

Renewing The Training Model For Managers Of Public Higher Education Institutions, Meeting The Requirements Of Self-Control, Self-Responsibility

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SUMMARY

Training and retraining to enhance the capacity of the managerial staff of tertiary education institutions play a decisive role in the quality of university education and the effectiveness of university administration in the context of the need for autonomy and self-control to meet the requirements of society and international integration. Such competence is not limited to the professional standards of a teacher, but also the standardization of his political qualities, ethics and capability to lead and manage the university board. Unlike fostering professional qualifications of university lecturers in general, a unique model based on the job/position based system and a competency framework to retrain this team should be built. The article deals with the issues of program, content, methods, forms of training and retraining managers of tertiary education institutions. The proposal to renew the training model for this team in the coming time is thereby made.

Keywords: training and retraining of managers; managers of tertiary education institutions.

CONTENT

1. The requirement of self-control, self-responsibility at public tertiary education institutions and the issue of training and retraining to upgrade university management capability for managerial officers.

In the view of Marxism-Leninism, man is both a product and a subject of socio-historical process. Today, more than ever, human knowledge has become a decisive factor of competitive advantage as well as the development of each nation, a driver to increase productivity and sustainable economic growth.

In 2013, the issued resolution of the Party on fundamental and comprehensive reform of education and training identified the objective "Make fundamental and huge changes in the quality and effectiveness of education and training. Striving to 2030, the education of Vietnam reaches the advanced level in the region. The Education Human Resources Development Plan 2011-2020 (issued in conjunction with the Decision No. 6639 / QD-BGDDT dated 29 December 2011 of the Minister of Education and Training) indicated that the education in Vietnam should be basically, comprehensively renovated in the direction of standardization, modernization, socialization, democratization and international integration, in which the reform of education management, development of teachers and managers are the key.

Political report at the 12th Party Congress continues to identify the task of striving in the coming years, creating a radical change in the quality and effectiveness of education and training; fundamentally reform the management of education and training, ensuring democracy and unity; increase the self-control and social responsibility of education and training establishments; attach importance to quality management. Develop the contingent of teachers and administrators in order to meet the requirements of education and training.

Higher education institutions (HE) include public and private universities; it consists of faculties, subjects and equivalents of various professional fields for the purpose of training university students. Public Universities (PU) are characterized by: (1) PU are owned, invested and built by the State (Government). Public universities manage and use material and human resources in accordance with the law on management and use of the State's property and personnel; (2) PU has legal status and is subject to state management of Ministry of Education and Training (MOET) on issues related to HE. Some universities may be subordinated to the structure and under the control of another governing body, but in terms of mechanisms and policies are still governed by the regulations of MOET. For example, the Vietnam Youth Academy is part of the Central Ho Chi Minh Communist Youth Union; Hanoi Law University is under the Ministry of Justice. The Government stipulates the contents and methods of determining the tuition fee level and the enrollment fee. Public universities enjoy autonomy but not against the regulations defined by MOET. Meanwhile, private universities are fully autonomous in the above areas as stipulated by law. Public universities in Vietnam are classified into the following:

- Vietnam National University is a center for training, scientific research and multi-disciplinary and multi-field technology, which are prioritized for investment and development by the State. There are currently two national universities, Hanoi National University and Ho Chi Minh City National University.
- Regional universities include member universities, subordinate units, organized by two levels, multi-disciplinary and multi-field training of higher education, and conducting research work and technology transfer to meet the needs of socio-economic development of the region and the whole country. Our country now has regional universities such as Thai Nguyen University, Hue University, Da Nang University.
- Universities under the Ministries, the sectors consist of two groups: Universities under the comprehensive management of the Ministry of Education and Training; and those are administered by inter-ministerial management (governing Ministry and MOET) such as Medical University under the Ministry of Health, Finance Academy under the Ministry of Finance.
- University under the province / city.

Table 1. Scale of Universities in Vietnam in the period 2011 - 2016

School year	Type		Total	Percentage of public universities (%)
	Non-public	Public		
2011 - 2012	50	138	188	73,4
2012 - 2013	54	153	207	73,9
2013 - 2014	58	156	214	72,9
2014 - 2015	58	156	214	72,9
2015 - 2016	58	156	214	72,9

Source: Statiscal yearbooks from 2011 to 2016, MOET

Statistics show that the number of public universities in the school year 2015-2016 is 156/214 schools, accounting for 72.9% of the total number of universities nationwide. This shows that scale of public universities is superior to that of non-public universities and demonstrates clearly the role and position of public universities in securing output of higher education for labor market.

With that scale and practical requirements, the implementation of self-control in public higher education instutions is being focused on. Decree No. 16/2015/ND-CP dated 14/02/2015 regulating the self-control mechanism for public business unit and Decree 77/ NQ-CP dated

October 24, 2014, on the pilot renewal of operation mechanism of public institutions, in 2014 – 2017 stage, shows that the state has determined that university self-control is an indispensable trend and public universities operate toward attaching with social need and labor market. The Government also issued Decree No. 141/2016/ND-CP dated October 10, 2016 regulating the self-control mechanism of public business units in the economic field and other field. Accordingly, universities are given self-control in terms of expertise, human resources, finance and accountability strengthening; specifying the quality verification; drastically reducing the administrative interventions of the host agencies, proceeding to abolish the host mechanism.

According to the Law on Management and Use of State Property in 2008, public business unit is divided into two groups: self-financing public service units (PSU) and non-self-financing PSU, with two different mechanisms for managing and using State assets. Accordingly, non-self-financing PSU manage and use State assets like what State agencies do, except for the proceeds from liquidation or sale of assets² and are permitted to use State-owned assets assigned to them for production and business purposes. Self-financing PSU are self-control in terms of planning, task performance, organizational structure, personnel, they must set up Board of management to determine key issues in their operation process³.

Self-control is associated with the formation of School Board requires resources administration capacity, including lecturer team, policy, and financial resource. Meanwhile, the contingent of officials are both redundant and lacking, weak in leadership ability; lack of motivation for self-learning and innovation; They have not caught up with the requirements of education reform, have insufficient understanding of lecturer resource and development need associated with labor market in the context of fierce competition. It sets new urgent requirements for improving ability of public university administrators to meet the requirements of society and international integration.

2. Current situation of the training model for managers in public universities

In terms of guidelines, training and retraining (T & R) to improve ability of staff working in higher education institutions, MoET is investigating and implementing two major projects: Project 911 to train PhDs for universities⁴ and Project 599⁵ to train cadres abroad for 2013-2020 period. For managerial staff, Circular No. 28/2014/TT-BGDĐT dated August, 26, 2014 of the Minister of Education and Training stipulating the retraining and granting certificates in education management; The project on "Training and retraining teachers and education managers, meeting the requirements of fundamental and comprehensive renewal of general education in the 2016-2020 period with orientations to 2025".

Regarding program content and objects of T & R, currently there are programs for training bachelors, masters and doctors in education management conducted by higher education institutions such as Institute of Education Management, Hanoi National University of Education, Ho Chi Minh City University of Pedagogy, VNU... However, contents of these programs are highly academic, difficult to practice skills, learners are inconsistent. Regarding training programs for leading positions of schools, faculties and subjects, the same training program is applied, making it difficult to exploit and develop specific (tailor-made) skills for each group of positions. In fact, the competency requirements for Rector differ from Dean and more differ from Head of department in the university.

It can be seen that the rector position requires more strategic leadership ability for the development of the university, the knowledge of State management in higher education, and the management skills of the Board of Administration, University Council and overall management of financial resources, human resources of the university. In the meantime, Dean

position requires the ability to consult, advise on the use, allocation of resources; coordinate and connect in the implementation of the corresponding plans. Head of the departments requires an in-depth understanding of the professional subject/field in order to conceptualize, design, supervise the curriculum, content of the training and teaching staff. These aspects have now been demonstrated in the process of identifying positions based system and job descriptions as defined by the Ministry of Home Affairs⁶. If the same training program is applied to these positions, the practicality and actual qualification development of each location shall be decreased.

In reference to the contingent of trainers, teaching method, basically this team is associated with facilities which are specialized in training and retraining in education management. However, the difficulty in implementing training programs lie in the interference between professional knowledge, skills and such in State management, in internal university administration. In fact, lecturers at T & R specializing in higher education profession shall have no strength in State management as the training schools of the Ministries, branches and vice versa, leading to the skills trained in class to be not deep, unrealistic, unsuitable for learners. Sometimes, lecturers are confused in explaining state management issues if the learners are those who have many years of experience teaching this content. On the other hand, the lecturers invited from State management training institutions who are lack of experience in leading and running schools and faculties find it difficult to convince experienced trainees. These difficulties make the deployment of T & R method more difficult. Moreover, if there is no continuous adjustment and renovation, the training will gradually be formalism, after learning the learners will receive the certificate but the goal of improving knowledge and skill has not been actually achieved.

3. Issues raised to renew the model of training – retraining managers in public universities

The process of implementing self-control for higher education institutions, limiting the direct intervention of State management agencies in the past time, has resulted in important outcomes, many units have promoted their potentials and strengths, increased the financial self-control and contributed a part to the budget. However, in reality, the quality of higher education has not been highly appreciated by the society, the university structure is bulky, ineffective and the living standards of lecturers are low. The management mechanism in public universities has not improved in comparison to the management mechanism in State agencies in general. Therefore, it raises a number of issues of concern in the design, formulation and operation of the training system for management staff in higher education institutions to improve university management and execution capacity in the context of changing labor market demand together with the increasing demands for output quality of students.

Firstly, there should be a close monitoring and verification of the training program and standardization of the training content based on competency standards and job position characteristics of learners. Accordingly, there must be a separate training program for the following three objects: (1) Board of Management/Board of Directors and persons assigned to this position at schools/institutes; (2) Leaders of faculty and people assigned to this title; (3) Department leaders and person assigned to this position. For example: Article 20, Clause 2, Point a of the Law on Higher Education 2012 stipulates that the Rector must have "good political qualities, good morals, good prestige in science, education and management capacity". However, when implementing self-control, the management thinking and operating mechanism of the university and its Board must be similar to that of the enterprise, taking effectiveness as a measure and respecting self-determination (discretion), self-responsibility. This requires the head, in addition to general requirements, must focus on requirements of

State management thinking, economic thinking and market economy acumen to meet the operation requirements of the self-control unit. The training content should focus on these aspects instead of spreading many aspects related to teaching knowledge, skills, scientific research that have been fostered in separate programs for university lecturers.

Secondly, it is necessary to closely supervise and appraise the faculty members and the visiting lecturers. In fact, the learners sent to study are mostly holding the leadership positions or have been assigned this title in the universities; many of them have high level, deep practical knowledge, long experience. Therefore, if the trainers are not equipped with extensive knowledge, skills and practical experience, it will be difficult to effectively implement the program according to the set objectives. Managing the learners and implementing the method are sometimes difficult because learners do not want to learn if the content does not really benefit their capacity development and does not inspire them. In order to make the lectures persuasive in form and content, the faculty members must at least have the doctorate degree, be the principal lecturers who are taking leadership positions at the Department level or higher level at universities or Leaders at Department level upward for visiting lecturers of ministries and sectors.

Third, the evaluation tools should be developed at the end of the course. The tool must be measurable and demonstrate progress of learners; as well as objective of the training program achieved in improving the knowledge, skills and attitudes of learners. This requires substantial, responsible participation and the serious, drastic direction of the head of the responsible training institutions in defining outcomes of the training program.

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