

# The teaching staff development of private universities in Vietnam

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**ABSTRACT:** *Although accompanied by the socialist-oriented market economy, private higher education plays a critical role in the development of the higher education sector of Vietnam. In this context, teaching staff development has been becoming more important than ever to make these non-public universities more competitive to the public universities. The main objectives of this research are to develop an understanding of an overview of the teaching staff development of the private universities in Vietnam. The study uses qualitative analysis in order to gain insights into different development aspects of these teaching staff. The findings should make an essential contribution to human resource development in the non-public universities regarding quality, quantity and assessment of the quality of the teaching staff in these universities. This research supports the idea that the teaching staff development of the private universities should be equally regarded as their colleagues in the public one.*

**KEYWORDS:** Private high education, non-public university, teaching staff development.

→ Received 21/5/2021 → Revised manuscript received 08/6/2021 → Published 30/12/2021.

## 1. Introduction

As in many other countries, there are many types of private universities in Vietnam, from completely private universities to universities that combine both public and private. This leads to different ways of naming the universities. In Vietnam, private schools are named “people-founded universities,” “semi-public universities,” or “private universities.” Regulations on these types of higher education institutions also change over time. Until now, some private universities have had the name “people-founded university” because their names could not be changed. So, in this paper, all these types of universities are referred to as “non-public universities”.

The private higher education in Vietnam is having two difficult situations, which one is to take up the challenge of foreign universities, which have been recently interested in looking for their complete legal status of the local headquarters, and of domestic universities which have increasingly cooperated with their foreign counterparts to provide many higher quality services in the academic life. The other is that new policies make it easier for these non-public

universities (NPU) to develop.

Besides, the fast growth of private higher education (PHE) has become a phenomenon in the 21st century (Altbach, 1999; Shad & Nair, 2016). This trend is also seen in Vietnam when the private higher education, despite many difficulties, especially in staff development. However, it has proved its essential role for the social-economic development, contributing to enhancing the capacity of the higher education system and meeting better the learning needs of the people (Tran, 2018). With its vital role in determining the existence and growth of each university, staff development is always the most formidable challenge for NPUs.

Over the nearly three decades, there has been a dramatic increase in development of NPUs. However, people who have been teaching in this form of higher education have not seemly regarded as their counterparts in the public one. This paper, therefore, will present a picture of teaching staff and staff development in NPUs in Vietnam today in terms of human resource development.

## 2. Methodology

Desk research was used to investigate how the teaching staff has changed in recent years regarding its quality and quantity. Apart from the available materials are published, studying the yearly reports, which have been done as the Ministry of Education and Training requirements, is an effective way of getting an overview of the teaching staff of the private universities. The average values of the answers represented the level of respondents' agreement on the given judgments. The given judgments include:

- (1) lecturers are enthusiastic with teaching;
- (2) lecturers have practical understanding;
- (3) lecturers have appropriate qualifications;
- (4) lecturers respect students. However, it was impossible to investigate the significant relationships between students' assessment and the teaching staff development because the sample size was too small.

## 3. Results

### 3.1. Development process and current situation of the PHE system in Vietnam

The first NPU in Vietnam is Thang Long People Founded University Center, established in 1988. The university was renamed Thang Long People Founded University in 1994. With the issuance of the regulations on private university operation, the university has been renamed Thang Long University since 2007. As the university was established when the country switched from a centralized planning mechanism to market one with deep prejudice of "private owner", it had to bear the name of "people-founded university". In 1997, ten years later, there were 15 NPUs all over the country. The number of NPUs has quickly increased, especially between 2005 and 2010. Presently, Vietnam has 60 NPUs, accounting for 25.5% of the total number of universities with over 260,000 students (15.6% of the total number of students) (Ministry of Education and Training, 2017). Two-third of the total of 60 universities are newly founded, while the rest are upgraded from colleges. NPUs located across regions with the most significant number in the Red River Delta (21 institutions, equivalent to 35%), followed by the Eastern of the South Region of Vietnam

(19 institutions), the North Central and Central Coast Regions (10 institutions), the Mekong Delta (6 institutions), the Central Highland (2 institutions) and the Northern Mountain Region (1 institution).

Regarding type of ownership, the non-public higher education system has 52 private universities and 08 "people-founded universities" have not been converted to private ones by June, 2018. On 01/7/2019, the Law on Higher Education amended in 2018 took effect. The Law already stipulates two types of ownership: Institutions operating for non-profit and for-profit purposes. The State has preferential policies encouraging non-profit universities, but no institution has carried out the conversion procedures.

Regarding shareholder ownership, there are currently two primary forms of ownership: Institutions owned by groups of individuals, such as Thang Long University; Phuong Dong University, Hai Phong University of Economics and Technology, Nguyen Tat Thanh University, Hoa Sen University,...; Institutions owned by the company such as: FPT University, Hong Bang University, Van Lang University, Eastern International University,...

NPUs has contributed to improving the training capacity of the higher education system, better meeting the learning needs of the people. However, too many training institutions belonging to universities with small scale, scattered, leading to many universities (public and non-public) training in the same field/group of majors makes scattered in the resources (people, funds), and reduces investment efficiency. The network of NPUs has been developing slowly in recent years. There has not been a reorganization of the network based on quality to have a policy of prioritizing investment in areas that need to be prioritized for development.

According to the survey results on socialization: a number of universities and colleges of NCL have not yet constructed institutions at the registered locations and have not yet fulfilled their commitments under the establishment scheme. Some schools do not have their own facilities and still have to rent lecture halls, offices, and scattered locations, making the

implementation of training activities difficult. Some localities have not set aside land funds for institutions as committed. Although many institutions are granted land, they face a series of difficulties in compensation and site clearance.

### 3.2. The role of teaching staff

NPU lecturers are considered as (1) teachers - who own rich knowledge in specialized fields and training programs and are proficient in teaching skills; (2) scientists - who master scientific research skills and application of research results into teaching and life practice; (3) service providers - who work to provide the community with services or products of their areas of experts in particular and social needs in general (Bratton & Gold, 2017; MOET, 2017, 2018).

Lecturer - teacher: This is a traditional but important and prerequisite role for a lecturer. A good teacher must first be a good teacher. What is a good teacher? According to the world's educators, a comprehensive lecturer has the following four groups of knowledge as follows. (1) Specialized knowledge: in-depth knowledge of the major and subject area they teach. Although it is said that this is a necessary and prerequisite condition, at present, due to the small number of lecturers, in many schools, lecturers have to teach many subjects at the same time although they may be in the same narrow major. This leads to in-depth expertise not guaranteed. (2) Knowledge of the training program: although each lecturer specializes in a certain specialty, the lecturer must be equipped with knowledge of the entire curriculum to ensure the binding and connection between subjects. The current trend of university training is intensive training combined with interdisciplinary, multi-disciplinary, multi-field and multi-cultural thinking. This knowledge will help workers adapt well in new jobs. group work, project contexts - where they will have to collaborate with individuals from very different disciplines to solve multi-disciplinary problems together. (3) Knowledge and skills in teaching and learning: knowledge of methodologies, teaching and learning techniques in general, and teaching/ learning in each specific discipline. Besides the general method, each major or subject has distinct

characteristics requiring different approaches. (4) Knowledge of the educational environment, system, goals, values, etc. This can be considered as the most basic block of knowledge as the foundation for teaching and learning activities. Only when each teacher clearly understands the mission, core values, and main goals of the educational system and environment, the teaching go in the right direction and have social meaning.

Lecturer - scientist: In this second role, the lecturer performs the role of a scientist with the function of explaining and predicting issues of nature and society that humans and science have not yet solved. Scientific research, seeking to apply scientific research results to real life, and publishing research results to the community (scientific community, society in general, domestic and international) is three main functions of a scientist. There are two main research trends: basic research and applied research. Unlike basic research that explains and predicts unexplored problems of nature and society, applied research aims to apply the results of basic research to solve specific problems. Usually basic research is seen as the main political role of university lecturers. Applied technology research is often the result of linkages between scientists and applicators (businesses, social organizations). Thus, applied research often takes on the color of consulting projects ordered and funded by the business community.

Lecturer - service provider: This is a role that many Vietnamese university lecturers are playing. It is also a role that society values and expects from lecturers. In this role, lecturers provide their services to institutions, students, social organizations, communities and society. Specifically, for institutions and students, a lecturer needs to perform services such as participating in management work, administrative work and social organizations, advising students, finding jobs for students, etc. For the community, the lecturer in the role of an expert also performs services such as consulting, providing information, writing articles. In this function, lecturers act as a bridge between science and society to quickly bring scientific knowledge into community life.

Writing news articles (different from scientific newspapers) is an important and meaningful function in disseminating scientific knowledge and improving people's intellectual level (Bratton & Gold, 2017; MOET, 2017, 2018).

### 3.3. Features of non-public university teaching staff in Vietnam

#### 3.3.1. Labor Position

NPU lecturers are considered as (1) teachers - who own rich knowledge in specialized fields and training programs and are proficient in teaching skills; (2) scientists - who master scientific research skills and application of research results into teaching and life practice; (3) service providers - who work to provide the community with services or products of their areas of experts in particular and social needs in general.

#### 3.3.2. Quantity

In the academic year of 2017-2018, the teaching staff of the NPU system in Vietnam includes over 15,000 lecturers, nearly half of whom are female (6,811 people). This data shows no considerable difference in the male/female ratio.

Most of the lecturers are Kinh ethnic, with a rate of 99.6% (Ministry of Education and Training, 2017). The structure of NPU teaching staff by qualifications is shown in the below figure.

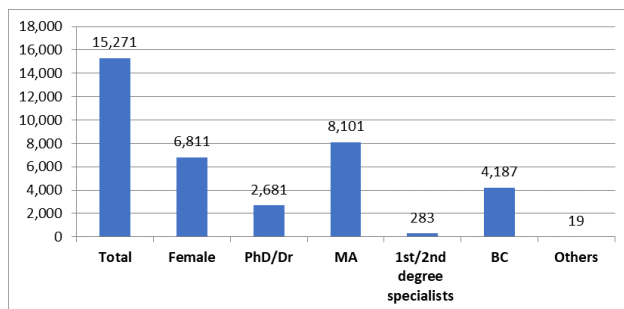


Figure 1: Quantity and structure of NPU teaching staff in the academic year of 2017 - 2018.

Source: Ministry of Education and Training, 2018.

In the academic year of 2015-2016, 71% of teaching staff were regular lecturers, and the rest were contracted (Pham et al., 2017). The

change in teaching staff development in NPUs is described below.

The total numbers of regular lecturers in 43 NPUs were 5,071 people in the academic year of 2003-2004. This number was 7,718 in the academic year of 2007-2008 and over 10,000 in the academic year of 2015-2016, nearly two times higher than this number of 33 years ago when the first NPU were established. The number of contracted lecturers in the academic year of 2015-2016 was approximately 4,000 people.

Among Vietnam private universities, Nguyen Tat Thanh University owns an enormous number of teaching staff, with 1,540 people, including 1,211 regular lecturers and 329 contracted lecturers, followed by the Ho Chi Minh City University Technology with 1,311 lecturers, including 925 regular and 386 contracted lecturers. Duy Tan University ranks third with 956 lecturers, including 731 regular and 225 contracted lecturers. Meanwhile, some universities have a small teaching staff, such as the Asian University of Arts and Design with only 30 lecturers (20 regular and 10 contracted lecturers), Trung Vuong University with 46 regular lecturers, Bac Ha International University with 97 lecturers (48 regular and 49 contracted lecturers).

The students/ lecturer ratio is shown in the below table.

Table 1: The students/lecturer ratio in NPUs in the academic year 2015 - 2018

Academic years	No. of lecturers	No. students	Students/lecturers ratio
2015-2016	14,190	232,367	16.38
2016-2017	15,158	243,975	16.09
2017-2018	15,271	263,368	17.23
Total	44,630	739,710	16.57

Source: Ministry of Education and Training, 2018.

The student/ lecturer ratio in the last three years in NPUs is nearly 17 students/lecturer; in public universities is 21.85 students/lecturer. This ratio shows an advantage of NPUs in comparison with public ones.

**Table 2: Students' assessment on lecturers in 8 NPUs**

		Lecturers are enthusiastic about teaching	Lecturers have a practical understanding	Lecturers have appropriate qualifications	Lecturers respect students
	Total	4.10	4.11	4.20	4.07
Academic year	1st year	4.20	4.17	4.24	4.16
	2nd year	4.10	4.16	4.23	4.17
	3rd year	4.10	4.13	4.21	4.01
	4th year	3.86	3.82	3.96	3.74
	Other	4.00	4.24	4.47	4.29
Gender	Male	4.05	4.12	4.19	4.10
	Female	4.15	4.12	4.22	4.08
	Other	3.75	3.56	3.78	3.56
Education level	University	4.14	4.13	4.22	4.11
	Master	4.39	4.42	4.63	4.58
	PhD candidate	4.20	4.80	5.00	4.60
	Other	4.00	5.00	5.00	3.00

Source: Survey results, 2018

### 3.3.2. Quality

The quality of teaching staff is reviewed in terms of their qualification and actual competency. In terms of training qualification, the percentage of lecturers who have not met the requirements of training qualification (master's degree) in private universities is more than 18% (Nguyen & Nguyen, 2018). More than half of them have a master's degree (8,101 lecturers), 1,681 lecturers have a PhD, 283 lecturers have level I and II degrees in specialized education. (In the medical and health education system, level I is equal to doctorate degree; level II and internal medicine doctor is equal to master's degree.) It is notable that nearly one-third of teaching staff (4,187) only have a university degree and 19 lecturers have other qualifications. The percentage of NPU lecturers who have a PhD. is much lower than the average rate of the whole system (19.4% against 29%), but this trend is seen that teaching staff holding PhD degrees is increasing.

In the academic year of 2015-2016, the percentage of lecturers having a university degree was 33%. This rate dropped to more than 29% after a year and to 23.66% in the

academic year of 2017-2018. In three academic years (2015-2018), the number of lecturers having a university degree reduced from 4,662 (accounting for 32.85%) to 3,616 (accounting for 23.66%). This rate, however, is still high.

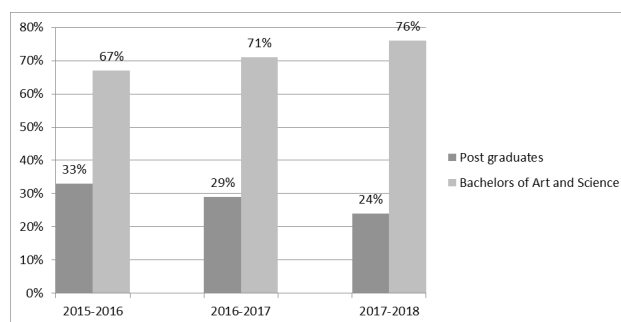


Figure 2: Qualification of teaching staff in NPUs between 2015 and 2018

Source: Ministry of Education and Training

Statistics from the MOET show that more than half of teaching staff at NPUs have master's degrees. This number has increased steadily over the years, both in absolute numbers and percentages.

In the academic year of 2015-2016, the number

of lecturers having a master’s degree was 7,293 and increased to 8,101 in the year of 2016-2017, and 8,580 in 2017-2018 (accounting for 51.4%, 53.44%, and 56.14% respectively).

This trend is also seen with teaching staff holding PhDs. The total number of PhD in NPU lecturers in the academic year of 2015-2016 was 2,235 (accounting for 15.75%), increased to 2,631 (equivalent to 17.36%) in the year of 2016-2017 and 3,086 (equivalent to 20.19%) by the end of the academic year of 2018. The percentage of lecturers granted with academic titles professor and associate professor accounts for 5% of the total number of lecturers in the NPU system.

Some different ways have been applied to assess NPU lecturers’ professional competence. Firstly, granting titles of excellent emulation competitor, progressive labour or task completion, etc., used in public universities (Ministry of Education and Training, 2017). Besides, some universities applied a ranking of A, B, C, D according to levels of completion of the assigned tasks (Eastern International University, Tay Do University, 2017). Reports of NPU show that most of their lecturers are ranked A and B, of which 1,623 lecturers were rated A level (49%), and 1,539 lecturers were rated B level (46%), 133 lecturers were rated C level, and 17 lecturers were rated D level.

**Table 1: Professional competence of NPUs lecturers**

No.	Completion level	Quantity	Percentage
1	A (95-100 points)	1,623	49.00
2	B (80-94 points)	1,539	46.47
3	C (65-79 points)	133	4.02
4	D (<64 points)	17	0.51
	Total	3,312	100

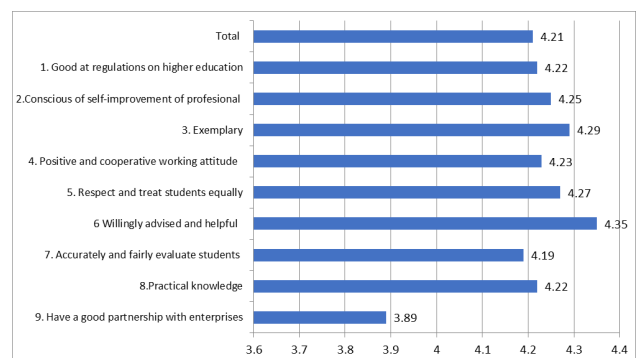
Source: Teacher and Education Managers Department of MOET, 8/2017.

A survey was done in 8 NPUs, including Ho Chi Minh City University of Technology, Dong-A University, Hong Bang University, Da Nang Architecture University, Nguyen Tat Thanh University, Phuong Dong University, Quang

Trung University and Van Lang University. There were 231 alumni and 847 students involved in this survey.

Generally, students’ assessment of lecturers showed highly positive results. All four judgements were scored above 4 points, which meant a positive evaluation. Appropriate qualification was given the highest score with 4.2 points. In terms of the academic year, students in the first year and others provided a more positive assessment on lecturers than other groups; the fourth-year students gave the lowest scores (none of all four judgements was given above 4 points). No significant difference was seen in the assessment of female and male students. Regarding the education level, the students at the higher education level gave higher scores.

According to (Pham et al., 2017), teaching staff in NPUs was highly appreciated in terms of working responsibility, dedication and seriousness in the increasing competitiveness of the training and education activities. NPU lecturers’ competence was assessed at a reasonable level (4.21), while the other two judgements were given the highest scores, which are “Lecturers’ readiness to support students in learning” (4.35) and “Compliant to regulations” (4.29). The capacity development of lecturers showed their responsibility and seriousness in teaching as well as management activities in NPU.



**Figure 3: Assessment of teaching staff in NPUs**

Source: Pham et al., 2017

The survey results show that although NPU teaching staff has made great efforts to teaching, they have not been proactive and creative in

exploiting relationships with enterprises and other partners. Thus, their ability to apply research results into practice as well as connect with employers to find out the requirements of the university graduates is limited.

### **3.4. Staff development in non-public universities based on Human Resource Development theory**

Different theories have been applied to research on staff development. This study uses human resource development theory (Bratton & Gold, 1994) with the following elements: planning, recruitment, selection, job placement and appointment, development (education and training), evaluation, remuneration and reward. The results are described below.

#### **3.4.1. Planning**

Several NPUs in Vietnam have begun to pay attention to staff development to prepare young teaching staff to replace those about to retire, ensuring continuous succession and avoiding generation gap (Thanh Do University, 2017) and attracting international scientists (Tan Tao University, 2017). In other NPUs, although their teaching staff is qualified and meets the requirements of training and scientific research in the short term, they lack a long-term development strategy, leading to a shortage, fragment, and overlap among generations of lecturers. These universities depend on the contracted teaching staff because they lack regular teaching teams and do not pay adequate attention to the staff development process, including (1) human resource planning; (2) target determination; (3) teaching staff reviewing based on job placement; (4) recruitment planning; (5) alternative solutions.

#### **3.4.2. Recruitment**

In the early year of the establishment of NPUs, teaching staff included a significant number of contracted lecturers and a small number of regular lecturers who are retired from public universities. The situation has been changed since NPUs have developed their teaching staff with lecturers of different generations from various sources and gotten rid of the scene of depending on the outsourced teaching staff.

A number of factors affecting the recruitment of lecturers need to be guaranteed to recruit qualified lecturers, ensure the current and future success of NPUs, including working conditions, salary and other benefits. In recent years, several NPUs have focused on seeking young, active, enthusiastic lecturers who newly graduate masters or PhD. from reputable universities in the country or abroad. Another option for NPUs is attracting recently retired lecturers from public universities with good health, strong capability and rich experience such as FPT University, Thang Long University, Ho Chi Minh City University of Technology, Nguyen Tat Thanh University, etc.

#### **3.4.3. Selection**

The selection process, including registration, candidate interviewing, candidates' information scanning, making decisions on selecting the best candidates, and introducing the job to selected lecturers, has been implemented. The selection process includes a job description and job analysis, which collects job information using techniques, such as observation, personal interview, group interview, questionnaire, expert consultation, and working diary. Some universities have developed standards and criteria to find the most suitable lecturers, which helps ensure their success.

Although there are many sources for NPUs to seek lecturers, difficulties in awarding teaching staff in these universities have led to challenges in selection. Currently, many overseas postgraduates return to work in the private sector, including NPUs in Vietnam. However, many factors affect the selection of lecturers in NPUs, such as professional structure, age, location of institutions, etc.

#### **3.4.4. Placement and appointment/ induction**

Induction is a procedural step. Placement is the process of determining each lecturer's work position, functions, and tasks meeting the faculty or university requirements.

Some universities have an obvious process including components, objects and responsibilities of management levels when involved in the appointment of a new lecturer.

Although the number of NPUs lecturers having postgraduate qualifications has increased over the years, the percentage of lecturers with postgraduate qualifications differs between regular and contracted lecturers. The percentages of lecturers having master's degree and doctorate degrees of regular and contracted to teach staff are 70% and 81%, respectively (Pham et al., 2017). Even though remuneration and treatment policies have been much improved, due to limited financial resources, opportunities for capacity development are not attractive. For example, universities only help lecturers improve their qualifications by giving time, allowing them to participate in various training, providing financial support to help them pay for insurance. This help, however, is not enough to attract regular, highly qualified lecturers. Some other universities lack funds to hire qualified contracted lecturers or sign long-term contracts with foreign lecturers.

In some universities in the northern part of Vietnam, senior, qualified and experienced lecturers do not meet the requirements of health and have no willing to renovate. It is a fact that a number of regular lecturers sign long-term contracts in some universities or retired lecturers who have stopped working because of their old age but allow the managers of NPUs to use their names, titles and reputation. In addition, young lecturers with limited teaching experience also affect training quality.

#### 3.4.5. Upgrading

According to reports from 19 NPUs (MOET, 2017), the need for training to standardize the teaching staff of NPUs by 2020 is focused on lecturers and senior lecturers, followed by those with titles of associate professor and professor with a breakdown as follow: 89 professors, 308 associate professors, 5,070 senior lecturers, 902 lecturers and 137 assistant lecturers. Regarding the training degrees, master and doctorate degrees are in the highest demand with 1,397 PhD and 4,252 master degree lecturers, followed by 974 university-graduate lecturers, 90 levels I specialist, 91 levels II specialists; The total is around 6,800 lecturers.

In the determination of education and training demand, a number of universities have combined the needs of lecturers themselves and that of universities. Thus, the training practice is more efficient, creating cohesion between the goals and actions of lecturers and universities (Cuu Long University, 2017). According to universities, training is a regular activity, aiming at enriching knowledge and improving professional skills and attitude of NPUs lecturers in line with the regulated standards and meeting the short-term and long-term development strategies of NPUs (Nam Can Tho University, Phan Thiet University, Tan Tao University, Tay Do University, Viet Bac University, 2017).

Some NPUs provide their lecturers with financial support, depending on their financial capacity, to encourage lecturers to participate in various training. Reports of NPUs showed that their training expenses and the number of lecturers participating in training increased rapidly over the years. The training expenses of Cuu Long University were 169,400,000 VND in 2014, 323,301,000 VND in 2015 and 334,384,000 VND in 2016. In the academic year of 2016-2017, Thanh Do University organized training courses for all of their lecturers on MOET's essential instructions on reform of teaching and learning methods (Thanh Do University, 2017). The training was also provided in the form of seminars (Van Lang University, 2017). In addition, young lecturers are encouraged to enhance their qualifications. Hung Vuong University encouraged over 80% of young teaching staff who have a master's degree to study for a PhD (University's report, 2017) or enhance their professional qualifications (Luong The Vinh University, Nam Can Tho University, 2017).

In 2017, Hung Vuong University and Sai Gon University organized a training course for lecturers who have not had any certificate of professional-pedagogical skills. In 2017, Yersin Da Lat University, with assistance from TTCEdu Company and TTC Group, organized training courses on soft skills, management and professional skills for their lecturers.



NPUs have facilitated time for their lecturers to continue studying to improve training and scientific research quality, meeting the occupational requirements as set in the State Projects 911, 599 on supporting lecturers, regardless of whether they are from public or NPUs.

#### 3.4.6. Appraisal of Personnel

There are different ways in the assessment of teaching staff in NPUs in terms of point of view and form of implementation. This assessment entirely depends on the personnel practice of each NPUs. Some NPUs conduct assessments similar to lecturer evaluation in public universities where State's policies on staff development are applied. Other universities followed regulations on lecturer assessment stipulated by the university-owned companies/corporations. Some NPUs do not require their lecturers to have professional-pedagogical certificates (Tan Tao University, 2017).

#### 3.4.7. Compensation of personnel

Staff development in NPUs requires a system of functional operation and policies on human resource strategies and plans, etc. In order to ensure the practical effect, NPUs need to motivate their lecturers through promotion, recognition, awards, etc. There is a difference in social insurance benefits between public and NPUs. Currently, similar to public universities, NPUs use salary as the basis for social insurance contributions. However, there is a difference in benefits that the insurers in NPUs enjoy in comparison with those in public universities (Report of Van Lang University, 2017).

Viet Bac University follows the Decree No. 29/2012/ND-CP dated on April 2nd, 2012 of the Government on recruitment, employment and management of public employees, the Circular No. 15/2012/TT-BNV dated on December 25th, 2012 of the Ministry of the Interior Affairs on guidelines for recruitment, labour contracts and reimbursement of training expenses applied to public employees, the Decree No. 204/2004/ND-CP dated on December 24th, 2004 on salary

regime for cadres, public servants, officials and armed force personnel (Viet Bac University, 2017). Other universities strictly comply with policies on salary increase, allowance for senior lecturers, maternity allowance, etc., as financial support to help lecturers have better living conditions (Tay Do University, 2017).

Remuneration and reward are useful tools to encourage employees to perform their job effectively. The determination of minimum and maximum salaries as well as other benefits, remuneration and reward in NPUs in Vietnam are based on job position, workload and evaluation of lecturers' performance.

## 4. Conclusions

The teaching staff is seen as a decisive factor for the quality and success of the NPUs in the context of quick quality- and quantity-change of higher education in Vietnam. Today, the trend of increasing autonomy of universities is creating a labour shift among public, non-public and international universities. However, it is hard to conduct a comprehensive evaluation of teaching staff in NPUs in Vietnam. Research results often show specific angles of the picture. In this context, NPUs have made great efforts and progress in maintaining and developing its teaching staff.

This research is limited by the lack of complete information on policies making the teaching staff of the private universities different from their counterparts in the public universities. It is generally acknowledged that despite the assumption that there will be a change in the coming time, public universities are still covered by the state subsidies, and their teaching staff inherits advantages from that system. Meanwhile, NPUs have to develop their teaching staff, and their lecturers have not yet fully enjoyed policies for university lecturers in general. The lack of information mentioned above means appropriate policies on proper evaluation of the contribution of NPUs teaching staff to the training and development of the highly qualified human resources for the country need further studies.

Further research regarding the role of teaching staff development needs to be conducted to identify roles of these staff for NPU in their contributions to academic fields in particular and varied aspects of human resource development

in general. Especially, a key policy priority should be for the long-term care of the teaching staff development of the higher education sector in Vietnam in the years to come.

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