

**HO CHI MINH NATIONAL ACADEMY OF POLITICS**

**DINH THI HIEN**

**FACULTY BUILDING AT THAI NGUYEN UNIVERSITY  
AT PRESENT IN ACCORDANCE WITH HO CHI MINH'S  
IDEOLOGY**

**SUMMARY OF THE DOCTORAL THESIS**

**MAJOR: HO CHI MINH STUDIES**

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*The thesis will be defended before the Academy-level Thesis Evaluation Council at the Ho Chi Minh National Academy of Politics at ..... hours, on ..... day ..... month ..... year 2026.*

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## INTRODUCTION

### 1. Rationale of the Study

President Ho Chi Minh – the national liberation hero, a world cultural figure, and the great leader of the Communist Party and the Vietnamese revolution – was also an exemplary educator for many generations. Within the intellectual legacy he left behind, his ideology on education and training occupies a particularly important position, embodying profound theoretical and practical values and serving as a guiding principle for the development of modern Vietnamese education.

Ho Chi Minh's ideology not only affirms the role and significance of education and training for national development but also comprehensively addresses educational objectives, principles, and methods, as well as issues related to the training, cultivation, and faculty building of teachers. In his perspective, education is always associated with the goal of comprehensive human development, laying the foundation for social progress and sustainable national development. Therefore, Ho Chi Minh's ideology on education combines strategic vision with profound humanistic values, consistently placing human beings at the center of the development process.

Within this ideological framework, the issue of teacher workforce development, including university faculty, was particularly emphasized by Ho Chi Minh. He affirmed that: *“Without teachers there would be no education; without education there would be no cadres; without cadres there could be no discussion of economic or cultural development.”* According to Ho Chi Minh, teachers are not merely transmitters of knowledge but also bear the mission of educating future generations and nurturing the future masters of the nation. Therefore, teachers must possess both moral integrity and professional competence; they are both “engineers of the human soul” and soldiers on the ideological and cultural front. This perspective reflects Ho Chi Minh's profound vision regarding the role of intellectuals and educators in national development.

In higher education, faculty building with strong professional competence, scientific working styles, innovative spirit, and sound professional ethics is a prerequisite for improving the quality of human resource training for society.

Recognizing the enduring value of Ho Chi Minh's ideology on education and teacher development, the Communist Party and the State of Vietnam have continuously applied and creatively developed his ideas in

educational practice. The Party identifies education and training as a top national policy and an important driving force for the country's industrialization and modernization. Numerous important policies have been promulgated to promote educational development and improve the quality of the teaching workforce, particularly in the context of the Fourth Industrial Revolution.

Resolution No. 29-NQ/TW on the fundamental and comprehensive reform of education and training identifies the development of teachers and educational managers as a key factor. Subsequently, several strategic documents – including Conclusion No. 91-KL/TW and Resolution No. 57-NQ/TW of the Politburo on the development of science, technology, innovation, and national digital transformation, together with the Education Development Strategy to 2030 with a vision to 2045 – continue to emphasize the requirement to enhance the quality of human resources, in which teachers play a central role. These orientations demonstrate the inheritance and development of Ho Chi Minh's ideology in the contemporary context while also placing higher demands on university faculty building.

In this context, Vietnamese higher education institutions, particularly regional universities, are facing both opportunities and significant challenges in improving training quality and scientific research. Thai Nguyen University – an important regional university in the Northern Midlands and Mountainous Region of Vietnam – plays a vital role in training human resources, conducting scientific research, and transferring technology to serve socio-economic development both regionally and nationally.

After more than three decades of development, the faculty of Thai Nguyen University has made remarkable progress in terms of quantity, structure, and quality, making important contributions to fulfilling the university's missions in education and scientific research. However, practical experience also reveals several limitations. These include imbalances in disciplinary structure, age distribution, and academic qualifications; limited foreign language proficiency, digital competence, and interdisciplinary research capacity among some faculty members; a research environment that is not yet sufficiently dynamic; and the persistence of issues such as brain drain and inertia in professional thinking. These shortcomings have partly affected the quality of human resource training and the effectiveness of scientific and technological activities.

In the context of ongoing reforms in Vietnamese higher education aimed at meeting the requirements of national development and international integration, faculty building at Thai Nguyen University that is adequate in number, strong in quality, and appropriate in structure, while meeting the demands of teaching and scientific research, has become an urgent task.

Studying and applying Ho Chi Minh's ideology on teacher development to the current process of faculty building at Thai Nguyen University not only has theoretical significance in clarifying the value of Ho Chi Minh's ideology but also holds profound practical significance for improving the quality of higher education at a key regional university. For these reasons, the doctoral candidate selected the topic **“Faculty Building at Thai Nguyen University at Present in Accordance with Ho Chi Minh's Ideology”** as the subject of this doctoral thesis in Ho Chi Minh Studies.

## **2. Research objectives and tasks**

### ***2.1 Research Objective***

The thesis aims to systematically examine the content and values of Ho Chi Minh's ideology regarding teacher workforce development in general and university faculty building in particular, and to apply these theoretical insights to the process of faculty building at Thai Nguyen University at present.

### ***2.2 Research Tasks***

To accomplish the above objective, the thesis focuses on the following tasks:

- Reviewing previous studies related to the thesis topic, evaluating research results that can be inherited, and identifying issues requiring further investigation.
- Developing and clarifying several key concepts related to the research topic.
- Analyzing and interpreting the fundamental contents and values of Ho Chi Minh's ideology on teacher workforce development and faculty building.
- Examining and clarifying the current situation of faculty building at Thai Nguyen University, including achievements, limitations, and underlying causes, as well as identifying issues arising in faculty building at the university in accordance with Ho Chi Minh's ideology.
- Analyzing and forecasting factors affecting faculty building at Thai Nguyen University (toward 2030 with a vision to 2045), and proposing orientations and solutions for faculty building in accordance with Ho Chi Minh's ideology.

### **3. Research object and scope**

#### ***3.1 Research object***

The object of the study is faculty building at Thai Nguyen University in the current period from the perspective of Ho Chi Minh Studies.

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

**Content scope:** The thesis focuses on studying Ho Chi Minh's ideology on teacher workforce development and university faculty building; the current situation of faculty building at Thai Nguyen University; and the application of Ho Chi Minh's ideology to faculty building at the university.

**Spatial scope:** The research examines faculty building in accordance with Ho Chi Minh's ideology at Thai Nguyen University, including its 13 affiliated training institutions.

**Time scope:** The study covers the period from 2015 to 2025, with orientations toward 2030 and a vision to 2045. The year 2015 marks an important turning point in directing and implementing faculty building at Thai Nguyen University in accordance with the spirit of Resolution No. 29 on educational reform. The term "present" in this thesis refers to the period up to 2024, which marks the 30th anniversary of the establishment of Thai Nguyen University (1994–2024).

### **4. Theoretical Foundation and Research Methods**

#### ***4.1 Theoretical Foundation***

The thesis is grounded in the theoretical framework of Marxism–Leninism, Ho Chi Minh's ideology, and the viewpoints and policies of the Communist Party of Vietnam regarding educational reform and teacher workforce development, particularly in relation to faculty building.

#### ***4.2 Methodology and Research Methods***

The thesis follows the methodological principles of Marxism–Leninism, particularly dialectical materialism and historical materialism.

For Chapters 1 and 2, the thesis employs methods such as textual analysis, historical–logical analysis, analytical and synthetic methods, and generalization in order to construct the literature review and analyze Ho Chi Minh's ideology on teacher workforce development as well as the current situation of faculty building at Thai Nguyen University.

For Chapters 3 and 4, additional methods are applied, including expert consultation, interviews, sociological surveys, statistical data processing, synthesis, and comparative analysis. These methods help clarify the current situation of faculty building at Thai Nguyen University and provide a basis for proposing orientations and solutions for faculty building in accordance with Ho Chi Minh's ideology.

## **5. New Scientific Contributions of the Thesis**

- The thesis clarifies the concepts of Ho Chi Minh's ideology on teacher workforce development and faculty building in accordance with Ho Chi Minh's ideology.
- It systematizes and analyzes key contents of Ho Chi Minh's ideology concerning teacher workforce development and university faculty building, highlighting their theoretical significance and values.
- The thesis evaluates the current situation and characteristics of the faculty at Thai Nguyen University, identifies both achievements and limitations in the practice of faculty building, and analyzes issues arising as well as factors influencing faculty building at the university in the present period.
- It proposes orientations and several fundamental solutions for faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology in the coming period.

## **6. Significance of the Thesis**

**Scientific significance:** The thesis contributes to further clarifying Ho Chi Minh's theoretical perspectives on faculty building and to applying Ho Chi Minh's ideology to faculty building in the current context. It also provides initial references for universities in studying and proposing orientations and solutions for faculty development in accordance with Ho Chi Minh's ideology.

**Practical significance:** The research findings have practical value in studying and promoting the learning and practice of Ho Chi Minh's ideology, morality, and style, thereby contributing to the development of human resources in higher education institutions.

## **7. Structure of the Thesis**

In addition to the Introduction, Conclusion, References, and Appendices, the thesis consists of 4 chapters with 11 sections.

# **Chapter 1**

## **LITERATURE REVIEW RELATED TO THE THESIS**

### **1.1 STUDIES RELATED TO THE THESIS**

#### **1.1.1 Studies on Faculty Building**

##### ***1.1.1.1 International Studies***

Research works both domestically and internationally consistently affirm the central and decisive role of faculty in determining the quality and effectiveness of higher education. Early influential studies by scholars

such as David Kember and Lyn Gow, Raja Roy Singh, and Richard C. Levin highlight that faculty building with strong teaching and research capacity is a prerequisite for the development of world-class universities. Reports published by international organizations such as UNESCO, the International Labour Organization (ILO), and the United Nations have further clarified the emerging requirements for university faculty in the twenty-first century.

In Vietnam, many scholars including Do Minh Cuong, Nguyen Thi Doan, Le Duc Ngoc, Phan Van Kha, and Nguyen Kim Hong have focused on analyzing the crucial role of faculty in ensuring the quality of higher education. These studies also point out limitations related to recruitment mechanisms, remuneration policies, working conditions, and the academic research environment. Based on these analyses, various solutions have been proposed regarding teacher workforce development, state management of teachers, professional ethics of lecturers, and the development of digital competencies.

Overall, these studies provide an important theoretical and practical foundation for research on faculty building. At the same time, they suggest the need to further approach this issue from the perspective of Ho Chi Minh's ideology, in connection with the specific conditions and tasks of Vietnamese higher education today.

### **1.1.2 Studies on Ho Chi Minh's Ideology on Teachers and the Application of Ho Chi Minh's Ideology in Teacher Workforce Development**

Many studies have focused on clarifying the position, role, qualities, and mission of teachers in the cause of education and the development of the new Vietnamese person. Representative works in this research direction include those conducted by the Vietnam Institute of Educational Sciences, Pham Minh Hac, Phan Ngoc Lien, Nguyen An, Hoang Trang, Vu Van Gau, Le Van Yen, Mach Quang Thang, Ly Viet Quang, and Tran Minh Truong.

These studies affirm that in Ho Chi Minh's ideology, teachers constitute the core force of the national mission of "cultivating people" (*trồng người*), playing a decisive role in determining the quality of education and training. Teachers are not only transmitters of knowledge but also moral role models in terms of ethics, personality, lifestyle, and scientific working methods. They must continuously cultivate revolutionary virtues, improve professional qualifications, and enhance pedagogical competence. These perspectives provide an important

theoretical foundation for studying and developing the teaching workforce in Vietnam in accordance with Ho Chi Minh's ideology.

Numerous studies have also examined the application of Ho Chi Minh's ideology in teacher workforce development and faculty building in specific contexts and fields. Representative scholars in this research direction include Dinh Thi Thuy Hai, Hoang Anh, Bui Manh Hung, Ngo Van Ha, Nguyen Minh Hai, Trinh Thi Phuong Oanh, and Le Thi Anh. Their works systematize Ho Chi Minh's views on the role of teachers, clarify the requirements for developing the teaching workforce and university faculty, and link faculty building to the context of comprehensive educational reform, industrialization and modernization, and the Fourth Industrial Revolution.

These studies also analyze the current situation of faculty development in specific institutions and propose relatively comprehensive solutions. Consequently, they help highlight the practical value and contemporary relevance of applying Ho Chi Minh's ideology to faculty building in Vietnamese universities today.

### **1.1.3 Studies Related to Faculty Building at Thai Nguyen University in Accordance with Ho Chi Minh's Ideology**

Existing studies mainly focus on analyzing the current situation, influencing factors, and proposed solutions for faculty development in the context of higher education reform and university autonomy. Representative scholars include Pham Van Hung, Nguyen Thi Thu Huong, Do Thi Ha Phuong, Phi Dinh Khuong, Le Thu Ha, Tran Thi Hong, Nguyen Thanh Huyen, Hoang Thi Cuong, and Pham Hong Quang.

Although these studies approach the issue from different perspectives, they consistently point out several limitations related to remuneration mechanisms, working conditions, research environments, and faculty management. They also propose various solutions such as improving policy frameworks, enhancing academic environments, strengthening research capacity, creating work motivation, and promoting the initiative and creativity of faculty members.

Some studies have directly examined the application of Ho Chi Minh's ideology in faculty building at Thai Nguyen University. Representative authors include Do Thi Thu Hong, Luong Thi Thuy Nga, Pham Thi Bich Hue, Tran Thanh An, Thai Huu Linh, Nguyen Thi Thuy, and Nguyen Thi Nhu Quynh. These studies emphasize that university lecturers play a core role in disseminating Ho Chi Minh's ideology, morality, and working style to students, while also embodying these values

in teaching, research, and professional conduct.

The application of Ho Chi Minh's ideology in faculty building focuses on fostering dialectical thinking, promoting revolutionary ethics, developing scientific and democratic working styles, encouraging exemplary behavior, and innovating teaching methods in accordance with Ho Chi Minh's educational philosophy. Based on evaluations of the current situation of the faculty at Thai Nguyen University, these studies propose solutions linking professional competence and ethical development with improved management mechanisms, reward policies, motivation systems, and supportive conditions that enable lecturers to focus on the core tasks of the teaching profession. These contributions help clarify a distinctive approach to faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology.

### **1.2 OVERVIEW OF RESEARCH FINDINGS AND RESEARCH GAPS**

In general, faculty building has attracted considerable scholarly attention. However, studies focusing specifically on faculty building in accordance with Ho Chi Minh's ideology remain relatively limited. In particular, there has been no comprehensive study on faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology in the present context.

Therefore, the thesis focuses on addressing the following key issues:

First, analyzing and clarifying Ho Chi Minh's ideology on teacher workforce development, with particular emphasis on its core contents, principles, and solutions, as well as the theoretical value of this ideology.

Second, evaluating the current situation of faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology from 2015 to 2024, including achievements, limitations, their underlying causes, and issues arising in the process of faculty building.

Third, identifying key influencing factors and proposing orientations for faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology.

Fourth, proposing a number of solutions to promote faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology toward 2030 and beyond.

## **Chapter 1 Summary**

President Ho Chi Minh laid the foundation for the development of modern Vietnamese education. Consequently, numerous studies have examined his life, career, ideology, and educational philosophy, as well as the application of his theoretical framework in educational practice.

However, studies focusing specifically on university lecturers and the application of Ho Chi Minh's ideology to faculty building remain relatively limited.

Regarding the topic "Faculty Building at Thai Nguyen University at Present in Accordance with Ho Chi Minh's Ideology," a considerable number of related studies have been published. Through reviewing these works, the doctoral candidate has analyzed and evaluated research findings related to the thesis topic, identifying issues that have already been addressed as well as those that require further investigation. This process enables the thesis to determine which theoretical foundations can be inherited and which aspects require deeper exploration in accordance with the research objectives and tasks.

Based on the results of the literature review and analysis, it can be affirmed that no previous study has directly examined the topic of faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology in the present context.

By conducting the study "Faculty Building at Thai Nguyen University at Present in Accordance with Ho Chi Minh's Ideology," the doctoral candidate aims to further clarify Ho Chi Minh's ideology on teacher workforce development and faculty building, thereby contributing to the development of university faculty in general and the faculty of Thai Nguyen University in particular.

## **Chapter 2**

### **THEORETICAL ISSUES ON FACULTY BUILDING IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY**

#### **2.1 RELATED CONCEPTS**

##### **2.1.1 Teachers, Lecturers, and Faculty**

###### ***2.1.1.1 Teachers and the Teaching Workforce***

The term teacher is a general concept referring to all individuals engaged in teaching activities within educational institutions. A teacher may assume the role of either a school teacher or a university lecturer within a specific educational institution. At the same time, teachers are required to meet professional standards, pedagogical qualifications, professional ethics, and other requirements related to health and personal background.

The teaching workforce includes all teachers working within the education system, covering different levels of education, academic

programs, and training qualifications. This workforce is considered the core force determining the quality of education and directly contributing to the development of knowledge, human resources, and national culture.

### ***2.1.1.2 Lecturers and Faculty***

A lecturer is a teacher responsible for teaching and conducting scientific research at the tertiary level (from colleges and universities onward). Lecturers are professional staff members who play a central role in training high-quality human resources. They perform multiple functions including knowledge transmission, academic development, and scientific innovation, while also complying with professional standards and educational regulations. Lecturers enjoy academic freedom within the framework of the law and represent a decisive factor in determining the quality, reputation, and sustainable development of higher education.

Faculty refers to the collective body of lecturers who are recruited, trained, and developed to meet standards of professional competence, qualifications, and ethical integrity in order to perform tasks related to teaching, scientific research, and community service in colleges, universities, and postgraduate institutions. Faculty constitutes a highly qualified human resource that plays a decisive role in ensuring training quality and the development of the higher education system.

### **2.1.2 Faculty Building**

Faculty building refers to the comprehensive process involving planning policies, recruitment mechanisms, training and professional development programs, as well as management and utilization measures aimed at developing a body of educators with exemplary moral qualities, high professional responsibility, strong academic competence, and effective pedagogical skills. This process seeks to ensure an adequate number of faculty members with appropriate structure and quality to meet the demands of a modern, professional higher education system.

### **2.1.3 Faculty Building in Accordance with Ho Chi Minh's Ideology**

Ho Chi Minh's ideology on faculty building constitutes a system of viewpoints concerning the recruitment, training, development, and cultivation of teachers who possess strong moral integrity, professional competence, and a high sense of responsibility in order to meet the requirements of comprehensive education and training. These efforts ultimately serve the mission of national development and national defense.

At Thai Nguyen University, the leadership responsible for faculty building includes the Party committees and the university leadership

(particularly the President/Director of the university), while the implementing actors are the entire body of staff and lecturers of the university.

The content of faculty building aims to improve political qualities, professional ethics, and educational competence among faculty members at Thai Nguyen University.

The guiding principles, methods, and solutions for implementation are based on Ho Chi Minh's ideological system and creatively applied to the practical conditions of Thai Nguyen University.

## **2.2 HO CHI MINH'S IDEOLOGY ON BUILDING THE TEACHING WORKFORCE AND UNIVERSITY FACULTY**

### **2.2.1 The Position and Role of the Teaching Workforce and Faculty Building**

#### ***2.2.1.1 The Position and Role of Teachers and Faculty***

According to Ho Chi Minh, the teaching workforce and university faculty are not merely transmitters of knowledge but also representative embodiments of educational culture and the noble traditions of the Vietnamese nation. As he emphasized, "Without teachers there would be no education."

#### ***2.2.1.2 The Position and Role of Faculty Building***

First, faculty building creates the pioneering workforce of the educational sector, responsible for training competent citizens and capable cadres.

Second, faculty building represents the decisive factor in ensuring educational quality.

Third, faculty building serves the broader mission of national development and the construction of socialism.

### **2.2.2 The Objectives of Faculty Building**

Faculty building must ensure sufficient quality to meet the requirements of modern education.

Teachers must also become exemplary models of lifelong learning.

### **2.2.3 The Content of Ho Chi Minh's Ideology on Teacher Workforce Development**

#### ***2.2.3.1 Building a Teaching Workforce and Faculty that Is Streamlined and Adequate in Quantity***

#### ***2.2.3.2 Building a Teaching Workforce and Faculty with Appropriate Structure***

#### ***2.2.3.3 Building a Teaching Workforce and Faculty that Meets Quality Requirements***

A good teacher will educate good students, and vice versa. Therefore, faculty building must pay particular attention to quality. According to Ho Chi Minh, the quality of the teaching workforce is reflected in the following aspects:

First, developing strong political awareness and ideological commitment.

Second, cultivating professional ethics, lifestyle, and working style among teachers.

Third, training and improving professional competence and pedagogical capacity.

## **2.2.4 Measures for Building the Teaching Workforce and Faculty**

***2.2.4.1 Organizing Training and Professional Development in Combination with Self-learning and Self-improvement***

***2.2.4.2 Building a Democratic, United, and Cooperative Educational Environment***

***2.2.4.3 Organizing Emulation Movements in Schools and Promoting Exemplary Individuals and Good Practices***

***2.2.4.4 Paying Continuous Attention to the Material and Spiritual Well-being of Teachers***

## **2.3 THE VALUE OF HO CHI MINH'S IDEOLOGY ON TEACHER WORKFORCE DEVELOPMENT AND FACULTY BUILDING**

### **2.3.1 Theoretical Value**

***2.3.1.1 Ho Chi Minh's ideology on teacher workforce development elevates the traditional educational values of the Vietnamese nation.***

***2.3.1.2 Ho Chi Minh's ideology on teacher workforce development creatively integrates and applies the educational achievements of world civilizations, thereby enhancing the status of faculty and Vietnamese education.***

***2.3.1.3 Ho Chi Minh's ideology on teacher workforce development represents a valuable intellectual heritage that guides the Party and the State in formulating policies for the development of Vietnamese education and the teaching workforce.***

### **2.3.2 Practical Value**

***2.3.2.1 Ho Chi Minh's ideology has guided the development of the Vietnamese teaching workforce in terms of both quantity and quality, contributing to the success of the revolutionary cause.***

***2.3.2.2 Ho Chi Minh's ideology has contributed to improving the quality of the Vietnamese teaching workforce to meet the requirements of national development.***

*2.3.2.3 Ho Chi Minh's ideology on teacher workforce development and faculty building contributes to the implementation of the current comprehensive educational reform in Vietnam.*

### **Chapter 2 Summary**

Chapter 2 clarifies the theoretical foundations of faculty building in accordance with Ho Chi Minh's ideology. Based on an analysis of Ho Chi Minh's viewpoints on education, teachers, and cadre work, the chapter summarizes the fundamental content of his ideology concerning the development of the teaching workforce and university faculty. These include the position, role, objectives, content, and methods of faculty building.

According to Ho Chi Minh's ideology, the teaching workforce must be developed comprehensively in terms of political commitment, ethical integrity, and professional competence, ensuring adequate quantity, appropriate structure, and continuously improving quality.

The chapter also affirms that Ho Chi Minh's ideology on teacher workforce development possesses profound theoretical and practical value. It both inherits the Vietnamese tradition of respecting teachers and learning and absorbs the achievements of world educational thought while creatively applying Marxism–Leninism to the Vietnamese context. This ideological framework serves as an important theoretical basis for formulating policies and strategies for faculty development.

The findings presented in this chapter provide the theoretical foundation for the thesis to further analyze and evaluate the current situation of faculty building at Thai Nguyen University in the following chapter.

## **Chapter 3**

### **THE CURRENT SITUATION OF FACULTY BUILDING AT THAI NGUYEN UNIVERSITY IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY AND EMERGING ISSUES**

#### **3.1 OVERVIEW OF THAI NGUYEN UNIVERSITY AND FACULTY BUILDING AT THAI NGUYEN UNIVERSITY**

##### **3.1.1 Overview of Thai Nguyen University**

Thai Nguyen University is one of the three major regional universities in Vietnam. It was established on April 4, 1994, and operates under the model of a multidisciplinary and multi-field regional university. The university mainly provides training programs at the undergraduate, college, master's, vocational, and professional intermediate levels.

### **3.1.2 Faculty of Thai Nguyen University: Development Process and Characteristics**

As of 2024, Thai Nguyen University has 3,729 staff members and employees, including 2,403 lecturers who participate in teaching and scientific research in the disciplines and fields offered by the university. Among these 2,403 lecturers: 07 Prof, 176 Assoc. Prof, 995 Ph.D, 1.769 M.S.

Overall, the faculty of Thai Nguyen University basically meets the requirements of education and training tasks. Through research and analysis, the faculty of Thai Nguyen University demonstrates several key characteristics:

First, the faculty possesses strong political commitment, sound moral qualities, and a high sense of responsibility in fulfilling assigned tasks.

Second, the faculty is large in number and professionally competent, capable of working effectively in a multidisciplinary and multi-field academic environment.

Third, faculty members have strong professional expertise, having received systematic and specialized training at reputable educational institutions both domestically and internationally.

Fourth, the faculty consistently demonstrates a spirit of innovation and actively applies modern teaching methods.

Fifth, the faculty possesses good scientific research capacity and technology transfer capability.

Sixth, the faculty shows strong potential in international cooperation, along with a strong sense of community responsibility and enthusiasm in supporting students.

Overall, the faculty of Thai Nguyen University possesses the necessary competencies and qualities to meet the increasingly demanding requirements of education and training. These characteristics not only contribute to improving the quality of education at Thai Nguyen University but also promote the development of high-quality human resources for the Northern Midlands and Mountainous Region as well as the country as a whole.

## **3.2 CURRENT SITUATION OF FACULTY BUILDING AT THAI NGUYEN UNIVERSITY IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY**

### **3.2.1 Achievements and Their Causes**

#### ***3.2.1.1 Achievements***

First, the awareness and policy orientation regarding faculty building in accordance with Ho Chi Minh's ideology at Thai Nguyen University

meet the requirements of education development and international integration.

Second, the size and structure of the faculty are generally appropriate to the characteristics and development orientation of the university.

Third, the training, professional development, and scientific research activities of faculty members have gradually improved and contributed to the development of Thai Nguyen University.

Fourth, faculty recruitment, planning, and utilization have been implemented relatively effectively in accordance with the practical situation of the university.

Fifth, the implementation of policies and incentive mechanisms has been ensured, creating motivation for faculty members to work with dedication and stability.

### ***3.2.1.2 Causes of the Achievements***

First, the Party's policies on faculty development are consistent with the practical conditions of Thai Nguyen University.

Second, in the process of faculty building, the university has correctly, flexibly, and creatively applied the Party's guidelines and the State's legal policies on education development, adapting them to the practical context of Thai Nguyen University.

Third, the university has recognized the importance of faculty development in improving education quality and promoting international integration.

Fourth, the faculty of Thai Nguyen University has been systematically recruited and trained, possessing strong political commitment, revolutionary ethics, a high sense of responsibility, professional dedication, strong academic competence, and research capacity. Faculty members are continuously developed through practical experience, and their information technology and foreign language competencies have gradually improved.

### **3.2.2 Limitations and Their Causes**

#### ***3.2.2.1 Limitations***

First, the number of highly qualified faculty members at Thai Nguyen University remains relatively limited compared to other universities nationwide.

Second, there remain certain shortcomings in the utilization of faculty resources within the university.

Third, although the university has a number of highly qualified lecturers, there is an imbalance between training disciplines and research fields.

Fourth, some member universities have not paid sufficient attention to faculty development and faculty building.

### ***3.2.2.2 Causes of the Limitations***

First, certain legal regulations and policies on education and training are not yet fully compatible with the specific characteristics of regional universities such as Thai Nguyen University.

Second, Thai Nguyen University has not yet implemented many breakthrough policies to prioritize, encourage, and support faculty development.

Third, some units and member universities have not fully and thoroughly implemented the Party's guidelines and the policies of the State and the Ministry of Education and Training regarding teacher workforce development.

Fourth, some lecturers still demonstrate limited awareness and responsibility, lacking initiative and motivation in self-learning and professional development.

## **3.3 EMERGING ISSUES IN FACULTY BUILDING AT THAI NGUYEN UNIVERSITY IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY**

Several important issues currently arise in the process of faculty building at Thai Nguyen University:

First, issues related to the size and structure of the faculty.

Second, issues related to the quality and professional qualifications of faculty members.

Third, issues concerning the political qualities, ethics, and lifestyle of faculty members.

Fourth, issues related to mechanisms and policies for lecturers.

Fifth, issues concerning the working environment and research conditions.

Sixth, issues related to international integration.

## **Chapter 3 Summary**

Chapter 3 focuses on examining, analyzing, and evaluating the current situation of faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology in recent years.

Throughout its development process, Thai Nguyen University has consistently adhered to President Ho Chi Minh's teaching: *"No matter how difficult the circumstances, we must continue to strive for good teaching and good learning."* This principle has served as a guiding

orientation for fulfilling the university's missions in education, training, and international integration.

Under the leadership of the Party Committee of Thai Nguyen University, faculty building has achieved several important results. Awareness and policy orientations concerning faculty building in accordance with Ho Chi Minh's ideology have gradually been implemented throughout the university system. The size and structure of the faculty have been gradually strengthened in line with the university's development requirements. Training, professional development, and scientific research activities have increasingly received attention. Recruitment, planning, utilization, and policy implementation for faculty members have also been gradually improved, creating favorable conditions for faculty members to develop both professionally and ethically.

However, alongside these achievements, the process of faculty building at Thai Nguyen University still reveals certain limitations. These include uneven faculty quality, structural imbalances in certain academic disciplines, and limitations in training, professional development, and scientific research activities in meeting the new demands of higher education development.

The thesis also analyzes the causes of these achievements and limitations from both objective and subjective perspectives, including the broader context of higher education development, policy frameworks, as well as awareness and organizational capacity in implementing faculty development policies.

Based on these findings, the chapter identifies several key issues that must be addressed in the process of faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology in the current context. Properly identifying and effectively resolving these issues is essential for improving the quality and effectiveness of faculty building, thereby meeting the requirements of higher education reform.

The analytical results presented in this chapter provide an important practical foundation for the thesis to propose orientations and solutions for faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology in the following chapter.

## **Chapter 4**

### **ORIENTATIONS AND SOLUTIONS FOR FACULTY BUILDING AT THAI NGUYEN UNIVERSITY AT PRESENT IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY**

#### **4.1 FORECASTING FACTORS AFFECTING FACULTY BUILDING AT THAI NGUYEN UNIVERSITY IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY**

##### **4.1.1 The Impact of Globalization and the Scientific and Technological Revolution**

The process of globalization and the rapid development of science and technology have significantly influenced higher education worldwide. These developments require universities to continuously improve the quality of education and scientific research, thereby placing higher demands on faculty competence, research capacity, and the ability to adapt to global academic standards.

##### **4.1.2 The Impact of the Party's and State's Policies on Higher Education Development and Faculty Building**

The guidelines and policies of the Communist Party of Vietnam and the State concerning educational reform, higher education development, and teacher workforce development constitute important institutional frameworks that shape faculty building at Thai Nguyen University.

##### **4.1.3 The Impact of Regional Development Requirements in the Northern Midlands and Mountainous Region**

As a regional university serving the Northern Midlands and Mountainous Region of Vietnam, Thai Nguyen University must ensure that its faculty development aligns with the socio-economic development needs of the region. This requirement places specific demands on the structure, qualifications, and competencies of the university's faculty.

##### **4.1.4 The Impact of Strategic Development Goals of Thai Nguyen University**

The implementation of strategic objectives for institutional development also significantly affects faculty building. The university's development strategy requires strengthening faculty capacity in teaching, research, and international cooperation to meet the demands of modern higher education.

#### **4.2 ORIENTATIONS FOR FACULTY BUILDING AT THAI NGUYEN UNIVERSITY**

First, developing the faculty with an appropriate size and balanced structure, consistent with disciplinary requirements and institutional restructuring.

Second, improving the quality of faculty members through standardization, modernization, and international integration.

Third, developing a supportive working environment, incentive mechanisms, and academic culture that promote the creativity and professional development of lecturers.

### **4.3 SOLUTIONS FOR FACULTY BUILDING AT THAI NGUYEN UNIVERSITY IN ACCORDANCE WITH HO CHI MINH'S IDEOLOGY**

#### **4.3.1 Strengthening the Leadership of Party Organizations and Administrative Management in Faculty Building**

Party committees at Thai Nguyen University, member universities, and relevant functional units must fully recognize the importance of faculty building for higher education development. Based on this understanding, appropriate policies and guidelines should be formulated to clarify the roles and responsibilities of individuals and organizations in faculty development.

It is also necessary to regularly review and evaluate the current situation of faculty development and forecast trends in domestic and global higher education in order to formulate effective strategies for faculty building. In this process, the Party's guidelines and the State's policies on education and training must be thoroughly implemented in each unit.

Strengthening the leadership of Party committees and the management role of university authorities is therefore a crucial condition for effectively implementing faculty building objectives.

#### **4.3.2 Improving the Quality of Faculty Training and Professional Development**

Enhancing the training and professional development of faculty members is a fundamental basis for improving the quality and reputation of Thai Nguyen University. High-quality faculty also play an important role in attracting students to study and conduct research at the university.

Faculty development activities should therefore be implemented regularly and continuously in order to update new achievements in global education and apply them to teaching and research activities in Vietnam.

#### **4.3.3 Reforming Recruitment and Enhancing Teaching and Research Quality in the Context of University Autonomy**

Faculty building at Thai Nguyen University is a comprehensive task in which recruitment, effective utilization, and improvement of teaching and research quality play a central role.

Recruitment processes should ensure transparency, fairness, and accountability, supported by technological monitoring systems. Newly

recruited lecturers should also commit to professional development and continuous improvement.

At the same time, the university should implement policies to attract highly qualified professionals, develop interdisciplinary teaching and research groups, and promote university autonomy. These measures will create motivation, improve income levels, and enhance the professional capacity of lecturers in the context of international integration.

#### **4.3.4 Implementing Effective Incentive Policies and Creating a Favorable Working Environment**

Policies and working environments play a particularly important role in faculty building and development. They represent the practical implementation of the Party's policies, the State's regulations, and Ho Chi Minh's ideology regarding the improvement of teachers' material and spiritual conditions.

Ensuring adequate salary, allowances, welfare benefits, professional development opportunities, recognition, and reward systems will motivate faculty members to devote themselves to teaching and research activities.

Furthermore, Thai Nguyen University should continue to improve incentive policies, strengthen leadership oversight, and ensure legitimate rights and interests of faculty members. Building a democratic, disciplined, and collaborative academic environment is essential for maintaining professional ethics and encouraging innovation among faculty members.

#### **4.3.5 Strengthening Investment in Infrastructure and Expanding International Cooperation**

Improving the quality of teaching and scientific research at Thai Nguyen University depends significantly on infrastructure and working conditions. Therefore, the university should invest in modern facilities, including lecture halls, research laboratories, digital libraries, information technology systems, and advanced experimental equipment.

In addition, international cooperation should be strengthened by supporting faculty members in studying and conducting research abroad. Enhancing foreign language proficiency, digital competence, and international integration skills among lecturers is also essential to meet the requirements of contemporary higher education.

#### **4.3.6 Promoting Self-learning and Self-development Among Faculty Members**

Self-learning and self-improvement represent important internal motivations for the professional development of lecturers. This approach closely reflects Ho Chi Minh's principle of "lifelong learning."

Promoting self-learning among faculty members requires strengthening professional awareness, developing democratic academic environments, and encouraging research collaboration and knowledge sharing.

At the same time, institutional mechanisms should support online professional development, open educational resources, and the integration of self-learning with scientific research and teaching innovation. These measures will provide a sustainable foundation for improving faculty quality.

#### **4.3.7 Strengthening Inspection, Supervision, and Evaluation in Faculty Building**

Applying Ho Chi Minh's viewpoint that "work only progresses effectively when inspection is conducted" the process of monitoring and evaluating faculty development should focus on six key aspects: (1) Establishing a shared understanding of the supportive role of supervision and evaluation. (2) Developing transparent and appropriate evaluation criteria for faculty members. (3) Innovating evaluation methods through multi-dimensional assessment, combining periodic evaluation with self-assessment and technological tools. (4) Monitoring the implementation of individual professional development plans. (5) Linking evaluation results with faculty planning, appointment, promotion, and reward policies. (6) Developing professional and competent inspection teams capable of conducting objective and effective evaluations.

### **Chapter 4 Summary**

Chapter 4 analyzes orientations and proposes a system of solutions for faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology in the current context.

Based on the analysis of both domestic and international influences on higher education, the chapter affirms that faculty development at Thai Nguyen University is affected by numerous objective and subjective factors. Alongside opportunities created by higher education reform, international integration, and advances in science and technology, there remain significant challenges that must be addressed.

Therefore, faculty building must closely follow the Party's guidelines, the State's policies, and Ho Chi Minh's ideology on teacher development. At the same time, faculty development should be regarded as a breakthrough factor in the process of educational reform, contributing to improvements in training quality, scientific research capacity, and the

institutional position of Thai Nguyen University within Vietnam's higher education system.

Based on the achievements and limitations analyzed in previous chapters, the thesis proposes several major solutions for improving faculty building at Thai Nguyen University. These solutions focus on strengthening leadership and governance, improving faculty training and development, reforming recruitment and evaluation mechanisms in line with university autonomy, implementing effective incentive policies, and creating favorable academic environments.

In addition, the chapter emphasizes the importance of infrastructure investment, international cooperation, and the development of dynamic academic environments to support the comprehensive development of faculty members.

The proposed solutions are closely interconnected and should be implemented in a coordinated and systematic manner in order to ensure effectiveness and sustainability. Through these efforts, the university can develop a faculty with strong political commitment, sound professional ethics, and high academic competence, thereby meeting the demands of higher education reform and fulfilling its mission of training high-quality human resources and contributing to the sustainable development of the Northern Midlands and Mountainous Region and the country as a whole.

## CONCLUSION

First, Ho Chi Minh's ideology on teacher workforce development constitutes an important component of his broader ideological system on education and training, and serves as a theoretical foundation guiding contemporary faculty building. According to Ho Chi Minh, teachers are not merely transmitters of knowledge but also fulfill the mission of "cultivating people," contributing to the intellectual and moral development of future generations. Therefore, the teaching workforce must be developed comprehensively in terms of political commitment, ethical integrity, and professional competence, ensuring the principle of being both "politically committed and professionally competent." His viewpoints on role modeling, self-learning, self-discipline, and the social responsibility of teachers continue to retain important methodological value for faculty building in higher education within the context of reform and international integration.

Second, based on an in-depth study of Ho Chi Minh's ideology, the thesis clarifies the core contents and develops a theoretical framework for university faculty development in accordance with his ideology. Faculty building is understood as a comprehensive development process encompassing political qualities and professional ethics, academic and pedagogical competence, professional motivation and social responsibility, as well as appropriate academic environments and institutional policies. The thesis applies this theoretical framework to the specific context of Thai Nguyen University, a regional university responsible for education, scientific research, and socio-economic development in the Northern Midlands and Mountainous Region of Vietnam.

Third, the thesis analyzes and evaluates the current situation of faculty building at Thai Nguyen University in recent years. The findings indicate that the university's faculty has made significant progress in both scale and quality. Many lecturers have actively innovated teaching methods, participated in scientific research, and contributed to improving training quality. Faculty training and professional development activities have received increasing attention, the academic environment has gradually improved, and several policy mechanisms have been adjusted to better meet development requirements. As a regional university, Thai Nguyen University's faculty has made important contributions to human resource development and scientific research serving the Northern Midlands and Mountainous Region. Nevertheless, certain limitations

remain, including uneven faculty qualifications, a relatively limited number of highly qualified lecturers, and some policy mechanisms that have not yet fully met development needs.

Fourth, based on the assessment of the current situation, the thesis identifies several issues that need to be addressed in faculty building at Thai Nguyen University in the context of higher education reform. These include improving faculty quality, standardizing professional qualifications according to professional standards, strengthening scientific research capacity and international publications, adapting to digital transformation, and enhancing the professional autonomy and self-governance capacity of lecturers. Given the characteristics of a regional mountainous university, faculty members must also connect scientific knowledge with the practical development needs of the Northern Midlands and Mountainous Region.

Fifth, faculty building at Thai Nguyen University in the coming period will be influenced by various factors, including higher education reform, international integration, advances in science and technology, digital transformation, and the sustainable development requirements of the Northern Midlands and Mountainous Region. These factors present both opportunities and challenges, requiring faculty members to continuously improve professional competence, research capacity, and adaptability to the modern higher education environment.

Sixth, based on the combination of theoretical research and practical investigation, the thesis proposes a system of orientations and solutions for faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology. These solutions focus on strengthening the leadership role of the Party and the management of the university; improving the quality of faculty training and development; reforming recruitment, utilization, and evaluation mechanisms; enhancing teaching and research quality; implementing effective incentive policies; expanding international cooperation; promoting the spirit of self-learning and self-development among lecturers; and strengthening inspection and supervision in the process of faculty building. These solutions should be implemented in a coordinated manner to ensure effectiveness in practice.

## LIST OF PUBLICATIONS RELATED TO THE THESIS

1. Dinh Thi Hien (2025), “*Several Solutions for Further Developing the Faculty of Thai Nguyen University at Present,*” *Journal of Theoretical Education*, No. 3, pp. 65–69.
2. Dinh Thi Hien (2025), “*Building and Developing the Faculty at Thai Nguyen University (2015–2024): Policies, Achievements, and Experience,*” *Journal of Party History*.  
<https://tapchilichsudang.vn/xay-dung-va-phat-trien-doi-ngu-giang-vien-tai-dai-hoc-thai-nguyen-2015-2024-chu-truong-ket-qua-va-kinh-nghiem.html>
3. Dinh Thi Hien (2024), “*Faculty Building at Thai Nguyen University in Accordance with Ho Chi Minh’s Ideology,*” *Ho Chi Minh Studies Review*, No. 63 (May–June 2024), pp. 95–99.