UNIVERSITY ADMINISTRATION BEFORE THE ERA OF THE VIETNAMESE NATIONAL RISE

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Abstract: The destination of the era of the Vietnamese national rise is a rich people, a strong country, and a socialist society, standing alongside the global superpowers of the five continents. The new era, the rising era of the Vietnamese nation, is developed based on advanced, modern achievements of the Fourth Industrial Revolution to grow strongly and synchronously in all fields. With that goal, higher education plays a vital role in contributing to realizing the goal of socio-economic development in the era of the Vietnamese national rise. The article presents, analyzes, and clarifies the theoretical and practical issues related to university administration before the new era - the era of the Vietnamese national rise. Accordingly, university administration in the trend of university autonomy in Vietnam currently is mandatory and unavoidable; in addition, the article also points out issues that need to be focused on and resolved regarding the administration of Vietnamese public universities in the current contemporary context. The limitation of the article is that it has not yet proposed and analyzed solutions to improve the quality and effectiveness of university administration before the era of the Vietnamese national rise in the current context.

Keywords: A dministration, university administration, higher education, university, era, Vietnam.

Introduction

After nearly 40 years of renovation, Vietnam has achieved great and historic achievements; independence, national sovereignty, and a peaceful setting have been maintained, politics and society have been stable, the economy has been increasingly developed, national defense and security have been firmly ensured, and all aspects of people's lives have been constantly improved. Vietnam's position and prestige in the international arena have been increasingly affirmed and enhanced. Regarding education and training in general, after nearly 40 years of innovation and especially 10 years of implementing fundamental and comprehensive innovation in education and training following the orientation of Resolution No. 29-NQ/TW of the 11th Party Central Committee, the education and training sector has undergone dramatic changes and achieved many important results. The whole country has completed universal education for 5-year-old children, universal primary and secondary education; high school education has changed dramatically and shifted positively from mainly equipping knowledge to comprehensively developing learners' qualities, capacities, and skills. Schools have changed from the external form to the internal quality of education. Teachers are more proactive and creative, students are more confident and active, and teaching and assessment methods are fundamentally innovated. The quality of key education is increasingly improving. Continuing education is diversified in content and form. Movements to compete in learning, encourage learning, encourage talents, and build a learning society are implemented with attention. Higher education continues to innovate. Increasing autonomy and international integration have created new motivation, creating significant changes in quality and efficiency in human resource training and scientific research. The number of people studying at university and postgraduate levels has increased. The number of highly qualified lecturers has grown in quantity and quality, approaching international standards. Regarding higher education, in 2018 and 2019, *the Law Amending and Supplementing a Number of Articles of the Higher Education Law* (2018) and *the Law on Education* (2019) drafted by the Ministry of Education and Training was passed by the National Assembly and gradually put into practice, creating a legal corridor for innovation activities in higher education. Higher education institutions are spread across the country, creating conditions to improve fairness in people's access to higher education. Regarding the management and operation of the higher education system, Vietnam has gradually increased the autonomy of universities. The quality of higher education has gradually improved and approached international standards. The work of accreditation and quality assurance has become increasingly systematic. The improvement in university rankings goes hand in hand with the improvement in the quality of the teaching staff according to international standards. In universities, the application of information technology and digital transformation is gradually being deployed

to serve teaching and learning. The question now is how should university administration be perceived in the new era of the nation? What are the basic contents that need to be focused on? What are the solutions to improve the quality and effectiveness of educational administration in the face of innovation trends? ... are all highly practical issues, contributing significantly to Vietnam's steady progress into the new era - the era of striving to develop richly and prosperously.

Research question

- ➢ Question 1: What content should university administration pay attention to in the face of the trend of university autonomy in Vietnam?
- ➢ Question 2: What are the current shortcomings of university administration in Vietnam that need to be focused on resolving?

Research objective

The purpose of the article is to analyze and clarify theoretical and practical issues related to university administration before the new era of the Vietnamese nation.

Research Method

The study used Qualitative Mixed-Methods Research and conducted face-to-face interviews with higher education administrators.

Discussion

University administration in the face of the trend of university autonomy

To achieve university autonomy, universities need to have university administration strategies. In general, university administration is the process of building and gathering rules and systems to manage and control all activities of a university. University administration is a system of activities established and implemented in a university, following socio-economic development. University administrators will be responsible to the school, the community, and students. Cost-effective management through the division of responsibilities, resources, control of validity and efficiency. The functions of university administration will be related to activities such as Planning, organizing, leading, and controlling corresponding to different levels of administration. University administration will rely on the principles and practices that the university aims to carry out its mission. Following there, it will improve its activities to best meet the requirements of its stakeholders. These administration principles can be process-based or output-based with specific criteria so that stakeholders can monitor the university's activities. Furthermore, university administration also needs to comply with mandatory principles issued by state agencies or ownership agencies to ensure transparency and fairness in management and operations. University administration based on autonomy is a form of management in which universities are empowered to make decisions on many aspects, such as training programs, faculty recruitment, financial management, and development strategy decisions without excessive interference from state agencies. This model aims to increase initiative, flexibility, and creativity in university operations. University autonomy is not only a right but also a responsibility to the community and society.

The characteristic elements of university administration based on autonomy include: Financial autonomy (universities have the right to decide on financial resources and use it effectively); organizational autonomy (universities have the right to decide on organizational structure, build and develop training programs suitable to social needs and the labor market); human resource autonomy (universities have the right to recruit, evaluate and train lecturers according to specific criteria and requirements) and autonomy in scientific research (universities can decide on research directions, allocate resources for research projects; at the same time, cooperate with organizations outside the university). This model aims to create a dynamic learning and research environment where universities can adapt and innovate according to market demands.

University administration associated with quality assurance is a management model in which educational institutions not only focus on autonomy but also pay special attention to maintaining and improving the quality of training and research. In the context of autonomy, quality assurance becomes a central factor, a measure of the effectiveness of all training and research activities. This model not only helps universities manage themselves but also ensures that all decisions and development strategies are aimed at improving the quality of education. Important elements in university administration associated with quality assurance include: Internal quality assurance system (universities need to have internal quality control and assessment mechanisms, including self-assessment of teaching quality, training programs, facilities, student services, and scientific research); educational quality accreditation (universities need to participate in national and international educational quality accreditation systems, thereby ensuring that training programs meet international standards); feedback and continuous improvement (universities need to collect feedback from students, lecturers, alumni, and other stakeholders to continuously improve teaching programs and methods, scientific research) and comprehensive quality assurance (quality does not stop at teaching content but also includes the quality of facilities, learning resources, practice opportunities and research environment). Main objectives: University administration based on autonomy focuses on empowering and enhancing the initiative of universities, enabling them to make their own decisions and be flexible in their activities. Meanwhile, university administration associated with quality assurance mainly aims at ensuring that the educational and research activities of the university must meet quality standards both inside and outside the university. Monitoring mechanism: Autonomous university administration is less dependent on supervision from state agencies, while administration associated with quality requires clear quality monitoring and control mechanisms (through internal quality audits and national/international audits).

The current shortcomings of university administration in Vietnam need to be focused on resolving

In addition to the recent achievements, issues in the administration of Vietnamese public universities are reflected in the following basic points:

Firstly, build a university administration model in the context of integration.

It can be said that the ability to self-renew becomes the survival ability of every university, in which the most important is to innovate the university administration institution. However, Vietnamese public universities are currently facing difficulties in building a university administration model in a socialist-oriented market economy and international integration. The content of

university administration also varies depending on the level of analysis that each organization performs. Up to now, there has not been a definition that fully covers the diverse and multifaceted nature of university administration. In this discussion, the concept of university administration is understood as the process of organizing, operating, and controlling university activities to achieve administration goals optimally. University administration is associated with the construction and collection of a system of rules/laws and a system of rewards/discipline in the university; determining authority relationships, regulating ways of organizing and encouraging compliance/consensus with issued policies and procedures. The objectives of public university administration are: Orienting public university management activities; Building a democratic, open, and innovative university education environment; Providing high-quality university education services. In addition, the objectives of public university administration are also: Ensuring adaptation to changes in external factors; Enhancing the brand; Creating conditions for deep integration with advanced universities in the region and the world. The public university administration has three pillars: university autonomy, accountability, and quality assurance of education. In addition, the administration entities of public universities include: the Party Committee, the University Council, and the Principal. It is difficult to clearly define the roles of these entities because they are intertwined, permeated, and unified in one person. Only when the highest leaders in the university have strong political determination and unified power for effective governance, then the administration model by the University Council truly thrive and fully realize its potential. When the University Council has sufficient capacity and power, it can make optimal decisions and effectively control power, and then there will be a breakthrough development in higher education. The responsibility of the University Council is extremely considerable and weighty. To succeed in the current world context, universities must seize opportunities, adjust and adapt, reform and develop. The University Council is therefore not established just to manage the activities of the principal but to manage change. By defining its role as an agent of change, the University Council will set the context for initiatives at various levels within the university. However, the reality remains that in the current period at some public universities, the University Council does not have real power. The real power is still the Principal; in some places, there are internal conflicts between the Principal, the Board of Management, and the University Council. Or the University Council is just a formality, legitimizing the actions, intentions, decisions, and actions of the Principal.

Secondly, other issues related to university administration and innovation trends

Faced with the new context, the trend of integration, innovation and development, Vietnamese university administration will have to face many great challenges. These are the challenges of adapting to the rapid development of science and technology in training and research; the challenges of advanced university administration that both keep up with the governance trends of advanced universities in the world and are suitable for university administration in Vietnam following the spirit of university autonomy; the challenges of meeting the demand for high-quality, diverse and constantly changing human resources for the socio-economic development needs of the country. Along with that is the great expectation of the Party and the State in developing higher education to make a significant contribution to training high-quality human resources, contributing to improving research

capacity, technology transfer, and training human resources for the semiconductor industry and other key technology industries of Vietnam in the new era of development.

In addition, university governance in the new trend is also affected and influenced by:

➢ Changes and needs for socio-economic development; redesigning the structure of the end-to-end value chain (output standards) to achieve higher efficiency; re-establishing new values in the university education and training system (ethical standards, teacher standards, university education and training policies, state management intervention, relationships between administration, teaching and learning, ..).

➢ Redefining learners' needs based on innovation, applying e-commerce tools in education and training, and the need for output standards to meet the global labor market (application of technology in professional training, skills, scientific research, consulting, cooperation with global education and training networks, ...).

➢ Improve and adjust university education and training models by using new information technology tools in education and training activities and quality assessment.

Conclusion

Higher education, including universities, is a place to train high-quality human resources, a place to nurture talents, and has a great role and responsibility in realizing the aspiration to develop a prosperous and joyful country. Higher education has achieved many achievements, contributing positively to the development of Vietnam in the recent period of innovation and integration. In addition, the development of higher education still has many limitations in general, including university administration. Innovation in university administration is a premise and one of the important solutions to implement a system of solutions to overcome limitations and weaknesses and improve the quality and effectiveness of higher education in Vietnam in the coming time. In university administration innovation, actively implementing digital transformation and applying information technology must go hand in hand with implementing the university autonomy mechanism. To continue to properly implement university administration in the new conditions and environment and autonomy mechanism, aiming to improve the quality and efficiency of higher education operations, it is necessary to study, complete, and supplement legal regulations, overcome overlapping, lack of synchronization and inconsistency; higher education institutions review, adjust and supplement development strategies following the requirements of autonomy and innovation in university administration in line with the requirements of international integration and the fourth industrial revolution. The article presents, analyzes, and clarifies the theoretical and practical issues related to university administration before the new era - the era of the Vietnamese national rise. Accordingly, university administration in the trend of university autonomy in Vietnam currently is mandatory and unavoidable; in addition, the article also points out issues that need to be focused on and resolved regarding the administration of Vietnamese public universities in the current contemporary context. The limitation of the article is that it has not yet proposed and analyzed solutions to improve the quality and effectiveness of university administration before the era of the Vietnamese national rise in the current context.

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