

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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

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INTRODUCTION

1. Rationale of the Study

President Ho Chi Minh was not only a great political leader and eminent thinker, but also an exemplary educator and teacher. He left behind a profound educational legacy, including important ideas on higher education and faculty building. He affirmed that: “*Without teachers, there would be no education; without education, there would be no cadres; and without cadres, there could be no discussion of the economy or culture.*” Ho Chi Minh’s ideology on teacher and faculty building carries strategic value and serves as an important orientation for personnel development in education in general and higher education in particular.

Fully recognizing the value and significance of Ho Chi Minh’s ideology on teacher and faculty building, the Communist Party of Vietnam and the State have consistently directed the creative application and development of his viewpoints in educational practice.

Thai Nguyen University is the largest regional university in Vietnam, entrusted with a strategic “dual mission”: improving the quality of education and scientific research while simultaneously serving socio-economic development and safeguarding security in the Northern Midlands and Mountainous Region of Vietnam. Over more than three decades of development, the university has built a large faculty force that has made direct contributions to education and training, high-quality human resource development, scientific research, technology transfer, and regional policy consultation.

However, faculty building at Thai Nguyen University has revealed both achievements and persistent limitations, including imbalances in disciplinary structure, age distribution, and professional qualifications; the phenomenon of “brain drain”; uneven professional capacity among lecturers; and the continued existence of bureaucratic and subsidy-based thinking. As a result, although the faculty is relatively large in number, it has not yet achieved sufficient overall strength and balance in quality and structure.

Facing the demands of higher education reform and development in the new era, Thai Nguyen University, with its position and social responsibility as a regional university, must continue to comprehensively strengthen and develop its faculty. Faculty building at Thai Nguyen University has therefore become an urgent and essential task. For this

reason, 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 dissertation in Ho Chi Minh Studies.

2. Research objectives and tasks

2.1. Research Objective

The dissertation systematically examines Ho Chi Minh’s ideology on teacher and faculty building, as well as the values and significance of this ideology. It also analyzes the current situation and proposes orientations and solutions for faculty building at Thai Nguyen University in accordance with Ho Chi Minh’s ideology in the new era.

2.2. Research Tasks

- To analyze relevant research works in order to identify achieved results as well as issues that require further study.
- To clarify the theoretical foundations of faculty building in accordance with Ho Chi Minh’s ideology and the significance of this ideology for faculty development.
- To analyze and evaluate the current situation of faculty building at Thai Nguyen University in accordance with Ho Chi Minh’s ideology, thereby identifying achievements, limitations, causes, and emerging issues within the contemporary higher education context.
- To analyze influencing factors and propose orientations and major solutions for faculty building at Thai Nguyen University in accordance with Ho Chi Minh’s ideology..

3. Research object and scope

3.1. Research object

The dissertation examines the issue of faculty building at Thai Nguyen University in accordance with Ho Chi Minh’s ideology.

3.2. Research Scope

- **In terms of content:** the dissertation examines Ho Chi Minh’s ideology on teacher and 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 Thai Nguyen University.
- **In terms of scope:** the dissertation studies faculty building in accordance with Ho Chi Minh’s ideology at Thai Nguyen University, a regional university system consisting of 14 affiliated training units.
- **In terms of time frame:** the dissertation examines the process of faculty building at Thai Nguyen University in accordance with Ho Chi

Minh's ideology from 2015 to 2025, with orientations toward 2030 and a vision to 2045.4. Theoretical Foundation and Research Methods

4.1. Theoretical Foundation

The dissertation is grounded in the theoretical foundations of Marxism–Leninism, Ho Chi Minh's ideology, and the viewpoints and policies of the Communist Party of Vietnam concerning educational reform, teacher workforce development, and faculty building.

4.2. Methodology and Research Methods

The dissertation follows the methodological principles of dialectical materialism and historical materialism, while also applying interdisciplinary approaches and specialized methods in Ho Chi Minh Studies. Specifically:

- **Chapter 1** primarily employs the historical–logical method, textual analysis, document analysis and synthesis, systematization, and comparative methods.
- **Chapter 2** mainly applies analytical–synthetic methods, the logical–historical approach, systematization, and theoretical generalization, combined with textual analysis.
- **Chapter 3** primarily utilizes sociological survey methods, interviews, and expert consultation, in combination with statistical, analytical–synthetic, and comparative methods.
- **Chapter 4** employs analytical–synthetic methods, generalization, scientific forecasting, and expert consultation, combined with comparative and systematization methods.

5. New Scientific Contributions of the Thesis

Based on the inheritance and critical review of relevant scholarly works, the dissertation focuses on clarifying several fundamental issues: First, it examines a number of viewpoints of Ho Chi Minh concerning teacher and faculty building. Second, it analyzes and clarifies the current situation of faculty building at Thai Nguyen University in accordance with Ho Chi Minh's ideology during the period from 2015 to 2025. Third, it forecasts the influencing factors and proposes orientations and solutions for faculty building at Thai Nguyen University in the light of Ho Chi Minh's ideology.

6. Significance of the Thesis

- **Scientific significance:** The dissertation contributes to systematizing Ho Chi Minh's thought on building the contingent of teachers and lecturers; supplements approaches from the perspective of Ho

Chi Minh Studies; and clarifies the distinctive characteristics of faculty development at regional mountainous universities.

- **Practical significance:** The dissertation provides a scientific foundation for Thai Nguyen University in developing its faculty contingent. The research findings may also serve as reference materials to support research, communication, and educational activities, thereby enhancing the effectiveness of faculty development at Thai Nguyen University and other regional universities in the context of the comprehensive and fundamental reform of higher education in Vietnam today.

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, Nguyen Thanh Tuan, Nguyen Van Trung...

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 broad concept that encompasses "school teachers," "lecturers," "male teachers," "female teachers," "educators," "instructors," and "coaches." All of these share the common meaning of individuals engaged in teaching, training, and educational guidance.

The contingent of teachers includes all individuals participating in teaching and training activities within the national education system and professional education system. This force is regarded as the core element that plays a decisive role in the quality of education and training, directly contributing to the development of knowledge, human resources, and culture of a nation.

2.1.1.2. Lecturers and Faculty

A lecturer is an educator whose duties include teaching and participating in scientific research (at the college level and above), while also serving as a professional public employee who plays a central role in training high-quality human resources. Lecturers perform the functions of knowledge transmission, academic development, and scientific innovation in accordance with professional standards and the regulations of the education system. They are entitled to academic freedom within the framework of the law and constitute the decisive force for the quality, prestige, and sustainable development of higher education.

The contingent of lecturers refers to the body of educators who are recruited, trained, and professionally developed to meet standards of

moral qualities, qualifications, and professional competence in order to undertake teaching, scientific research, and technology transfer activities in service of the community at colleges, universities, and postgraduate institutions. This is a high-quality human resource force that plays a decisive role in the quality of training and the development of the higher education system.

2.1.2. Faculty Building

Building a contingent of lecturers is a comprehensive process encompassing policies and planning orientations, recruitment policies, training and professional development, as well as methods and measures for the management and utilization of lecturers. The aim is to develop a body of educators with exemplary moral qualities, a strong sense of responsibility, solid professional expertise, and effective pedagogical skills, while ensuring adequate quantity, quality, and structural balance to meet the requirements of a professional and modern higher education system.

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

Ho Chi Minh's ideology on building the contingent of lecturers is a comprehensive system of viewpoints concerning the objectives, contents, methods, and principles of recruiting, training, fostering, utilizing, and developing a contingent of educators possessing political qualities, revolutionary ethics, professional qualifications, pedagogical competence, and a strong sense of responsibility, capable of meeting the requirements of education and training, scientific research, and technology transfer, thereby contributing to human resource development, national development, and the protection of the Fatherland.

Building the contingent of lecturers at Thai Nguyen University in accordance with Ho Chi Minh's ideology is the process of applying his system of viewpoints on education and training, as well as teacher development, to the recruitment, training, fostering, utilization, and development of lecturers. The objective is to build a contingent of lecturers that is sufficient in quantity, balanced in structure, firm in political qualities and moral character, professionally competent, capable in teaching, scientific research, and technology transfer, and imbued with a strong sense of responsibility, thereby meeting the requirements of higher education development and the mission of regional development in the Northern Midlands and Mountainous Region in the new era.

Regarding its objective, the development of the lecturer contingent at Thai Nguyen University aims to create a strong and comprehensive body of educators capable of effectively fulfilling assigned tasks and contributing to the development of the university.

Regarding the leadership and implementing subjects, these include:

- (1) the Party Committee, the Board of Directors of Thai Nguyen University, and the Party committees and leadership of affiliated units;
- (2) Party organizations, administrative authorities, and mass organizations within Thai Nguyen University;
- (3) the lecturers themselves; and
- (4) educational management agencies, scientific and educational organizations, and relevant social organizations.

Regarding the content, the development process focuses on ensuring adequate quantity, improving organizational structure, and enhancing the quality of the lecturer contingent at Thai Nguyen University.

The guiding principles, methods, and solutions for developing the lecturer contingent at Thai Nguyen University are determined on the basis of Ho Chi Minh's ideology.

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

2.2.1. Regarding the position and role of building the contingent of teachers and lecturers.

2.2.1.1. Regarding the position and role of the contingent of teachers and lecturers.

According to Ho Chi Minh's ideology, the contingent of teachers and lecturers are not merely transmitters of knowledge, but also representative embodiments of the educational culture and the fine traditions of the Vietnamese nation. Building the contingent of teachers is considered "the very first step in the cause of building a new education system." As Ho Chi Minh affirmed: "Without teachers, there would be no education." This is "a heavy yet very glorious responsibility."

2.2.1.2 The Position and Role of Building the Contingent of Teachers and Lecturers

First, building the contingent of teachers and lecturers aims to create a core force in the cause of education and training, directly undertaking the mission of educating good citizens and competent cadres.

Second, building the contingent of teachers and lecturers means forming and developing a body of individuals that plays a decisive role in the quality of education and training as well as in the development of educational institutions.

Third, building the contingent of teachers and lecturers aims to establish a body of educational intellectuals serving the cause of building and developing socialism.

2.2.2. The Objectives of Building the Contingent of Teachers and Lecturers

Building the contingent of teachers and lecturers aims to ensure quality standards capable of meeting the requirements of modern education.

Building the contingent of teachers and lecturers also aims to foster exemplary models of “lifelong self-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

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

In 2025, Thai Nguyen University had 3,729 public employees and workers, including 2,415 lecturers and academic staff engaged in teaching and scientific research in the disciplines and fields trained by the university. Among these 2,415 lecturers, there were 206 Professors and Associate Professors, 1,005 PhD holders, and 98% possessed postgraduate qualifications, basically meeting the requirements of the cause of education and training.

The contingent of lecturers at Thai Nguyen University has several distinctive 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. Advantages and Their Causes

3.2.1.1. Advantages

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 Advantages

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

First, the issue of enhancing the leadership role of Party committees and the managerial effectiveness of the University leadership and its member institutions in faculty development, in order to ensure the synchronous development of the faculty in terms of quantity, a rational structure, and continuously improved quality.

Second, the issue of improving the quality of training and professional development in order to enhance the professional qualifications, occupational competencies, and comprehensive quality of the faculty staff.

Third, the issue of renewing the recruitment, utilization, inspection, supervision, evaluation, and promotion of faculty capacity in order to ensure the comprehensive development of political qualities, moral standards, professional competencies, and the substantive quality of the faculty staff.

Fourth, the issue of ensuring mechanisms, policies, welfare regimes, and building a favorable developmental environment in order to create motivation for faculty members to improve themselves, devote their efforts, and maintain long-term commitment to the University.

Fifth, the issue of strengthening resources, working conditions, research environments, and expanding international cooperation in order to improve the quality of education and training, scientific research, and the international integration capacity of the faculty staff.

Sixth, the issue of promoting proactiveness, self-study, self-improvement, and adaptability to the requirements of international integration among the faculty staff of Thai Nguyen University.

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
**FORECASTING THE FACTORS INFLUENCING,
 ORIENTATIONS, AND SOLUTIONS FOR BUILDING THE
 FACULTY STAFF OF THAI NGUYEN UNIVERSITY IN
 ACCORDANCE WITH HO CHI MINH'S IDEOLOGY TOWARD
 2030, WITH A VISION TO 2045**

**4.1. FORECASTING THE FACTORS INFLUENCING THE
 DEVELOPMENT OF THE FACULTY STAFF IN ACCORDANCE WITH HO
 CHI MINH'S IDEOLOGY AT THAI NGUYEN UNIVERSITY TOWARD
 2030, WITH A VISION TO 2045**

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

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

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

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

**4.2. ORIENTATIONS FOR BUILDING THE FACULTY STAFF OF
 Thai Nguyen University IN ACCORDANCE WITH HO CHI MINH'S
 IDEOLOGY TOWARD 2030, WITH A VISION TO 2045**

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. SOME SOLUTIONS FOR BUILDING THE FACULTY STAFF IN
 ACCORDANCE WITH HO CHI MINH'S IDEOLOGY AT Thai Nguyen
 University TOWARD 2030, WITH A VISION TO 2045.**

**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. Developing the Capacity for Self-Study and Self-Improvement among the Faculty Staff of Thai Nguyen University

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*.
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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.