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**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

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Developing Vietnamese higher education administration in the globalization era

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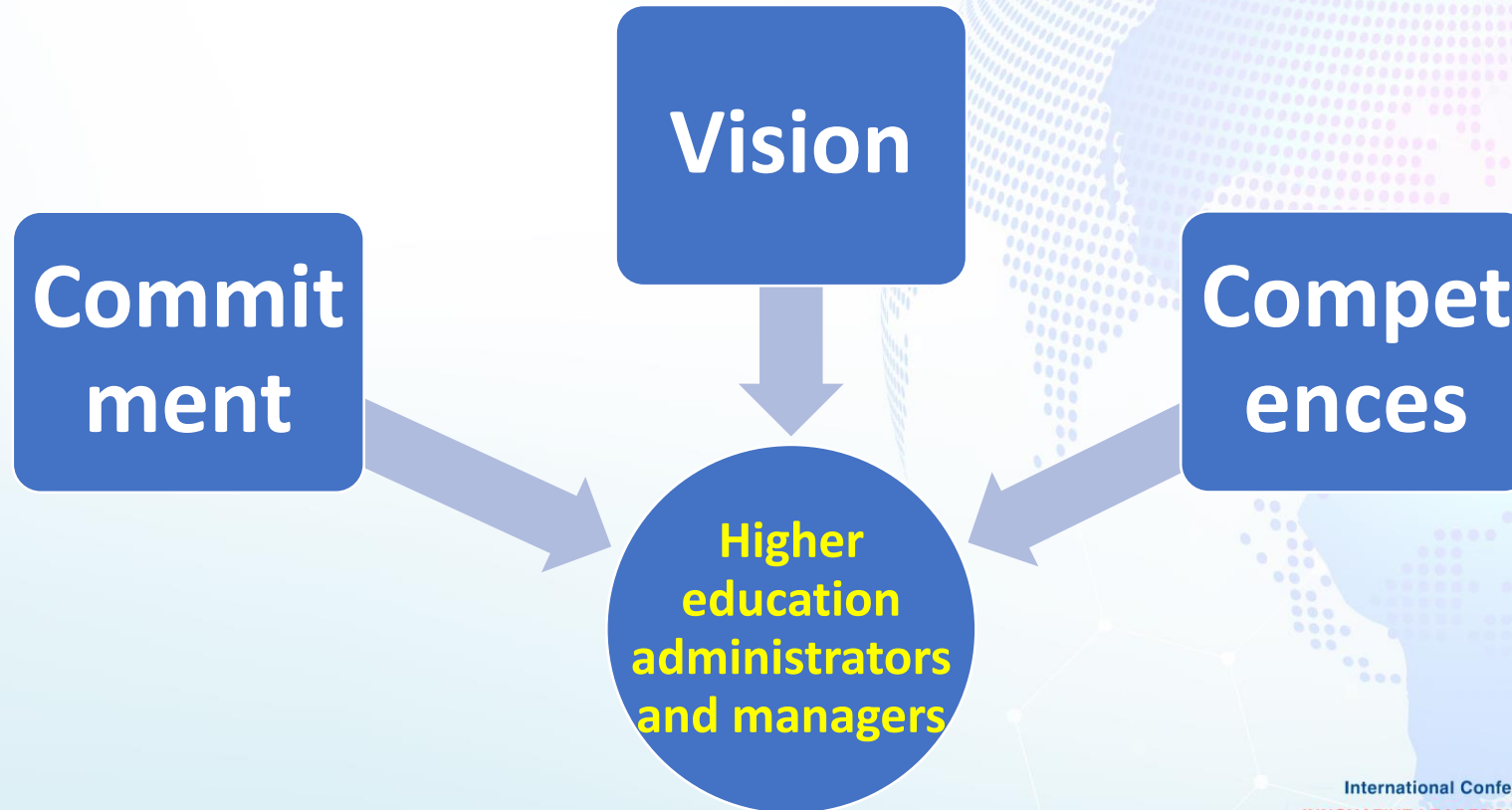
Introduction

- Autonomy and accountability
- The role of the leadership and administration
- Independent and proactive in their decision-making processes
- Qualities of HE effective and successful administrators?

1. Context of requirements for innovations in higher education administration

- Vietnam's Law on Higher Education regarding autonomous universities
- “... *A HEI shall assign specific autonomy and accountability to every unit and individual in the HEI...*” (Vietnam's Law on Amendment to HE, §32)
- “... *Train sufficient numbers of qualified higher education institution staff and managers with management skills...*” (Resolution of the Gov. no. 14/2005/NQ-CP)
- HE administrators' variety of important tasks: making decisions on many internal rules, regulations, policies, strategies, plans, guidelines as well as organizing a variety of activities

2. Qualities and criteria for the higher education administrators



2.1. Vision

- Providing direction, creating a structure to support the direction
- Massification, diversification and internationalization in HE: innovative strategic goals for the future development of the institution
- Long-term vision should go together with clear, short-term, achievable goals and measurable KPIs (at institution and faculty levels)
- 3 missions: education – research – community service
- Strategic goals & plans: educational programs & activities, research activities, student support activities as well as staff development and external relations
- Tools: swot-analysis, stakeholders and risk analysis, ...

2.2. Commitment

- High commitment leads to high performance
- Committed to the *strategic goals and direction, values and principles* for achievements
- Commitment to the campus, the public and the communities as social responsibility
- Drives the collective effort and that sustains effort *during difficult times*
- Committed to self-development

2.3. Competences

- The knowledge, skill, and technical expertise required for successful completion of the transformation effort (Austin & Astin, 2000, p.13)
- Communication, data-based decision-making, risk management, quality management, change management, networking, collaboration,
- *Quality management*: top-level and mid-level administrators must be responsible for the quality of their jobs (*culture of ongoing assessment & continuous improvement*)
- *Design and implementation* (academic affairs, research, academic support, human resources, facilities or external relation with various stakeholders' feedback)
- *Human resource management*: teamwork, collaboration and communication competences, self-development, lifelong learning competences + dealing with external stakeholders

3. Some implications for improving qualities of Vietnamese higher education administrators

- Objective-based and outcome-based administration (***vision*** and strong ***commitment***) rather than content-based and routine-based administration
- Competences from the high-level to mid-level administrators (to shared leadership in the future)
 - ✓ Frequent and close ***collaboration, communication***
 - ✓ ***Monitoring: checklists*** and measurement indicators
 - ✓ Prioritizing and risk management
- Various workshops, talks, seminars and activities to help raise the awareness
- *Excellent Leadership Center, Dean Training Center, Higher Education Governance Center, Center for Lifelong Learning: practice-based training courses* follow-up coaching and mentoring phases
- Clearly defined selection/appointment and assessment/evaluation criteria, promotion plans, role and functions, rewarding system.

THANK YOU VERY MUCH FOR YOUR ATTENTION!