



**2021 INTERNATIONAL CONFERENCE ON
GLOBAL LEADERSHIP AND MANAGEMENT
IN HIGHER EDUCATION:
INNOVATIONS AND BEST PRACTICES**

**International experience in higher education
autonomy and roadmap for universities in
Vietnam**

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Key contents

1. Aims and rationale
2. Introduction
3. Context of Vietnamese higher education
4. Bridges and challenges for university autonomy
5. Roadmap for universities towards autonomy
6. Discussions
7. Conclusions

International experience in higher education autonomy and roadmap for universities in Vietnam

1. Aims and rationales

1.1 Aims

- To learn from pioneering countries, especially those in Southeast Asia, in terms of applying university autonomy which is important and indispensable in the education reform;
- To enhance the quality of undergraduate and postgraduate programs and qualifications in Vietnam towards internationalization and integration in tertiary education;
- To give an instruction to universities planning to apply university autonomy, apart from providing an assessment tool.

1.2 Rationales

- Availability of legal documents and criteria
- Lack of experience, indicators (quantification), assessment tools and guidelines. WHERE and HOW TO START?

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2. Introduction

2.1 European experience

European University Association (EUA) issued a guidebook in 2017, addressing university autonomy in 29 states



Four pillars of university autonomy

- A. Organizational**
- B. Financial**
- C. Staffing**
- D. Academic**

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2. Introduction

2.1 European experience

A. ORGANIZATIONAL AUTONOMY

- A1. Selection procedure for the executive head
- A2. Selection criteria for the executive head
- A3. Dismissal of the executive head
- A4. Term of office of the executive head
- A5. Inclusion of external members in university governing bodies
- A6. Selection of external members in university governing bodies
- A7. Capacity to decide on academic structures
- A8. Capacity to create legal entities

B. FINANCIAL AUTONOMY

- B1. Length of public funding
- B2. Type of public funding
- B3. Ability to keep surplus
- B4. Ability to borrow money
- B5. Ability to own buildings
- B6. Ability to charge tuition fees for national/EU students
- B7. Ability to charge tuition fees for non-EU students

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2. Introduction

2.1 European experience

C. STAFFING AUTONOMY

- C1. Capacity to decide on recruitment procedures (senior academic staff)
- C2. Capacity to decide on recruitment procedures (senior administrative staff)
- C3. Capacity to decide on monthly salaries (senior academic staff)
- C4. Capacity to decide on monthly salaries (senior administrative staff)
- C5. Capacity to decide on dismissals (senior academic staff)
- C6. Capacity to decide on dismissals (senior administrative staff)
- C7. Capacity to decide on promotions (senior academic staff)
- C8. Capacity to decide on promotions (senior administrative staff)

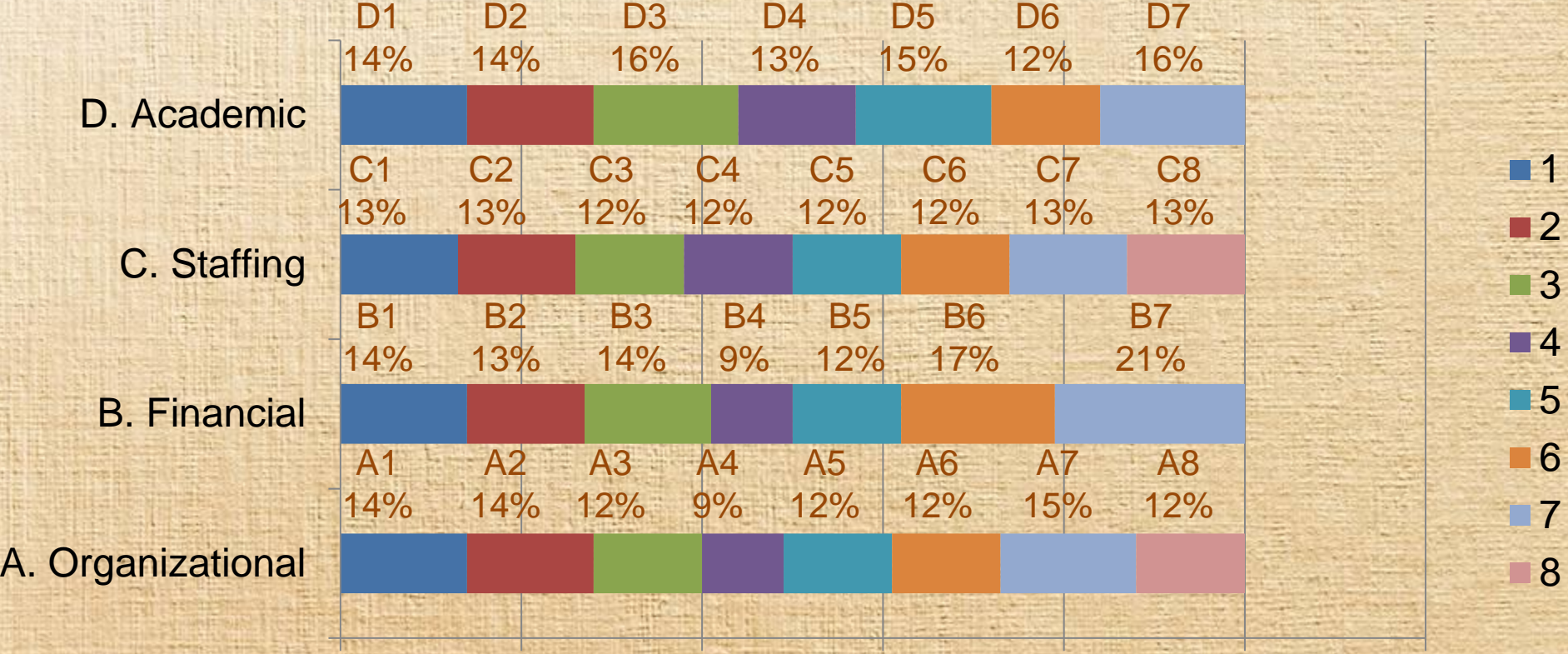
D. ACADEMIC AUTONOMY

- D1. Capacity to decide on overall student numbers and annual student intake number
- D2. Capacity to select students
- D3. Capacity to introduce and terminate degree programs
- D4. Capacity to choose the language of instruction
- D5. Capacity to select Quality of Autonomy mechanisms
- D6. Capacity to select Quality of Autonomy providers
- D7. Capacity to design content of degree programs

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2. Introduction

2.1 European experience



In total:

40% or under: low cluster 41% - 60%: medium low cluster

61% - 80%: medium high cluster 81% or above: high cluster

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2. Introduction

2.2 ASEAN experience

The Ministry of Research, Technology and Higher Education (MORTAHE) in Indonesia: Requirements for university autonomy

1. Quality of degree programs

Excellence for at least 80% of academic programs accredited

Relevance and coherence among vision and missions with standard

Quantity and quality of international publications, intellectual property

Students achievement in national and international competitions

Participation in various activities and projects of the government

Participation in various activities and projects of business and industry

2. Roles in economic development

Playing a role in the development of small and medium enterprises

Providing solutions to problems in the industry

Helping to develop and nurture entrepreneurship

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2. Introduction

2.2 ASEAN experience

3. Good governance

Accountability

Transparency, effectiveness and efficiency

Not-for-profit orientation

Compliance with rules, regulations and policies

Good reporting mechanism: timing and accuracy

4. Financial feasibility

Financial and asset management is based on the existing regulations

No problem with the financial report over the last two years

Capacity to raise funds apart from the Government's financial sources

5. Social responsibility

Percentage of students in hardship receiving scholarships $\geq 20\%$

Accepting students from underdeveloped areas

Involvement in community services

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2. Introduction

2.2 ASEAN experience

- ❑ In Southeast Asia, the ASEAN University Network (AUN) is responsible for university autonomy in the region and publishing guidebooks similar to EUA instructions;
- ❑ The experience from Thailand, for example, shows that the Government gives full autonomy to public and private universities by
 - ☀ reducing state regulation;
 - ☀ focusing on policy formulation and post-audit;
 - ☀ strengthening the Board Governance School and University Management;
 - ☀ promoting good university governance (AUN, 2015/2016)

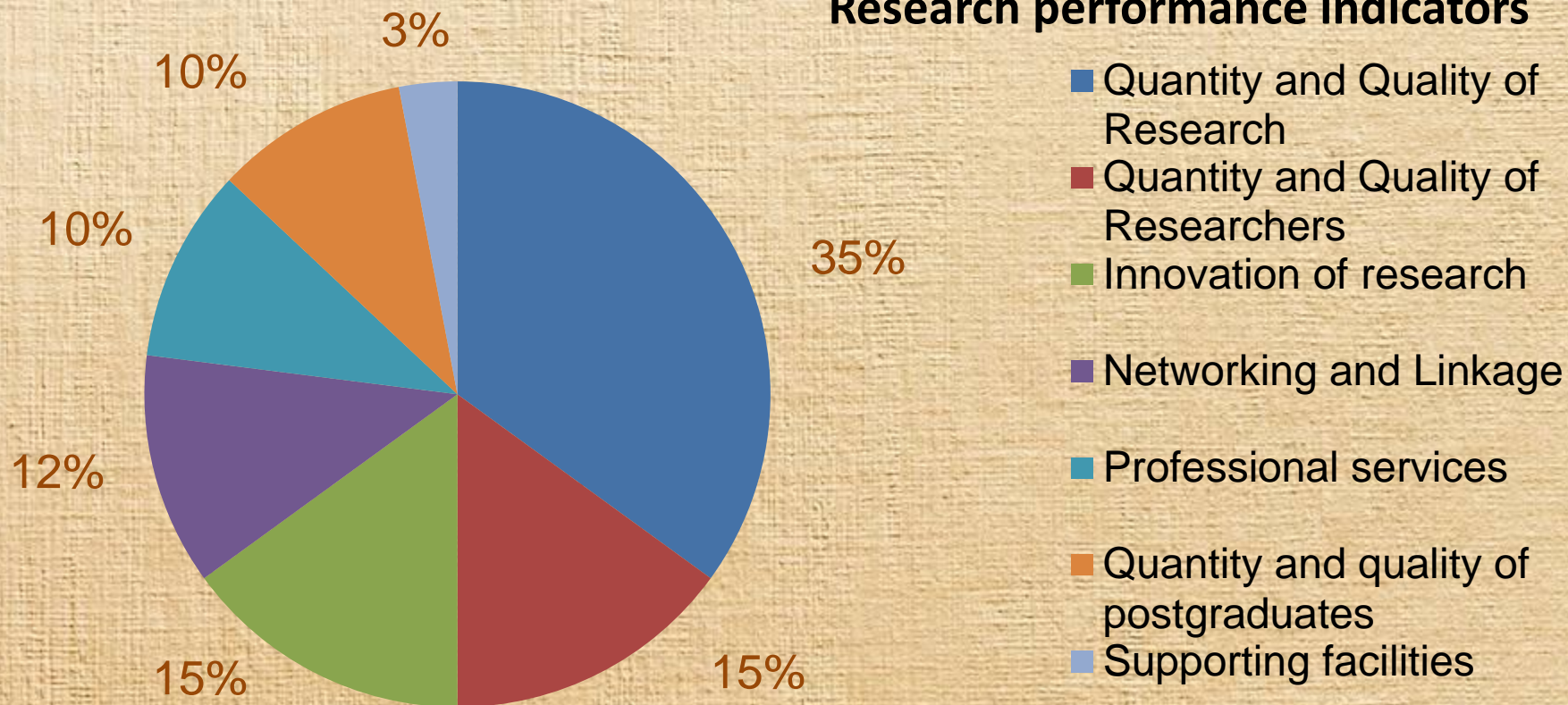
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2. Introduction

2.2 ASEAN experience

Malaysia's experience in quantifying the measurement of research performance of a university to enhance its competitiveness

Research performance indicators



(Sheriff and Ayub, 2017)

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2. Introduction

2.3 Summary of international experience

- ❑ Establishing the University Council (new concept), acting for the university's activities, instead of the Board of Directors/Leaders (old concept);
- ❑ Identifying the pillars of university autonomy, in most cases based on:
 - + Organization
 - + Staffing
 - + Finance and assets, including investment in research
 - + Academic issues, including admission
- ❑ Elaborating indicators (criteria-based)
- ❑ Developing general guidelines
- ❑ Applying the same rating system approved by a competent state agency

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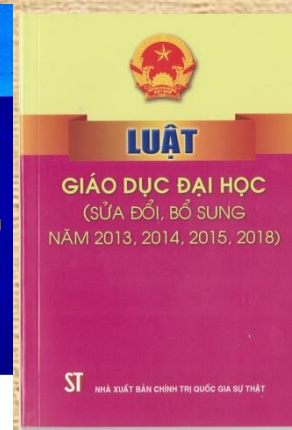
3. Context of Vietnamese higher education

3.1 General context

- ❑ Tertiary education reform, and autonomy as the key point, has been legalized. First time promulgated in 2012 and reaffirmed in 2018
- ❑ In the revised Law of Higher Education (2018), accountability is included and combined with autonomy
- ❑ Conditions of university autonomy
- ❑ Levels of university autonomy
- ❑ Quantifying university autonomy
- ❑ Roadmap for university autonomy



Vietnam National Assembly meeting



Law of Higher Education 2012 and revised in 2018

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3. Context of Vietnamese higher education

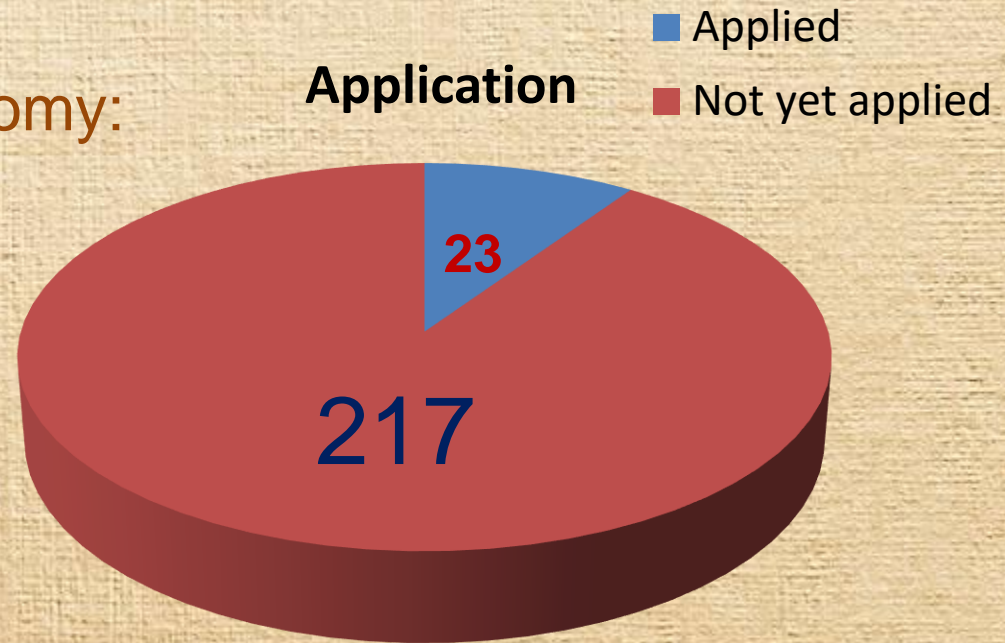
3.1 General context

Problems

- Low rate of university autonomy: Less than 10%

Even the most successful universities in applying autonomy have encountered some difficulties because:

- No step-by-step instruction or guideline has ever been given
- No assessment tools or rating systems have ever been established
- No indicators have ever been developed in full.



Journal of Education (2019)

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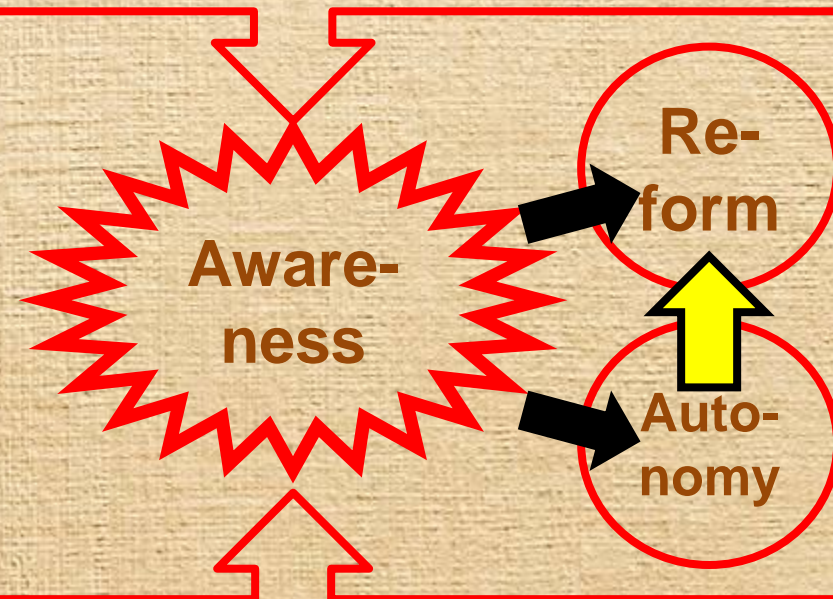
3. Context of Vietnamese higher education

3.2 Demand for university autonomy

Resolution No. 29-NQ/TW of the Communist Party of Vietnam

“fundamentally and comprehensively renovating education and training, meeting the needs of the national industrialization and modernization in the conditions of a so-called socialism-oriented market economy and international integration”

INFLUENCES OF THE REGIONAL AND INTERNATIONAL EDUCATION SYSTEMS



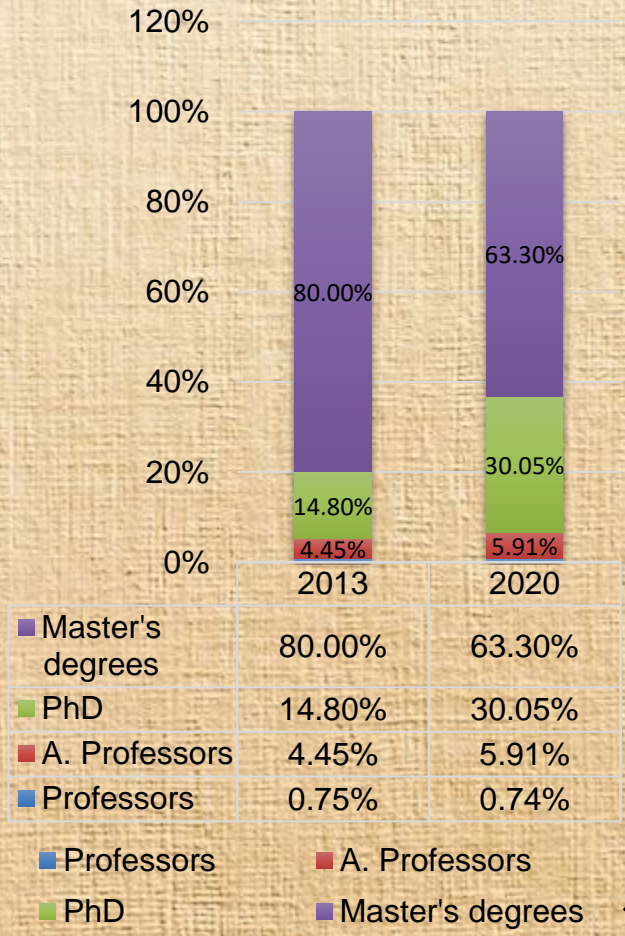
IMPACTS OF THE HOME LABOR MARKET – QUALITY OF WORKFORCES

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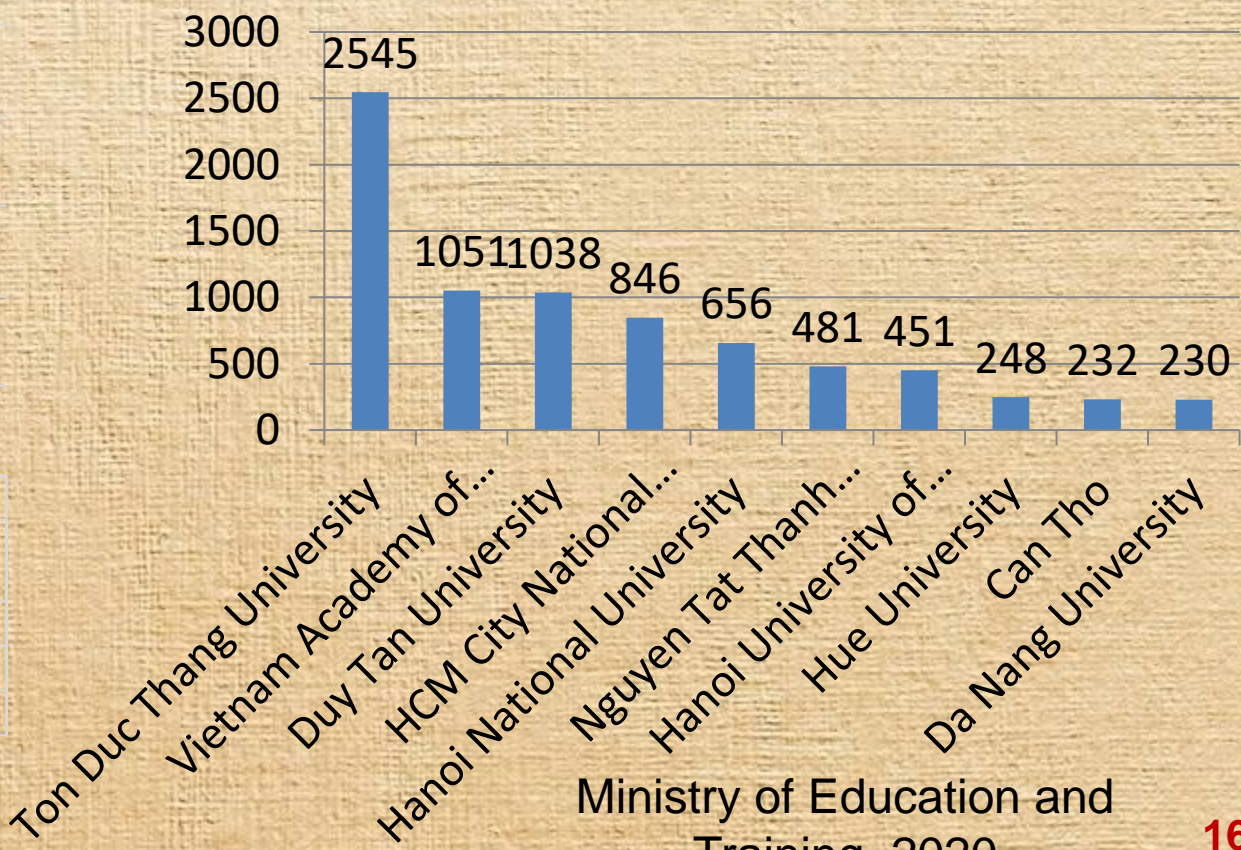
3. Context of Vietnamese higher education

3.3 Preparations for university autonomy

Levels of staff



Number of international publications in 2019



Ministry of Education and Training, 2020

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3. Context of Vietnamese higher education 3.3 Preparations for university autonomy

GROUP 1: TOP UNIVERSITIES

- National Universities (Ho Chi Minh City and Hanoi)
- Ton Duc Thang University
- Hanoi University of Science and Technology
- Duy Tan University, etc.

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GROUP 2: MIDDLE UNIVERSITIES

- Hanoi University of Foreign Trade
- Hanoi University of Industry
- Academy of Agriculture
- Ho Chi Minh City University of Economics, etc.

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GROUP 3: STARTING UNIVERSITIES

- Professional universities
- Regional universities

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3. Context of Vietnamese higher education

3.4 Profile: Hanoi University of Science and Technology

PROFILE

- ❑ Established in 1956
- ❑ 1,700 academic staff (over 70% with PhD degrees, highest rate in Vietnam)
- ❑ 15 faculties and 6 institutes
- ❑ 30,000 students
- ❑ 2010: Start of applying university autonomy
- ❑ 2014: #1 in Vietnam for innovation
- ❑ 2017: #2 in Vietnam for Webometrics
- ❑ 2020: 801 - 1000: THE World university ranking (Source: www.hust.edu.vn)**18**

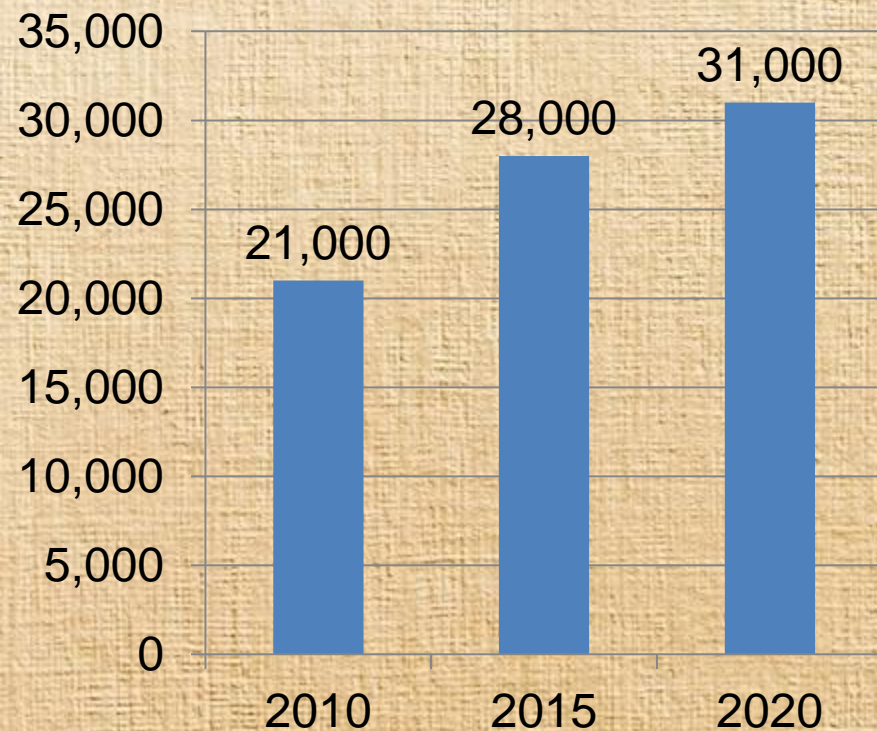


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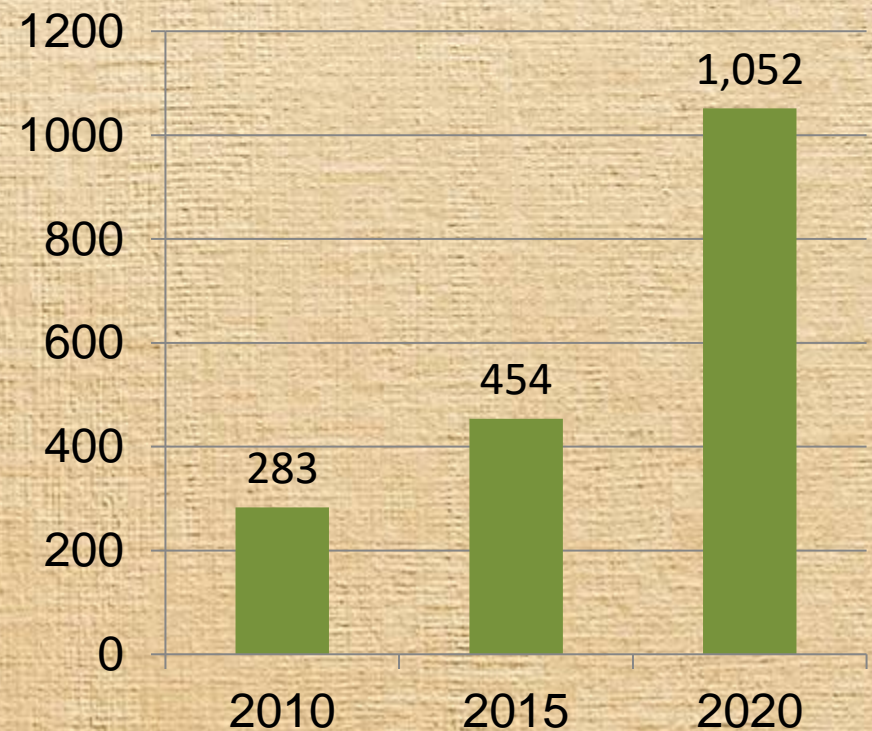
3. Context of Vietnamese higher education

3.4 Profile: Hanoi University of Science and Technology

Student enrolment



International publication



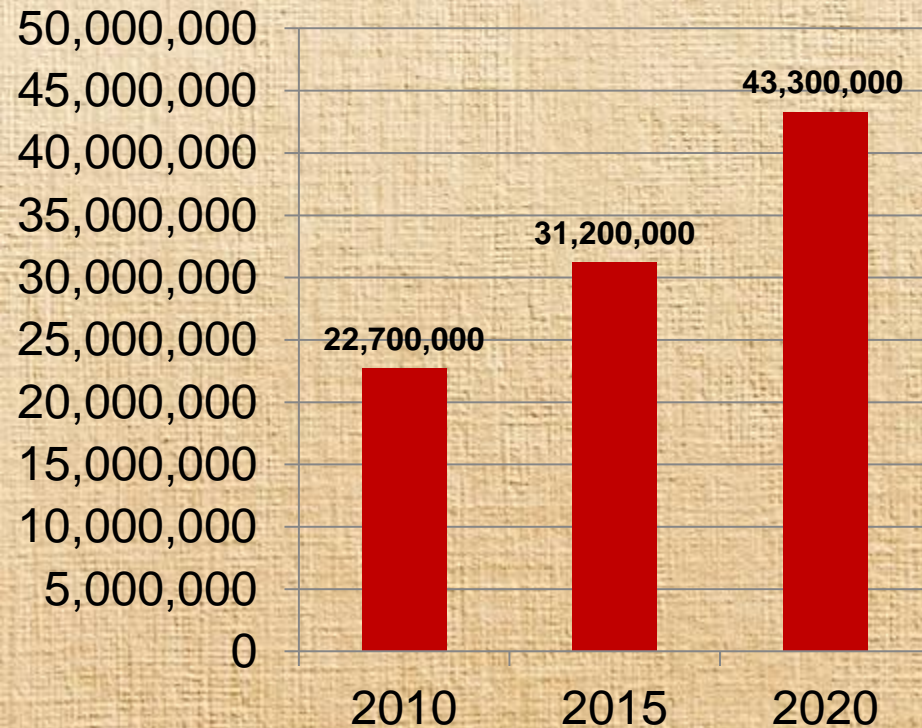
Source: Hanoi University of Science and Technology

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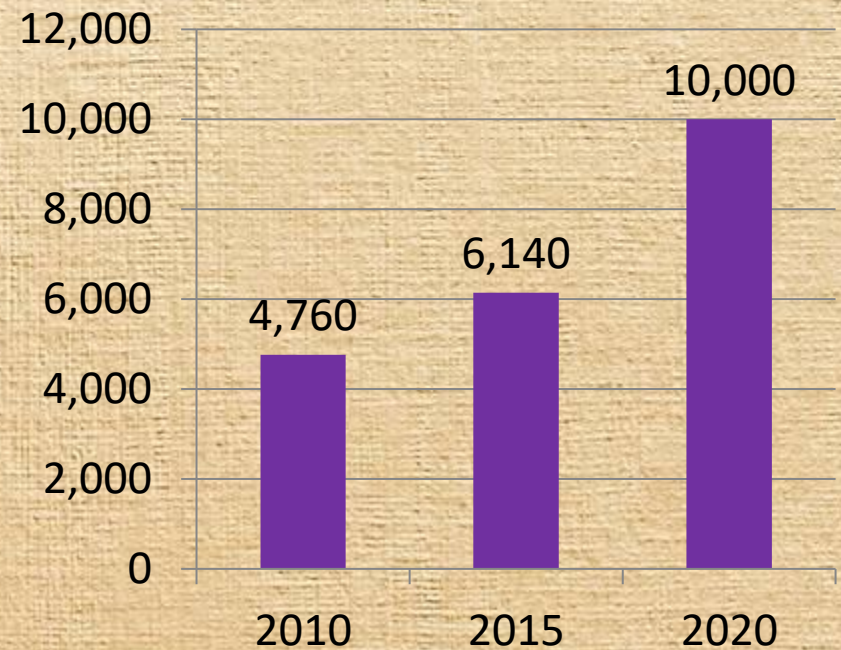
3. Context of Vietnamese higher education

3.4 Profile: Hanoi University of Science and Technology

Total income: million USD



Average income: USD per capita



Source: Hanoi University of Science and Technology

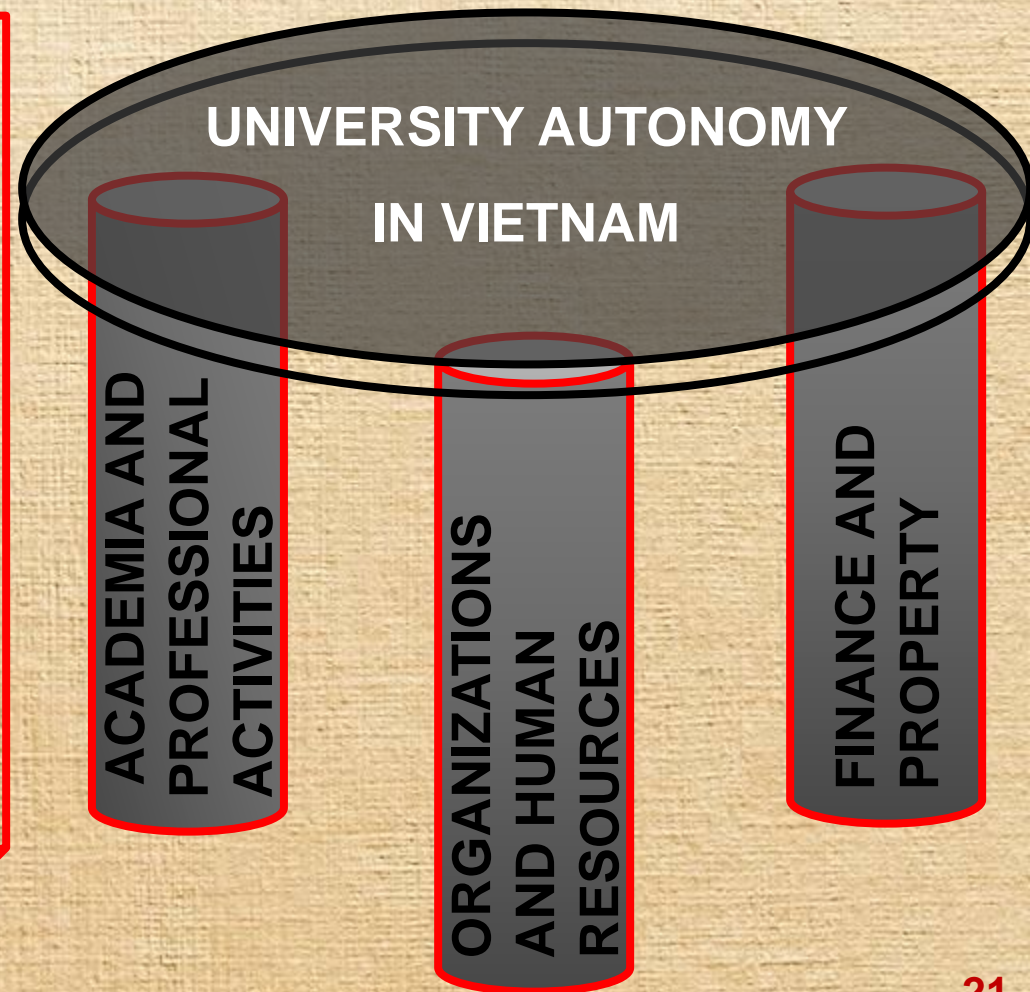
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4. Bridges and challenges for university autonomy

4.1 Bridges

HIGHER EDUCATION LAW (2018)

“Autonomy is the right of higher education institutions to define their own goals and choose how to implement them; to decide by themselves and take responsibility for making explanations of academic expertise, organization, personnel, finance, assets and other activities on the basis of the provisions of law and the capacity of the higher education institutions”



International experience in higher education autonomy and roadmap for universities in Vietnam

4. Bridges and challenges for university autonomy

4.1 Bridges

Prime Minister
Decision No.
436/QD-TTg

National Framework
for University Degrees,
giving universities
more rights and
opportunities to reform
and update as well as
upgrade their curricula
for world recognition of
qualifications

ACADEMIC

Government
Decree No.
106/ND-CP

stipulating the number
of staff to be recruited
and positioned in state
agencies, including
universities, decided
by employers
themselves on the
basis of annual
demand

PERSONNEL

Government
Decree No.
60/ND-CP

giving instructions in
how to manage
expenditure among
state agencies,
including universities

FINANCIAL

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4. Bridges and challenges for university autonomy

4.2 Challenges



Overlapping



Restricting

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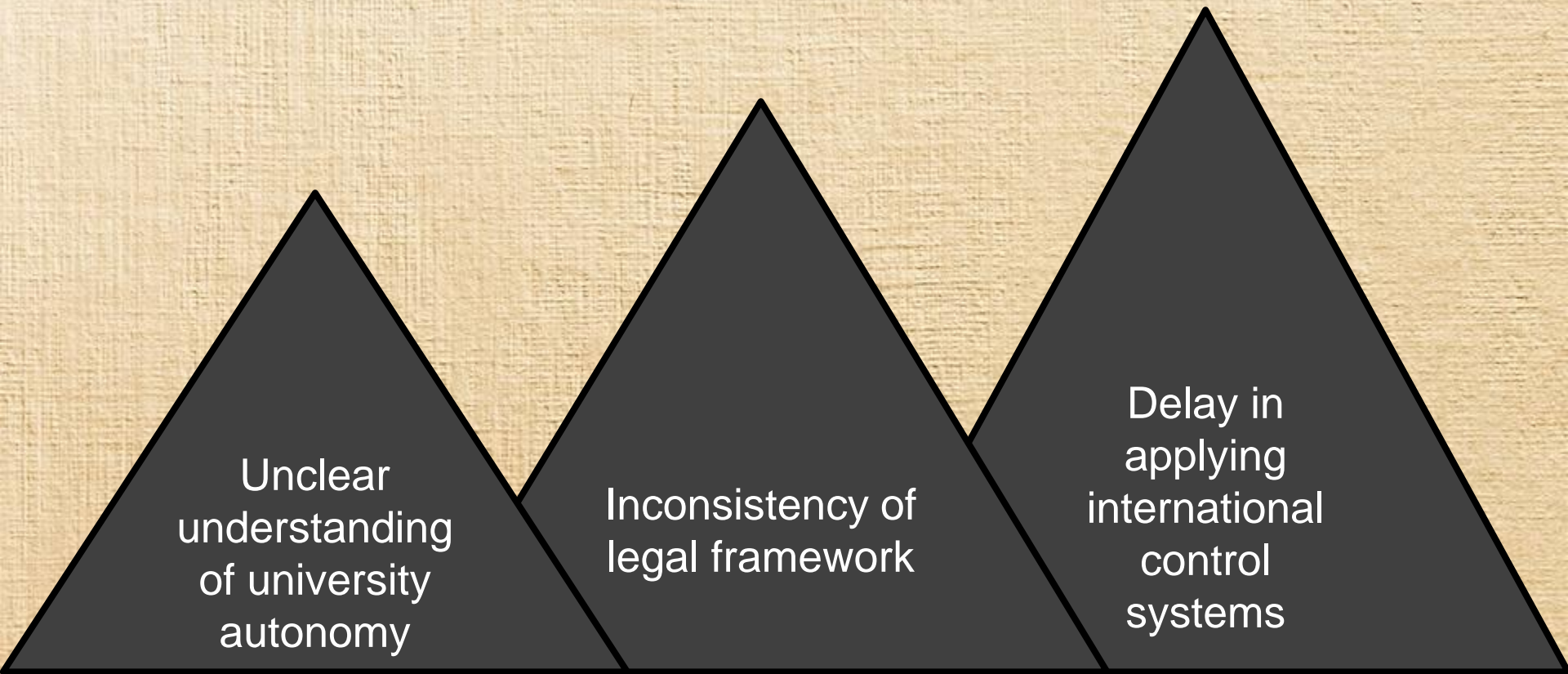
4. Bridges and challenges for university autonomy 4.2 Challenges



Overload

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4. Bridges and challenges for university autonomy 4.2 Challenges

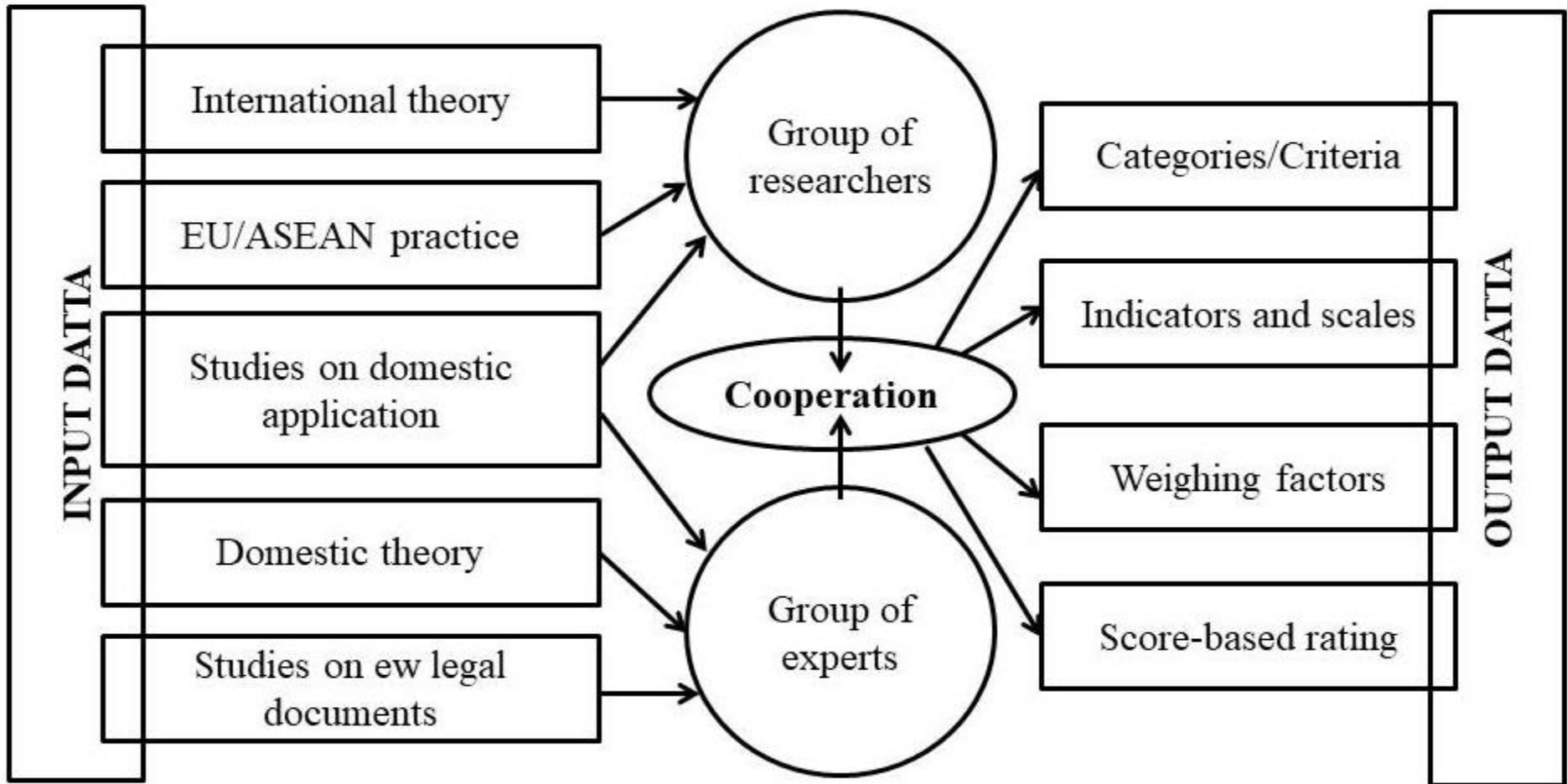


Obstructions on the way to university autonomy

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5. Roadmap for universities towards autonomy

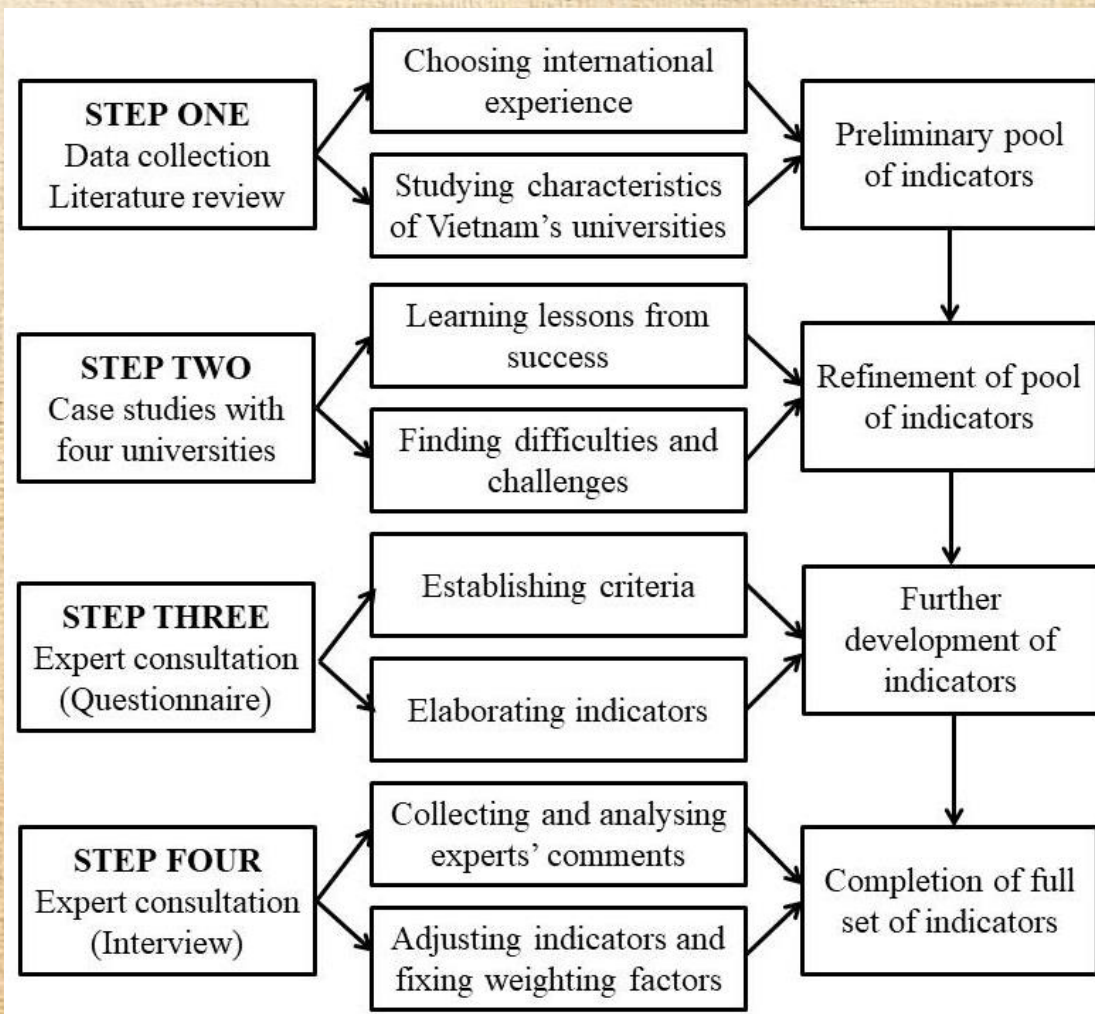
5.1 Criteria and indicators



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5. Roadmap for universities towards autonomy

5.1 Criteria and indicators



14 CRITERIA FOR VIETNAM

1. Vision, mission, core values
2. University governance
3. Leadership and management
4. Culture of autonomy
5. Enrolment and admission
6. Design of teaching programs
7. Teaching/learning activities
8. Scientific research
9. Cooperation and partnership
10. Intellectual property
11. Community services
12. Management of finance
13. Securing financial sources
14. E-database building

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5. Roadmap for universities towards autonomy

5.1 Criteria and indicators

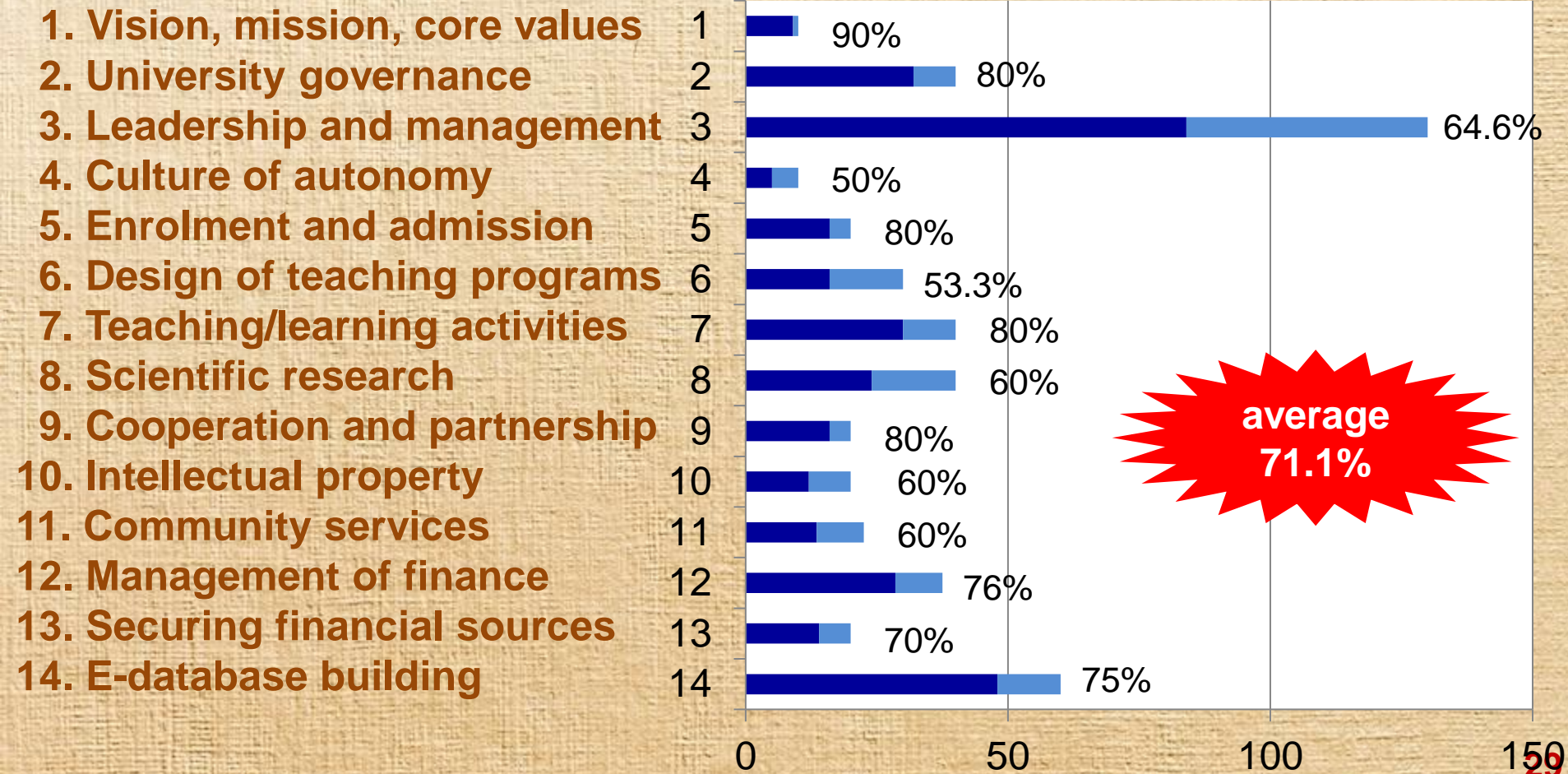
14 CRITERIA FOR VIETNAM	54 INDICATORS	500 POINTS
1. Vision, mission, core values	02 indicators	10 points
2. University governance	04 indicators	40 points
3. Leadership and management	13 indicators	130 points
4. Culture of autonomy	02 indicators	10 points
5. Enrolment and admission	02 indicators	20 points
6. Design of teaching programs	03 indicators	30 points
7. Teaching/learning activities	04 indicators	40 points
8. Scientific research	04 indicators	40 points
9. Cooperation and partnership	02 indicators	20 points
10. Intellectual property	02 indicators	20 points
11. Community services	03 indicators	22.5 points
12. Management of finance	05 indicators	37.5 points
13. Securing financial sources	02 indicators	20 points
14. E-database building	06 indicators	60 points

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5. Roadmap for universities towards autonomy

5.1 Criteria and indicators

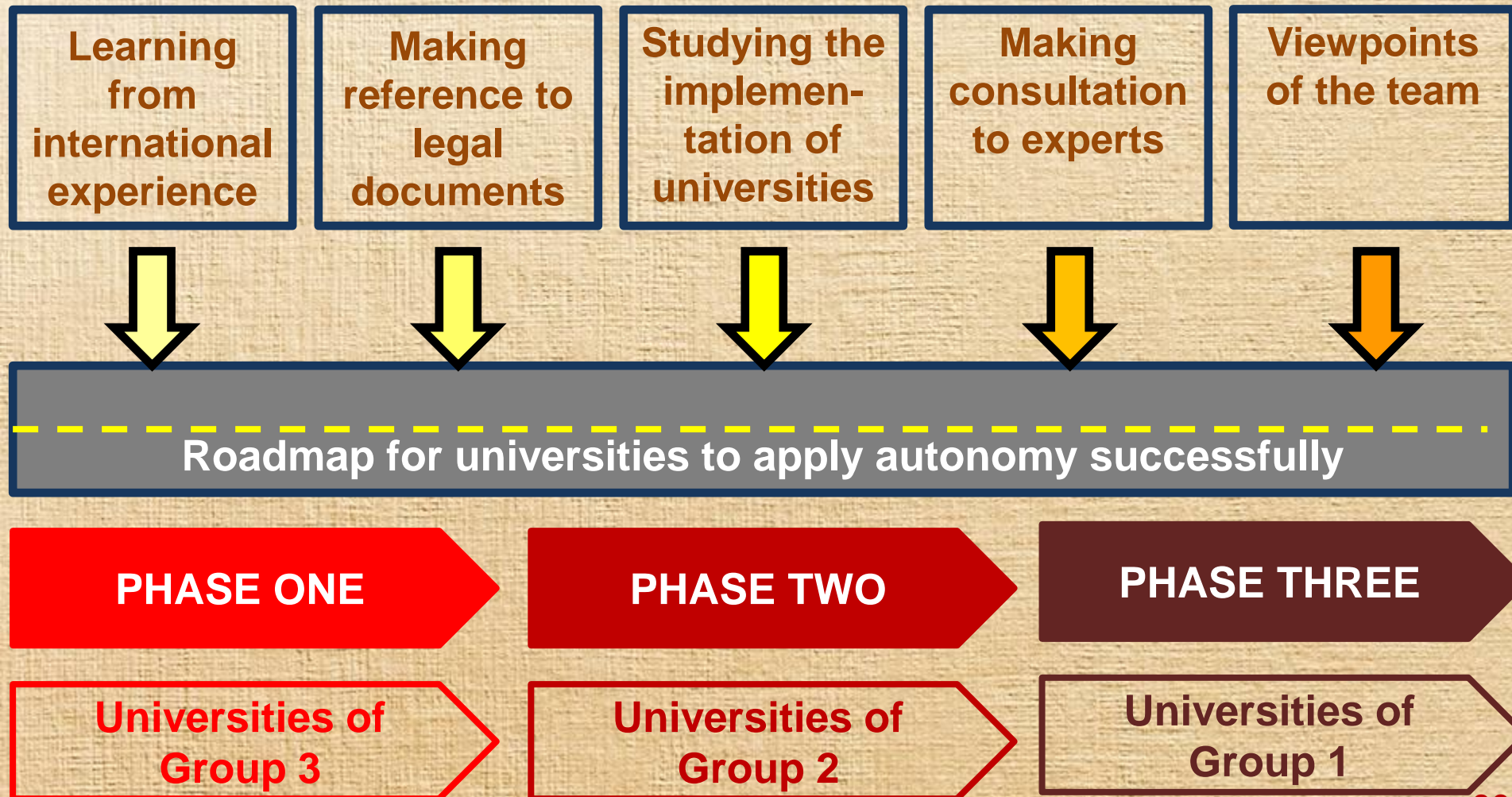
Assessment of a university of civil engineering based in Hanoi



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5. Roadmap for universities towards autonomy

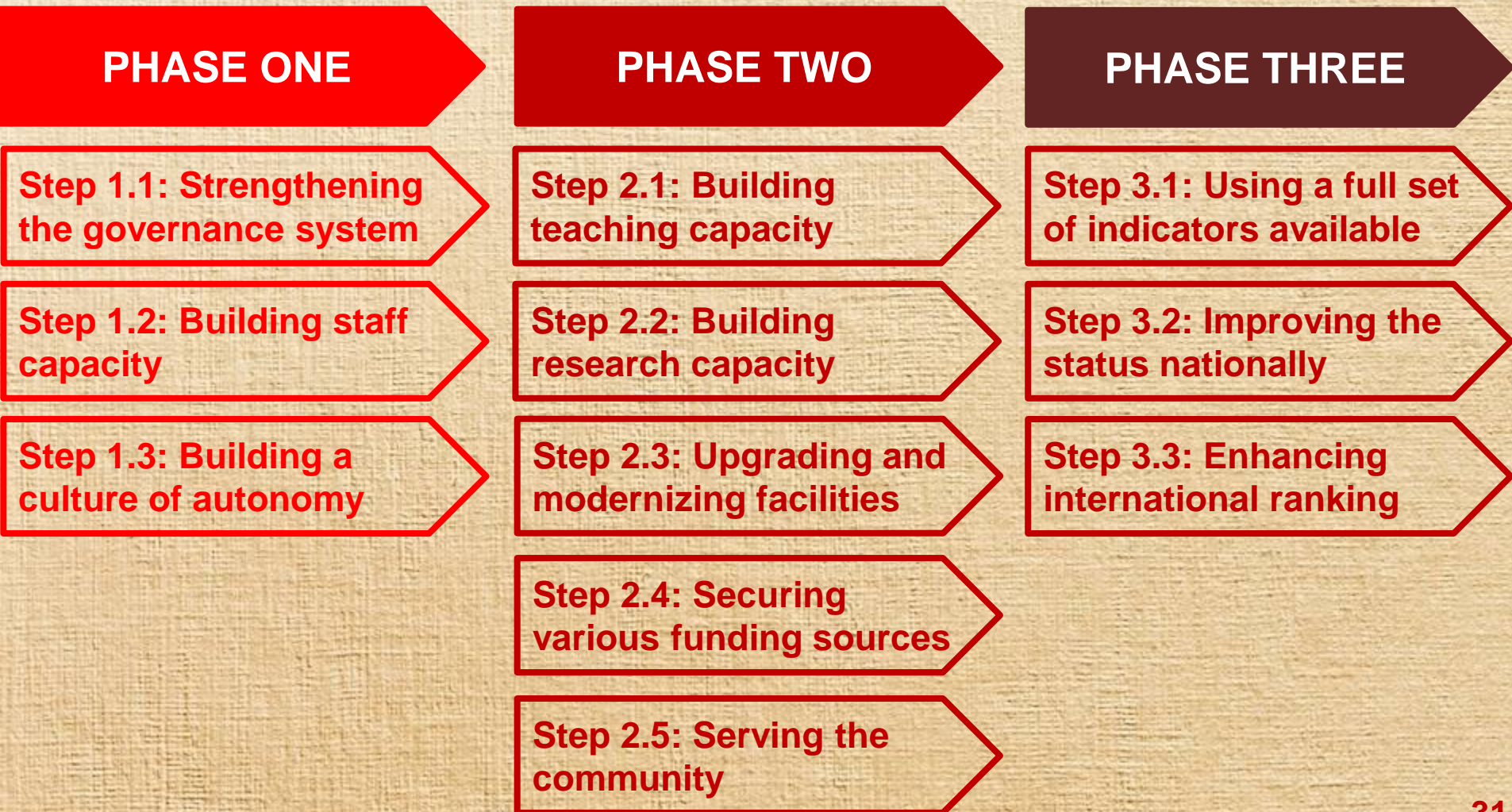
5.2 Roadmap



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5. Roadmap for universities towards autonomy

5.2 Roadmap



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6. Discussions

Step 1.1: University governance through strategies, implementation plans, organizations, document systems and quality assurance

Step 1.2: Staff capacity through staff planning, training and awarding

Step 1.3: A culture of autonomy among all leaders, staff and students

Step 2.1: Teaching capacity through developing and updating curricula

Step 2.2: Research capacity focusing on breakthrough research, international projects, international publications, citations

Step 2.3: Facilities, especially state-of-the-art laboratories

Step 2.4: Funding, particularly from the industry and international research funds, international consortiums

Step 2.5: Serving the community through community-based projects and making contributions to the socio-economic development through small-sized and medium-sized enterprises

Step 3.1: Using the full set of indicators for an annual self-assessment

Step 3.2: National league table university ranking and autonomy ranking

Step 3.3: International ranking heavily based on research – developing research-intensive universities and increasing both quantity and quality of research papers

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6. Conclusions

- ❑ University autonomy is an indispensable trend in the world. Vietnam is not an exception and must join that mainstream;
- ❑ Starting and heading for university autonomy much later than the world, Vietnam should learn from international and regional experiences as well as concepts;
- ❑ The amended Law of Higher Education in 2018 paves the way for university autonomy to take root in Vietnam;
- ❑ Vietnamese universities need a full set of indicators as a rating tool as well as a preliminary guideline to achieve university autonomy;
- ❑ A three-phase roadmap for successful application of university autonomy is expected to help universities understand exactly what to do to reach the final goal;
- ❑ Each step is relevant to a level group of universities.

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Thank you for your attention!