

ENHANCING CAPABILITY FOR UNIVERSITY FACULTY/DEPARTMENT ADMINISTRATORS TO MEET THE REQUIREMENTS OF EDUCATION INNOVATION AND INTERNATIONAL INTEGRATION

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Abstract: The renovation of higher education and international integration in the context of the industrial revolution 4.0 require the renovation in the thinking, organization and management of faculty/department administrators at universities. Therefore, we need to improve their capacity to meet the requirements of higher education reform and international integration. In this article, the author discusses how to improve the capacity of faculty/departmental management staff towards that spirit.

Keywords: Fostering Faculty/Department administrators, Management Ability, Higher Education Reform, Industrial Revolution 4.0.

1. INTRODUCTION

The Resolution of the 11th National Party Congress affirmed to: “fundamentally and comprehensively reform Vietnamese education in the direction of standardization, modernization, socialization, democratization and international integration. The reform of educational management and development of teachers and educational administrators is a key step” [1]. Therefore, establishing and developing a university management team to meet the need for fundamental and inclusive education and training and international integration is both a motive and a motivation. It is also one of the important factors in the development of higher education.

Faculty/department managers at universities are mostly assigned from the faculty lecturers to the faculty administrators, so most of them have professional qualifications, high reputation, and doctorate degrees. They are also experienced in the training process, scientific research technology transfer, the political stability, and good ethics. Over the past years, this team has managed, directed and advised universities to seriously implement the guidelines of the Party, the State as well as the organization and management policy in the process of scientific research at university, which contributes significantly to the renovation and construction of the country. However, to fulfill the demand for higher education reform, international integration and the industrial revolution of 4.0, university managers still have some shortcomings, so fail to meet the new task requirements. The Government has pointed out that the quality of higher education in some sectors, fields and institutions of higher education has made positive changes, and gradually meets the requirements of socio-economic development. The number of university graduates and post-graduates who have been

educated at local educational institutions has contributed significantly to the country's renewal and development processes. However, the above-mentioned achievements of tertiary education are not firm, systematic and basic, failing to meet the demands of national industrialization and modernization, everyone's need to study and requirements of international integration in the new period. The weakness and inadequacy of management mechanism, system structure, industry structure, the network of higher education institutions, training process, teaching and learning methods, teaching and administration staff, efficiency in using resources and negativity in examinations, licensing and other educational activities should be addressed soon. In order to quickly meet the requirements of the country in the new stage, Vietnam's higher education must be reformed in a radical, fundamental and comprehensive way. The Resolution No. 29-NQ/TW on basic and comprehensive renovation of education and training reveals that the quality and efficiency of education and training are lower than the requirements, especially in higher education. The education and training management is still weak. Teaching staffs and education managers are inadequate in quality, quantity and structure; some do not keep up with the demands of education reform and innovation, lack of enthusiasm, even violating professional ethics [2].

Therefore, the study of solutions to improve the capacity of university/college administration staff to meet new requirements and tasks, contributing to the successful implementation of education reform learning and international integration is an urgent requirement today.

2. CONTENT

2.1. Identifying the need for training for university faculty/department administrators

To determine the need for training of managers, universities must analyze the current situation of faculty/department managers to clarify their role in the process of higher education reform? What level are they in? How are their leadership and management? What are their strengths and weaknesses? What should be fostered; and what are the methods and forms of training. Then, the need for training for administrators is identified. On that basis, appropriate objectives and training programs are set.

2.2. Identifying the goal of fostering activities

The objective of capacity building for university faculty/department administrators is to equip, update, improve knowledge, skills and methods of performing tasks in the new context. It is also necessary to improve their quality, capacity building strategies, school development plans, teaching staff development, training program development, organizing and managing training activities towards approaching capacity and management to conduct scientific research, technology transfer, quality assurance and quality control of education, renovate school administration to meet the requirements of renewal of higher education and international integration.

2.3. Developing training content

First and foremost, universities need to well implement the training and fostering of managerial staff for the department/faculty administrators as stipulated in the Decision No. 382/BGD-DT dated 20/01/2012 issued by the Minister of Education and Training on the promulgation of the curriculum for the training of educational administrators and the program for fostering the managerial cadres of the university. Based on the requirements for managers in the context of fundamental, comprehensive reform in education and training, we need to develop a program to improve the capacity for the department/faculty administrators and focus on the following major issues: Capacity building program for university department/faculty administrators.

I. OBJECTIVES

1) General objectives. Strengthening knowledge and skills in management and leadership for university department/faculty administrators in the direction of standardization and modernization in order to improve the management capacity of the university in the context of higher education reform and industrial revolution 4.0, contributing to the improvement of training quality, scientific research and technology transfer at universities.

2) Specific Objectives:

In terms of knowledge: Learners are equipped with:
- Policies for development of higher education of the

Party and the State; university autonomy and accountability policy; - Role of university faculty/department managers in the process of fundamental renewal, comprehensive education and training, international integration and industrial revolution 4.0; Labor characteristics of university faculty/department managers; the personality model, the capacity framework of university faculty/department managers and the challenges facing them in the current context; - Knowledge of building school development strategies; - Knowledge of training programs, development of training programs, organization of training process; Renovation of teaching methods and assessment in terms of capacity approach; Using information technology, LMS in teaching and scientific research; - Knowledge of the link between school and business and society; - Scientific research and organization of scientific research in universities; - Developing training strategies and strategies for science and technology development; - Managing change in education and school administration; - Ensuring quality and building quality culture in the university.

In terms of skills: Learners are trained the following skills: - Skills in developing strategies for school development, science and technology development; - Management skills in program training development; curriculum development; standardized training program output; syllabus development; designing and implementing an educational plan and organizing instruction for faculty and students; - Ability to select, design and organize teaching methods in the direction of developing students' capacity; information technology, LMS in teaching and training for lecturers; - Ability to organize teaching activities and assess students basing on their capacity; - Skills in doing scientific research and organization, supporting lecturers and students in scientific research; - School management skills; ability to link between school and business and society; - The ability to manage change in education; - Ability of international cooperation in education and training.

In terms of attitude: It is expected to help learners:
- Raise the professional sense, ethics and behavior of the teacher, managers in the process of international integration in education and training; - Continue to foster enthusiasm and excitement in the management of training, scientific research, management and professional development for teachers; - Have an objective and scientific attitude in organizing and managing the process of training and evaluating lecturers and students.

II. CONTENTS OF THE FOSTERING PROGRAM

1) University faculty/department managers in the context of higher education reform and international integration. It includes the following issues: background of Higher Education Reform and Industrial Revolution 4.0; The policy of higher education development of the Party, the State and university autonomy. The role of University faculty/department administrators; Labor characteristics of University faculty/department administrators; Personality model, capacity framework of the University faculty/department administrators; Challenges for University faculty/department administrators in the current context.

2) Developing strategic planning skills for school development. Issues included: building vision, mission, philosophy, goals, and values of the school. The building strategic planning for the development of schools and faculties is divided into 3 phases: - Stage 1: Draft strategy in 7 steps. Step 1: building a plan; Step 2: analysis of strengths, weaknesses, opportunities and challenges of schools and faculties; Step 3: building training philosophy, mission, visions of the school and faculty; Step 4: developing common goals and objectives of the school and faculty, identifying priority objectives in the school development strategy and measure performance; Step 5: developing strategic tasks, designing action plans to implement strategic plans and specific activities; Step 6: implementing the plan; Step 7: evaluating the results and improving the plan and activities. - Stage 2: Step 1: gathering comments from lecturers, faculty/school leaders and other stakeholders; Step 2: finalizing the plan. - Stage 3: Submitting to competent authorities for approval.

3) Fostering leadership and management. Issues included. Managing change in higher education; Building electronic school; ISO management process; formulating the master plan for development of lecturers in sufficient quantity and structure; Establishment of employment, identification of payroll; Leadership teaching; Leading the academic development and development of training to meet social needs; Management of quality assessment and accreditation; Learner management; Building quality culture in the school.

4) Fostering the management capacity of curriculum development. Issues included: training programs, development of training programs; Methodology and approaches to development of curricula; Models of program development in the world; The process of developing course output standards and training programs

to meet social requirements; The course development process and subject development; Organizing the training and assessment process according to developing the learner capacity approach; Instructing lecturers to renovate teaching methods and assessments in the direction of developing learner capacity.

5) Fostering the capacity of organizing and managing scientific research activities for lecturers and students. The following issues are included: Fully determining the content of scientific research activities and transfer of teaching technology of lecturers; Developing regulations on management of scientific research and technology transfer activities of lecturers; organizing the evaluation and classification of scientific research and technological transfer activities of lecturers; Developing research planning and research team; Assisting, helping, and promoting lecturers and students in doing research.

6) Building the environment and creating motivation in working for teaching staffs. Issues included: Developing reward mechanism for those who have many achievements and contribution to the training, scientific research and technology transfer; Creating opportunities for the leading lecturers, young lecturers to visit, exchange and teach around the country and abroad; promoting the independence, creativity and academic autonomy of lecturers in order to fully exploit the learners' potentials, helping them well perform the training tasks, conduct scientific research and technology transfer to meet social needs; Developing and implementing policies to attract, honor and train teaching staffs.

7) Capacity building for international cooperation in education and training. Issues included: Understanding the policies of the Party, the State, the Ministry of Education and Training on international cooperation in the field of education; Understanding the opportunities and challenges of the university in the process of international integration; Building global education thinking; Negotiating and signing cooperation agreements with the universities of countries in the region and having international exchange of management experience, academic exchange, scientific research; Improving the capacity of teaching staffs; Organizing student exchange activities.

2.4. Developing a training plan for University faculty/department managers

Based on the actual needs of University faculty/department managers, the school's strategic plan and school year plan, financial capacity, universities work out annual training plan including the following

things: objectives, requirements, contents, modes of training, time, funding, responsibilities of concerned organizations and individuals, and the training work. The schools need to plan the training for department managers in four steps as follows: Step 1) Determining the need for training of each faculty/department manager; Step 2) Orientation for selection of content, program and mode of appropriate training for each faculty/departmental manager; Step 3) Building up funding, proposed time and place for training; Step 4) Submitting for approval.

2.5. Renovation of the training organization

The method of training, in our opinion, should focus on department managers in each department or cluster to directly foster them. At the same time, it is essential to encourage faculty/department administrators to self-train: At the beginning of the school year, faculty/department managers register for their self-training. It is one of the criteria for planning, using and evaluating faculty/department managers.

The method of training, in our opinion, should be the combination of the self-training of faculty/department managers. Therefore, we propose a procedure for fostering them including the following steps: Step 1) Distributing training materials, organizing content guidance and research for faculty/department managers. Step 2) The faculty/department manager conducts self-study materials. Step 3) Organizing to exchange information on training materials for each school and cluster. Step 4) Concentrating on the content that the managers of department are unclear or do not agree through self-study, exchange and discussion. Step 5) Answering unclear content in the training materials; adding knowledge and skills to help faculty managers understand the materials more deeply.

Form of training: In order to meet the increasing demands of modern education, faculty/department managers should be trained in various ways such as regular training, intensive training, remote training, training via LMS, online training with learning materials for learners or training via the internet, etc.

2.6. Evaluation renewal of training results

Along with the renovation of content, methods and forms of training, it is necessary to renovate the evaluation of the training result of university faculty/department managers.

Evaluation content: In our opinion, the following contents should be evaluated: the perceptions of faculty/department managers on fostered issues; their ability to apply the knowledge and skills that are

fostered in leadership, direction, and management practice; and their chance of making a plan for faculty management.

Evaluation forms: Assessment methods used include self-assessment, faculty/student assessment, teacher/student assessment.

Evaluation results shall be kept in cadres' dossiers, which shall serve as basis for elaboration of plannings and plans on personnel training and retraining, rotational plans and arrangement of managerial staffs.

3. CONCLUSIONS

The fundamental and comprehensive reform of education and training, international integration and the context of the industrial revolution 4.0, require the renovation of the thinking, organization and administration of the university faculty/department administrators. In order to improve the quality of the university faculty/department administrators, we need to synchronously implement the above solutions to foster their competencies to meet the requirements of higher education reform and international integration.

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