

HO CHI MINH NATIONAL ACADEMY OF POLITICS

PHAM VAN HUNG

**THE QUALITY OF FACULTY MEMBERS AT
UNIVERSITIES IN THE NORTH CENTRAL REGION
IN THE CURRENT PERIOD**

ABSTRACT OF THE DOCTORAL THESIS

MAJOR: DEVELOPMENT OF THE PARTY AND STATE GOVERNANCE

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Supervisor : Assoc. Prof. Dr. Le Kim Viet



Reviewer 1: Prof. Dr. Lai Quoc Khanh

Reviewer 2: Assoc. Prof. Dr. Mai Duc Ngoc

Reviewer 3: Assoc. Prof. Dr. Ngo Huy Tiep

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INTRODUCTION

1. The Urgency of the subject

Faculty members are the core human resource and the most important subjects of any university. The quality and efficiency of their work directly determine the fulfillment of the functions and missions of each university. Therefore, improving the quality of faculty members is a regularity and fundamental issue, directly contributing to enhancing the quality of education and training. It is both a criterion and a measure of the reputation, brand, and competitiveness of universities, as well as a breakthrough solution to meet the demands of innovation and international integration in the present context.

In recent years, with the attention and support from relevant ministries, sectors, and localities in the North Central Region, along with the determination and efforts of the universities, the faculty members of universities in the region have witnessed significant development and growth in terms of quantity, structure, and quality. These commendable achievements in building and developing faculty teams have laid an important foundation for continuously expanding the network of higher education institutions in the North Central Region. This expansion aligns with the goals of quantitative growth, diversity in discipline structures, and increases in the scale, levels, and forms of training. As a result, universities have successfully met the learning demands of the population and have actively contributed to the socio-economic development of localities within the region and the nation. However, the quality of faculty members at universities in the North Central Region still faces limitations and shortcomings, failing to fully meet practical demands. Notably, several universities still have a considerable proportion of faculty members who do not meet current qualification standards. The proportion of leading experts and highly reputable faculty members in many institutions remains modest. Issues such as wavering trust, ethical and lifestyle degradation, complacency, diminished motivation, and a lack of commitment to the profession-along with violations of laws and regulations-persist among some faculty members. Furthermore, the faculty teams at many universities lack stability; while their numbers have increased, the structural balance remains inadequate, resulting in localized surpluses and shortages,...

Recently, the influence of scientific and technological revolutions, globalization, international integration, and market economy development, especially, the pressing demands for university autonomy, educational innovation, and international integration in higher education-poses both opportunities and challenges. These demands also underscore the need to develop high-quality human resources to accelerate the industrialization and modernization of localities in the North Central Region and the nation as a whole. These factors create both opportunities and pressures for universities in achieving their goals and fulfilling their missions. To adequately address these practical demands, universities must continuously innovate and create, with a particular focus on improving the quality of faculty members, alongside enhancing organizational and governance structures. As such, conducting systematic research on both theoretical and practical issues to identify effective solutions for improving the quality of faculty members at universities in the North Central Region-known for its rich revolutionary traditions and its critical role in national development-holds profound theoretical and practical significance in the current context.

For these reasons, I have chosen the topic *“The Quality of Faculty Members at Universities in the North Central Region in the Current Period”* as the subject of my doctoral thesis in the field of Building the Party and State Government.

2. Objectives and Research Tasks of the Thesis

2.1. Objectives of the Thesis

The thesis aims to clarify theoretical and practical issues regarding the quality of faculty members at universities in the North Central Region from 2015 to the present. It identifies orientations and proposes solutions to enhance the quality of faculty members at universities in the North Central Region until 2035.

2.2. Research Tasks of the Thesis

Firstly, to provide an overview of research works related to the thesis topic.

Secondly, to clarify and analyze the fundamental issues regarding the quality of faculty members at universities in the North Central region.

Thirdly, to investigate and accurately assess the current situation of faculty quality at universities in the North Central Region from 2015 to the present; to identify the causes and the issues arising from practice.

Fourthly, to determine orientations and propose key solutions to improve the quality of faculty members at universities in the North Central Region until 2035.

3. Research Subjects and Scope of the Thesis

3.1. Research Subjects

The research subject of the thesis is the quality of faculty members at universities in the North Central Region in the current period.

3.2. Research Scope

The thesis focuses on the quality of faculty members at universities in the North Central Region. The data and materials for the research are mainly gathered from 2015 to the present. The actual survey is conducted at universities in the North Central Region. The orientations and solutions proposed in the thesis are valid until 2035.

4. Theoretical, Practical Basis, and Research Methods

4.1. Theoretical Basis

The thesis is grounded on the theoretical foundation of Marxism-Leninism, Ho Chi Minh's thought, and the viewpoints, guidelines, and policies of the Communist Party of Vietnam, along with state laws on education and training in general, and the development of teaching staff and university faculty members in particular.

4.2. Practical Basis

The practical basis of the thesis is the actual situation of the quality of faculty members at universities in the North Central Region. This includes summaries of practical studies, periodic reports, and collected data regarding the quality of faculty members at universities in the North Central Region.

4.3. Research Methods

The thesis employs the methodological framework of Marxism-Leninism, complemented by specific research methods, including analysis and synthesis; historical and logical methods; comparison; statistical analysis; surveys; expert consultation; and practical reviews.

5. New Scientific Contributions of the Thesis

- The thesis contributes to clarifying theoretical and practical issues regarding the quality of faculty members at universities in the North Central Region, considering the distinctive context and conditions of the region in the current period.

- The thesis proposes the main solutions to improve the quality of faculty members at universities in the North Central Region until 2035.

These include three breakthrough and critical solutions: Developing and concretizing professional competency standards for university faculty members in the North Central Region to meet national standards, with some criteria meeting regional and international standards; Formulating plans, strategies, and policies for faculty development; and enhancing faculty capacity through training, rotation, and practice-based development.

6. Theoretical and Practical Significance of the Thesis

6.1. Theoretical Significance

The thesis contributes to the theoretical understanding of the quality of faculty members at universities in the North Central Region in the current period.

6.2. Practical Significance

The research results of the thesis can serve as a reference for party committees, local authorities, and university management in the North Central Region to develop faculty teams until 2035.

Additionally, the thesis can be used as reference material for studying and researching issues related to the development and enhancement of teaching staff quality in general and university faculty members in particular. It also provides a foundation for faculty members at universities to engage in self-study, self-improvement, and personal development.

7. Structure of the Thesis

The thesis consists of an introduction; four chapters with nine sections; a conclusion; a list of the author's published scientific works; a bibliography; and appendices.

Chapter 1

OVERVIEW OF STUDIES RELATED TO THE THESIS SUBJECT

1.1. International Studies

The thesis reviews more than 20 international studies concerning the role of faculty members in higher education development, their qualifications and competencies, teaching methods, professional demeanor, and the requirements for faculty members. These studies also examine methods for improving the quality of faculty members. The synthesis of these studies has provided the author with valuable insights and directions for studying the quality of faculty members at universities in the North Central Region in the current period.

1.2. Domestic Studies

The thesis provides an overview of related groups of domestic studies, including: group of studies on the role of faculty members; Studies on the qualifications and competencies of faculty members; Group of studies on building the faculty, including those building faculty development as part of the broader context of building the teaching staff. Some studies focus on developing faculty members specific to certain regions or disciplines, while others directly examine the development of faculty members in universities in the North Central Region. These studies are presented in the form of scientific projects, monographs, reference books, doctoral theses, and scientific articles. They significantly contribute to the academic understanding of the thesis topic.

1.3. Summary of Related Research Results and Main Issues for the Thesis

1.3.1. Summary of Related Research Results

The aforementioned research works cover a wide range of theoretical and practical issues regarding the teaching staff in general and university lecturers in particular in the current period. Taking a holistic view, it is evident that each research work approaches the topic from a specific perspective, focusing on particular subjects and objectives with various ideas and contents. These are valuable reference materials for the author to inherit, apply, and develop in the research of their thesis. The main results

of the relevant research works can be summarized in the following main issues:

Firstly, the studies systematically explore different approaches to university teaching staff and faculty members from diverse perspectives, dimensions, and research scopes. These works highlight the theoretical and practical importance of higher education and its faculty, emphasizing the unique features and the critical necessity of improving faculty quality.

Secondly, by examining the profound impact of the scientific and technological revolution, the market economy, and international integration on higher education in Vietnam, these studies assess achievements and identify limitations in the teaching workforce. They emphasize the necessity for proactive involvement from various levels, sectors, and stakeholders, with higher education playing a leading role in training, developing, and enhancing faculty quality.

Thirdly, several studies specifically address university faculty, discussing criteria and requirements for professional qualifications, competencies, political qualities, ideology, ethics, and lifestyle. Initial efforts have been made to evaluate faculty quality and propose fundamental solutions for faculty development to meet the demands of the new era.

Fourthly, overall, the related studies provide a diverse and multidimensional portrayal of university faculty and their development. However, in-depth exploration of faculty quality in the context of organizational development and higher education quality improvement from the perspective of Party-building science remains relatively new. Moreover, no study has yet focused specifically on the quality of faculty members at universities in the North Central Region. Such a focus would provide scientific grounds to enhance faculty quality, contributing significantly to regional socio-economic development, national industrialization and modernization, and international integration.

1.3.2. The Main Issues for the Thesis

Firstly, studying the characteristics of universities and the role of higher education institutions in the North Central Region, with a particular focus on the unique features of these universities and their faculty compared to other regions.

Secondly, providing a theoretical and practical overview of the quality of faculty members at universities in the North Central Region. This includes clarifying the roles and characteristics of faculty members, as well as the factors determining and criteria for evaluating faculty quality in the current context.

Thirdly, based on the factors and criteria for faculty quality evaluation, conducting surveys and assessments to accurately determine the current state, underlying causes, and issues related to faculty quality at universities in the North Central Region.

Fourthly, identifying influencing factors, objectives, and orientations, and proposing key solutions to enhance the quality of faculty members at universities in the North Central Region during the current period.

Chapter 2

QUALITY OF FACULTY MEMBERS AT UNIVERSITIES IN THE NORTH CENTRAL REGION: THEORETICAL AND PRACTICAL ISSUES

2.1. The North Central Region, Universities, and Faculty Members in the Region

2.1.1. Overview of the North Central Region

The North Central Region is a socio-economic area integrated with national defense and security, under the management of Military Region 4. It consists of six provinces: Thanh Hóa, Nghệ An, Hà Tĩnh, Quảng Bình, Quảng Trị, and Thừa Thiên-Huế. This region holds a strategically vital position, rich in revolutionary traditions and renowned as a land of talented individuals. It is known for its tradition of academic excellence, vast territory, “a sacred land with extraordinary people”, large population, and significant potential for socio-economic development. However, the region also faces challenges such as harsh natural conditions, economic difficulties, and issues in the livelihoods of its people. Problems like income disparities, unemployment, migration, and pressing social concerns, such as corruption, land clearance compensation, and environmental pollution - remain unresolved, posing risks to political and social stability. All of the above-mentioned characteristics have an influence and impact on the training of human resources for this region,

with the primary issue being directed at universities and the faculty members of universities in the North Central Region.

2.1.2. Universities in the North Central Region: Overview of Characteristics, Functions, and Tasks

The six provinces in the North Central Region host a variety of higher education institutions: One “university,” Hue University (with eight member universities: the University of Education, the University of Sciences, the University of Agriculture and Forestry, the University of Medicine and Pharmacy, the University of Foreign Languages, the University of Economics, the University of Arts, and the University of Law.); Nine “public universities”: Vinh University, Hong Duc University, Thanh Hoa University of Culture, Sports, and Tourism, Vinh University of Technology Education, Vinh Medical University, Nghe An University of Economics, Ha Tinh University, Quang Binh University, and Hue Academy of Music. Moreover, three “private universities”: Vinh University of Industry, Van Xuan Technology University, and Phu Xuan Private University.

In addition to the common features of higher education institutions, universities in the North Central Region exhibit certain unique characteristics: *Firstly*, these institutions encompass various forms of higher education, with diverse organizational structures and training programs. *Secondly*, while having made notable progress, many universities in the region were recently established or upgraded. *Thirdly*, they are significantly influenced by the natural, cultural, and social conditions of the region, deeply reflecting local traditions. The primary functions and tasks of universities in the North Central Region include training high-quality human resources, conducting research, applying and transferring technology to support the socio-economic development of the region and the country.

2.2. Faculty Members and Key Issues Regarding the Quality of Faculty Members at Universities in the North Central Region

2.2.1. Faculty Members and the Quality of Faculty Members at Universities in the North Central Region

Lecturers are individuals engaged in teaching and scientific research at colleges and higher education institutions, who meet the standards,

responsibilities, duties, and authorities as prescribed by the State and specific regulations of each institution.

The faculty team is a group of individuals collectively responsible for teaching and conducting scientific research at universities and colleges, who meet the required standards of ethics and professional qualifications as stipulated.

The quality of faculty members in universities in the North Central Region encompasses the collective value of factors such as quantity, structure, and the inherent qualities and competencies of individual faculty members. It is reflected in the effectiveness of their responsibilities and tasks, as well as the functions and missions of the universities in the region.

2.2.2. Roles and Characteristics of Faculty Members at Universities in the North Central Region

2.2.2.1. Roles of Faculty Members at Universities in the North Central Region

Firstly, Faculty members are the most crucial entities in training high-quality human resources to meet the socio-economic development needs of the region.

Secondly, They play a key role in scientific research and the development of new knowledge, serving the socio-economic progress of the region.

Thirdly, Faculty members make significant contributions to technology transfer and community service in the region.

Fourthly, They are fundamental agents in shaping the development direction of higher education and public policies in the region.

2.2.2.2. Characteristics of Faculty Members at Universities in the North Central Region

Firstly, Faculty members are predominantly local and maintain strong ties with the region.

Secondly, The faculty members of universities in the North Central region, despite facing numerous challenges, have always strived to improve their qualifications through continuous learning.

Thirdly, They possess diverse training and professional expertise.

Fourthly, They face numerous challenges in education reform and international integration.

2.2.3. Determining Factors and Evaluation Criteria for Faculty Quality at Universities in the North Central Region

2.2.3.1. Determining Factors for Faculty Quality at Universities in the North Central Region

Firstly, The quantity and structure of faculty members.

Secondly, Individual qualities and efforts for self-improvement by faculty members.

Thirdly, Leadership and guidance from the Party Committee, as well as management policies, directives, and plans from university administrators.

Fourthly, Regulatory frameworks, mechanisms, and policies for managing faculty.

Fifthly, Working conditions and the academic environment for faculty members.

2.2.3.2. Evaluation Criteria for Faculty Quality at Universities in the North Central Region

Firstly, The adequacy of faculty numbers and their structural composition.

Secondly, The intrinsic quality of each faculty member.

Thirdly, The effectiveness of fulfilling assigned responsibilities and tasks.

Fourthly, The satisfaction levels of administrators, students, and beneficiaries of the universities' educational outcomes.

Chapter 3

THE QUALITY OF FACULTY MEMBERS AT UNIVERSITIES IN THE NORTH CENTRAL REGION OF VIETNAM: CURRENT SITUATION, CAUSES, AND ISSUES TO BE ADDRESSED

3.1. The Current Quality of Faculty Members at Universities in the North Central Region

3.1.1. The advantages

Firstly, the faculty members at these universities generally have a reasonable quantity and structure, meeting the requirements of the institutions' functions, missions, and training scales.

Secondly, the faculty members have shown progress and growth in terms of political qualities, ethics, lifestyle, and professional competence.

Thirdly, the faculty members have consistently strived to fulfill their assigned responsibilities and duties.

Fourthly, the quality of the faculty members at universities in the North Central region, overall, meets the expectations of administrators, students, and the stakeholders utilizing the training outcomes of these institutions.

3.1.2. Limitations and Shortcomings

Regarding the quantity of faculty members: There remain certain inadequacies in the number of faculty members. A notable number of them do not meet regulatory standards, and imbalances exist in the allocation of permanent faculty across units, disciplines, and training programs.

Regarding the structure of faculty members: At some universities, the faculty structure is inconsistent and lacks balance. The proportion of faculty members with high-level expertise (doctoral degrees or higher) is relatively low and unevenly distributed. In some disciplines and institutions, this proportion only meets the minimum regulatory requirements. Many institutions face challenges in achieving generational continuity due to imbalances in age distribution and seniority. Gender disparities also persist.

Regarding the political qualities, ethics, lifestyle, and professional competencies of faculty members: Some faculty members show signs of ideological decline, exhibit indifferent or apathetic attitudes toward political matters, lack determination to overcome challenges, and fail to fully fulfill their responsibilities. A number of faculty members lack exemplary conduct in ethical practice, lifestyle, and adherence to the Party's policies and the State's laws. Some adopt materialistic lifestyles, prioritizing personal wealth, status, and reputation over their professional duties and societal contributions. Additionally, certain faculty members face challenges in teaching, particularly in designing, organizing, and developing training programs. Their proficiency in utilizing information technology and foreign languages is often inconsistent. The application of innovative teaching methods and evaluation forms is not yet widespread.

Of particular concern is the limited capacity for compiling textbooks, monographs, and reference materials to support educational activities. Furthermore, a significant proportion of faculty members have yet to meet the practical demands of scientific research (SR). This includes limitations in identifying, researching, and addressing real-world issues, as well as insufficient skills in publishing research findings in reputable domestic and international academic journals.

Regarding the fulfillment of assigned tasks of faculty members: A segment of faculty members has not prioritized professional development, political theory training, or improving their proficiency in foreign languages and information technology. Some faculty members remain resistant to updating and innovating curriculum content and teaching methodologies, often resorting to passive, one-dimensional lecturing methods. Many struggle with fostering a positive and engaging classroom environment, encouraging creative thinking, promoting self-directed learning, and connecting theoretical knowledge with practical applications. Although the number and quality of academic publications have increased, high-level research projects and publications in prestigious international journals remain limited, falling short of the potential of faculty members in the region. Faculty members who hold dual roles in management often lack the necessary knowledge and experience, resulting in limited effectiveness in leadership, administration, and community service.

Regarding the satisfaction level of learners and users of training products of schools: The quality of graduates continues to lag behind labor market demands. Many aspects of training outcomes fail to meet the requirements of globalization and integration. A significant percentage of graduates require retraining, highlighting a disconnect between academic outcomes and societal expectations. This, in turn, reflects the quality of the faculty members and their ability to meet public expectations.

3.2. Causes and Emerging Issues

3.2.1. Causes

3.2.1.1. Causes of advantages

Firstly, the achievements of national renovation efforts, coupled with the socio-economic development of the North Central region, have

profoundly and comprehensively impacted all aspects of social life, including higher education.

Secondly, the direct, comprehensive leadership and guidance from managing authorities, local government bodies, and functional agencies have played a crucial role. This is complemented by the solidarity and support of local communities for the strategic development of universities, particularly in building a robust faculty.

Thirdly, the universities have devised development strategies that align with both immediate and long-term objectives, emphasizing faculty development.

Fourthly, operating in a region with a strong tradition of valuing education and respecting teachers, most faculty members originate from and have been nurtured in this environment. This cultural backdrop fosters a sense of responsibility and self-awareness among faculty members, motivating them to strive for continuous improvement in fulfilling their duties.

3.2.1.2. Causes of Limitations and Shortcomings

Firstly, the negative aspects of the market economy and social vices have influenced a segment of officials, party members, and citizens, directly affecting the education sector and, more specifically, higher education and university faculty in the North Central region.

Secondly, shortcomings persist in personnel management and faculty development within universities in the North Central region.

Thirdly, some leaders, administrators, and faculty members lack comprehensive understanding and consistent attention to faculty development and quality improvement.

Fourthly, a portion of faculty members has not actively pursued self-improvement, training, or capacity building to meet the increasing demands of their professional responsibilities.

Fifthly, apart from the challenges posed by natural and socio-economic conditions in the region, many universities are newly established or recently upgraded, facing significant resource constraints. This has hindered the development of organizational structures, including faculty development.

3.2.2. The issues posed regarding the enhancement of the quality of the teaching staff in universities in the North Central Region of Vietnam today

Firstly, there is a conflict between the demand for improving faculty quality and the financial and investment limitations of universities in the North Central region.

Secondly, reconciling the need for institutional stability in faculty planning with the dynamic changes in societal demands and enrollment trends presents a challenge.

Thirdly, there are significant obstacles in policies, mechanisms, and mindsets that hinder efforts to enhance faculty quality.

Fourthly, addressing the demand for faculty quality improvement faces challenges due to the inadequacies in monitoring, evaluation, and supervisory mechanisms for faculty members.

Chapter 4

DIRECTION AND MAIN SOLUTIONS TO IMPROVE THE QUALITY OF THE TEACHING STAFF IN UNIVERSITIES IN THE NORTH CENTRAL REGION UNTIL 2035

4.1. International and Domestic Contexts Impacting the Improvement of Teaching Staff Quality in Universities in the North Central Region Today

4.1.1. International Context

4.1.2. Domestic Context

4.1.3. Opportunities and Challenges Impacting the Improvement of Teaching Staff Quality in Universities in the North Central Region

4.1.3.1. Basic advantages

Firstly, like other fields, education and training in our country have been actively participating in international integration. This is a favorable condition for education in our country in general, including higher education, to effectively tap external resources and gradually align with advanced global education standards and models. This both represents a challenge and presents a significant opportunity for universities to

fundamentally innovate in content, methods, organizational forms, and management approaches, aiming at modernization, popularization, economic development, and internationalization.

Secondly, the remarkable advancements of the scientific and technological revolution have directly contributed to the development of educational technology. Notably, the emergence of various new teaching methods and tools has significantly altered traditional educational philosophies and approaches. This has created unprecedented opportunities for universities in terms of providing, seeking, exchanging, processing, and utilizing information to effectively support teaching and scientific research activities.

Thirdly, the nation's ongoing industrialization and modernization processes demand new requirements in developing human resources, particularly high-quality human resources. This creates favorable conditions for the expansion of higher education across the nation in general, and in each region, including the North Central region, specifically.

Fourthly, the educational environment, in general, and higher education, in particular, has been undergoing positive transformations. The education system has become more diverse, with various types of institutions, flexible training methods, and a growing investment in higher education resources from society. The financial mechanisms for higher education have begun to reform, and the management system for education quality has become more transparent and closely monitored.

Fifthly, the North Central region, known for its "land of heroes and talented people," has a strong educational tradition, with a significant commitment to learning. The people here have a long-standing belief in the power of education to overcome poverty and achieve success, which has become a powerful motivating force for the region's educational system. This cultural strength fosters a competitive environment that drives the teaching staff to strive for excellence and match the expectations of the people.

4.1.3.2. Challenges and Difficulties

Firstly, the fourth industrial revolution and the global trend of international integration are proceeding rapidly, and higher education worldwide is undergoing fast changes with various emerging trends. The structure of labor is shifting to adapt to technological advancements, particularly with the application of artificial intelligence in traditional training sectors. Global research and teaching programs in universities are being internationalized. The knowledge-based economy demands a workforce that can quickly adapt to new technologies. However, in this context, while higher education must foster competition to enhance quality, an excessive focus on economic profit may result in a significant decline in education quality.

Secondly, the negative aspects of the market economy, along with the risks of unhealthy cultural and lifestyle influences in the context of integration, as well as the subtle sabotage from hostile forces, may impact various aspects of society, particularly higher education.

Thirdly, despite efforts in creating a legal framework for the development of higher education, there remain many shortcomings in the laws and policies regarding this type of education, especially in the self-management mechanism, which has not been suitably developed or provided the autonomy universities need.

Fourthly, the starting point for universities in the North Central region is low, with many shortcomings in management experience and basic assurance systems, which pose the risk of backwardness and reduced competitiveness (both in attracting staff and in the admissions process). Limited international connections have led to a lag in global integration and outdated curricula, making them less attractive in the education market. The trend of university autonomy and the possible merger or closure of universities represent a significant challenge to these institutions.

Fifthly, the increasing social disparity, with significant wealth gaps between different social groups and between regions, particularly the North Central region and other areas, leads to unequal access to

education, exacerbating the quality gap in education between regions and student groups.

4.2. Objectives, Directions, and Key Solutions to Improve the Quality of the Teaching Staff in Universities in the North Central Region Until 2035

4.2.1. Objectives for Improving the Quality of Teaching Staff in Universities in the North Central Region by 2035

The objective is to continue strengthening and improving the organizational structure of universities, associating it with the construction and enhancement of teaching staff quality, ensuring an adequate quantity and appropriate structure, with solid political and ideological qualities, ethical standards, professional qualifications, and competencies to fulfill their duties effectively. This contributes to the achievement of quality standards in universities in the North Central region and ensures their rightful position in Vietnam's higher education system.

4.2.2. Directions for Improving the Quality of Teaching Staff in Universities in the North Central Region

Firstly, improving the quality of the teaching staff in universities in the North Central region is directly linked to the universities' goals and missions.

Secondly, improving the quality of the teaching staff must align with the demands of standardization in the context of international integration.

Thirdly, improving the quality of the teaching staff must be closely connected with raising the awareness and proactive attitude of each teacher.

4.2.3. The main Solutions to Improve the Quality of Teaching Staff in Universities in the North Central Region by 2035

4.2.3.1. Raising Awareness and Responsibility of the Leadership, Management, and Relevant Forces Inside and Outside the Universities for Improving the Quality of Teaching Staff

Raising awareness in society about the quality of the teaching staff is crucial. The essence of the matter is to fundamentally change how management entities and each teacher themselves understand, evaluate,

and engage with the task of improving teaching staff quality. It is necessary to establish consensus among the stakeholders within the university and society on the following aspects:

Firstly, Raising awareness of the position, role, and importance of the teaching staff and the significance of improving their quality in connection with the teaching staff's duty in universities.

Secondly, Achieving consensus on the organic and dialectical relationship between quantity, structure, and quality of teaching staff, and between teaching activities and research activities.

Thirdly, Promoting common understanding in society on the methods for evaluating teaching staff quality.

Fourthly, Enhancing the responsibility of university leadership, management units, professional organizations, and local authorities in improving the quality of teaching staff in universities in the North Central region.

4.2.3.2. Building and Implementing Professional Standards for Teaching Staff in Universities in the North Central Region That Meet National, ASEAN, and International Standards

The professional competency standards for lecturers should be developed based on the convergence of national, regional, and international standards. This approach will enable the lecturer workforce in universities in the North Central region to enhance the quality of teaching and research, adapt to the rapid development of education and technology, and improve their capacity for regional and international integration. The content should focus on the following key aspects: *Firstly*, in meeting the national standards, the following elements should be emphasized: (1) Professional competence, (2) Modern teaching methods, (3) Research capability: Competence in conducting research and contributing to academic knowledge, (4) Student advising and support. *Secondly*, with respect to meeting ASEAN regional standards, attention should be paid to: (1) English language and technological skills, (2) Regional collaboration. *Thirdly*, to meet international standards, the following areas should be prioritized: (1) International scientific publications, (2) Participation in global research projects

Based on the identified areas, it is necessary to further specify the professional competency standards for lecturers, aligning them with specific criteria in terms of professional expertise, foreign language proficiency, integration skills, and professional ethics. Specifically, the criteria should focus on:

Firstly, Discipline-specific criteria: Competency criteria should be developed for each academic field. This includes specific criteria tailored to each discipline, such as: In natural sciences and engineering (criteria may involve experimental capabilities, technology design and development skills, and the ability to publish applied research), in social sciences and humanities (criteria may include qualitative research capabilities, interactive teaching methods, and the ability to analyze societal issues), In economics and management (criteria may include data analysis proficiency, market research skills, and the application of modern management technologies).

Secondly, foreign language and integration criteria: Clear specifications on foreign language proficiency standards and the ability to utilize foreign academic materials should be established.

Thirdly, Professional ethics criteria: The lecturer's social responsibility and professional attitude should be emphasized.

To effectively implement these solutions, several actions need to be taken: Conducting surveys and assessments of the current situation; Consulting with experts and comparing national standards with regional and international benchmarks to refine and develop the professional competency standards; Piloting the implementation of these standards before expanding them for wider application; Enhancing the training and professional development of lecturers to meet these standards; Establishing regular monitoring and evaluation of lecturers' compliance with these professional competency standards

4.2.3.3. Building Plans, Strategies, and Development Models for the Teaching Staff in Universities in the North Central Region in Alignment with the Universities' and Region's Development Strategies

When building plans, strategies, and models for the development of teaching staff, it is essential to adhere to fundamental principles of human

resource management within universities. Plans should focus on short- and medium-term goals, while strategies should aim at long-term sustainability, with clear targets and breakthrough solutions.

When implementing this solution, it is essential to pay attention to the following main contents and requirements:

Firstly, Developing the teaching staff's organizational plan by identifying the future quantity, structure, and quality of teaching staff, in line with university development goals and regional development strategies.

Secondly, Creating specific plans for staff development, including recruitment processes and policies for teaching staff.

Thirdly, Formulating strategies for staff development, setting concrete goals, implementation methods, and support measures such as policies and working conditions.

To effectively implement this solution, attention must be given to the following actions: enhancing cooperation between universities and local agencies, organizations, and businesses in the North Central region; strengthening the application of information technology in managing and developing the teaching staff; mobilizing financial resources and socializing education.

4.2.3.4. Reforming the Recruitment, Allocation, and Utilization of Teaching Staff Based on Professional Standards and Function-Task Requirements

Renewing the lecturer recruitment process is necessary to supplement the number of lecturers, thereby ensuring the quality of the teaching staff. To reform the recruitment process, each university in the North Central region should focus on several basic requirements, such as ensuring transparency, diversifying recruitment criteria for lecturers, and fully utilizing technological platforms.

The arrangement and utilization of lecturers should follow competency standards and job functions to ensure that each lecturer and the entire staff are utilized effectively and in accordance with their roles. For this to be truly effective, universities need to: define a competency framework corresponding to each lecturer's position; build a database of

lecturers; arrange and utilize lecturers based on the competency framework and the established database; and implement consistent policies with the teaching staff.

4.2.3.5. Strict Implementation of the Lecturer Evaluation and Classification Process

The successful implementation of this solution is the foundation for ensuring a transparent, objective evaluation process based on specific criteria and involving relevant stakeholders. It encourages lecturers to cultivate professional ethics and improve their expertise, contributing to the enhancement of the lecturer workforce quality, thereby establishing a foundation for the sustainable development of universities and positively contributing to the socio-economic development of the North Central region in the current period.

To ensure that the evaluation and classification of lecturers is conducted strictly and effectively, it is essential to adhere to the current legal documents while making adjustments that are appropriate to the practical conditions of universities in the region.

Firstly, the development and refinement of criteria for evaluating lecturers must be undertaken.

Secondly, continuous improvement of the lecturer evaluation process should be pursued.

Thirdly, enhancing the supervision and feedback mechanisms for the lecturer evaluation process is essential.

Fourthly, the evaluation and classification of lecturers should be integrated with the implementation of policies and regulations related to the lecturer workforce.

4.2.3.6. Strengthening the Professional Development and Capacity Enhancement of the Lecturer Workforce

The competence of the faculty members, particularly that of individual lecturers, is a crucial factor in determining the overall quality of the lecturer body. Therefore, to improve the quality of the lecturer workforce and the quality of individual lecturers, it is imperative to first enhance their academic qualifications and professional capabilities. Attention should be focused on the following areas:

Firstly, universities must organize and implement effective professional development programs to improve the academic qualifications and competencies of lecturers in alignment with the professional standards prescribed in the current Education Law.

Secondly, the content of these professional development programs should focus on enhancing the competencies that are directly related to the lecturers' professional activities.

Thirdly, in terms of the format of professional development, universities must tailor the training methods to the specific context, including factors such as the current capabilities of the lecturer workforce, financial resources, and the scope and future development trends of the institution. A variety of training and development formats should be integrated.

Fourthly, lecturers should be categorized into different groups based on their professional development needs, and universities should establish plans, timelines, and content for training and development programs for each group of lecturers.

4.2.3.7. Refining Policies and Regulations to Create an Enabling Environment and Motivation for Enhancing the Quality of the Lecturer Workforce

This is a critical solution aimed at creating a favorable environment and motivating lecturers to strive, improve, and enhance their qualifications, thereby providing them with the conditions to perfect themselves.

Universities, in accordance with state regulations on lecturers' policies and within their authority, should enact internal mechanisms and policies for their lecturer workforce, including the working conditions of lecturers, policies for outstanding lecturers who contribute significantly to the development of the university, and benefits to attract skilled lecturers and talents. Universities should also create support mechanisms and policies to encourage all lecturers to engage in continuous learning, improve their professional expertise, and enhance their work capacity.

CONCLUSION

1. The lecturer workforce of universities in the North Central region is a crucial resource and a central entity in the universities. It plays a key role in training high-quality human resources, scientific research, technology transfer, and is an important factor in shaping the development of higher education and public policies to meet the socio-economic development needs of the localities in the region. Therefore, improving the quality of the lecturer workforce in universities is of utmost importance, as it serves as a driving force to foster rapid and sustainable development in the North Central region.

2. The quality of the lecturer workforce in universities in the North Central region is a comprehensive reflection of various factors, including the quantity and structure of the workforce, the qualities, and inherent abilities of each lecturer. It is manifested in the results of lecturers' performance of their duties and the functions and tasks of the universities in the region. The quality of the lecturer workforce is influenced by many factors, such as the number and structure of the lecturer workforce, the inherent quality of each lecturer, regulations, mechanisms, management policies for lecturers, and the physical infrastructure and work environment of the workforce.

When evaluating the quality of the lecturer workforce in universities in the North Central region, it must be based on specific criteria, such as: the alignment of the number and structure of the workforce, the qualities, abilities, and qualifications of each lecturer, and also the results of their duties and the extent to which they meet societal expectations.

3. In recent years, the lecturer workforce in universities in the North Central region has generally made significant progress and growth, meeting the training requirements of the universities in the region. However, the quality of the lecturer workforce still has certain limitations and shortcomings. There are still imbalances in the number of lecturers, with both surpluses and shortages in some areas. The number of lecturers

with high-level professional qualifications remains modest. The structure of the workforce is still unbalanced, and the capabilities and qualifications of some lecturers are limited, affecting both the quality of education and the university's reputation. The challenges facing the quality of the lecturer workforce are rooted in many causes, with internal factors being the primary ones.

4. In the new era, the demands and tasks of universities in the North Central region are increasingly complex, and the region is strongly influenced by both global and national trends, which present both favorable conditions and significant challenges. Based on continuing to deeply adhere to the policies, guidelines, principles, and legal regulations from the Party and State regarding the construction of the lecturer workforce and higher education institutions, and closely following the practical realities of the North Central region and its universities, this thesis proposes seven comprehensive and systematic solutions to improve the quality of the lecturer workforce in universities in the region. These solutions include: developing and specifying the professional competence standards for lecturers in universities in the region to meet national standards, with some criteria aligning with ASEAN and international standards; formulating a planning strategy for the development of the lecturer workforce that aligns with both university development strategies and the regional development goals; and enhancing professional development programs to improve lecturers' qualifications and capabilities.

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