive discussions on new issues. This one-dimensional approach leads to large but not necessarily effective participation.

*Secondly*, there is not really a close connection between the results of evaluation and ranking of lecturers with other stages of staff work.

##### **\* Subjective causes**

*Firstly*, the responsibility of the heads of some agencies, units, and party organizations for commenting and evaluating lecturers is not high, especially those agencies and organizations that only participate in the evaluation process.

*Second*, the advisory work of functional units; The coordination of a number of organizations and forces in participating is not regular and continuous, and the efficiency is not high.

*Third*, some lecturers have not promoted the spirit and awareness of self-assessment, self-criticism and criticism, and have not consciously recognized their own limitations and shortcomings in assessment.

### 3.2.2. Lessons Learned

*Firstly*, continuous improvement of Party and State regulations on personnel work is essential. This ensures that guidelines are up-to-date, relevant, and adaptable to changing circumstances.

*Secondly*, raising awareness at all levels about the importance of lecturer evaluation is crucial. This includes Party Committees, unit heads, advisory organizations, and officials involved in the process. A heightened understanding contributes to more effective implementation.

*Thirdly*, flexibility in executing lecturer evaluation criteria, methods, and procedures is necessary. This involves incorporating innovative approaches and ensuring that each step is conducted with precision, maintaining high quality throughout the process.

*Fourthly*, leadership, guidance, and coordination among organizations engaged in lecturer evaluation should be strengthened. Advisory agencies should actively support and contribute to the improvement of lecturer evaluation processes.

*Fifthly*, regular inspection, examination, and supervision, along with the comprehensive summarization and evaluation of lecturer evaluation work, are vital. This ensures that weaknesses are identified and addressed promptly, leading to continuous improvement.

In summary, understanding the current situation, recognizing the causes of both advantages and limitations, and drawing lessons from these experiences are critical steps in refining the lecturer evaluation system at the Ho Chi Minh National Academy of Politics. These insights pave the way for ongoing improvements and ensure the effectiveness and integrity of the lecturer evaluation process.

**Chapter 4**  
**ORIENTATIONS AND MAIN SOLUTIONS**  
**TO EFFECTIVELY IMPLEMENT THE FACULTY**  
**EVALUATION WORK OF HO CHI MINH NATIONAL**  
**ACADEMY OF POLITICS UNTIL 2035**

**4.1. FORECASTING IMPACT FACTORS AND DIRECTIONS TO**  
**THE EFFECTIVELY IMPLEMENT THE FACULTY EVALUATION**  
**WORK OF THE HO CHI MINH NATIONAL ACADEMY OF POLITICS**  
**UNTIL 2035**

**4.1.1. Forecasting factors affecting the faculty evaluation work of**  
**Ho Chi Minh National Academy of Politics**

***4.1.1.1. Advantages***

*Firstly*, in recent years, the Party and State have proposed many guidelines and policies to prioritize innovation, development of education and training in general and development of educational human resources in particular; Prioritize the development of political theoretical science and salary reform for officials and employees, including lecturers. *Secondly*, promoting a tradition of nearly 75 years of construction and development, in recent years the Academy has had strong and comprehensive innovation in faculty evaluation, increasingly meeting its mission of being an educational center. leading education and scientific research in the country. *Thirdly* the fourth industrial revolution and the process of national digital transformation continue to directly impact the Academy's faculty evaluation work.

***4.1.1.2. Challenges***

*Firstly*, the Academy's faculty is large and dispersed across various locations, making it challenging to ensure unity and comprehensiveness in faculty evaluation work. *Secondly*, the development of science and technology and the requirement to build a "Smart School" approach the Fourth Industrial Revolution, requiring the Academy to continue innovating. *Thirdly*, hostile forces intensify the implementation of the "peaceful evolution" strategy with cunning and malicious tactics.

**4.1.2. Directions for effectively implementing the faculty evaluation**  
**work of Ho Chi Minh National Academy of Politics until 2035**

*Firstly*, the Party Committee, Director of the Academy, party committees and heads of affiliated units continue to deeply grasp and creatively apply the views, policies and regulations of the Central Government and the Academy on

work. instructor evaluation; *Second*, properly implement the rules, regulations, instructions and comply with the Party's principles in evaluating lecturers, especially the principle of democratic centralism and the principle of self-criticism and criticism; *Third*, continue to innovate the content, methods, and process of evaluating the Academy's lecturers; *Fourth*, promote and have sanctions that bind the responsibilities of subjects in the assessment of lecturers at the Academy; *Fifth*, promote the combined strength of all forces in performing well the assessment of the Academy's lecturers

## **4.2. SOLUTION TO EFFECTIVELY IMPLEMENT THE FACULTY EVALUATION WORK OF HO CHI MINH NATIONAL ACADEMY OF POLITICS**

### ***4.2.1. Raise awareness and responsibility of unit leaders, party committees at all levels, officials, and faculty members in the faculty evaluation work of the Academy***

Enhancing awareness in the assessment of lecturers at the Academy must begin with a shift in perspectives and mindset regarding the assessment of lecturers: *Firstly*, flexibly apply creative forms and methods of propaganda and education to raise awareness and responsibility of officials, civil servants, and employees in faculty evaluation work at the Academy. *Secondly*, through training, fostering, and scientific research activities. *Thirdly*, through the practical work of faculty evaluation at the Academy to raise awareness and responsibility for the subjects and forces involved.

### ***4.2.2. Specify and improve regulations on faculty standards***

Firstly, build and implement title standards, evaluation criteria quantitatively for each faculty title to provide a solid, scientific, and accurate basis for faculty evaluation. It is necessary to be more specific about evaluation criteria, especially the criteria for job effectiveness, quality measurement, and job performance results. In addition, there must be unity and no contradiction between the evaluation documents of the Director and the Party Committee of the Academy regarding evaluation criteria, criteria, methods, and procedures to ensure that it is a common basis for specific organizations to implement at their own units. It is essential to determine the position of each faculty title in leadership, management, and arrange them according to the specific competence framework. On that basis, build a set of evaluation criteria for faculty members with a maximum quantification orientation, determining specific job orientations, creative solutions to complete tasks.

Secondly, be more specific about ethical criteria in faculty evaluation. Evaluate the political qualities, ethics, and lifestyle of faculty members by

examining aspects such as political ideology with the responsibility of a citizen, a lecturer with the task of building and protecting the Fatherland; compliance with the Party's direction, policies, state laws; adherence to the regulations of the Academy; respecting labor discipline, ethical lifestyle, consciousness in the struggle against negativity, trustworthiness in the organization, solidarity, and cooperation with colleagues. In terms of ethics, attention should be paid to attitudes, responsibilities, honesty in work and with oneself.

Thirdly, standards for professional qualifications, professional skills, and practical knowledge. Units need to build job descriptions for two groups of job titles: the group of specialized officers and professional staff. When developing evaluation criteria, it must be based on job descriptions of titles, ensuring that evaluation standards measure the results of the tasks of officials, civil servants, and employees and align with the performance standards defined in job descriptions.

Title: Enhancing the Evaluation of Lecturers at the Academy: A Comprehensive Approach

#### **4.2.3. Continuing Innovation in Content, Methods, and Evaluation Processes for Lecturers at the Academy**

##### ***4.2.3.1. Innovating the Content of Lecturer Evaluation***

Firstly, there is a need to supplement the educational content aligned with the ideology, ethics, and style of Ho Chi Minh, implementing Central Resolution 4 of the 11th and 12th terms, and Conclusions from the 13th-term Central Conference, integrating these into the evaluation of lecturers at the Academy. Secondly, there should be an innovation in evaluating the results of assigned tasks. When establishing evaluation criteria, it is crucial to base them on job descriptions, ensuring that the assessment standards measure the results of tasks performed by officials and staff, aligning with the predetermined performance standards.

##### ***4.2.3.2. Modernizing the Methods of Lecturer Evaluation***

Firstly, the Academy should engage students in the lecturer evaluation process. Evaluation criteria from students can cover aspects such as the relationship between lecturers and students inside and outside the classroom, students' views on the appropriateness of teaching methods, knowledge gained from courses, objectivity in the assessment of student performance, and student expectations from courses taught by lecturers. Information in student evaluation forms should be kept confidential, then synthesized and classified as a reference basis in lecturer evaluation. Secondly, specific methods should be applied for

each lecturer position. For those in managerial positions, a competitive environment should be created through leadership competitions focusing on cognitive abilities, intelligence, problem-solving skills, and the lecturer's understanding of the field being evaluated. Regular lecturers should undergo innovative trust surveys, expanding the scope of participants. For civil servants working as lecturers, the "civil servant assessment interview" method can be applied instead of annual reviews. Periodic on-site evaluations of lecturer evaluation activities at teaching units should be conducted to identify and rectify any deviations or difficulties.

Thirdly, the application of information technology to "digitize" lecturer evaluation work. Digitizing information and data on lecturer evaluation annually helps minimize documentation, evidence, and avoids the "copy-paste" of data. This ensures that evaluation participants have a basis and data for objective, transparent lecturer evaluations.

Fourthly, quality control and publicizing evaluation results. Increasing the frequency of evaluations and quality control: Evaluating lecturer performance can follow a quarterly model or, at least, occur twice a year to check tasks assigned in the first six months and set new tasks for the next six months when new tasks arise, or it can be done quarterly. All evaluation processes must be public, transparent, and democratic.

#### ***4.2.3.3. Innovating the Lecturer Evaluation Process***

The lecturer evaluation process should integrate the 360-degree evaluation model for objective and systematic assessment through the following steps: Self-evaluation; Evaluation by relevant parties (gathering opinions from social organizations; obtaining feedback from the local party committee where the lecturer resides; collecting feedback from students); Peer evaluation; Superior evaluation; Discussion, decision on lecturer evaluation, and classification. This step is crucial for determining the evaluation outcome and classifying lecturers. Emphasis should be placed on adhering to an objective, comprehensive, historical, specific, and developmental evaluation perspective, connecting individual evaluation with the collective and the results of unit tasks as the main criteria for assessing staff.

#### **4.2.4. Integrating Lecturer Evaluation with Other Stages in Personnel Work for Lecturers**

Firstly, integrating personnel evaluation with the lecturer recruitment process. Academy lecturers require high professional specialization; therefore, an

evaluation of their professional qualifications and teaching abilities is necessary through exams, interviews, and teaching demonstrations. Employing various selection methods in one process ensures an objective, fair, and comprehensive assessment of lecturers before making recruitment decisions. Attracting officers and lecturers currently involved in practical work with expertise in teaching and research to become permanent or guest lecturers should be emphasized.

Secondly, linking evaluation with lecturer training and development. During training and development, evaluation will assess the developmental direction of each lecturer to provide a basis for organizing clear screening and ranking. The results of training are also one of the evaluation criteria for lecturers during the planning period.

Thirdly, connecting evaluation with human resource planning and development for lecturers. Enhancing democracy and leveraging the collective intelligence, the role and responsibility of the party committees at all levels, political organizations, and the entire staff in identifying and introducing lecturers into the planning process. Continuously evaluating those who have been planned but still meet the conditions is necessary to ensure a close source of personnel and reviewing and evaluating those who no longer meet the conditions to remove them from planning.

Fourthly, integrating evaluation with lecturer allocation, utilization, and management. Effective allocation and utilization of lecturers contribute to overcoming current limitations in personnel evaluation, such as superficial evaluations, lack of motivation for lecturers, and a lack of positive competition in the organization, contributing to improving the quality of completing the main tasks of the Academy.

Fifthly, linking evaluation with the implementation of policies for lecturers. The Academy should focus on innovating salary and bonus policies for lecturers, ensuring a truly competitive salary level and creating opportunities for the best individuals to strive for higher positions through continuous improvement and personal development.

#### **4.2.5. Leveraging the Roles and Responsibilities of Organizations in Lecturer Evaluation and strengthening inspection, examination and supervision in the evaluation of lecturers.**

\* Leveraging the roles and responsibilities of advisory organizations: Firstly, enhancing the roles and responsibilities of organizational advisory bodies and officials of the Academy in lecturer evaluation. Secondly, organizational bodies and

officials need to effectively coordinate among various units and organizations in lecturer evaluation. Thirdly, strengthening training and professional development for officials conducting lecturer evaluations.

\* Strengthening inspection, examination, and supervision by party committees and unit leaders on the implementation of lecturer evaluation content, processes, and methods at the Academy: Firstly, the Party Committee and Director of the Academy need to increase inspections, examinations, and supervision of party committees and units under them in implementing the Party's guidelines, viewpoints, policies, and laws of the state, resolutions, directives of higher levels on evaluating officials in general and evaluating lecturers in particular. Secondly, inspecting, examining, and supervising the party committees and unit leaders to determine the content and steps of lecturer evaluation; lecturer evaluation work must be interconnected with other stages in personnel work; the lecturer's self-evaluation process. Thirdly, maintaining a solid system of information, reporting, ensuring timely, truthful, accurate, and complete information; enhancing inspection, supervision, and control of power, handling strictly any violations or deficiencies in lecturer evaluation. Fourthly, focusing on inspection, examination, and supervision of summarizing and evaluating the lecturer evaluation work. Through inspection and supervision, experiences can be drawn, deficiencies corrected, and violations addressed, guiding the resolution of emerging issues, addressing difficulties, and ensuring feasibility in the implementation of unresolved issues.

#### **4.2.6. Leveraging the Roles and Responsibilities of Lecturers in Self-Evaluation**

Lecturers at the Academy are both the subjects and objects of lecturer evaluation (self-evaluating themselves and evaluating colleagues). One effective evaluation method being applied by developed countries is for lecturers to begin the academic year with a self-evaluation activity, constructing teaching innovation goals, training and professional development plans. Subsequently, lecturers actively discuss with their assigned supervisors or unit leaders to ensure that the set goals and plans are aligned with the academy's standards and plans.



## CONCLUSION

Effective implementation of the faculty evaluation process is crucial in preventing and addressing any misconduct by instructors in their duties. Excelling in this important task is a way to build a faculty team for the Academy with sufficient capacity, quality, reputation, and a sense of responsibility equal to the mission. This is the responsibility of the entire Academy system, especially the Party leadership, top executives, and the team of organizational and administrative personnel.

To strengthen evaluation at the Academy, various solutions need to be implemented. While each solution may have different positions and roles, they are closely related, unified, and mutually reinforcing. During the implementation process, the entities involved should apply a synchronized, comprehensive, flexible, and creative approach that is suitable for the specific conditions and practical situations of each Party unit within the Academy.

The proposed solutions involve the participation of many organizations, forces, at different levels, both within and outside the Academy. It is crucial to emphasize harnessing the internal strength, positive impact, proactiveness, and creativity of the organizations and forces within the Party units of the Academy. The following key actions are recommended:

1. Enhance Awareness and Responsibility:

Increase the awareness and responsibility of Party committees at all levels, heads of units, and faculty members regarding the effective implementation of faculty evaluation at the Academy.

2. Refine Regulations on Faculty Standards:

Specify and refine regulations on faculty standards, functions, and responsibilities of units within the Academy as a basis for faculty evaluation.

3. Innovate Evaluation Content, Methods, and Processes:

Continue innovating the content, methods, and processes of faculty evaluation at the Academy to adapt to changing circumstances and ensure relevance.

4. Integrate Faculty Evaluation with Personnel Management:

Integrate faculty evaluation seamlessly with other stages of personnel management for instructors within the Academy.

5. Leverage the Role and Responsibility of Academy Organizations and strengthening inspection, examination and supervision in the evaluation of lecturers.

6. Empower Faculty in Self-Assessment:

Empower faculty members to actively engage in self-assessment, fostering a culture of self-improvement and accountability.

The above solutions should be implemented in a synchronized manner, with high political determination, genuine seriousness, and a judicious application to the practical situations of each Academy.

**LIST OF PUBLISHED WORKS OF THE AUTHOR  
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