CHAPTER 1: INTRODUCTION

This chapter outlines the aims, significance, focus, context and structure of the study. The overall context is that of academic staff development in Vietnam and Australia and it is from these two countries that the data for the research were collected. The context of the study also includes discussions on some key terms and key questions in academic staff development such as why academic staff development is important, how academic staff development is organized in universities, and who conducts academic staff development.

1.1. Aims, Significance and Focus of the Study

1.1.1. Aims of the Study

The aim of the study was to construct a model and propose recommendations to guide academic staff development in Vietnamese HE institutions. More specifically, it sought to assess via surveys the staff development needs of Vietnamese academics. Good practice in academic staff development in developed countries, with special reference to Australia, was used as the basis for the development of a model of academic staff development appropriate for building capacity in Vietnamese universities and colleges. A mixed method approach was employed to:

- investigate the needs of academic staff in Vietnam to find out which skills they require immediately and the kind of academic support they prefer in order to upgrade their capacity. The upgrading is expected to be holistic and sustainable, not only short-term and relating to teaching skills, but also life-long and including research, personal and interpersonal skills.

- understand what universities in Australia are doing in terms of academic staff development. How does documentary evidence and interview information from academic developers explain the way academic staff development is organized in the case-study universities; who conducts these activities; for what reasons; and what are the main activities comprising academic staff development?

- use the needs analysis of Vietnamese academic staff, and findings from Australian Universities, to propose recommendations for Rectors and Vice-

Rectors in Vietnam concerning staff development and solutions they may appropriately adapt from the Australian experience.

1.1.2. Significance and Focus of the Study

This study will add to what little research presently exists concerning academic staff development in Vietnam. Findings from the study, the model that has been developed and the recommendations advanced are intended to help Rectors/Vice-Rectors and HE institutions to develop appropriate approaches in order to improve academic staff capacity in HE institutions.

Other implications of this study are to:

- generate a better understanding about the needs of academic staff in order to guide policy makers as they consider further reforms in academic staff development and HE law;
- encourage more researchers to investigate academic staff development as a field of growing significance in Vietnamese education.

Academic staff development comprises a wide field, but for the purposes of this study, the researcher focused on three main areas: teaching, research and publishing. Some other aspects of working in HE institutions are also discussed including selected working conditions in HE, generic competencies, preferred type of training, and leadership and management in HE institutions.

1.2. Statement of the Problem and Research Questions

Since *Doi moi* (economic renovation), the Vietnamese economy has been growing impressively. Vietnam also is very attractive to foreign investors. However, difficulty in finding highly skilled workers is a challenge for investors. As a result, a requirement for innovation and higher quality skills are becoming more important since Vietnamese HE graduates have not only a "skills shortage" but are also "poor quality" (World Bank, 2008). In order to respond to the demands of the changing economy, the HE sector needs to be reformed. It is generally accepted in Vietnam that academic staff quality is the most important determinant of the overall quality of the HE system with direct impact on

graduates" quality (Pham, 2010; World Bank, 2008). However, the quantity and quality of Vietnamese academic staff are still of concern. Regarding the quantity, statistics by MOET (2011a) shows that, in 2011, the student/academic staff ratio was about 30:1, which was widely considered to be too high in comparison with international standards and also higher than many other countries in the region. Regarding the quality, only 10.6% of academic staff have a PhD. Although a PhD degree does not itself represent quality, it is one of the indicators of the quality of the HE institution. In addition, it is assumed that academic staff with a PhD qualification have sufficient research skills, which is a crucial requirement for Vietnamese academic staff as will be discussed later in this chapter. Hence, improving the quantity and quality of academic staff is one of the strategic choices for the HE sector in order to improve the quality of the HE sector in general and of graduates in particular. The question for the researcher of this study is what would be an appropriate model to improve the quality of academic staff for Vietnamese HE institutions. In addition to the labor market demands, Vietnam is integrating into the process of globalization and is also looking to shift to a more knowledge-based economy. The HE sector itself has been experiencing massification as well as the effects from the advance in information technology, and changing learning and teaching styles. It is assumed that HE institutions are learning organizations and that lifelong learning should be acknowledged in any learning organization. Hence, the model for sustainable academic staff development should be proposed with special attention to the factors mentioned above.

The researcher has been driven by the following major questions:

- what are the needs for academic staff development and training in Vietnam?
- what are universities in Australia doing now in terms of academic staff development?
- which recommendations can be made for academic staff development in Vietnam?
- what is an appropriate academic staff development model for the Vietnamese HE sector?

3

1.3.   Context of the Study

1.3.1. Academic Staff Development in General

1.3.1.1. Some Key Terms

Higher education

The scope of HE is somewhat different among education systems. HE is also known as tertiary or post-secondary education. Broadly, HE refers to the level of education in universities, colleges, institutes, academies or vocational schools. Completion of HE usually results in the awarding of an academic degree of professional qualification. In Australia, HE offers education at degree level and above in universities. In Britain, continued education beyond school is called "Higher Education" in universities, and is called "further education" in technical colleges and teacher training colleges. In Vietnam, HE refers to education in universities, colleges, institutions and academies. However, the terms "university" and "college" are covered by many English terms including university, college, institute, polytechnic and school. A university generally offers four-year degree programs or higher, while colleges offer associate-type degrees only.

Academic staff

Staff in HE institutions are known as academic staff, non-academic staff, general staff, support staff or allied staff, ranging from highly skilled professionals to unskilled workers. According to Brew (1995, p. 7), "in North America, academics are referred to as faculty and the rest are referred to as staff. In Australia, the term general staff is becoming widely accepted" and "the academic work-force are highly skilled professionals with a tradition of autonomous working". In a survey of The Australian Academic Profession in 2007, Coates et al. (2008, p. 1) indicated that the term „professionals" in that survey is interpreted as „academic staff" and suggest that "the term „academic staff" covers a wide range of different roles. An incomplete list includes: residential tutor, assistant lecturer, lecturer, senior lecturer, associate professor, professor, clinical supervisor, research assistant, research fellow, senior research fellow, honorary fellow, sectional lecturer, sectional tutor, marker, examiner, supervisor, reader, principal research fellow, professional fellow, postdoctoral fellow, head,

chair, dean, director, deputy vice-chancellor, provost, pro vice-chancellor, vice-chancellor and chancellor". It can be seen that the term „academic staff" can be used exchangeably with faculty, professional staff, teaching staff, lecturer and lecturing staff. It sometimes covers a wide range of roles such as in Coates"s survey. However, in this study the term „academic staff" refers to staff who deliver lectures to students in classes. Hence, academic staff in the Vietnamese context will not refer to pro vice-chancellors or chancellors who are in managerial positions unless they also lecture.

Academic staff development

There is no doubt that academic staff play a vital role in HE and academic staff development deserves to be an important part in any university"s strategic plan. From its first introduction in Europe, the concept of academic staff development has been followed in many other countries using different approaches. The terms academic staff development, staff development, professional development, capacity building, academic development and career development are used interchangeably although there are nuances of meanings among them. Professional development includes formal as well as informal experiences such as attending workshops, professional meetings, mentoring, reading professional publications, or watching documentaries related to an academic discipline (Ganster, 2000). This seems broader than staff development, which is the provision of organizing in-service programs designed to foster the growth of groups of academic staff. Professional development is only one of the systematic interventions that can be used for academic staff development (Glatthorn, 1995). Professional development includes "institutional policies, programs and procedures which facilitate and support staff so that they may fully serve their own and their institution"s needs" (Webb, 1996, p. 1) or "concerned with helping people to grow within the organizations in which they are employed" (Brew, 1995, p. 15).

From another approach, Boud (1995) lists many considerations that will influence staff development such as staff development that will take account of what is known about learning, of the contextualized nature of learning in organizations, of differences among staff and within the units in which they operate, of institutional priorities but will not be totally subservient to them. Staff development will recognize the aspirations of staff for development and enhancement and will support them to the extent that these take forms which are valued by the institution and the grouping in which staff work as the normal unit of

development. Staff development will more actively consider the accreditation of courses and training which are offered in-house, be research-based and reflexive and become an increasingly devolved and diverse notion. As university teaching has increasingly become important in relation to quality in HE, academic development has become a central player in the work of universities (Lee, Manathunga, & Kandlbinder, 2010). In this study, academic staff development refers to activities which provide opportunities for academic staff to enhance their skills, and which motivate and move them forward. In detail, it will include training activities for academic staff to improve teaching, research and publishing skills and other supplementary activities to enhance soft skills.

Rector

A Rector is the Vietnamese equivalent of a Vice-Chancellor or President. Criteria for Rector promotion are listed in article 39 of the College Charter (MOET, 2009) and article 35 of the University Charter (Prime Minister, 2010) in which a Rector must be a person who has a sound political and moral manner; a reputation in the science and education sector; at least five years of participation in teaching and management in HE; and good health. A Rector in a College needs to have at least a master qualification, while a Rector of a University is required to have a doctoral qualification. For a public HE institution, the age for promotion to Rector is under 50 for men and under 55 for women. The age rule is not applied in non-public HE institutions. Rules associated with the terms and promotion to the position of Rector are in article 41 of the College Charter (MOET, 2009) and article 37 of the University Charter (Prime Minister, 2010). A Rector is elected and reelected for a five-year period and may hold that position for no more than two terms. For public HE institutions, the Institution Council will propose a candidate for the Rector position and the organization that directly manages the institution will be in charge of making the decision on the appointment or dismissal. A Rector of a non-public University is recognized and dismissed according to the non-public institution"s regulations. A Rector of a non-public college is proposed by the Board of Governance and recognized by the head of the state management agency.

1.3.1.2. Academic Staff Development in Higher Education Institutions

In a general report presented at the World Conference on Higher Education, Halimi (2009) delivered two messages for institutions of HE about fully defining their strategy and bring out

the best for staff (training, status, image, salary), since they are the cornerstone of the system. Above all, he advises never think that technology and distance education can completely replace the teacher. Nothing can rival personal contact between student and teacher and that academic staff are at the heart of the public mission of HE. No institution or system can be successful without a talented and committed professoriate. This part of the literature review was the exploring process for three questions: Why is academic staff development important? How is academic staff development organized in universities? And who conducts academic staff development?

Why is academic staff development important?

Successful academic staff development has positive impacts on academic staff and students" learning. In a small-scale study in Scotland, Grieve and McGinley (2010, p. 171) involved a group of volunteers who had completed their continuing professional development and found that "teachers perceive that their studies had a positive impact on their learning, increased their understanding, their commitment to linking theory with practice through research and raised their confidence in developing pedagogy". The report of the National Commission on Teaching and America"s Future brings evidence that "investments in teachers" knowledge and skills net greater increase in students" achievement than other uses of an education dollar" (Darling-Hammond, 1999, p. 32). A variety of reports, regarding the effect of academic staff development on academic staff and students" learning, offer evidence to support this fact (Borko & Putman, 1995; Falk, 2001; Grosso de Leon, 2001; National Commission on Teaching and America's Future, 1996, 1997). Similar results can be found in Kettle and Sellars (1996) in a research project in Australia; in Kallestad and Olweus (1998a) in a study involving Norwegian teachers; and also by Young (2001) in a study in America. After assessing the data, Young found that all the different models of professional development strengthened teacher"s skills, knowledge and the school capacity. Coffey and Gibbs (2000) also support this fact in a study of the impact of initial training of university teachers in universities in the United Kingdom. Data from 72 teachers and 302 matched pairs of student in nine universities indicate that training had a positive impact on some aspects of teaching. Another study in Spain (Diaz, Santaolalla, & Gonzalez, 2010), including 257 professors from ten different institutions, also suggests that to respond to the new European HE challenge, faculty need training.

The positive outcome of academic staff development is also illustrated in many research such as a recent study in all eight New Zealand universities measuring the effect of academic development programs on student outcomes (Prebble et al., 2004), a Belgian study measuring the impact of a training program after two years (Stes, Clement, & Van Petegem, 2007), a Finnish study measuring the outcome of university teachers" pedagogical training (Postareff, Lindblon-Yanne, & Nevgi, 2007), and a British study which surveyed lecturers to investigate the occurrence of on-the-job professional development organizations (Knight, Tait, & York, 2006b).

In a report about strategic choice for Vietnam"s HE, Dr Nguyen Thien Nhan, Deputy Prime Minister, noted that Vietnam now belongs to the leading group of exporting nations. However, the biggest challenge for investors is that it is difficult to find professionals and highly skilled workers in the workforce. The objectives stated in the 2001-2010 Education Development Strategy (MOET, 2005) read as follows: to provide high quality human resources in line with the socio-economic structure of the industrialization and modernization of the nation; to enhance the competitiveness in fair co-operation for Vietnam in its international economic integration; to facilitate the expansion of post-secondary education through diversification of educational programs on the basis of a path-way system that is suitable for the structure of development, careers and employment, local and regional human resource needs and the training capacities of education institutions; to increase the appropriateness of the training to the employment needs of the society, the ability to create jobs for oneself and for others. In order to respond to the demand for high quality human resources, it is HE"s responsibility to produce high quality graduates. One of the factors that can affect the quality of graduates is the academic staff. There is much strong evidence showing that academic staff development has a positive impact on academic staff as well as students" learning. This has been found in many countries all over the world (as listed in the beginning of this part), and Vietnam is not an exception. Moreover, Vietnamese education is permitted by Confucianism and academic staff are usually considered role models who have a great impact on their students in every aspect, from knowledge to moral issues. Hence, it can be strongly believed that successful academic staff development in Vietnamese HE will result in improved student achievement.

How is academic staff development organized in universities? And who conducts academic staff development?

„Staff developer" is the title given to people who conduct academic staff development. From the view of academic staff in the US, Canada and the United Kingdom, Fleming (1992) identifies four styles: thinkers, brokers, doers and strategists, while Smyth (2003) considers an academic staff developer as a change supporter. In more detailed discussion, staff developers can be called upon to take on many roles, as Lee Andresen (1991) suggests :

- Teachers (of academic and allied staff as student)
- Researchers of curriculum development, teaching and learning in HE
- Academics – scholars who show their scholarship in the way they do everything
- Administrators – of institutional policies and practices relating to a range of staff development activities
- Organizers – of courses, workshop, etc.
- Brokers–finding the best deal and most appropriate resources to meet a staff development need
- Managers – of resources (finances and personnel)
- Change agents – innovators and stimulators of change
- Advisers – giving advice for staff and to managers
- Counselors – to help staff cope with problems and difficulties
- Consultants – working with teams of staff on particular issues
- Evaluators – judges of quality of academic practices
- Appraisers – helping staff appraise their performance and plan for the future
- Subversives – helping to foment revolutionary changes
- Publishers – producing printed materials to help with teaching and learning changes
- Disseminators – spreading good ideas and useful materials
- Tokens – simply being there, living proof that the institution takes staff development seriously
- Leaders – blazing a path of good practice that others may follow

However, it may be impossible to describe the work that academic staff developers undertake because "it could be a never-ending list as roles expand" (Tynan & Smyth, 2007, p. 2).

1.3.1.3. Approaches, Strategies and Models in Academic Staff Development

Since 1970, Staff Development Programs have been practised by units in HE institutions in most European countries. Basic questions of teaching and learning such as aims and objectives, methods, teaching styles, learning situations, motivation, and consultation skill are

included in the topics of the programs. Brendt (1991, pp. 5-7) distinguished the different approaches by the focus and the general objectives as follows:

- The professional approach: focuses on the qualification for all functions of staff members within the university (teaching, research administration and their university development) and their improvement. The level of courses, curricula and „framing conditions" as levels of teaching and learning are included. Improving teaching and learning means a change in the context of university development and of structures of HE.
- The research-orientated approach: focuses on the improvement of knowledge about a certain area of teaching (e.g. „learner-oriented form of teaching in connection with a research program within that field). The levels of sessions, courses and curricula are stressed. Improving teaching and learning means a change of methods in the context of aims, content and framing conditions.
- The personal development approach focuses on the change of individual attitudes and individual teaching behaviour in order to optimize students" learning by better forms of instruction. The level of individual interaction between teacher and learner is stressed. Improving teaching and learning means a change for individuals and of their teaching methods.
- The self-help approach focuses on the improvement of teaching qualifications by an exchange of experiences among university teachers, which is enriched by information about projects and research into HE. The levels of sessions and courses are stressed.
  Improving teaching and learning means a change of methods.
- The „comprehensive reform" approach– as a rule – is practised by the units for HE and has to be seen in close connection to the reasons for their establishment during the reform movement. Consequently, the main purpose is to use Staff Development Programs as a strategy to motivate staff members, especially for the „Reform of Studies". All levels of teaching and learning are included.

Alderson (1996) views academic staff development as a personal and professional journey. This journey will need exploration and negotiation of understanding, reflecting current beliefs, practices, gathering information from many resources as well as creating opportunity for social construction of knowledge. Candy (1995) wants academic staff development to be proactive and be fully aware of important trends and issues that might affect the HE context. He (Candy, 1996) developed a model of academic staff development which is comprehensive, anticipatory, research based, exemplary, embedded, reflective and geared toward the notion of lifelong personal and professional development. Grace et al. (2004) argue for a holistic approach in academic staff development. They want academic staff development not only to be mutually exclusive but also subject-specific and generic.

From another approach, Gosling (2001) identified methods used to support change in academic staff practices including: using management structures such as committees; sponsoring projects within departments, schools or faculties; direct support through establishing teaching and learning groups; events such as seminars and conferences; paper and electronic communication; and staff reward schemes. This range of indicators reminds academic developers to be flexible in designing academic staff development programs to meet the needs of different academic groups.

Currently, the new perspective of professional development has several characteristics. It is based on constructivism rather than on a „transmission-oriented model". It is perceived as a long-term process as it acknowledges the fact that teachers learn over time and this process takes place within a particular context and links to school reform. A teacher is conceived of as a reflective practitioner. Professional development is conceived of as a collaborative process and it may look and be very different in diverse settings (Reimers, 2003).

In more detailed discussion, there is considerable amount of literature exploring the strategies or variables that contribute to the success of academic staff development as guidelines when planning and implementing academic staff development, such as:

- Recognizing change as being both an individual and an organizational process; thinking big but starting small; working in teams to maintain support; including procedures for feedback on results; providing continuous follow-up support and pressure; integrating programs (Guskey, 1995);
- Developing survival skills; becoming competent in the basic skills of teaching; expanding one's instructional flexibility; acquiring instructional expertise; contributing to the professional growth of colleagues and exercising leadership and participating in decision making (Leithwood, 1992);
- Stimulating and supporting site-based initiatives; being grounded in knowledge about teaching; modeling constructivist teaching; offering intellectual, social and emotional engagement with ideas, materials and colleagues; demonstrating respect for teachers as professionals and as adult learners; providing sufficient time and follow-up; being accessible and inclusive (Corcoran, cited in Reimers, 2003);
- Redefinition of staff development as a process of learning; the role of leadership at the institutional level; the organizational culture at the institutional level and the role of external agencies, especially at the local and regional level (Fullan, 1987).

Further, to support academic staff development from the beginning of academics' careers until they retire, there are many models that have been developed and implemented in

different countries. Reimers (2003) synthesizes these models into two groups as shown in Table 1.1.

Table 1.1: Description of academic staff development models

Organizational partnership models	Small group or individual models
Professional-development schools	Supervision: traditional and clinical
Other university-schools partnerships	Students‟ performance assessment
	Workshops, seminars, courses, etc.
Other inter-institutional collaborations	Case-based study
School networks	Self-based study
Teacher networks	Self-directed development
Distance education	Co-operative of collegial development
	Observation of excellent practice
	Teachers‟ participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action Research
	Use of teachers‟ narratives
	Generational or cascade model
	Coaching/mentoring

Source: (Reimers, 2003, p. 70)

In Table 1.1, Reimers divided academic staff development models into organizational and individual or small group levels. However, the generational or cascade model in the individual or small group model can be applied at an organizational level. Moreover, academic staff development in HE institutions is usually the combination of both organizational and individual or small group models which can help to maximize all of the resources in the institution.

The Vietnamese HE context will be focused because the uniqueness of the individual setting will always be a critical factor in education. What works in one situation may not work in another. Because of the enormous variability in educational contexts, there will never be „one right answer‟. Instead, there will be a collection of answers, each specific to a context (Guskey, 1995). This study will search to find the „optimal mix‟ that assorts the professional development process and technologies working best in Vietnam.

From the view that education should be carried on throughout life, Angela Brew (1995) suggests that a range of aspects of personal and professional development necessarily become part of the staff development agenda. This is an interesting point because usually, when mentioning academic staff development, people tend to think about academic aspects such as pedagogical skills in each discipline. However, academic staff are also human-being who need to have personal as well as interpersonal skills to balance work and life.

1.3.2. Academic Staff Development in Vietnam

Vietnamese Higher Education in Retrospect and Prospect

The Vietnamese HE system is experiencing major reforms and developments. However, it is difficult to understand these without examination of the elements that have shaped its current form and will influence its future development. One heritage building that no visitor to Hanoi can ignore is the ancient Temple of Literature. As Vietnam''s first university, it reminds visitors of the Chinese influence on Vietnamese HE. Reaching Vietnam about 2000 years ago, Confucianism spread through the whole country and its influence permeated every area of society, including politics, the military, morality, literature, architecture and the education/examination system. Confucianism touched people from every stratum and remains important within current society.

French colonialism also left its mark on Vietnamese HE. In the eighteenth century, Alexander Rhodes developed Roman script and the French wanted to use this to extend their influence. However, officials and scholars restricted its spread by insisting on retaining the older Chinese script. From the latter half of the nineteenth century, when the French gradually extended their control over the country and imported Catholicism into Vietnam, they also extended its hegemony, making the influence from the Western paler. Despite this, the French did establish some universities and colleges which produced a small number of local graduates.

Another influence that should not be underestimated is the post-war influence of Socialist countries. There were two parallel systems of HE after the establishment of two Vietnams in 1945. In the North, both classical Mandarin and French colonialism influences were important for this socialist area of the country. At that time, strongly motivated by nationalist

aspirations, the use of Vietnamese as the language of instruction was extended. The assistance of socialist states including the Eastern bloc and People's Republic of China helped Vietnam in the reform of HE. However, the most impressive reform at that time was the foundations of many specialist institutions following the Soviet model and including fine arts, agriculture, forestry, pharmacy and medicine. Within the socialist world, there was a specific form of cooperation which helped Vietnam in the development of HE in the North. Prior to 1976, a Soviet-sponsored organization, the Council of Mutual Economic Assistance, offered opportunities for thousands of Vietnamese people to take higher degrees in socialist states. Between 1955 and 1975, a substantial number (30,775) of Vietnamese students went abroad to study (Dang, 1997), contributing to a swifter development of human resources than ever before. As a result of this influence, individual ministries established and had responsibility for controlling HE institutions which also served their own training needs. This model persists today with 13 ministries having responsibility for institutions (Hayden & Lam, 2007). However, these narrow and specialized institutions did not always equip students with sufficient skills and knowledge to meet the needs of a developing economy.

In South of Vietnam, the influence of the United States rose after the Second World War as the influence of France was waning. Signs of US influence in HE include the foundation of large comprehensive institutions, the first private institution and the development of community colleges in the early 1970s.

The historic decision made in 1986, namely *Doi moi* (Economic Renovation), by the Communist Party of Vietnam replaced the central planning of the Soviet tradition. In 1993, the Government issued Decree 90 in which it committed HE to unification and restructuring. As a consequence of this landmark commitment, the system underwent significant and immediate reform. A unified national system of large, comprehensive, research-oriented universities was established, meaning that the existence of the Soviet model of small, specialized institutions was abandoned. The government also introduced elements of market demand by allowing public HE institution to levy tuition fees within limits, introducing two new sectors of HE, a semi-public and non-public sector. The acceptance of having a non-public sector was significant because this was the first time this had officially been sanctioned within the HE system. The *Doi moi* process witnessed significant change in increasing the size as well as the diversity of the HE system as can be seen in Table 1.2

below. Table 1.2 shows that HE institutions increased from 153 in 1999 to 369 by 2008. The highest increase was in colleges where the number nearly tripled.

Table 1.2: Number of Higher Education Institutions in Vietnam

School year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Universities	69	74	77	81	87	93	104	139	160
Colleges	84	104	114	121	127	137	151	183	209
Total	153	178	191	202	214	230	255	322	369

Source: http://www.business-in-asia.com/vietnam/education_system_in_vietnam.html

However, HE in Vietnam is still catching up to international standards in terms of quality of governance, curricula, physical infrastructure, teaching methods and academic staff qualifications. Recognizing an urgent need for radical reform of the system, in 2005, Resolution 14 on "Fundamental and Comprehensive Reform of HE in Vietnam 2006–2020", (also known as the HE Reform Agenda or HERA) was promulgated, providing a vision for the HE system. The general aims of HERA were "to carry out fundamental change and comprehensive reform of HE; undertake a process of profound renovation in the area of quantity, quality and effectiveness in order to meet all the demands of industrialization, modernization, global economic integration and society's demand for learning opportunities. By 2020, Vietnam aims to have a HE system that is advanced by international standards, highly competitive and appropriate to the socialist-oriented market mechanism" (HERA, 2005). Relating to academic staff, HERA addressed the renewal of planning, training, fostering and using academic staff and managers as follows:

- develop and implement planning academic staff and managers of HE to ensure sufficient quantity, to improve quality to meet the need of renovating HE;
- thoroughly renew content, curriculum and training methods, foster academic staff and HE managers. Focus on improving professional capacity and pedagogy of academic staff, strategic vision, creative capacity and professionalism of managers;
- renew recruitment methods in the direction of objectiveness, fairness and competitiveness. Complete and implement mechanism of long-term contract, ensuring the equality between tenure and contract academic staff, between academic staff in public and non-public institutions;
- develop and issue new policies for academic staff including academic staff standards, teaching loads, working conditions, science and technology tasks, sabbaticals for academic exchange and mechanisms to objectively assess outcomes. Promulgate policy on cum-teaching;

- renew the process of appointment and dismissal of Professors and Associate Professors based on common standards and criteria stipulated by the Government, but implemented by the HE institution. Periodic reviews for re-appointment or dismissal of Professors and Associate Professors. Reform the administrative process for recognizing lecturers and senior lecturers (HERA, 2005).

HERA is the most ambitious and accomplished reform effort to date and represents an important commitment by the government to the HE sector (World Bank, 2008). It is hoped that HERA will provide students with more flexibility in course offerings. Moreover, the system will be closer to international quality standards, more research-oriented, focusing more on attracting qualified academic staff as well as generating more income from research. However, HERA is facing formidable challenges including the lack of an effective governance system, resources, especially the lack of qualified academic staff, the need for updated teaching methods, and a productive research culture. Urgent solutions are needed; especially now that Vietnam is a member of the World Trade Organization, the challenge of improving international competitiveness has become an even more central concern for the Government.

The current Vietnamese schooling system has four levels: pre-primary, primary, lower secondary and upper secondary (Figure 1.1). After primary or lower secondary, students can move to technical-vocational education and training. Students who pass a secondary school leaving exam can take another entrance exam for college and university entrance. Provincial governments or MOET can establish colleges. These colleges have an average size of 1,500 students and tend to be specialized training institutions or provincial teacher training colleges. Universities are larger than colleges in scale and have a multi-disciplinary focus. The Prime Minister establishes Universities, and a particular ministry, specialized agencies or provincial governments are in charge of managing public universities.
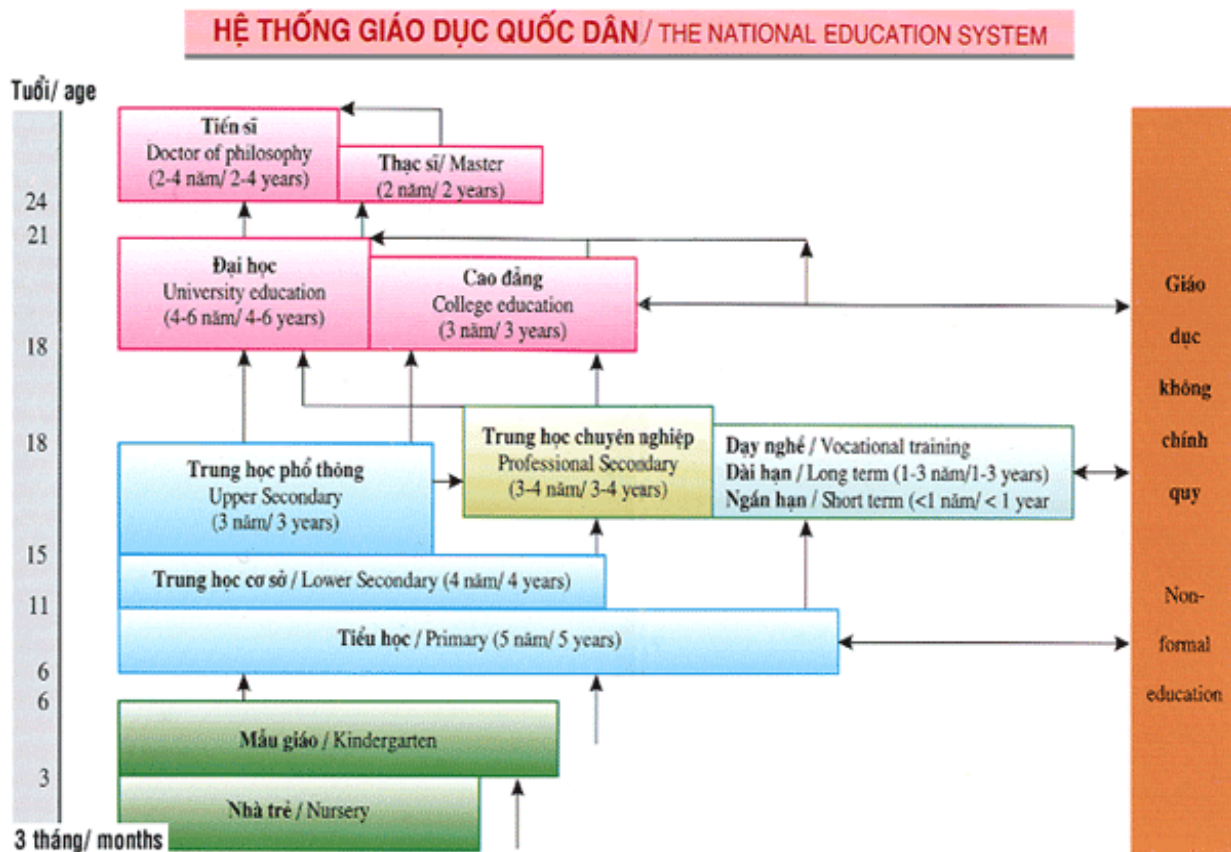
HỆ THỐNG GIÁO DỤC QUỐC DÂN / THE NATIONAL EDUCATION SYSTEM

Figure 1.1: The Vietnamese National Education System

Source:http://edu.net.vn/data/doc/hethonggiaoduc/

In the process of reunification, there emerged two main elements associated with the internationalization of the Vietnamese education system: the "brain drain" and the appearance of offshore campuses.

Currently, there are about 15,000 Vietnamese students who study abroad each year. Among them, many are publicly sponsored or funded by other countries such as Canada, United Kingdom, France, Australia, Thailand, Japan, United States, Germany and China; the remainder finance themselves. Statistics indicate that the number of Vietnamese students studying overseas increases year by year. In 2000, there were about 1,400 students studying in Australia; by 2005, the number had increased to 2,397 (Australian Education International (AEI), 2006). Vietnamese students in US in 2005/2006 numbered 4,597 (Institute for International Education (IIE), 2006). However, not all students who study abroad return

17

home upon completion. The brain drain is evident not only in Vietnam but also in neighbouring countries such as China, where recent figures indicate that, of over a million students to have studied abroad since 1978, only around a quarter have returned home (Welch & Zhang, 2005). The brain drain has become a long-standing and significant issue. The Government needs to have special policies to attract skilled and educated students to return home to work and to contribute to the nation. On the other hand, it is interesting to note that in 2005, 346 US students were studying at Vietnamese universities (Institute for International Education (IIE), 2006). Vietnamese universities now provide training for students from around 30 countries including neighbouring countries (Laos, Cambodia, and China) and from developed education systems (US, Australia, Spain, and Canada). These overseas students and the new generation of students in Vietnam are special „customers‟ and, when "universities have also become increasingly business and customer-oriented" (Denman, 2005), this requires Vietnamese lecturers to have updated knowledge and teaching methods as well as soft skills such as intercultural communication skills or a sense of ethics.

A decade ago, Hanoi Economics University and Ho Chi Minh Economics University established a twinning program with the Institute of Social Studies in The Hague, Netherlands. Dutch, Vietnamese and other international academic staff were involved in this program. Further long-standing programs between the Ho Chi Minh Open University and the Solvay Business School of the Free University of Brussels or Vietnam-Belgium Master programs in Hanoi and Ho Chi Minh City as well as other programs with US universities (Varghese, 2007) bring many challenges and opportunities for Vietnamese academic staff and students. More important was the insistence of the government to establish a university with "full foreign ownership and independent international curricula so that a new university, with a technical and vocational emphasis, might quickly come into being as a model and training ground to assist the development of capacity across the education, training and research sectors" (Wilmoth, 2004, p. 4). The Royal Melbourne Institute of Technology is an example of the above. However, the foundation of international campuses can be seen as part of a wider strategy of internationalization by the originating university, especially universities from Australia, which are known for being highly internationalized institutions within a national system that itself is acknowledged worldwide for the extent of its internationalization (Welch & Denman, 1997).

For Vietnam, internationalization is a key driver to improve the quality of domestic HE in general and academic staff in particular. While it greatly increases competition, it also opens up further opportunities for academic staff development. Internationalization is a push factor that forces academic staff to change, and to keep abreast of current knowledge and teaching methods if they want to integrate with other developed education systems. Internationalization is also the way academic staff prepare for their students to work in an international and multi-cultural environment. It is clear that Vietnam is increasingly becoming integrated in the international community; for example, the accession to membership of the United Nations Security Council helped to enhance the international partnership with universities from Australia, Europe and North America. In addition, the Government believes that HE is a pillar of the twenty-first century knowledge economy. HE institutions are the key for producing highly skilled personnel, a great concern for the development of Vietnam‟s economy. In a report about strategic choice for Vietnam‟s HE, Dr Nguyen Thien Nhan, Deputy Prime Minister, and former Minister of Education and Training, noted that Vietnam now belongs to the leading group of exporting nations. However, the biggest challenge for investors is the difficulty in finding professionals and highly skilled workers. The objectives stated in the 2001-2010 Education Development Strategy (2007) reads as follows: to provide high quality human resources in line with the socio-economic structure of the industrialization and modernization of the nation; enhance the competitiveness in fair co-operation for Vietnam in its international economic integration. In order to respond to the human resource requirements of the workforce, which are crucial for the country's development in the period of industrialization and modernization, it is necessary to create radical and overall changes in HE, especially in academic staff development.

Teaching and research in Vietnamese Higher Education institutions

In order to integrate well with the process of internationalization, the Vietnamese Government committed strongly to improving the education system from many aspects, especially the development of academic staff in terms of teaching and research. It is widely agreed that academic staff play an important role in HE institutions and have a direct impact on the quality of student learning. This seems particularly to be the case in countries influenced by Confucianism such as Vietnam and other Asian countries. In Vietnam, "teaching in HE institution continues to be conducted mainly in a traditional way, that is,

lecturers present the material verbally to students and students record what they hear. Discussions are rarely used as a means of instruction or of learning" (Pham, 2010, p. 54). There are many debates about the reasons for this situation. One obvious reason is the lack of teaching facilities. But the more compelling reason is the teaching and learning culture which is limited by deficits in the academics" knowledge and their adoption of new teaching methodologies. Most of the academic staff in HE have gained their knowledge about teaching and learning methodology through trial and error rather than training. As practiced in Confucian culture, there remains a strong hierarchy in social relationships as well as in the academic staff–student relationship, so students assume a passive position in relation to their lecturer. Students also assume that lecturers know all the answers and they expect their lecturer to provide them with "right answers" so that they can memorize these. This style of teaching and learning prevents students from being creative and active in an information society (Hayden & Lam, 2010). Hence, it is very important for Vietnamese academic staff to know about student learning styles and to have interactive pedagogy in teaching. In this way, academic staff can help their students to discover knowledge, to think and to learn independently. However, changing the teaching culture is a challenge when academic staff feel comfortable with the current situation. It needs considerable effort from academic staff to change.

One of the main five objectives of the HE Reform Agenda is the achievement of a marked increase in the number of qualified HE staff and managers, sufficient to ensure that the HE student-to-teacher ratio is below 20:1 and that, by 2020, at least 60 percent of all academic staff will have a masters-level degree and at least 35 percent have a doctoral degree (2005). In 2005, the student: academic staff ratio was about 30:1, which was widely considered too high in comparison with international standards and higher than many other countries in the region (Table 1.3).

Table 1.3: The Student–academic staff ratio

Country	Student–Faculty Ratio
Vietnam	30:1
Philippines	23:1
Malaysia	20:1
Indonesia	15:1

In addition to student–academic staff ratio, curriculum frameworks make the teaching workloads for academic staff heavier. For most undergraduates, the curriculum is divided into two components: the foundation stage which includes general knowledge on social science, humanities, natural science, mathematics, foreign languages, national defense education, and physical exercise. The specialization stage develops professional knowledge in the specific area. Students have to successfully complete 210 credit points which include 90 credits for general education and 120 credits for professional education. One unit is calculated as 15 hours of lectures in class or 30-45 hours of laboratory work or 45-90 hours of on-the-job apprenticeship (World Bank, 2008). The lack of expectation that students should spend time preparing for the lecture as well as these requirements generates high teaching workloads for academic staff.

Research and publications by academic staff are another challenge for Vietnamese HE. Research is a challenge for universities not only in Vietnam but also in Asian countries because "working conditions in Asia commonly consist of large classes, lectures, few laboratories and rote learning. Often direct teaching is some twenty hours a week. Needless to say, little time is left for research" (Eggins, 2008, p. 128). In Vietnam, research is neglected in universities because teaching is more controlled. Being overwhelmed with teaching, plus many other factors such as low salary, inadequate facilities, and lack of resources might be the reason for the very small number of publications in international journals. Each year, Vietnamese scholars publish about 80 articles internationally. These publications are mainly theoretical and mostly in academic areas such as physics and mathematics. Publications in the social sciences and humanities are almost non-existent. Publication in the technological areas is modest. The citation index is low, with around one to two citations for each article. The low citation rates suggest that publications by Vietnamese scholars do not interest international researchers. This situation reflects a weakness in research activities in Vietnam (Pham, 2010). Moreover, a particular hindrance to international cooperation in research and publication, and attending international conferences is the lack of proficiency in a foreign language, and it seems that this is an issue requiring serious attention.

One of the factors that has a great impact on the quality of teaching and research of academic staff is the qualification that they hold. In 2005, when Government promulgated HE Reform

Agenda, a large number of academic staff did not have a postgraduate degree, very few had doctorates and the level of qualification varied across institutions, as can be seen in Table1. 4 below. In 2005, about 47% of academic staff held postgraduate degrees– most at master"s level, indicating a slight increase from 2002. Generally, the number of academic staff with a doctoral degree is one of the indicators of the quality of a HE institution. However, just a few Vietnamese academic staff have doctorates. National universities have the highest number of better qualified staff because they tend to be well-funded. Surprisingly, in 2005, private institutions also had a high number of qualified staff, which indicates an improvement in the private sector and accounts for the fact that many academic staff who work in public universities also teach at private institutions on short-term contracts.

Table 1.4: Higher education academic staff in Vietnam

Higher Education Faculty in Vietnam

SCHOOL YEAR	1999-2000	2000-2001	2001-2002	2002-2003	2005-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number of Faculty	30.309	32,205	35,938	38,608	39.985	47,646	48,579	53,518	56,120
Universities Faculty	22,606	24,362	25,546	27,390	28,434	33,969	34,294	38,137	
Associate Professors	1,231	1,131	1,160	1,310	1,408	1,838	432	445	
Professors	338	310	303	319	302	413	2,084	2,432	
Public	19,772	20,325	21,618	22,695	24.093	27,301	28,566	31,431	
Non Public	2,834	4,037	3,928	4,698	4,341	6,668	5,728	6,706	
Professional Division									
Doctorates	4,378	4,454	4,812	5,286	5,179	5,977	5,744	5,666	
Masters	5,477	6,596	7,583	8,326	9,210	11,460	12,248	14,603	
Diplomas	540	569	586	540	529	507	361	362	
University & College degrees	11,917	12,422	12,361	12,893	13,288	15,613	15,732	17,271	
Others degrees	291	321	204	348	228	412	209	235	
College Faculty	7,703	7,843	10,392	11,215	11,551	13,677	14,285	15,381	
Associate Professors	9	9	11	5	4	4	10	18	
Professors	4	4	3	20	23	33	30	35	
Public	7,326	7,364	9,801	10,652	10,821	12,692	13,349	14,369	
Non Public	377	479	591	563	730	985	936	1,012	
Professional Division									
Doctorates	93	109	158	190	182	246	293	216	
Masters	1,325	1,468	1,960	2,272	2,509	3,079	3,422	3,669	
Diplomas	35	56	32	94	19	15	57	110	
University & College degrees	5,982	6,083	7,987	8,346	8,557	9,985	10,200	10,996	
Others degrees	268	152	255	313	284	352	313	390	

Business-in-asia.con

Source: http://www.business-in-asia.com/vietnam/education_system_in_vietnam.html

Currently, about 15% of academic staff in the Higher Educational sector have a PhD qualification and MOET‟s strategic plan is to boost this to 20% by 2020. Much effort will be needed to achieve this goal. However, supposing that MOET meets the target of 20% of academic staff with a PhD qualification in 2020, what about the rest of the academic staff? There will still be 75% of the academic staff who only have a Master or Bachelor degree, and they will be lecturing students studying for a Bachelor degree. This issue needs to be resolved urgently, and comprehensively. In this situation, Universities and Colleges themselves need to have a strategic plan for academic staff development. A training program to improve the quality of academic staff could be one of the solutions to this issue.

Another issue relating to teaching and research quality in Vietnamese HE institutions is the quantity and quality of libraries. A survey conducted by MOET (2012) showed that of 196 HE institutions (around 50% of current HE institutions in Vietnam) more than twenty have no library. For the ones that do have a library, only 38.9% have one that meets Vietnamese or international standards. Only 39.7% of HE institution in that survey have an electronic library, the others only have a traditional library. However, the HE charter stated that one of the conditions to offer a degree at HE level is that the HE institution has a library that meets the standards for that training degree. The existence of this contradiction is a concern for the improvement of teaching and research quality in HE institutions.

Policies on academic staff in Vietnamese Higher Education

The Vietnamese Communist Party, the Government and MOET have many official documents outlining the fundamental guidelines for social-economic development, education and technology. These include the Law on Education passed by the 9th National Assembly at its 4th session (December, 1998), the Planning of Higher Education Institution System for 2001-2010 approved by the Prime Minister in April 2001, the Education Development Strategy for 2001-2010 approved by the Prime Minister in December 2001, the Resolutions of the 9th CPV Congress at its 6th Session about education and training and science and technology, and policies to encourage socialization activities in Education, Healthcare, Cultural Affairs, and Sports approved by the Prime Minister in September 1999. These documents have some articles on education in general and HE in particular with mention of academic staff.

On 14th June 2005, at the 7th session the National Assembly of the Socialist Republic of Vietnam, Legislature XI approved the Amended Education Law. On 27th June 2005, the President signed the order to promulgate the Law. The Education Law comprises 9 Chapters, 120 Articles and cameinto effect from the 1st January 2006, replacing the 1998 Education Law. Chapter 1, article 15 in the Education law (The President of The State, 2005) defines the roles and responsibilities of academic staff as follows:

- Teachers play the decisive role in ensuring the quality of education.
- Teachers must study and improve themselves continuously to set examples for learners.
- The State shall organize education and training for teachers, issuing policies on employment and rewards, ensuring necessary material and spiritual conditions for teachers to fulfill their roles and responsibilities, preserving and developing the tradition of respecting teachers and honouring the teaching profession.

Resolution 14 on "Fundamental and Comprehensive Reform of HE in Vietnam 2006-2020" (2005) also outlines renewal of planning, training, and retraining and use of academic staff and educational managers:

- Develop and implement planning academic staff and educational managers of HE, ensuring sufficient quantity and quality, meeting the requirements of education reform.
- Strongly renovate content, programs and training methods for academic staff and educational managers. Attention to raising the professional skills and pedagogy of academic staff, strategic vision, creative capacity and professionalism of leaders.
- Renovate recruitment methods ensuring objective, fair and competitive processes. Complete and implement the long-term contract mechanism; ensure equality between permanent and contract academic staff at public and non-public institutions.
- Develop and issue new policies for academic staff including academic staff standards, workload, working conditions, technological and scientific tasks, sabbaticals and a mechanism to evaluate objectively teaching results. Promulgate policy on part-time teaching.
- Renovate process of appointment and dismissal of the title of Professor and Associate Professor, assigning responsibility to the HE institution for making decisions based on criteria and conditions prescribed by the State. Periodic reviews for re-appointment or dismissal of the title of Professor and Associate Professor. Reform administrative procedures for recognizing lecturers and senior lecturers.

Recently, the second draft of HE Law has been published on the official MOET website asking for contributions from the public. Chapter V of this draft of HE Law (MOET, 2011b) deals with academic staff:

Article 34: academic staff

- Academic staff in HE institutions must have a detailed curriculum vitae, sound ethics, and good health; have qualification specified in items d and e, clause 1, article 77, Education Law.
- Heads of HE institutions priorities should be to recruit academic staff with higher than the minimum qualification specified in items d and e, clause 1, article 77, Education Law.
- Minister of MOET to develop a pedagogical program to foster academic staff working in the HE sector, but who have not met the minimum standards.
- Prime Minister defines the titles of academic staff.

Article 35: Responsibilities and rights of academic staff

- Follow educational objectives and program, and implement adequate, qualified educational program.
- Conduct scientific research and technology transfer; ensure training quality.
- Enhance professional skills and adopt innovative teaching methods.
- Preserve quality, reputation and honour of academic staff.
- Respect the dignity of learners, and treat students with fairness; protect the legal rights and interests of the learner.
- Participate in management of HE, if assigned, and participate in the Party, union and in other assigned tasks.
- Academic staff have the right to sign visiting contract with other educational institutions in accordance with the law.
- Academic staff titles indicate the level of their appointment; awarded the title of People''s Teacher, Teacher of Excellence under the law.

Article 36: Visiting academic staff and presenters

- Visiting academic staff are defined in clause 24, article 1 of the amendments and supplements to the Education Law. Visiting academic staff perform the duties and are entitled to benefits under the contract. A visiting contract is signed between visiting academic staff and the head of the HE institution.
- The HE institution reserves the right to invite presenters who are experts, scientists, entrepreneurs, or artisans in Vietnam or from abroad to present and to lead.
- Minister of MOET specifies the rules for visiting academic staff and presenters.

Article 37: Activities that academic staff should not engage in:

- Insulting the honour and dignity, or violating the human body of learnersor others.
- Cheating in training or scientific research.
- Disrupting security in HE institution and public places; taking advantage of the title of lecturer and educational activities to break the law.

In addition to the Education Law, there were other decisions and instructions to improve many aspects of academic staff development such as Decision 09/2005/QD-TTg approving a project of building and improving the quality of academic staff and educational managers (The Prime Minister, 2005); decision 911/QD-TTg approved the project of training 20

thousand PhD academic staff for universities and colleges from 2010 to 2020 (The Prime Minister, 2010a); decision 22 on training and using academic staff who have not met the standards (MOET, 2006a); decision 61 on establishing a pedagogy fostering program for academic staff of universities and colleges (MOET, 2007a); decision 65 on standards to evaluate universities (MOET, 2007b); decision 16 on moral rules for teachers (MOET, 2008a); and decision 54 on visiting lecturer regulations in universities (MOET, 2008b).

To address the situation of the dearth of academic staff with doctorate qualifications as mentioned above, the Vietnamese Government sends students abroad through many schemes. For example, each year, 322 projects send around 450 of the brightest students to America, Australia, China, Singapore and other Western countries at an annual cost of 100 billion Vietnamese dong (HERA, 2005). Many other country-specific programs also exist such as Training Vietnamese Citizens in the Russian Federation under the Debt Processing Agreement, the Vietnamese-American Education Foundation Project, and Australian Scholarships for Development in Vietnam Program to help improve qualifications of academic staff. In addition, The Ministry of Education and Training offers scholarships to support up to 20,000 PhD trained staff by 2020 with 10,000 trained in Vietnam and the rest abroad as evidence that academic staff development in HE is seen to be of a high priority in this sector. However, even if this project were to be successful, there would still be a shortfall of academic staff with postgraduate qualifications. Hence, more needs to be done to upgrade academic staff apart from this single project. HE institutions themselves also need to invest in the development of academic staff in order to achieve high quality status. It can be said that there are still many problems related to academic staff quality such as high teaching load, high student numbers, low salaries, lack of appropriate working conditions and cumbersome procedures for promotion which require further development of effective and appropriate policies and training programs.

Training opportunities for academic staff

When recruited by a university or college, there are two schemes which provide them with opportunities to upgrade their professional skills. The first scheme is an official training program developed by MOET. The details of it areas follow total minimum knowledge: 15 credits (10 credits are compulsory and 5 credits are optional). There are six compulsory subjects: international and Vietnamese HE; psychology in HE; philosophy and teaching

26

methods in universities; curriculum development and training organization; assessment in HE; using technology in teaching in universities (MOET, 2007a). In the second scheme, the institutions appoint academic staff to participate in conferences and training courses offered by non-government organizations, and in projects when these opportunities arise.

1.3.3. Academic Staff Development in Australia

In Australia, HE is considered central to achieving the key objects for the nation"s future including (Commonwealth of Australia, 2009, p. 7):

- A stronger Australia– boosting Australia"s share of highly skilled jobs and productivity growth will require a highly skilled workforce that can rapidly adapt to meet future challenges.
- A fairer Australia– all Australians will benefit from widespread equitable access to a diverse tertiary education sector that allows each individual to develop and reach their potential. Society as a whole will benefit from the widespread application of cutting-edge research.
- Future challenges– acting now to lay down a ten-year reform agenda for higher education will position Australia to deal with future challenges and take advantage of the new jobs and other opportunities that will emerge in the years ahead.

A vision for Australian HE in 2020 is a system which (Bradley, Nooman, Nugent, & Scales, 2008, p. 6):

- Produces graduates with the knowledge, skills and understandings for full participation in society as it anticipates and meets the needs of the Australian and international labour market;
- Provides opportunities for all capable people to participate to their full potential and supports them to do so;
- Provides students with a stimulating and rewarding HE experience;
- Plays a vital role in the national research and innovation system through generation and dissemination of new knowledge and through the education, training and development of world-class researchers across a wide range of intellectual disciplines;
- Engages in the global community through student and staff mobility and the exchange of knowledge and ideas;
- Contributes to the understanding and development of Australia"s social and cultural structures and its national and regional economies;
- Engages effectively with other education and training sectors to provide a continuum of high-quality learning opportunities throughout an individual"s life; and
- Is in the top group of OECD countries in terms of participation and performance.

A wide range of external forces has led to rapid change in Australian HE over the last few years. The notable forces were (UNE, 2006, p. 2):

- The policy thrust from successive Commonwealth Ministers of Education towards greater differentiation within the HE system and the consequent pressure on institutions to achieve distinctive missions and identities;
- Three decades of declining real Commonwealth funding per student, combined with an increasing deployment of contestable funding targeted to achieve Commonwealth policy objectives;
- Rapid marketization of HE;
- Deepening competition arising primarily from the effective ending of a deficit in the supply of places, increasing reliance of the public sector on the income from full-fee-paying students, and the growing number of and strong government support for private HE providers;
- A growing public focus on teaching and learning and the student experience, reflected for example in the creation of the well-financed Teaching and Learning Performance Fund and the Carrick Institute;
- Strengthening accountability obligations, reflected in a wide range of demands, not least the requirement to undergo periodic audits by the Australian Universities Quality Agency;
- The internationalization of HE, particularly via the rapid growth in overseas students in many universities;
- The impact of technology, particular on administration, student expectations and course delivery options available to universities.

Australia, as other countries, puts education at the core. To overcome all of the challenges and achieve their planned goals, they paid particular attention to academic staff, since the capacity of academic staff critically affects the capacity of HE in meeting future labour market needs. Moreover, academic staff are the critical factor in research and teaching. Since academic staff play such an important role in the system, they are also highly required in term of qualification and capacity. The base qualification for stainable academic staff now is doctorate. However, the growth in the number of people completing doctoral degrees has been low in the last five years (Bradley, et al., 2008). As a consequence, the supply of people available to participate in the HE sector is tight and concerns about the availability of academic and research staff has risen. In addition, there are many challenges in Australia regarding academic staffing, such as academic staff ageing, casualization and working conditions reducing the attractiveness of an academic career, and global competition for high-quality academic staff.

The average age of academics in Australia is rising. It can be seen in Hugo‟s research (2008) that there is significant higher proportion of Australian academic staff in the 45 to 54 year, and 55 to 64 year groups than in the total Australian labour force, while academic staff in their 20s and 30s, in particular, are significantly underrepresented. There are particular

concerns for many disciplines, such as education, humanities, mathematical sciences and nursing. Moreover, in the next decade, when the number of retiring academics increases, Australian universities will face a shortage of academic staff.

It is surprising to note that casual staff comprise 40 to 50 per cent of all teaching staff in Australian HE and that Australian HE institutions are highly dependent on this workforce (Australian Learning and Teaching Council (ALTC) 2008). However, there is disproportion in the use of flexible and casual working arrangements. Workload and paid hours are inappropriate. The casual staff experience is one not only of income insecurity, but also of a feeling of isolation from the university community. This discourages young researchers from entering the academic profession. The study on casual staff in the Australian HE sector suggests that the academic workforce has reduced attractiveness to casual staff (Kubler & DeLuca, 2006).

Working conditions in HE institutions are reducing the attractiveness of the profession and the potential for suitably qualified people to enter the sector. In a survey of universities in Commonwealth countries (Kubler & DeLuca, 2006), it was found that Australian HE institutions find it moderately difficult to recruit and retain staff. In a national survey on attitudes of academic staff toward academic work involving 5,525 Australia's academics across 20 universities, academic staff reported many negative aspects of their working conditions (Bexley, James, & Arkoudis, 2011, p. 32), for example:

- There is not a great deal of positive sentiment toward the internal environment of institutions, with 40.9 per cent indicating that they do not think they can speak out on matters of university policy.
- Over half of mid- and late-career academics do not believe that their overall workload is manageable along, while 36.9 per cent of early-career academics share this view.
- Over half of mid- and late-career academics believe they undertake an unreasonable amount of administrative work.
- Job security is a particular problem for early-career academics, with 57.9 per cent disagreeing with the proposition that they have good job security.
- Around half of mid- and late-career academics indicate that their work is a source of considerable personal stress.
- Only 39.9 per cent of academics are satisfied with their level of income.

Winefield et al. (2002) adds weight to the arguments listed and further stated that Australian university staff, particularly academic staff, are highly stressed. Diminishing resources,

increased teaching loads and student-staff ratios, pressure to attract external funds, job insecurity, poor management and a lack of recognition and reward are some of the key factors driving the high level of stress. In addition, Coates et al. (2008) reported that the academic staff in their survey did not encourage young people to pursue an academic career.

In addition to the above challenges, the academic labour market in Australia, as well as internationally, is now very competitive. There is increasing demand for good quality academic staff in teaching and research. The competition for good quality academic staff at the international level puts pressure on Australia because, historically, Australia has been a significant employer of foreign staff, with 40.5 per cent of Australian academic staff having a country of birth other than Australia, as can be seen from research conducted in 2006. Another difficulty for the Australian workforce is the fact that there is a decreasing number of immigrant academic staff taking up positions in universities while the number of Australian academic staff leaving the country to work overseas is increasing. The fear of lower pay, inferior resources and the difficulty of career progression, deter Australian academics working overseas from returning to Australia (Hugo, 2008).

From the above analysis, many measures are required to enhance academic staff development in Australia as can be seen from these related strategies (Bradley, et al., 2008, p. 28):

- Increase the number of home-grown academics by training more postgraduate researchers in Australia. According to one study, those who complete their research training at home are more inclined to stay at home. Initiatives to bolster the number of research higher degree students enrolled in the sector are discussed further.
- Improve the relative attractiveness of working conditions. Such action has already begun, with some HE providers offering targeted financial incentives, particularly in areas of critical staff shortages.
- Greater job security and flexibility in working arrangements must be examined as part of the solution. In that context, lower student-to-staff ratios should result in greater staff satisfaction and reduced stress.

In more detail, the Australian academic profession in transition research also proposed twelve principles to guide planning for the future academic workforce (Bexley, et al., 2011):

- Stability in HE policy directions benefits workforce planning.
- There is a need to establish better pre-conditions for more stable forms of employment.
- Institutions should be cautious about replicating national funding formulae at the academic unit level.

- Support for early career academics should be made a national priority.
- A better understanding of the nature of sessional and short-term academic work is needed.
- The primacy of the research–teaching nexus in the work of universities should be maintained.
- Appropriate career pathways and promotion opportunities for specialist academic work should be ubiquitous across the sector.
- A more sophisticated distribution of academic work roles than the conventional classification of teaching-only, teaching-and-research and a research-only positions is needed.
- The casualization of academic work needs to be reversed, and sessional and short-term contract staff load shifted to longer term and ongoing forms of employment.
- A better understanding of the nature and extent of administration activities associated with national and institutional benchmarking and quality audit requirements is needed.
- There is a need for the development of a new and specialized kind of professional staff.
- Further professional development is needed at senior levels for academic staff moving into department and faculty leadership roles.

It is quite obvious that there is a need to prepare academics for teaching in HE institutions. Each university plays an important role in academic staff development. Many structured programs are designed in universities to help academic staff develop effective teaching and research skills. However, the programs are offered differently among universities. Some universities consider a structured program for professional development mandatory and some do not. Programs vary from two- or three-day (Asmar, 2002; Gibbs & Coffey, 2004) to thirteen-week courses (Donnelly, 2006). In some universities, academic staff are required to participate in a year-long program or enroll in modules from which they achieve a certificate (Mathias, 2005).

Induction is the most popular program in Australian universities. This program is considered very important for new and returned academic staff. It helps to ensure that academic staff understand the organization in which they are working as well as their specific role. It is also considered a chance for socializing new academic staff into the workplace (Trowler & Knight, 2000).

In an investigation into the provision of professional development for university teaching in Australia, Dearn et al. (2002) provided a snapshot of current teaching development in Australian universities. There were thirty-two universities in this survey.

Twenty-nine universities reported that they provided seminar and workshop programs for both experienced and inexperienced academics. Mentoring programs were variable in faculties, but specific to research development. Most universities support academic staff with teaching development grants. The supports for teaching are also diverse, such as peer review and team teaching, individual consulting, the provision of visiting fellow opportunities, working with project teams, development of material and working with committees (Dearn, et al., 2002). The data in the survey cannot be interpreted as a generalization for the whole sector of Higher Education in Australia, though it suggested that "Both preparation programs and ongoing support for academic staff for their teaching role is uneven and unsystematic" (Dearn, et al., 2002, p. iv). Recommendations from this study (Dearn, et al., 2002, p. 58) might be helpful for both Australian and Vietnamese academic staff development:

- All staff new to university teaching should be required to complete either a formal preparation program in university teaching or a portfolio demonstrating their teaching competence as part of their probation requirements.
- Given the requirement for quality assurance, the need for a form of recognition that is portable, and the need to embed university teaching in a scholarly framework subject to peer review, preparation programs should form part of formal award courses, which might include a comprehensive peer review of a portfolio.
- The minimum standard required for professional practice as a university teacher should be that represented by the Graduate Certificate level. Possession of a Graduate Certificate in HE would act as a proxy for teaching expertise just as possession of a Masters/PhD reflects discipline expertise.
- The Graduate Certificate in HE should incorporate assessment of learning outcomes related to both theoretical knowledge about student learning as well as practical skills in facilitating learning.
- The structure of a Graduate Certificate in HE should be flexible enough to allow for the needs and characteristics of different institutions and disciplines, both in terms of mode of delivery and of curriculum.
- Institutions should be specifically funded as part of their operating grant to provide the necessary resources (mainly in the form of time release) to support new staff while they obtain appropriate qualifications in teaching as part of the overall quality assurance system for Australian HE.
- Institutions should be specifically funded from the Teaching Quality Fund as part of their operating grant to provide necessary resources to support existing university teaching staff who do not possess HE qualifications in teaching to undertake an award course as part of the overall quality assurance system of Australian HE.
- There should be an expectation that sessional staff undertake a minimal level of teaching preparation before being offered a contract for teaching.
- Preparation programs for sessional teaching staff should, as a minimum, represent components of an accredited Graduate Certificate of HE.

- Institutions should either provide, or provide access to, further qualifications in HE, building on the Graduate Certificate as part of their overall strategy of ongoing staff development and quality enhancement.
- Institutions should be specifically funded from the Teaching Quality Fund through their operating grant to provide comprehensive ongoing professional development programs for their teaching staff as part of the overall quality assurance system for Australian HE.
- Schemes which recognize individuals who have demonstrated high quality teaching, such as the new fellowship membership scheme of the HE, Research and Development of Australasia should be encouraged.
- Consideration should be given to accrediting the Graduate Certificate in HE programs at a national level with a new body, the Australian University Teaching Quality Council, consisting of key stakeholders including practitioners, student representatives and industrial bodies, in order to provide a mechanism for benchmarking, peer review and quality assurance.

In Australia, apart from universities, there are many government agencies and national associations which participate in academic staff development such as the Department of Education, Employment and Workplace Relations, Australian Vice-Chancellors" Committee, Australian Learning and Teaching Council, the Council of Private Higher Education, the Australian Council for Private Education and Training, the National Tertiary Education Union, AUQA and TEQSA (Tertiary Education Quality and Standard Agency), Standing Council on Tertiary Education Skill and Employment (SCOTESE), Higher Education Research and Development Society of Australia (HERDSA), Australian Association for Research in Education (AARE), Australian and New Zealand Comparative Education Society (ANZCIES). In March 2011, *The Conversation* website was launched in Australia. This not-for-profit service is backed by the Commonwealth Scientific and Industrial Research Organization (CSIRO) and Australia"s leading universities providing information, commentary, research news, analyses by researchers and academics. Conferences organized by the professional associations provide academics with the opportunity to share their research as well as to create a network of researchers who share the same interests. Besides many professional associations, there are many discipline-specific learning and teaching networks in Australia as can be seen in the Higher Education Teaching and Learning report (DEEWR, 2011, p. 46):

1. Discipline Learning and Teaching Network for Engineering and Information & Communications Technologies (Lead Institution: Australian Council of Engineering Deans Inc.)
2. Network of Associate Deans Learning and Teaching in the Discipline of Education (NADLATE) (Lead Institution: Australian Council of Deans of Education Inc.)

3. Australian Business Deans Council Discipline Learning and Teaching Network (Lead Institution: Australian Business Deans Council Incorporated)
4. Occupational Therapy Academic Leaders Network (OTALN) (Lead Institution: The University of Queensland)
5. Australian Pharmacy Network: Learning Outcomes for Pharmacy Curriculum (Lead Institution: University of New England)
6. Chemistry Discipline Network (Lead Institution: Queensland University of Technology)
7. Collaborative University Biomedical Education Network (CUBENET) (Lead Institution: RMIT University)
8. The Law AD Network (Lead Institution: Deakin University)
9. Learning and Teaching Network for Architecture and Building (Lead Institution: Queensland University of Technology)
10. Vision and Innovation in Biology Education (VIBE.net) (Lead Institution: The University of Sydney)
11. Australian Indigenous Studies Learning and Teaching Network (Lead Institution: The University of Queensland)
12. Journalism, Media and Communication Network (JoMeC) (Lead Institution: Journalism Education Association of Australia)
13. Creative Arts Learning and Teaching Network (CALTN) (Lead Institution: University of Tasmania)
14. National Forestry Education Network (Lead Institution: The Australian National University)
15. Australian Mathematical Sciences Learning and Teaching Network (AMSLaTNet) (Lead Institution: Queensland University of Technology)
16. The Australian and New Zealand Paramedic Learning and Teaching Network (Lead Institution: Monash University)

Australian academics, as academics throughout the world, have been subjected to a new teaching and research agenda. Hence, whatever their working environment, the academic profession needs training in much the same way as academics consider that other professions need it and indeed provide it for them. This means that the training itself must be professional, that it should normally lead to recognized academic qualifications, that it should be closely allied to practice and that above all it must be associated with relevant research (Elton, 1987).

1.4. Structure of the Study

This study comprises nine chapters. This chapter discusses aims, significance, focus and context of the study; the context being academic staff development in Vietnam and Australia. The context of the study also includes discussions on some key terms and questions in

academic staff development such as why academic staff development is important; how it is organized and who conducts it.

Chapter 2 provides a review of literature relating to academic staff development. As academic staff development activities are constantly changing to meet the needs of major driving forces, the literature review also discusses issues relating to areas of academic staff development such as the international context, learning and teaching, leadership and management in HE, and the concepts of the learning organization and lifelong learning.

Chapter 3 outlines the research methodology and includes an explanation of why mixed methods were chosen for data collection. The chapter clarifies ethical considerations as well as defines the population and parameters for the surveys in Vietnam and case studies in Australia. The chapter also describes the data collection tool and procedure as well as data management and analysis.

Chapter 4 presents results from the two surveys of academic staff and Rectors and Vice-Rectors in Vietnam. As well as demographic information, the chapter examines academic staff and Rector and Vice-Rector‟s attitudes on academic staff development in terms of four groups: teaching, research, publishing, and other aspects of work in HE institutions.

Chapters 5, 6 and 7 present information on academic staff development activities in three Australian universities: the University of New England, University of Western Sydney and the Royal Melbourne Institute of Technology. As the research aimed to find examples of good practices from academic staff development activities in Australian universities which could be appropriately applied to Vietnamese HE institutions, these three chapters are presented in terms of the four categories used in Chapter 4: teaching, research, publishing, and other aspects of work in HE institutions. Each chapter also includes an introduction to each university and the reason why that university was chosen for the case study.

Discussion on results and their implications are placed in Chapter 8. This discussion is based on a comparison of the academic staff development needs analysis in Vietnam (Chapter 4)) and the good practices found in academic staff development in Australian universities in general, but especially in the three case studies (Chapters 5, 6 & 7).

Chapter 9 addresses the research questions outlined in Chapter 1 concerning principles to guide academic staff development and the structuring of an academic staff development model for HE institutions in Vietnam based on the results from the data analysis. It is intended that the recommendations in this chapter will prove useful not only for HE institutions themselves but also for policy makers responsible for developing new policies on academic staff development. Conclusions, limitations as well as possibilities of future research are also provided here.

1.5.   Conclusions

In this chapter, the researcher outlined aims, significance, focus, context and structure of the study. The chapter highlights the problem facing the Vietnamese HE sector in terms of improving the quality of academic staff. While emphasizing that it is necessary to have a model of academic staff development in order to improve the quality of academic staff, the chapter also combines the concept of lifelong learning and sustainable development as a conceptual framework for the model that the researcher aims to propose. In the Vietnamese context, the development for academic staff is affected by the massification of the sector, the advance of information technology, the changing in learning and teaching styles as well as the leadership and management of the institution. These factors will be discussed in detail in Chapter 2.

CHAPTER 2: REVIEW OF LITERATURE

Academic staff development activities are constantly changing to meet the changes in HE reforms. Hence, this literature review chapter discusses issues relating to academic staff development such as the international context, learning and teaching, leadership and management in HE, the learning organization and lifelong learning. Contemporary academics staff now face an inexhaustible list of demands. Indeed, globalization, massification, and the knowledge society, together with information technology, all create a challenging environment for today"s academics.

2.1. International Context for Academic Staff Development
2.1.1. General Context of Higher Education

The context of HE, globalization, massification, the knowledge society, information technology, academic leadership and management have less or more impact on each HE education system, but it is important to understand these issues because academic staff development will take place within these contexts.

Many researchers share the distinctions as well as challenges that HE is facing now. Since HE is currently experiencing a "seismic shift", it is important for survival in this new world to embrace the unprecedented opportunities offered by the global technology-fuelled society and between organizations (Gourley, 2007). The first distinguishing factor of an HE institution is the way it is led. This is called academic leadership.

Marshall et al. (2001) conducted two focus group interviews with senior lecturers and Heads of Departments/Divisions about academic leadership. In the interviews, Heads of Departments/Divisions identified many problems in achieving effective academic leadership because the academic environment itself encompasses contradictions and potential barriers to academic leadership. They cited the lack of hierarchical structures in universities compared with the corporate sector, with the result that academics are reluctant to be subject to authority. This is compounded by the fact that some disciplines require academics to act as individuals, leading their own fields in new directions. Balancing this are traditional notions of collegiality which, presuming a collaborative style of working, do not support the idea of being led or requiring academic leadership. The way academic leadership poses problems is

distinctly different from the leadership situation in business or government agencies. While private organizations are guided solely by considerations of maximizing shareholder value, academic leaders need to stay close to teaching, learning, research and scholarship to bring about the best among academics (Sathye, 2004). Supporting this view, in a study about the changing role of the Pro-Vice Chancellor in the United Kingdom, Smith et al. (2007) also distinguishes HE institutions from business organizations. Despite the transformations associated with massification of HE, the main historical empires and activities of the university survive largely intact. Teaching schemes and research groups mark the main fault lines in universities. These are enduring and often highly distinct professional practices, procedures and cultures that define the organization. The difference between leaders in HE and leaders in other contexts is also recognized by senior leaders themselves in a study carried out by Scott et al. (2008). In this study, the leaders state that university leadership is very different from leadership in private enterprise. The „collegial" culture of universities means that much of the leadership. There must be leadership through influence, not through mandate or through power. Tenure and the academic cultures of consensus and academic freedom also play a distinctive role. In HE institutions, as a result of the academic value of collegiality, leadership has to operate more from moral authority than in business where positional authority has weight. So much fine leadership is about winning followers, leading through influence.

Unlike Marshall, Adam, Cameron, Smith, Scott and Sathye, who see the distinctions between the context of HE and other organizations, especially business, many researchers want to approach education from the business point of view. Education is estimated as being a $ 1 trillion industry and the means for the reproduction of human capital. Unsurprisingly, it is moving towards the top of the trade in the services agenda (Rikowski, 2001). This view is very popular and strong in the United Kingdom, America and Singapore. The view originated in the school system in the United Kingdom but was adopted widely in the education sector where it has become a much debated subject. In the United Kingdom, the definition of „quasi-market" for education or a market-based mechanism appeared in the 1980s and changed the behaviour of both supplier– educational institutions– and customers– students and parents (Peter & Nick, 1999). The debate on these reforms has lasted for many decades. The supporters highlight the prominence of choice, flexibility and the greater effectiveness and efficiency, while the opponents criticize the inequalities, and the disregard for public purpose

(Adnett, 1997; Bennett et al., 1998; Budde, 1998; Finn & Gau, 1998; Garn, 1998; Gewirtz, Ball, & Bower, 1995; Glennerster, 1991; Tan, 1998; Walford, 1996; Wallberg, 2000; Wallberg & Bast, 2001). Another aspect of this trend is the privatization of educational institutions with two main interrelated trends: the intrusion of market discourse into education at all levels on one hand, and on the other, a growing tension between contrasting conceptions of education as a tradable commodity and as a social right (Harden & Majhanovich, 2004). Privatization has been implicated in a variety of international trade regimes such as the North American Free Trade Agreement (NAFTA), Free Trade Area of the Americas (FTAA) and General Agreement on Trade in Services (GATS). Pertaining to the themes of marketization and privatization, the expansion of an „enterprise culture‟ and the increasing behaviour of universities along business lines have been argued in international contexts (Carlos & Schugurensky, 2002; Fisher & Grosjean, 2002; Fisher & Kjell, 2000; John, 1999; Newson, 1998; Slaughter & Leslie, 1997).

The privatization of educational institutions, after widening in European, has spread to Asia and is resulting in many remarkable changes in Asian education systems. This trend is bringing a new wave of decentralization (Yonezawa, 2002, 2000) and with it, the emergence of the exporting and franchising of elite private educational institutions. For example, Dulwich College was the pioneer in exporting education into Thailand in 1996. After that, the number of international schools in Asia increased by 334% from 2000 to 2007, and now numbers over 2000 (Brummitt, 2007). This emergence has attracted many researchers into the phenomenon, generating many terms such as "international branches" (Pyke, 2003), "branded schools" (Boone, 2004), "international offshoot" (Boone & Gorst, 2007), and more recently "satellite college" (Griffiths, 2007; Paton, 2007). The satellite college model as a business model is developing in a generic form (Bunnell, 2008).

In Vietnam, the number of universities will increase dramatically in the next ten years. As a consequence, the resourcing of academic staff will be a huge consideration, both from quantitative and qualitative aspects. In the trend of enlarging universities in Vietnam, private universities will be considered a priority as an innovative means to increase quality in HE. However, private universities tend to recruit qualified academic staff, or contrastingly, non-qualified academic staff, rather than training them, and giving them lifelong learning to enable sustainable development in the HE sector. This will create pressure on public

universities. For these reasons, academic staff development will be very important for HE in Vietnam.

More provocatively, in discussing United States HE and the demise of the President of Harvard, Warren (2006) emphasized the veneration to and dependence on external forces of the American university because they are not self-supporting. He is afraid that the university will decline or destruct if its lulling image as a bucolic outpost of learning is removed. Even worse, university leaders possess far less power than any CEO. While campuses are not extraordinary talented, self-absorbed „abdicrats‟ do not want to lead and do not want to be led. This context of university is true not only for American universities in particular, but also for HE in general, more or less. Warren‟s ideal may be a little extreme, but he shares a common sense with other researchers, such as Rentel and Dittmer (1999), when these researchers compare professional development for academic staff to giving cats a bath. They clearly do not believe they need it, (after all, they spend long hours cleaning themselves). They have to be dragged kicking and screaming to it. They hate every minute while it is happening. They mostly shake it off and go about their business afterwards as if nothing ever happened. And why would anyone expect it to be otherwise, for after all, the life of academics is a fairly isolated and private existence. Traditionally, their education encourages them to specialize in order to be experts in their fields. They are generally looked upon by those outside of academia as aloof and unapproachable. Vietnamese HE institutions also experience the same situation when they provide training for their academics since Vietnamese academics consider themselves the experts in their field. In addition, as a part of the Vietnamese tradition, they are highly respected by people outside of academia. Therefore, they sometimes resist training or only participate when the training comes with benefits. The challenge for HE institutions is to create an environment where learning is a lifelong activity. In another words, the HE institution should engage academic staff in a lifelong learning culture. This will be discussed in more detail later in this chapter.

2.1.2. Globalization

In Vietnam now, it is very common to see English songs on the iPods of students. Walking around Hanoi streets, it is also common to see Vietnamese children eating KFC, drinking Coke or to see advertisements written only in English. On television, there are many films which are Vietnamese versions of American or Korean films. Modern Vietnamese songs

often have English sentences inserted into the lyrics. Furthermore, many Vietnamese parents send their children to international education institutions from kindergarten through to university. Despite the fear of the elderly about cultural domination and the abandonment of the old Vietnam, the above process has been integrated into Vietnam as an irresistible trend. The Vietnamese HE sector is not an exception to the globalization process. This is evidenced by the appearances of many international campuses as well as joint-programs with foreign universities from all over the world. In education, globalization can be seen as a process of interaction and integration among educational systems. Since globalization is an irresistible trend, it is very important for Vietnamese academic staff to prepare students to work and live in a global age.

Globalization is a multi-dimensional term. It can be defined as four interrelated structural shifts that have occurred since roughly the 1980s of: internationalization of markets and declining importance of borders for economic transactions; tougher tax competition between countries; rising worldwide interconnectedness through new information and communication technologies; and the growing relevance and volatility of markets (Mills & Blossfeld, 2005). The arguments about the effects of globalization are endless. Some researchers see globalization as a factor that accentuates inequalities both within and between countries, and believe the global economy has a great potential to change social dynamics inside HE institutions (Välimaa, 2004). Others have argued that it has removed national borders and prompted economic integration, lifting millions of people out of poverty. The neutral view considers increasing globalization as a two- edged sword. On the one hand, it removes competence from the national context and undermines the institutions which civil society and the democratic public hitherto have used for communication. On the other hand, globalization opens up new possibilities for democratic influence on essential common issues which by their nature require the establishment of democratic global structures, including international organs for civil society (Torres, 2002). Results of the Globalife project show that life courses in modern societies have changed profoundly as a result of the globalization process (Buchholz et al., 2009). Altbach et al. (2010)also see the repercussions in society at large and within higher education as the result of being in the midst of a serious global economic crisis. Many countries and universities will experience financial problems, with profound consequences for HE. Despite continuous arguments about the good and bad effects of globalization, the phenomenon exists as an obvious truth, an irresistible trend, having a

lasting impact on modern society, and forcing people as well as organizations to embrace it and to make use of all the advantages that it can generate.

A significant aspect of the globalization of HE has been the setting up of offshore campuses in foreign countries (Van Damme, 2001). It has been argued that these providers play important roles in responding to unmet demand, bringing healthy opportunities and innovation, and providing education of high quality (Alderman, 2002). While some researchers consider globalization to be a greater incentive to enhance quality and widen access to HE, Van der Wende and Westerheijden (2001) have argued that there has been little opportunity to test such claims in a "free market". Endorsing this idea, Lieven and Martin (2006) carried out a case of British overseas provision in Israel and conclude that markets in HE will tend to operate for profits not quality. However, an offshore campus, including twinning programs and franchised operations, is a popular trend in many countries now. The Australian Vice-Chancellor"s Committee found that 34 of Australia"s 38 universities report having offshore programs, with a total of 493 individual degree and similar programs in 24 countries (cited in Blight, Davis, & Olsen, 2000). As a consequence of this trend, there is a "war of all against all" with increasing materialism, competition between students for places in high-status institutions and competition between institutions for resources and prestige (Lefrere, 2007). In Vietnam, the appearance of offshore campuses has increased in the last decade. In the very near future, the Government will open three international universities and this will be a force for competition in HE. As a result, having good academic staff is one of the factors to attract customers – students, especially in the case of private institutions.

Internationalization is one of the responses to globalization. About half of the research universities of the US mention internationalization in their strategic plans (Siaya & Hayward, 2003). Internationalization has been very prominent at regional and international levels. The Bologna process and Lisbon strategy in Europe are the clearest examples, with the first drawing more than 40 countries into a voluntary process to create an European HE area. Bologna has become a model for similar efforts elsewhere in the world, such as the Enlaces initiative in Latin America and the harmonization strategy in the African Union (Altbach, et al., 2010). The term internationalization has been described variously as a policy, a process, and an educational value. Altbach (1998) suggested that internationalization covers a wide range of services, from studying abroad and a greater recruitment of international students, to

distance education and combinations of partnerships abroad, internationalized curricula, research and scholarly collaboration, and extracurricular programs to include an international and intercultural dimension. For many years, discussions on internationalization were dominated by the issue of student mobility. UNESCO estimates that in 2007, there were more than 2.8 million internationally mobile students, an increase of some 53 percent over the estimated figure of 1.8 million in 2000. Attracting these students is clearly a growth industry, with more than 7.2 million students expected to be studying outside their home countries by 2025 (UNESCO, 2004). However, it is not only the international flows of students but also of academic staff. There is a trend away from permanent relocation and long-term exchanges towards quick-fix visits. Although international academic staff flow is weaker than the international student flows, it is still an important issue for academic staff, since internationalization of HE is an irresistible trend and those who resist fall behind. It is also a challenge that might be taken up differently (Teichler, 1999). Researchers (Enders & Fulton, 2002) believe that internationalization is contributing to, if not leading, a process of rethinking the social, cultural and economic roles of HE and their configuration in national systems of HE.

In fact, globalization is recognized by both researchers and leaders of different educational sectors. In 2005, the Australian Department of Education, Science and Training sent to its schools a poster including a message "We will be alive in 2050! My school says we need to be global citizens. Wherever we live and work, in Australia or internationally, the setting will be multi-national, multi-cultural and multi-faith" (cited in Lefrere, 2007). McIntosh (2005) proposes a global citizenship as the ability to see oneself and the world around one, the ability to make comparisons and contrasts, the ability to see „plurality" and the ability to balance awareness of one"s own realities with the realities of entities outside of the perceived self. In the opening of the 19th Congress of the African National Congress Youth League in 1996, in discussing the globalization of education in South Africa, the deputy president expressed his pleasure that they had joined the march with the rest of the world (cited in Kishun, 1998). In any case, it cannot be denied that globalization has a great impact on each country in general and in the HE field in particular. It brings both threats and opportunities for each education system, and each university. And perhaps the winner will be the one who can turn threats into opportunities.

2.1.3. Massification

HE has undergone some dramatic shifts since the mid-twentieth century. Most notably, HE has gone from elite, mainly private systems to an open, public system of mass education (Morey, 2004). This shift was first evident in the US in the 1960s, with 40 percent of the traditional-age cohort attending post-secondary education. However, other countries have subsequently caught up and even surpassed that attainment rate. According to Banks, in 1900, roughly 500,000 students were enrolled in HE institutions worldwide, representing a tiny fraction of 1 percent of college-aged people. In 2000, the UNESCO Institute for Statistics reported that the number of tertiary students had grown two hundredfold to approximately 100 million people, which represents about 20 percent of the cohort worldwide. Enrolment ratios are rapidly climbing past 50 and even 80 percent in some industrialized countries, foreshadowing the possibility of universal HE (UNESCO, 2004). The percentage of the traditional-aged cohort enrolled in tertiary education globally has grown from 20 percent in 2000 to 26 percent in 2007. The Organization for Economic Cooperation and Development (2008) predicts that the trend will continue for at least the next 20 years.

HE expands faster in countries with expanded secondary education systems, as predicted by functional, conflict/competition and neo-institutional theories, in countries with strong links to the international economic system or the world polity, and HE expansion is slower in countries that have ethnically and linguistically diverse populations (Schofer & Meyer, 2005). However, beyond the national factors affecting HE expansion, global factors are obviously involved. The Dearing Report of United Kingdom (Laurillard, 2000) identified several sources of the pressures to expand:

- The developing competitive environment;
- Adverse consequences of not responding to investment by competitor countries;
- Economic benefits for individuals and society;
- Improving achievements at school level; and
- Graduates in the workforce refreshing their learning;

These pressures do not diminish over a period so that mass HE has become government policy in the United Kingdom. Today, mass HE has extended to many other countries throughout the world.

Recently, William and Filipppakou (2010) carried out a study to examine the proposition that mass HE is occurring in the United Kingdom. They found that the United Kingdom has

sought both to widen participation in HE generally and to increase further the proportion of young people from less advantaged social groups who obtain places in Oxford or Cambridge. HE increases the life chances of most people but for those who aspire to leading positions in a wide range of activities a qualification from one of these two universities remains a great help. It can be said that the HE is like concentric circles. While the United Kingdom as well as many other countries all over the world including Vietnam, are trying to increase wide bands of universities and colleges, the elite institutions remain at the centre. Regarding mass HE in Vietnam, it is important that quantity must be accompanied by quality. As we try to increase enrolment in HE, at the same time, the number of academic staff has to be increased, not only in quantity but also in quality. Mass HE needs to be considered carefully because it is an unavoidable trend. There are now 2,162,106 students enrolled in 386 Vietnamese HE institutions compared with just 162,000 students in 110 HE institutions in 1993, evidencing the movement from elite Vietnamese HE to massification (MOET, 2006b). Driving the expansion of the system are the demands from employers as the economy continues to expand – a demand that will still increase. In addition, it is a strong belief in Vietnamese people that entrance to university is the way to success. However, the challenge facing the HE sector is to balance the demand of enrolling more students, and achieving higher quality. If the expansion of HE is not matched by a rise in quality, especially private education provision, then Vietnam will still not meet the demand for high quality manpower. This mismatch could result in what has been called educated unemployment (Hallak, 1990). Vietnam has also been experiencing this trend. Consequently, the requirement of meeting the need of high qualified manpower is crucial. Considering that academic staff is one of the key factors in generating high quality graduates, ongoing training and academic development are essential.

2.1.4. Knowledge Society

Knowledge is increasingly the key factor for every society today. In the emergence of the knowledge society in Vietnam, education plays a crucial role since it is the foundation of new knowledge and innovation development. For the Vietnamese graduate, HE is a resource providing the basic skills required to enter the economy. Obviously, we need to produce graduates who are the producers of knowledge that, in turn, can be shared with others, not only the consumer of knowledge. Therefore, Vietnamese academic staff who are in charge of

producing these graduates need deep understanding about the knowledge society in order to fulfill their critical role. Academic staff"s role is critical since of all the jobs that are, or aspire to be professions, teaching is expected to create human skills and capacities that will enable individuals and organizations to survive and be successful in today"s knowledge society (Hargreaves, 2003).

According to Stehr (1994), the term "knowledge society" was first used by Lane, whose concept of a knowledge society reflects the great optimism of the early 1960s which suggests that science would somehow allow for the possibility of a society in which common sense would be replaced by scientific reasoning. The expansion of the use of this term began in the 1990s, with the studies by Stehr (1994) and others. Mazurkiewicz (2009) believes that people need extremely strong professional support, both at the professional and psychological levels because they are living and working at the time of transformation to a knowledge society. The paradigm of the "knowledge society", as in Brown and Hesketh"s (2004) and Teichler"s (1998)   research, emphasizes the importance of flexibility, adaptability, entrepreneurialism, and readiness to improve one"s probability for professional success. This paradigm also implies that students can no longer expect to inhabit a predictable and ready-made world, but instead, must create opportunities for themselves, in addition to taking advantage of those offered by the HE system. They are only limited by their access to information and personal motivation. Accordingly, an important issue addressed in current studies on HE is how the system can help students to be more proactive and entrepreneurially minded, and the potential consequences of individualized transaction strategies vis-à-vis the system (Lindberg, 2008).

Brennan (2008) reminds us that HE policy makers and institutions have been eager to show the importance of HE in a world where knowledge has become central to survival and success. Hargreaves (2003) also made a strong point that knowledge society educational institutions have to create these qualities, otherwise their people and their nations will be left behind. In addition, there is a variety of beliefs and public opinion regarding what teaching for a knowledge society means and how educational institutions can best create the core qualities needed by students for a complex world (Sahlberg, 2010). As a consequence, the role of academic staff is more difficult and challenging because they still have to prepare

their students for a knowledge society. Hence, academic staff need to be developed so that they have the needed capacities for their important role.

2.1.5. Information Technology

The Strategic Orientation for Sustainable Development (also named Vietnam Agenda 21) (Government of Vietnam, 2004) emphasized that science and technology are the foundation and momentum for the country"s industrialization, modernization, and quick, strong and sustainable development. After that, during the years of 2008-2009, MOET launched the year of information and communication technology as a breakthrough for innovation in teaching. Information technology is perceived as vital to all activities including teaching. The future Vietnamese campuses will be ideal environments for students to explore the knowledge. The campuses will be equipped appropriately with information technology so that students can be creative in collecting and producing knowledge. In these campuses, academic staff will be the instructors supporting students, managing students" learning and instructing them on how to learn. However, this is a challenge for Vietnamese HE institutions since the older academic staff (graduated before 1975) are not up-to-date with new technology. Nor do the younger academic staff (graduated after 1975) have appropriate training in information technology from teacher education institutions. Therefore, academic staff should be supported with sufficient and continuous training in information technology in order to catch up with and make use of information technology for their work.

In a best-selling book, *The World is Flat: A Brief History of the Twenty-First Century*, Thomas Friedman (2005, p. 152) observed that "never before in the history of the planet have so many people – on their own – had the ability to find so much information about so many things and about so many other people and have all the world"s knowledge at their fingertips. There is no more important idea than the idea of making all the world"s knowledge, or even just a big chunk of it, available to anyone and everyone, anytime, anywhere." The application of information technology applies to every field of modern life.

Discussing the Internet, Maier and Warren (2000) emphasized its convenience since it can bring us into immediate contact with someone almost anywhere in the world and allow us to gain access to information that in the past would have taken weeks, if not months, to find. We can send completed work across the world in minutes. This almost instant access to our

global partners and information has reduced „geography" on a scale not seen before. In the education sector, many academic journals have increasingly moved to online editions, so that students as well as academic staff can access academic literature effectively when they undertake projects. Email has become ubiquitous as a mode of academic interaction to share their research as well as teaching experience and it seems that there is no space in the academic environment.

The role of information technology in flattening this world is obvious but the question that arises here is what the effect of information technology is on HE. Observing HE institutions now, there is no service or activity conducted that will not be increasingly affected by advances in technology (Flynn & Vredevoogd, 2010). Consensus prevails that the "new information and communication technologies have an enormous potential for changing academic concepts and research methods, modes of teaching and programs delivery, trans-national education, international cooperation of researchers and the ways of dissemination of knowledge" (Teichler, 2008, p. 365). Recent advances in technology such as computer networks, fiber-optic systems, the Internet and so forth have changed the modes of learning and teaching. Distance education is a most important form. Mass HE, with continuously rising enrolments coupled with yearly budget cut requests, opens the door for distance learning. With the advent of distance learning technologies, the dissemination of knowledge is no longer confined to the constraints of physical premises. Distance learning technologies overcome the barrier of distance to allow face-to-face communication between students and teachers in different locations. Distance learning can be employed in a synchronous as well as an asynchronous mode. In a synchronous mode, the student and teacher interact in real time, whereas in an asynchronous mode, the student learns at a convenient time and place (Khan, 2000). Focusing on distance learning is the choice of many universities now as well as students. Following that trend is the suggestion about putting the university online (Cornford & Pollock, 2003) or the expansion of virtual universities.

With the continuous advance of technology, there will be more changes in learning and teaching. For example, in Japan, advances in information technology are changing the way of teaching the English language. A case study was carried out with a group of 20 Japanese students in a project entitled „Cultural Orientation Project on Vietnam" using an English text, 3-dimensional computer graphics (3D), geographic information systems (GIS), photographs,

audio and video. The results of this survey indicated that the greater integration of multimedia has made a language teaching environment a place of rich potential for content-based instruction. All students in the study indicated that they enjoyed the course. The course motivated them to learn more about the subject matter rather than English and 3D and GIS were effective in visualizing content knowledge (Iinuma & Chiyokura, 2008). Another example is a survey in Taiwan with two classes of third-year undergraduate industrial design students. They participated in an experimental design studio course mediated with an online design learning environment. The result of the survey indicated that the approach used had a positive influence on design teaching and learning and expressed acceptance of using the Internet to support design education (Chen & You, 2010). The success of these courses with the assistance of information technology is evidence of the strengths of implementing information technology in teaching.

In the age of technology, students change radically. They can be called by the term "digital natives" that Marc Prensky (2001) coined since students today are all "native speakers" of the digital language of computers, video games and the Internet. This raises the difficult question regarding academic staff who were born into the digital world, but have, at some later point in their career, become fascinated by and adopted many or most aspects of the new technology. These academic staff are, and always will be, "digital immigrants" compared to students. The gap between students and academic staff raises a concern that "digital immigrant" academic staff, who speak an outdated language, are struggling to teach a new generation of students who speak an entirely new language. On this point, the development of information technology brings many challenges to HE academic staff. Unfortunately, the newest generation of students will not revert to the old way and academic staff cannot just complain about how good things used to be but rather need to reconsider their methodology and content.

The world may be flatter than ever before but the convex and concave are still visible.

In Vietnam, students bring with them technological competencies not seen in previous generations, while older academic staff were trained in another way without the implication of today"s technology. As a result, academics teach as they were taught and even resist changing their pedagogy or only grudgingly increase their technological competence. However, students are becoming more and more technologically savvy. Virtual learning will

also increase over time. Academic staff have no reason to eliminate technology rather than change themselves to catch up with the new generation. There is a Chinese proverb that says "when the winds of change blow, some build walls while others build windmills." When the winds of information technology blow, it seems that academic staff should build windmills rather than walls.

For this reason, information technology training should be an important part in the development program for Vietnamese academic staff in order to help "digital immigrants" catch up with "digital natives". Moreover, within the context of technology transfer, student and staff mobility between inter-institutional partners will increase. It has led to a greater awareness of language and cultural differences, sensitivities to disadvantaged groups, appreciation of divergent views and ways of thinking, and a better understanding of one"s own institution among others in the world (Denman, 2005).

2.2. Related Literature

2.2.1. Learning and Teaching

As mentioned in the Introduction chapter, for a long time, the instructional paradigm in Vietnamese educational institutions has been that academic staff say and students listen. Permitted in Confucian culture, there remains a strong hierarchy in the academic staff and student relationship in which students assume a passive position in relation to their lecturers. Students also assume that academic staff know all the answers and they expect academic staff to provide them with the "right answers" so that they can memorize these. This style of teaching and learning prevents student from being creative and active. One of the many recognized reasons for this reality is the teaching and learning culture which relates to deficits in academic staff knowledge and new teaching methodologies. Most academic staff in HE know about teaching and learning methodology through trial and error, rather than being formally trained. The academic staff-centred model which has existed for a long time allows academic staff to assume the central position. As a consequence, they impart what they know rather than what students need or want. In addition, it is the students" assumption about the ability of academic staff to have all the right answers that puts pressure on academic staff since they cannot know all the answers. However, in the age of industrialization and modernization, academic staff are coping with the shift to mass HE, lifelong learning,

diversity of student population, ensuring access to HE for disadvantaged groups, the information revolution which requires that learners are equipped with different skills, and quality assurance and accountability agendas (Kahn & Baume, 2003). In the process of reforming Vietnamese HE teaching, it is urgent to make a move from a passive to an interactive teaching model and "teachers are also being encouraged not to come to the classroom to purely „teach" but to know how the learners can learn and what they can achieve after each teaching period of 45 minutes" (Harman & Nguyen, 2010, p. 81). The student-centred model will replace the academic staff-centred model step by step. In this change process, academic staff play a critical role. To fulfill these tasks, it is necessary for Vietnamese academic staff to understand student needs and learning styles, and adult education, since this is one of the most important factors for academic staff to deliver good teaching. In addition to understanding student needs and learning styles, academic staff also need to explore what constitutes good teaching. A discussion about student needs and learning styles and teaching activities follows.

In research by Debowski and Blake (2004), a list of academic staff competencies is proposed. These include a strong commitment to pedagogy, and an understanding of course design and curriculum development; a sound awareness of the university, faculty and school, and teaching and learning policies; knowledge of the curriculum; and the ability to analyze and evaluate curriculum content. The other two important competencies will be discussed in more detail in the following part of this study; they are an understanding of student needs and learning styles; and on-going development of new teaching strategies.

Since the Middle Ages, the pedagogical model has been the foundation of education with many assumptions about the learner, such as the only task for the learner is to submissively carry out the teacher"s direction. The learner enters into educational activity with little experience to use as resource for learning. Students become ready to learn when they are told they have to learn. Students enter into an educational activity with a subject-centred orientation to learning, and their primary motivation to learn is external pressure from teachers and parents, and competition for grades. In the late 1960s, Malcolm Knowles first marked his work in adult education as andragogy. Knowles"s andragogy is premised on four crucial assumptions about the characteristics of an adult learner:

- The self-concept moves from one of being a dependent personality toward one of being a self-directing human being. Children enter this world in a condition of complete dependency. They have a need to be treated with respect, to make their own decisions, to be seen as a unique human being. The learning–teaching transaction is the mutual responsibility of learner and teacher.
- Every adult enters into any undertaking with a different background of experience from that of his youth. Adults are helped to be able to look at themselves more objectively and free their minds from preconceptions.
- Adults learn best those things that are necessary for them to know in order to advance from one phase of development to the next and these have been dubbed "development tasks". These tasks produce a "readiness to learn" which, at its peak, presents a "teachable moment".
- Adults are problem-centered in their learning. They engage in learning largely in response to pressures they feel from their current life situation.

When translating these assumptions for planning and operating educational programs, he divided this process into seven steps:

- The establishment of a climate conducive to adult learning.
- The creation of an organizational structure for participative planning.
- The diagnosis of needs for learning.
- The formulation of directions of learning (objectives).
- The development of a design of activities.
- The operation of the activities.
- The rediagnosis of needs for learning (evaluation).

Firstly, Knowles viewed andragogy as dichotomous to pedagogy. However, he believed that andragogy and pedagogy were on a continuum and he noted that there were times when either approach might be appropriate based on the context and learners" needs. He suggested that instructors needed to care about the actual interests of learners instead of focusing on what instructors believed were learners" interests and the best educational experiences were cooperative, guided interactions between teacher and learner with many available resources (Carlson, 1989; Knowles, 1970, 1990; Knowles & Associates, 1984; Knowles, Holton III, & Swanson, 2005). Despite the ongoing debate on andragogy"s usefulness and application, it has permeated the field of adult education.

Together with the pros and cons of pedagogy and andragogy, researchers generate many learning style models. The Dunn and Dunn learning style model (1984;1988; 1978; 1981) was originally designed for use in middle schools and high schools, but it is now being used widely at all grade levels. This model is based on simple and quite appealing assumptions that all children can learn, but not all children learn in the same ways. Each individual has a

unique set of biological and developmental characteristics, so consideration of different styles of learning should be made as instruction is designed and implemented. The use of this style involves two main types of activities: identifying individual learning styles, and the planning and implementing of instruction to accommodate individual learning styles. There are 21 "learning style elements" that are grouped across five "stimuli" categories. This model is illustrated in Figure 2.1.
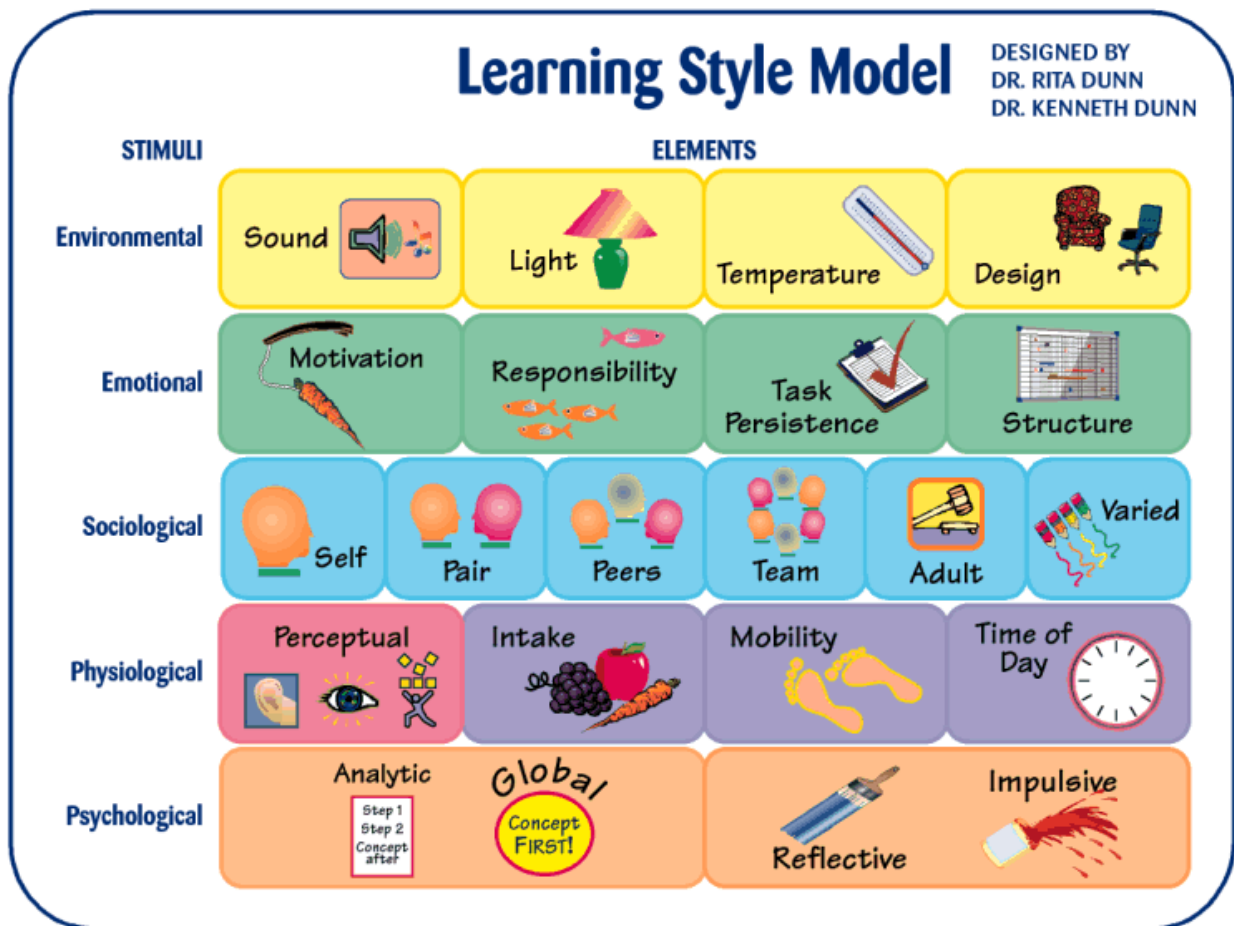

Figure 2.1: Diagnosing Learning Style

Source: http://pkab.files.wordpress.com/2008/11/learningstylemodel.gif

More recently, many researchers have discussed and practised many other learning styles such as problem-based learning (PBL) and inquiry-based learning (IBL). Key elements of PBL include: a professor-created, realistic, complex and ambiguous problem; students who at the time of receiving the problem have insufficient knowledge to solve the problem on their own; professorial role of tutor or consultant to guide the problem-solving process; and use of

small groups in which students work together to solve problems (Altshuler & Bosch, 2003; Sable, Larrivee, & Gayer, 2001). Many programs such as Technology Education and Business use PBL to meet accreditation standards.

IBL facilitates understanding and assists students, through critical thinking, to internalize processes and concepts more clearly than through rote memorization. IBL engages students in learning and encourages them to strive for a better understanding of the process of concept (Havasy, 2001). Approaching learning form the point of view that we learn best when we are at the centre of our learning, IBL is a learning process through questions generated from the interest, curiosity and perspectives/experiences of the learners (Sincero, 2006). The IBL model is illustrated in Figure 2.2. However, it should be noted that the IBL process involves more than simply asking questions. Despite the advantages of this model, the disadvantage of it is the ability to prepare students for standardized tests (Friedman et al., 2010).

Figure 2.2: Inquiry-based Learning

Source: Inquiry Page: learning begins with questions, http://www.inquirylearn.com/Inquirydef.htm

Another approach to adult education tends to focus on more detail and research in relation to culture, background, preference and so on. Biggs (1987, 1990) pays attention to research in Hong Kong, Australia and other South-East Asian countries and devised the 3 P model, which is an integrated system including three main phases in student learning: presage,

process and product. The presage factor includes both, personal factors (such as prior knowledge, IQ, home background, values, personality and, in the case of English as a second language and cross-culture student and situational factors (such as course structure, curriculum content, methods of teaching and assessment, rules and regulations pertaining to institutional and classroom situation). The climate for learning as well as motivational consequences are generated from these factors. The process factors determine the way in which a student goes about learning and include the aim of learning, for example, to understand, to achieve highly or just to pass in tests. The product refers to learning outcome.

This approach to learning style is important and deserves close attention because of the new context of HE in which a large number of students go overseas to learn. Take Asian international students in Australia as an example. There are two opposite approaches about their learning styles. Some researchers have the view that Asian students are rote learners, relying more on memorization than understanding, and adopting mainly surface approaches to learning, and are textbook dependent (Ballard & Clanchy, 1991; Kaputin, 1988; Phillips, 1990; Samuelowicz, 1987). On the other hand, Biggs (1995, 1996) together with On (1996) , and Volet and Renshaw (1996) are critical of the view that Asian students are rote learners and suggest that Asian students most often employ a deep approach to learning when compared to Australian students. However, in other research, Ramburuth and McCormick (2001, p. 346) refute, to some extent, both the above views and suggest that "significant differences between the Australian and international students on several learning constructs serve to draw attention to the nature of learning diversity present in Australian tertiary classrooms. They also raise associated areas for consideration, in particular, the impact of socio-cultural and environmental factors on students‟ learning choices and behaviours".

Consequently, student learning behaviour and the impact of cultural factors such as the influence of Confucian ethics on learning need to be observed carefully. Vietnam‟s culture has much in common with that of China as well as other South-East Asian countries. Hence, this would be an important point for Vietnamese academic staff to consider in their teaching.

Research about teaching in HE has become an internationally recognized field. The word „teaching‟ covers a range of meanings. Several conceptions of teaching were identified by Samuelowicz and Bain (1992, 2001):

- Imparting information;
- Transmitting knowledge;
- Facilitating learning;
- Changing students" conceptions;
- Supporting student learning
- Negotiating meaning;
- Encouraging knowledge creation.

In the first three conceptions, the academic staff are seen as being central to the teaching and learning process, while in the last three conceptions, the academic staff are seen as facilitators who help students to perceive and use knowledge. The conceptions of teaching are various because they are held by different people in different circumstances and for different purposes. For example, Samuelowics and Bain (1992) see teaching as imparting knowledge from academic staff to students through interaction. This approach is supported by many other researchers (Kember & Kwan, 2000; Prosser, Trigwell, & Taylor, 1994). Instead of defining teaching, other researchers suggest a number of important elements of good teaching, for example Ramsden (2003, pp. 86-87):

- A desire to share a love of the subject with students.
- An ability to make the material being taught stimulating and interesting.
- A capacity for engaging with students at their level of understanding.
- A capacity to explain the material plainly.
- A commitment to making it absolutely clear what has to be understood at what level and why.
- Showing concern and respect for students.
- Commitment to encouraging student independence.
- An ability to improvise and adapt to new demands.
- Using teaching methods and academic tasks that require students to learn thoughtfully, responsibly and co-operatively.
- Using valid assessment methods.
- A focus on key concepts and students" misunderstandings of them, rather than on covering the ground.
- Giving the highest quality feedback on student work.
- A desire to learn from students and other sources about the effects of teaching and how it can be improved.

Goodwin (2010, p. 22) suggests five knowledge domains for teaching:

- Personal knowledge/autobiography and philosophy of teaching.
- Contextual knowledge/understanding children, schools, society.
- Pedagogical knowledge/content, theories, methods of teaching, and curriculum development.
- Sociological knowledge/diversity, cultural relevance, and social justice; and
- Social knowledge/cooperative, democratic group process, and conflict resolution.

Using a similar approach, policy makers in Vietnam paid attention to the requirements on teaching methods in article 40, Vietnamese Education Law (The President of The State, 2005, p. 17) as follows:

- Methods of college and university education must pay attention to the advancement of self-consciousness in study, of ability for self-study, self-taught, developing creative thinking, drilling on practical skills, facilitating students in participating in research, experimentation and application.
- Methods of master education shall be realized by a combination of various modes of in-class study and self-study, self-research; with special attention to the improvement of practical skills and abilities to identify and solve professional problems.
- Methods of doctoral education shall be mainly self-study, self-research under the supervision of instructors and scientists; with focus on the development of scientific research habits and creativity in identifying and solving professional problems.

The requirements for each level of training are various, but self-study ability is the common requirement for students in HE. Academic staff should encourage students and equip them with this ability. In addition, academic staff should create a learning environment that fosters student activities that are likely to achieve the learning outcomes. However, many researchers argue that there is no one theory to fit all teaching styles. The context of each classroom, even each student in that class, might require academic staff to create their own teaching methods that are most appropriate with their own class.

As already mentioned in this literature review, internationalization is becoming a common trend in HE. When the new generation becomes internationalized the fundamental question will be, "Does an internationalized academic staff know and teach?" In a critical review of the Australian literature on internationalization of HE, Harman (2005, p. 131) notes that "there is almost a complete absence of material on the active involvement of academics in internationalization, their perceptions of other cultures and people, the value they place on internationalization and their competence in speaking and reading other languages than English". Supporting this idea, Lee (2005) notes that "the phenomenon of internationalization of [Australian] HE has remained largely un-researched in terms of either curriculum or pedagogy." These observations are symptomatic of the lack of widening supported practice in internationalization, as Clifford (2009) claimed recently that scant attention has been given to what internationalization means for curriculum development, and the inference from Leask (2009, p. 205) that "there is still much work to do in helping academic staff understand how to organize and utilize formal and informal learning environments to improve interactions

between home and international students." In the context of internationalization, academic staff are encouraged to have many characteristics such as:

- Have some basic knowledge of educational theory.
- Incorporate internationalized content into subject material.
- Have a critical appreciation of one"s own culture and its assumption.
- Have a working knowledge of essentialist cultural theory, for example cultural dimensions, to help understand one"s own culture and other cultures.
- Employ a range of teaching skills and strategies that accommodate the needs of international students (in the way that they are used to having their needs met).
- Understand the way one"s academic discipline and its related profession are structured in a range of countries.
- Understand the international labour market in relation to one"s academic discipline (Sanderson, 2011, p. 664).

There is another interesting approach in research on teaching that relates to the emotions displayed by academic staff within HE teaching. Researchers have found that academic staff express many emotions when they describe their teaching (Entwistle, Skinner, Entwistle, & Orr, 2000; Hargreaves, 1998). Martin and Lueckenhausen (2005) suggest that excellence in university teaching involves being good at your subject plus enthusiasm and other emotions. Academic staff with more understanding about teaching and learning are most emotionally affected. In research on the connection between academic staff"s emotions and teaching approaches, Trigwell (2009a) reports that positive emotions are related to a student-focused adoption, a conceptual change approach to teaching, while negative emotions relate to a teacher-focused adoption and information transmission approach to teaching. From the same approach, Sutton and Wheatley (2003) reported that beginning academic staff usually experience anxiety because they find complexity in learning to teach and are uncertain of achieving goals. Similar emotions to those emotions found in a study by Sutton and Wheatley are also identified in a recent study by Liias and Lindblom (2011). Furthermore, a study by Zhang and Zhu (2007) indicate that some academic staff tend to hide their actual negative emotions (anger and disappointment), yet show the positive emotions of humour and enthusiasm. However, the dissonance in emotion sometimes leads them to dissatisfaction and even burnout.

Academic staff emotions and student emotions have an interactive relationship. Academic staff emotions mainly relate to student behaviour and progress (Hargreaves, 2000), and conversely, students" emotions are influenced by academic staff emotions (Sutton

&Wheatley, 2003). Hargreaves (2000) also found that the laziness and the lack of concentration and misbehaviour of students cause frustration and anger among academic staff. On the other hand, progress, and responsive and cooperative behaviour of students are likely to bring satisfaction and pleasure for academic staff.

Each of the above approaches to student learning styles and teaching in HE has its unique characteristics from the unique context from which it came. For Vietnamese academic staff, the student-centred model should be the main focus in their teaching activity design. Although the student-centred model is required in the HE sector by the HE institution, MOET and the Government, the implementation of this model is not sufficiently effective on its own. Comparing to Samuelowicz and Bain"s research, teaching activities in the Vietnamese HE sector remain the imparting of information, transmitting knowledge and facilitating learning, with academic staff at the centre. However, in this model of academic staff development, academic staff are expected to change students" conceptions, support student learning, negotiate meaning and encourage knowledge creation, with students at the centre. The simple and quite appealing assumption of the Dunn and Dunn model that each individual has a unique set of biological and development characteristics is also important for Vietnamese academic staff when they design their teaching so that each individual student can promote their own characteristics and potential. In addition, it is also important that the teaching activity should engage students as in the inquiry-based model, and academic staff should act as tutors or instructors as in the problem-based model.

2.2.2. Leadership and Management in General, and in Higher Education in Particular

In a complex and sensitive HE environment, the question that arises relates to the importance of academic leadership and management factors and which values the academic leader and manager should have in the HE context?

Over recent decades, leadership definitions and theories have become rather sophisticated. The Handbook of leadership, Stogdill (1974) categorized leadership into eleven groups: leadership as a focus of group processes; leadership as personality and its effects; leadership as the art of inducing compliance; leadership as the exercise of influence; leadership as an act of behaviour; leadership as a form of persuasion; leadership as a power relation; leadership as

an instrument of goal achievement; leadership as an effect of interaction; and leadership as the initiation of structure. Many different conceptions of researchers are listed, such as leadership as the centralization of effort in one person as an expression of the power of all (Blackmar, 1911); any person who is more than ordinarily efficient in carrying psychosocial stimuli to others and is thus effective in conditioning collective responses may be called a leader (Bernard, 1928). Leadership is the imposition, maintenance, and direction of moral unity to our ends (Phillips, 1939). Leadership implies influencing change in the conduct of people (Nash, 1929). Leadership may be defined as the behaviour of an individual while HE is involved in directing group activities (Hemphill, 1949). Leadership is the management of men by persuasion and inspiration rather than by the direct or implied threat of coercion. Leadership involves immediate concrete problems of applying knowledge of and sympathy with human factors (Schenk, 1928). Leadership is the art of dealing with human nature (Copeland, 1944). The great variety of the above definitions confirms that a definition of leadership is rather sophisticated. Researchers use each definition to serve a purpose, providing critical insight into the nature of leadership or the process and structures in leadership maintenance. Although there is little agreement about the concept, the definition of leadership evolves along with theory development.

Leadership theories can be divided into two general groups: trait theories and behaviour theories. Traits theory was the earliest approach for studying leadership. This theory focused on leader attributes, such as skills, personality, and values. Jennings (1960) carried out a survey and analysis of the "great man" theory of leadership, with the assumption that if the leader is endowed with superior qualities that differentiates him from his followers; it should be possible to identify these qualities. This assumption gave rise to other research studies such as that of Bernard (1928), Bingham (1927), Tead (1935) and Kilbourne (1935) in explaining leadership in terms of traits. Stogdill (1974) synthesizes many factors that relate to leadership and are classified under six headings: capacity (intelligence, alertness, verbal facility, originality, judgment); achievement (scholarship, knowledge, athletic accomplishments); responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, and desire to excel); participation (activity, sociability, cooperation, adaptability, humour); status (socioeconomic, position, popularity); situation (mental level, status, skills, needs and interests of followers, objectives to be achieved). However, these factors seem to have elusive qualities and none of them can guarantee leadership success because researchers

only look for the correlation between leader success and individual attributes without examining processes.

Early in the 1950s, discouraged by the fruitlessness of the personality trait approach, researchers began to study closely the behaviour of leaders on the job. This approach was taken by Hemphill (1950) when he and his associates developed a list of approximately 1,800 items describing different aspects of leader behaviour and sorted these into nine different categories. These items were the first form of the Leader Behaviour Description. After that, Halpin (1957) revised Hemphill‟s form into 40 items in order to measure consideration and structure. Fleishman (1957) developed a different form from Hemphill calling it "The Leadership Opinion Questionnaire". Fleishman‟s scale for initiation of structure contains several items that have since been found to measure production emphasis, which tends to be rather highly correlated with initiating structure but is not identical to it. These behaviours can be taught, while traits cannot be.

There is a continuing argument about the difference between management and leadership. While Yukl (2006, p. 5) thinks that "it is obvious that a person can be a leader without being a manager, and a person can be a manager without leading", many others see leadership differing from management, such as the "managers do things right. Leaders do the right thing" (Warren Bennis & Nanus, 1985), or leadership is about effectiveness. How well we do things. Management is about efficiency-making the best use of resources, the least cost for the best result (Kouzes & Posner, 2007).

While the argument about leadership as well as the differences between leadership and management seem to be continuing forever, Bennis and Nanus (1985, p. 5) made a very interesting comparison "Like love, leadership continued to be something everyone knew existed but nobody could define". Hence, besides defining leadership, researchers also suggest many characteristics for this position.

Jame M. Krouzes and Barry Z. Posner (2007) conducted a survey over 25 years (updated in 2007) about what people look for and admire in leaders.. This research was conducted across eleven countries (Australia, Canada, Japan, Korea, Malaysia, Mexico, New Zealand, Singapore, Sweden, Denmark and US), cultures, genders, age groups, ethnicities, organizational functions and hierarchies with over seventy-five thousand people. They found

that the characteristics of admired leaders in order of priority were as follows: honest, forward-looking, inspiring, competent, intelligent, fair-minded, straightforward, broad-minded, supportive, dependable, cooperative, courageous, determined, caring, imaginative, mature, ambitious, loyal, self-controlled and independent.

In a book which sold over 15 million copies, Stephen R. Covey (2004) introduced seven habits of highly effective people as powerful lessons for personal change. Covey cited Aristotle, "We are what we repeatedly do. Excellence, then, is not an act, but a habit," and he defined habits as the intersection of knowledge, skill and desire as portrayed in Figure 2.3. He then described seven habits in detail. The first is to be proactive, the principle of personal vision. Discussing this habit, he said that "at the very heart of our circle of influence is our ability to make and keep commitments and promises. The commitment we make to ourselves and to others, and our integrity to those commitments is the essence and clearest manifestation of our proactivity" (pp. 91-92). The second habit is to "begin with the end in mind", the principle of personal leadership and this means "to start with a clear understanding of your destination…to know where you are going so that you better understand where you are now and so that the steps you take are always in the right direction" (p. 98). The third habit is to "put first things first", the principle of personal management and "it is the exercise of an independent will towards becoming principle-centred. It is the day-in, day-out, moment-by-moment doing it" (p. 147). The fourth habit is to "think win/win", the principle of interpersonal leadership, and Covey explains "win/win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. Win/win means that agreements of solutions are mutually beneficial, and mutually satisfying. With a win/win solution, all parties feel good about the decision and feel committed to the action plan. Win/win sees life as being cooperative, not a competitive arena" (p. 207). The next habit is to "seek first to understand, then to be understood" the principle of empathic communication. Using the romantic words from Pascal that "the heart has its reasons which reason knows not of" Covey believes that "as you learn to listen deeply to other people you will discover tremendous differences in perception. You will also begin to appreciate the impact that these differences can have as people try to work together in interdependent situations" (p. 253). Habit six is to synergize the principles of creative cooperation. He defined synergy as "the essence of principle-centred leadership. It is the essence of principle-centred parenting. It catalyzes, unifies and unleashes the greatest powers within people. All the habits we have covered prepare us to

create the miracle of synergy" (p. 262). The seventh habit is to "sharpen the saw", the principle of balanced self-renewal. For this habit, Covey affirms that "this is the single most powerful investment we can ever make in life – investment in ourselves, in the only instrument we have with which to deal with life and to contribute" (p. 289).
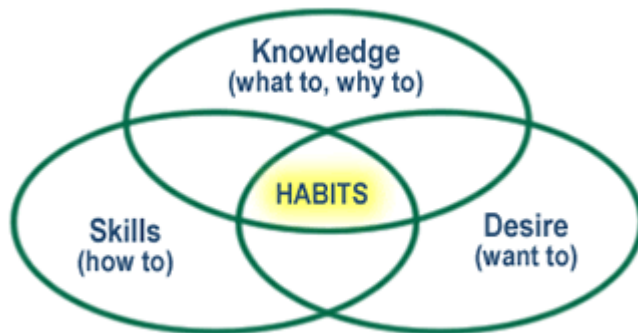

Figure 2.3: Effective habits, internalized principles of behaviour

Source:http://www.leanmanufacturing-leanhealthcare-sixsigma-nh-ma.com/Images/gif/habitrings.gif

The idea of four keys to effective leadership from Bennis and Nanus (1985) have attracted considerable attention. They consider leadership as vision, meaning through communication, trust through positioning and the development of self as four strategies for taking charge. They believe that "effective leadership can move organizations from current states, create visions of potential opportunities for organizations, instill within employees commitment to change and instill new cultures and strategies in organizations that mobilize and focus energy and resources" (Warren Bennis & Nanus, 1985, p. 17).

Each of the above approaches has its own strength and it seems that all of the characteristics mentioned are important. However, it is much more difficult to integrate them in an appropriate way to lead and manage in a certain context, especially in the HE context.

The HE context, as seen from the above discussion, is complicated and differs from other contexts by the culture of academia and academic freedom. As a result, the academic leader, as well as the manager, needs specific capacities. Scott et al. (2008, p. xvi) carried out a survey of 513 learning and teaching leaders from 20 Australian universities and found that "the top five ranking indicators that 513 leaders report using to judge the effectiveness of their own performance are: achieving high-quality graduate outcomes, successful

implementation of new initiatives, producing significant improvements in learning and teaching quality, establishing a collegial working environment, and delivering agreed tasks on time and to specification."

Within the context of HE, institutional leadership has different functions. Middlehurst et al. (1992) identified three functions, educational leadership, academic leadership and administrative leadership. Educational leadership is carried out on an external stage which relates to broad educational issues such as national and international policy debates. Administrative leadership relates to the well-being of the institution, resources, activities, equipment, and fund raising, while academic leadership relates to promoting academic direction for the whole institution as well as consulting on academic issues. Leadership thus is also "the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organization" (House et al., 2004). It is very important for academic leadership to motivate and inspire academic staff rather than impose a fiat on them. Trowler (1998) and Taylor (1999) believe that all academics should be considered to be academic leaders as they are assumed to be at the forefront of their discipline, and active in the definition of future directions and strategies within their academic programs and research. In order to be a successful academic leader, they require numerous competencies. In research on competencies for effective leadership in HE, Marion (2007, p. 415) found that from the view of Pro-Vice-Chancellors, an academic leader needs to: be self-aware, flexible, open, honest, discrete, visible, and outgoing, and be willing to be wrong/accept advice/support, sensitive to the views of others, knowledgeable about university life, understand how the university system works, understand academic processes, work to maintain academic credibility/respect, act as a role model, think broadly/strategically, engage with people, listen to others, consult with others, negotiate, communicate clearly, delegate, motivate others, act as a mentor, and build teams.

Leadership and management in a complex organization like a university may pose a unique challenge to leaders and managers. Leaders and managers in HE institutions need to have many special competencies since they are leading "organized anarchies" and making important decisions (Cohen & Mark, 1974). Their decisions are made in a spirit of collegial collective decision-making. In addition, as "universities have also become increasingly

business and customer-oriented", this will result in "a transition from collegial decision-making to a kind of corporate management" (Denman, 2005).

In Vietnam, MOET is in charge of controlling almost every aspect of an HE institution including content of curriculum, enrolment, and finance as well as appointing senior university personnel. This rigidity of management makes it difficult for institutions to react to the needs of the society. Hence, a major concern of HE institutions is legal autonomy in operations. While the office of the Rectors is respected and identified as a strong power, Rectors actually do not have a significant effect on decision making about academic standards and curriculum. It is also difficult for Rectors to make decisions relating to academic staff development activities in terms of the budget and content of these activities. In addition, Vietnamese academic staff consider themselves academic leaders in their field. Hence, it is important for leaders in each HE institution to recognize the special characteristics of academic staff as academic leaders and the special characteristics of a leader in the HE context in order to motivate and enable academic staff in their institution.

2.2.3. Learning Organization

In a training conference, Peter Senge (2000b) emphasized that the learning organization is a twenty-first century "must". Although the phenomenon of a learning organization has been researched in many domains such as education, business, psychology, leadership and management, and computer science, there has not been a consensus in defining the learning organization, or on the fundamental assumptions and preferred metaphors belonging to a learning organization because of the different perspectives between disciplines. March and Simon (1958), Olsen (1975), Nadler and Shaw (1995), and Klimecki and Lassleben (1998) approach the concept of the learning organization from an adaptive perspective. Argyris and Schon (1978), Daft and Weick (1984), State (1989), Cook and Yanow (1993), Corssan (2002), and Vera and Corsson (2004) approach from the action perspective, while Shrivastava (1983), Levitt and March (1988), and Dodgson (1993) approach it from the perspective of institutional experience.

Peter Senge viewed the learning organization from an adaptive perspective. From his point of view, a learning organization has not only adaptive capacity, but also the ability to create alternative futures. It is a place "where people continually expand their capacity to create the

results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (1993, p. 3). Senge (1990) identified five critical disciplines for the development of a learning organization: personal mastery, mental models, shared vision, team learning, and system thinking. He also explored the various ways people envision a learning organization and developed a list of definitions about the learning organization so that readers might choose the one most suitable for them:

- People feel they are doing something that matters to them personally and to the larger world.
- Every individual in the organization is somehow stretching, growing, or enhancing his capacity to create.
- People are more intelligent together than they are apart. If you want something really creative done, you ask a team to do it instead of sending one person off to do it on his or her own.
- The organization continually becomes more aware of its underlying knowledge base, particularly the store of tacit, unarticulated knowledge in the hearts and minds of employees.
- Visions of the direction of the enterprise emerge from all levels. The responsibility of top management is to manage the process whereby new emerging visions become shared visions.
- Employees are invited to learn what is going on at every level of the organization so they can understand how their actions influence others.
- People feel free to inquire about each other"s (and their own) assumptions and biases. They are few (if any) sacred cows or undiscussable subjects.
- People treat each other as colleagues. There is a mutual respect and trust in the way they talk to each other and work together no matter what their position may be.
- People feel free to try experiments, take risks and openly assess the results. No one is killed for making a mistake.

Marquardt shared one common idea with Peter Senge when defining learning organization as an institution that learns and continually transforms itself. He (Marquardt, 1996, pp. 19-20) then adds that the learning organization has many important dimensions:

- Learning is accomplished by organizational systems as a whole almost as if the organization were a single brain.
- Organizational members recognize the critical importance of ongoing organization-wide learning for the organization"s current and future success.
- Learning is a continuous, strategically used process, integrated with and running parallel to work.
- There is a focus on creativity and generative learning.
- System thinking is fundamental.
- People have continuous access to information and data resources that are important to the company"s success.

66

- The corporate climate encourages, rewards, and accelerates individual and group learning.
- Workers network in an innovative, community-like manner inside and outside the organization.
- Change is embraced, whereas unexpected surprises and even failure are viewed as opportunities to learn.
- The learning organization is agile and flexible.
- Everyone is driven by a desire for quality and continuous improvement.
- Activities are characterized by inspirations, reflections and conceptualization.
- Well-developed core competencies serve as taking-off points for new products and services.
- The organization can continuously adapt, renew and revitalize itself in response to the changing environment.

From another approach, Watkins and Marsick (1996, p. 6) defined a learning organization as "one that learns continuously and transforms itself". Then they created a model of common features to a learning organization as can be seen in Figure 2.4 below.
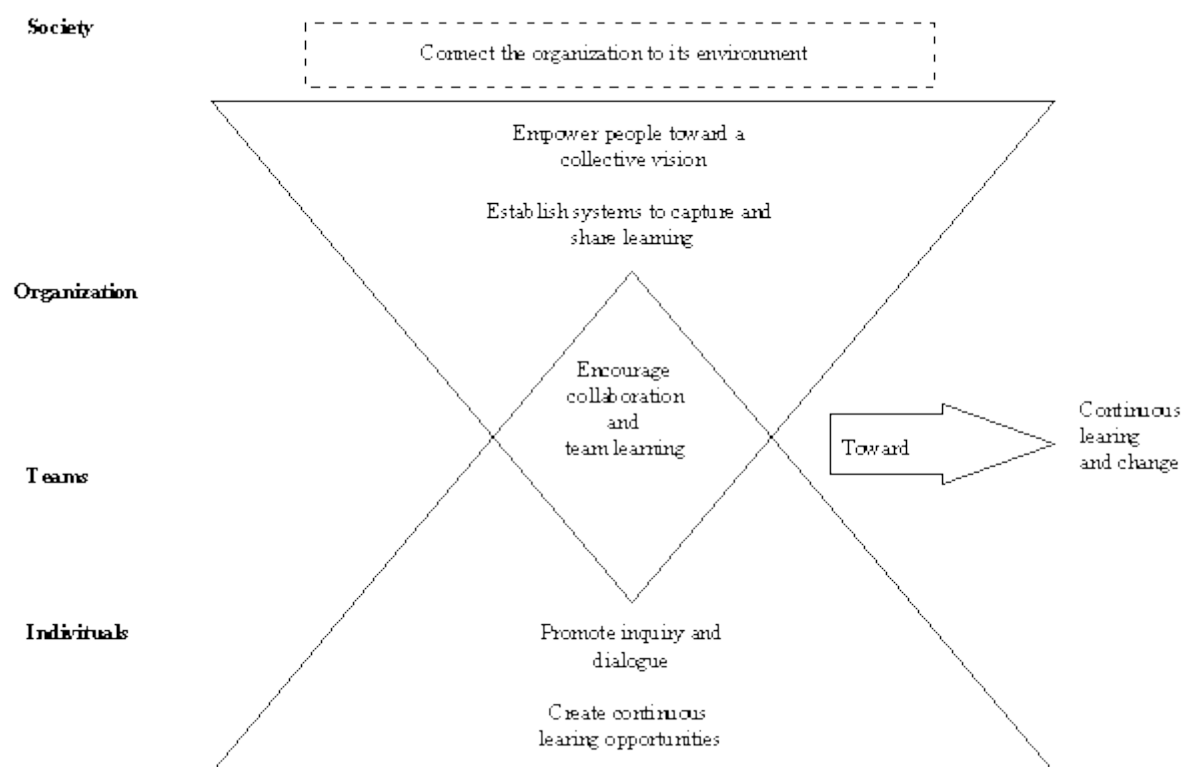
Figure 2.4: Model of the learning organization

Source: (Watkins & Marsick, 1996, p. 5)

Sharing the ideal of "transforming itself" with Watkins and Marsick in defining learning organization, Pedler, Boydell and Burgoyve (1988, p. 2) state that "an organization which

67

facilitates the learning of all its members and continuously transforms itself" can be considered a learning organization. According to Romme and Dillen (1997, p. 68) a learning organization is "an organization skilled at creating, acquiring and transferring knowledge and at modifying its behaviour to reflect new knowledge and insights".

As with the discussion of definitions, there is great diversity in the learning organization models and characteristics. Bryan (2003) synthesizes a ten-pillar learning organization model from the research of Senge, Kotter, Garvin, Argyris and Pedler. This includes ideas about leadership, strategic thinking and vision, communication, learning and development, innovation and decision making, change management, intellectual capital and knowledge management, measurement and assessment, and reward and recognition. From these ten pillars, Bryan builds up a four-level learning organization benchmark implementation model in which the chief executives, human resource and learning development managers, line managers, and employees are the principle components.

From the view that many organizations wish to become learning organizations, but they only have a vague notion of how to be a learning organization, Anders tried to help by building a workable model, called an integrated model, of a learning organization. The integrated model of a learning organization, from Anders"s point of view (2004b), has four complementary aspects: organizational learning, learning at work, learning climate and learning structure. Organizational learning needs to be aware of the need for different levels of learning, and stored knowledge in the organization. Moreover, that stored knowledge needs to be used in practice. Learning at work has a meaning in common with on-the-job learning. This aspect emphasizes that learning is dependent on context. The learning climate aspect emphasizing the creation of a positive atmosphere in an organization that supports learning is an easy and natural environment. The learning structure refers to a flexible organization. Within this organization, continuous learning always exists in order to maintain the flexibility of the organization. All of these four aspects of the learning organization appear in the integrated model, version A (Figure 2.5) and it requires a decentralized, flat and team-based structure.
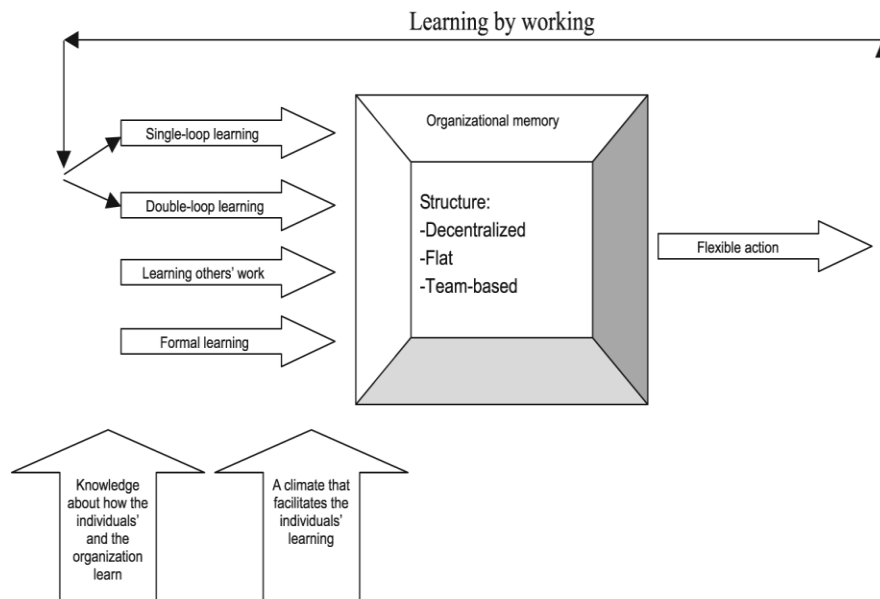
Figure 2.5: The integrated model of the learning organization, version A

Source: (Anders, 2004a, p. 135)

Anders (2004a) then further elaborates on the model, showing how these four aspects relate to and with each other by integrating learning at work and a learning climate, integrating learning at work and organizational learning, integrating learning at work and a learning structure, integrating a learning climate and organizational learning, integrating a learning climate and a learning structure, and integrating organizational learning and a learning structure. Another version of integrated model of the learning organization was developed, as shown in Figure 2.6.
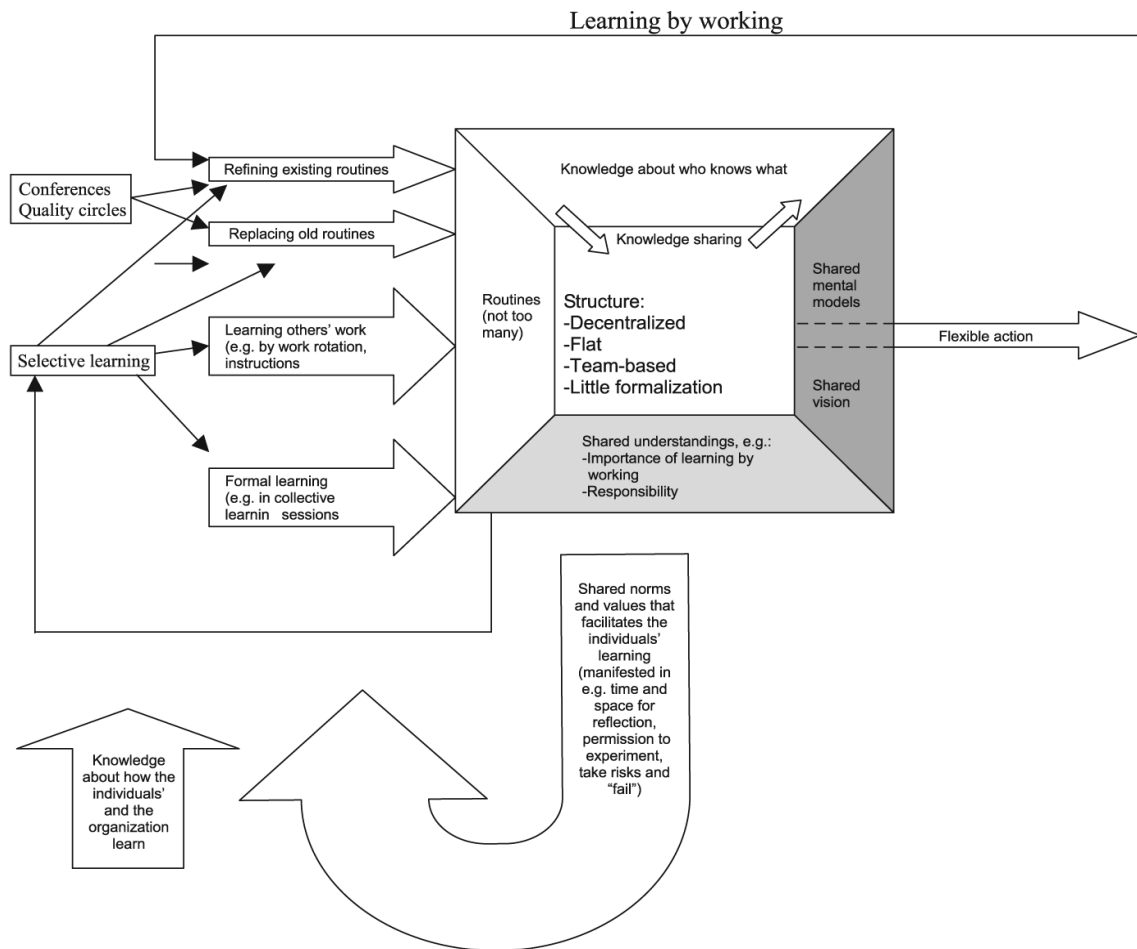
Figure 2.6: The integrated model of the learning organization, version B

Source: (Anders, 2004a, p. 139)

Michael and Annie (1997, p. 1) have strong views that "the only true source of sustainable competitive advantage seems to be by building learning organizations." These researchers introduced a new facet of the learning organization by incorporating many perspectives, especially the model proposed by Senge, as well as a personal point of view. In this learning organization, mental models are very important. Hence, they (Michael & Annie, 1997, p. 6) argue that "untested mental models block people‟s ability to learn. Being able to manage these mental models is a critical factor in building learning organization".

Babak and John also shared a common interest with Michael and Annie in applying the Learning organization model proposed by Senge. However, they (Babak & John, 2004, p. 7) argued that "the effectiveness of the Learning Organization Model across different countries may vary due to cultural differences in terms of in-group and societal collectivism, power

distance and future orientation". The assumptions from this research are that "it may be more problematic when a institution is embedded in a culture with high levels of power distance and in-group collectivism and low levels of societal collectivism and future orientation" and "applying the model in school contexts may be more effective in those countries which have higher levels of societal collectivism and future orientation, low power distance and in-group collectivism" (Babak & John, 2004, p. 7). However, many other cross-culture studies will need to be carried out to shed light on the application of the Learning Organization Model.

Besides the general approach to the Learning Organization Model, Vat"s specific approach is to build a learning organization model for problem-based learning. Although based on the Learning Organization Model proposed by Senge, The Learning Organization Model that they used refers to a specific type of working environment that fosters and supports learning processes both at the individual and the collective levels so that individual and collective learning are intertwined in order to improve the organization"s performance. In order to create a learning organization as proposed in the model, they commit to provide specific aids to curse instructors wishing to join the problem-based learning initiative. In order to "manage the accrued knowledge resources contributed by both teacher and students over the problem-based learning study period", to "help to publish problem-based learning course materials for curriculum development and evaluation plus experience reports for academic research" and to "provide a web-based organization space of the center for proper functioning" (Vat, 2006, pp. 103-104).

From another point of view, Jamali, Khoury and Sahyoun (2006) track changes from a bureaucratic to a post-bureaucratic to a learning organization. They mentioned six core characteristics of post-bureaucratic organizations – empowerment, teamwork, trust, communication, commitment and flexibility. Empowerment is a key feature of the post-bureaucratic organization, which can extend beyond delegation to encompass true ownership and the burden of responsibility. Teams can improve the adaptability and boost the success of changed initiatives. Hence, the team is considered the unique solitary point of excellence and a prized wellspring of agility and responsiveness. In turn, trust is the lubricant of team dynamics. The power of trust is that it can instigate motivations and help the organization to capitalize on cooperation. Effective communication is the essential for interaction and collaboration. It is very important for teamwork to be able to organize and disseminate

information effectively. Commitment is another characteristic of the post-bureaucratic organization. However, commitment is not only simple attachment and a desire in an organization as a traditional conceptualization, but also a healthy psychological contract between the individual and the organization. This healthy psychological contract is then transferred into a desire to stay with the organization. This commitment is leveraged by the organization through creating more flexibility. Flexibility will help to unlock people from a negative working environment. These six core characteristics of post-bureaucratic organizations then are facilitated within the Learning Organization Model proposed by Senge to help materialize Learning Organization from bureaucratic organization.

In addition to the Learning Organization Model, there are also different strategies relevant to becoming a learning organization. These might include committing to change, connecting learning with the organization"s operations, assessing organizational capability, communicating the vision of a learning organization, demonstrating a model of commitment to learning, reducing bureaucracy and streamlining structure, capturing learning and shared knowledge, rewarding learning, learning more about learning organizations and continuously adapting, improving and learning as suggested by Joan and Beth (2004).

Beyond the definition of the Learning Organization, the sustainable learning organization is another concern of the researcher, since sustainable development is becoming much more important. Cathrine and Petter (2011) state than an organization can be considered to be a sustainable learning organization if that organization has enough sustainable knowledge and acts accordingly and may be considered as a role model to prevent, eliminate or reduce the environmental and occupational risk associated with their operations while enhancing and strengthening its profitability.

Although models of learning organizations vary among researchers, they have many characteristics in common. Marsick and Watkins (1996, p. 10) have synthesized these as follows:

- It is not enough for individuals to learn; learning organization must focus on organizational learning and transformation.
- Structures and systems must be created to ensure that knowledge is captured and shared for use in the organization"s memory.
- Leaders and employees at all levels must think systematically about the impact of their decisions and work within the total system.

- Learning must be built into work structures, policies, and practices.
- Learning must be transformative in some way, although it is likely that some new learning will also be adaptive.
- Learning has great impact when it involves a greater percentage of the employee population.
- Organizational systems and policies must be structured to support, facilitate and reward learning for individuals, teams and the organization.
- New reward systems are needed to promote and reward learning.
- New measurement systems are needed both to benchmark current knowledge and culture and to monitor progress toward becoming a learning organization.

HE institutions are regarded as sites for the production and transmission of knowledge. Understandably, they are considered learning organizations. Moreover, in recent years, theoretical, anecdotal and empirical support has been provided by many researchers such as O‟Banion (1997), Dill (1999), and Senge (2000a) for the conceptualization of universities as learning organizations. HE all over the world and currently in Vietnam is facing many changes such as technological revolution, globalization, massification, and competition, which require the ability to adapt to ongoing changes, and to continuously learn new skills and knowledge. Vietnamese HE institutions also fit well into the category of learning organizations. Hence, it is vital to build HE institutions as learning organizations. It is also important to note that each institution is unique in its context and therefore, each one will develop its own learning organization type that best suits it. However, where should a Vietnamese HE institution start if it aspires to becoming a learning organization? One possible option is starting with the academic staff since academic staff play a vital role in each HE institution. Moreover, as permitted in Confucianism, academic staff are the role models for students in learning, and they themselves should practise that learning, and foster learning among colleagues and student, building a learning culture and contributing to making the HE institution a learning organization.

2.2.4. Lifelong Learning

The concept of lifelong learning was first discussed in the early 1970s in a UNESCO report about "Learning to Be" (1972). This concept then was discussed by many other international organizations, such as the Organization for Economic Cooperation and Development, with the belief that "lifelong learning is a means of shaping the future of OECD societies, by fostering the personal development of the individual, countering the risks to social cohesion, promoting democratic traditions, and responding to the challenges posed by increasingly

global and knowledge-based economic and social systems (Tuijnman & Committee, 1996). This concept also attracted attention from the World Bank with a straightforward look into education systems with "lifelong learning as being education for the knowledge economy. Preparing workers to compete in the knowledge economy requires a new model of education and training, a model of lifelong learning. The education system can no longer emphasize task-specific skills but must focus instead on developing learners‟ decision-making and problem-solving skills and teaching them how to learn on their own and with others" (World Bank, 2003, p. 3). In the last few decades, "lifelong learning is not only presented as a mantra and the latest big idea, it has also been considered as the ultimate solution to a great number of profound problems" (Uggla, 2008, p. 211). This concept continuously wins the critical acclaim from educational researchers.

Lindeman assumes that one of the main responsibilities of education is to shorten the distance between technological advances and cultural values. However, it is difficult to ensure the success of HE institutions in carrying out this duty unless "we provide opportunities for mature adults to continue their intellectual growth and social understanding" and that "if it is not done, there will always be too large a group in any given moment of history who will be unequipped for change" (Lindeman, 1944, p. 122). If academic staff believe in and practise lifelong learning, then, lifelong learning, in turn, will "delight the mind and heart of an educator who has long dreamed and hoped that all learning might become more like life itself" (Lindeman, 1953, p. 194).

The establishment of lifelong learning in an HE institution is one of the goals of the Bologna process in Europe. Moreover, European HE is keen to extend its sphere of influence in its attempt to support the creation of a European Knowledge Economy through lifelong learning. It is hard to find one model of lifelong learning among the Member States of the European Union. The lifelong learning model in Sweden as associated with a shift from centralization to decentralization and deregulations resulted in a variety of lifelong learning organizations, such as community adult education, popular secondary schools, personnel training, and accredited vocational education, while in the United Kingdom a demand-led model of „voluntary partnership‟ was employed (Prokou, 2008).

The Asian region has also experienced this trend and lifelong learning has been promoted in Asian countries either in the form of law, such as in Korea and Japan, or government

declarations such as "Manpower 21" (Singapore) or "Education Blueprint" (Hong Kong). The advent of lifelong learning has changed the relationship between ministries of education, and of labour. For example, a relationship was established between the Ministry of Education and the Ministry of Manpower in Singapore and between the Education Department and Labour Department in Hong Kong (Han, 2001). In China, the national plan for medium and long term education reform and development was approved in 2010. It aimed to construct a modernized lifelong learning framework. It can be seen that lifelong education has attracted discussions among the policy makers about the development of innovative components for the Plan. China's new national plan will build a comprehensive framework for lifelong education that requires sweeping innovations in education theory and practice. Lifelong education should be a kind of public education for all citizens. Lifelong education should be diversified for meeting the spiritual, physical and material needs of society members. Lifelong learning education should be innovative in changing conventional education and learning approaches. The social objectives of lifelong learning education are to build up education-focused social communication so as to form a learning society (Sun, 2011).For Asian countries, the promotion of lifelong learning is not just the addition of adult and continuing education to the existing systems, it is, actually, a structural adjustment of the national education system. New factors in lifelong learning such as non-traditional knowledge delivery systems and new accreditation systems require numerous changes in traditional universities and colleges.

It is imperative that a future university with a mission of lifelong learning (Dodds, 2001, p. 504):

- Opens opportunity for all, teenagers and adults, to go to and to return to university-level studies if and when they are ready and opt to do so, and to do so with a reasonable chance to succeed and to obtain qualifications from their studies.
- Concentrates on all its teaching and learning levels and on all forms on the creation of critical thinkers who will, throughout their lives, be the pillars of a learning society, and, therefore, on developing the skills and attitudes of lifelong learners among all its students.
- Opens up through whatever means are possible, including both modern and traditional technology, access to the specialist knowledge, intellectual power and research findings of the university to all members of society, in ways and in language that is directly relevant to their lives.

Lifelong learning, itself, includes various characteristics which are (Kendall & Weert, 2005):

- Not necessarily the consequence of teaching and also not of provision of information by someone who knows something the other does not.
- Different in forms of progression and personal achievement. What counts is what you are able to achieve in a real-life situation, be it in real economic life, real social life or real personal life measured by common, real-life standards.
- Triggered, not by textbooks, but opportunistic and rich environments.
- By empirical observation that enhances personal experience.
- Occurring just in time.
- In interactions and groups (teams or communities: one-to-one, many-to-many (virtual).
- Driven by self-motivation.
- Learner-centred, demand-driven education, aiming for personal achievements.

Lifelong learning has different labels depending on the organizations. However, there is one thing in common and that is that learning is a lifelong process– learning before work, learning at work and learning after work (Choppin, 1997). For academic staff, who provide learning for other than for their whole life, it is important that they themselves practise learning lifelong. In Vietnam, HE is currently facing unpredictable changes. New generations of students enter universities with various learning methods. These all require academic staff to constantly update knowledge and skills in order to keep abreast of the new educational environment. The challenge will be to convert these teachers to learners. A learning society will be formed from here where everyone considers learning as a lifelong journey and the ambition of the Government wants "everybody being entitled to education and life-long learning; the whole country becomes a learning society" (Higher Education Department, 2006). Moreover, lifelong learning is the evidence for the shift of the pedagogy in the Vietnamese HE system from a lecturer-centred model to a learner-centred model. Vietnamese students who are ever prepared for the university entrance exam can deeply understand how hard it is. They can also experience the power of a degree in changing their life. But then, learning does not only mean gaining a degree in four or five years in a university, since education is not the preparation for life; education requires a „will to learn" (Simons & Masschelein, 2008) and education is the life (Lindeman, 1944).

2.3. Conclusions

In this chapter, the researcher provided a literature review on the general context of HE, globalization, massification, the knowledge society and information technology. The chapter also included a literature review of learning and teaching, leadership and management,

learning organization, and lifelong learning. These themes were chosen since each of them is directly relevant to building an effective and sustainable academic staff development model for Vietnamese HE institutions as analyzed and interpreted in each of the above themes. In each theme of the chapter, the researcher summarized and synthesized what is already known on each topic and how various scholars went about their studies. Despite the gaps found in the literature, each theme includes important and relevant elements for the researcher to consider when proposing recommendations and a model for effective and sustainable academic staff development for Vietnamese HE institutions.

CHAPTER 3: METHODOLOGY

In Chapter 1, research questions were presented and the aim was identified as proposing recommendations and developing a model of academic staff development for HE institutions in Vietnam. This chapter focuses on methodology and methods used for the surveys in Vietnam and the case studies in Australia. The chapter describes the research setting, the research design, ethical considerations, and the study population, as well as providing information on the data collection tools, data collection procedure, and data management and analysis methods.

3.1. Research Setting

Research data was collected in both Vietnam and Australia. The current Vietnamese schooling system has four levels: pre-primary, primary, lower secondary and upper secondary. Students who pass a secondary school leaving exam can take another entrance exam for college and university entrance. Provincial governments or MOET have established colleges which have an average size of 1,500 students and tend to be specialized training institutions or provincial teacher training colleges. Universities are larger than colleges in scale and have a multi-disciplinary focus. The Prime Minister establishes universities and a particular ministry, specialized agency or provincial government is in charge of managing public universities. There are 376 universities and colleges including both public and non-public institutions with 70,558 academic staff (MOET, 2011a). These HE institutions were allocated from the North to the Middle and the South of Vietnam.

The researcher was involved in a project that offered training to about 1,000 HE leaders (which represents 100% of all Rectors and Vice-Rectors of universities and colleges in Vietnam) and which was supported by MOET. The researcher had access to the participants for the purpose of this study. The training program included one week of training in Vietnam with professors from Australia, America, Singapore and Japan, followed by one week study tour in Australia, America or Japan, visiting HE institutions and discussing issues with senior managers and leaders in these organizations. In addition, the researcher also had strong support from the Rectors and Vice-Rectors which was invaluable for the data collection process in Vietnam.

In Australia, of the 42 degree-granting universities most are public institutions. The system is largely federally controlled. The government plays a significant role in setting enrolment quotas and tuition rates as well as providing capital and funding for institutions (Li, 2011), Academic development in the Australian HE system, also known as educational development or faculty development, emerged as the consequence of the effects of post-World War II expansion of HE. Within the system, academic development has had an approximately forty-year history, with much valuable experience (Grant et al., 2009; Marginson & Considine, 2000). This experience was good for academic staff development in the Australian HE system itself, as well as for other systems like the Vietnamese HE system. In this research, the author had strong support from the principal supervisor in making contact with academic developers in the three Australian universities, which helped to achieve successful interviews.

3.2. Research Design

Mixed methods were chosen for this study in order to meet the demands of the research questions. If "qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem", then "quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that data can be analyzed using statistical procedures" (Creswell, 2009, p. 5). If "qualitative research attempts to capture people"s meaning, definitions and description", then "quantitative research aims to count and measure things" (Berg, 1989). However, these two approaches should not be considered dichotomies or opposites. They are two different ways of researching and can be combined in the one approach, namely „mixed methods". When social and human research becomes more complex, either qualitative or quantitative analysis may be not adequate to address the problem. In some circumstances, it is wise to employ mixed methods, which utilize the strengths both qualitative and quantitative research can bring. Moreover, qualitative data can be used to supplement, validate, explain, illuminate or reinterpret quantitative data gathered from the same subjects (Miles &Huberman, 1994).

3.2.1. Quantitative Method: Surveys in Vietnam

Two surveys were completed in Vietnam to explore academic staff development activities in Higher Education institutions. One survey was carried out with academic staff and the other with Rectors and Vice-Rectors. The survey with academic staff explored their attitudes about the current state of academic life, academic staff development attitudes and staff development needs. The survey of Rectors and Vice-Rectors had some overlapping items with the survey of academic staff. The overlapping items helped to compare the views of academic staff and Rectors and Vice-Rectors" attitudes on the same issues. This survey also explored Rectors and Vice-Rectors" views about academic staff development needs and activities. The details of the surveys will be discussed later in the chapter.

3.2.2. Qualitative Method: Interviews with Academic Developers in Australian Universities

Interviews were employed for the case studies with academic developers in Australian universities. As Kvale (1996) remarked, an interview is an interchange of views between two or more people on a topic of mutual interest, the centrality of human interaction for knowledge production and the social situations. The interview was a very useful tool for data collection that helped the researcher understand, at a more profound level, the complexities of academic staff development activities in the three Australian universities. In these interviews with academic developers, the researcher gathered data about academic staff development activities in each university. The researcher also clarified information about academic staff development activities accessed from websites of the selected universities. When accessing data from official websites of the three selected universities, the researcher found information relating to teaching, research, publishing and development activities. Other activities that help academic staff to balance work and life were also noted. The list of websites accessed for the three universities was provided in Table 3.1.

Table 3.1: The websites accessed for the three universities

University	Document	Web link
RMIT	Academic Plan	http://mams.rmit.edu.au/7ubueffp958h.pdf
	Awards	http://www.rmit.edu.au/browse/Staff/Learning%20and%20Teaching/Opportunities/Awards/
	Benefits and Services for Staff	http://www.rmit.edu.au/browse;ID=2e5ry1yc3xv0z
	Course Experience Survey Analysis Project	http://www.rmit.edu.au/browse;ID=v9evqzzu8k3n
	Fund	http://www.rmit.edu.au/browse;ID=kbalq8jujzkd
	Information for Researchers and Postgraduated Students	http://www.rmit.edu.au/browse;ID=36jzqabnnovq
	Internationalization Plan	http://mams.rmit.edu.au/iwea4xrea92b.pdf
	IT Services	http://www.rmit.edu.au/browse;ID=uu6pb6x1w8ktz
	Learning and Teaching Expo	http://www.rmit.edu.au/browse;ID=3h4sbiwq66p71
	mLearning	http://www.rmit.edu.au/browse/Staff%2FLearning%20and%20Teaching%2FSupport%20and%20resources%2FProfessional%20development%2FmLearning%3A%20Learning%20opportunities%20using%20mobile%20technologies/
	Peer Partnerships in Teaching	http://www.rmit.edu.au/browse;ID=q2bm0dqxpgno
	Policies and Procedures	http://www.rmit.edu.au/browse;ID=8om2dpb5bp4yz;STATUS=A;PAGE_AUTHOR=Michael%20Walsh;SECTION=1;
	Policy on Staff Development	http://www.rmit.edu.vn/Staff_Development_Policy.pdf
	Practical Guide for Teaching	http://www.rmit.edu.au/browse;ID=oq0o018wg4ja1
	Professional Development	http://www.rmit.edu.au/browse/Staff%2FDevelopment%20opportunities%2FProfessional%20development%2F;ID=1780lneuqaecz;STATUS=A
	Professional Development for Tertiary Teaching Practice	http://www.rmit.edu.au/browse/Staff%2FDevelopment%20opportunities%2FProfessional%20development%2F;ID=1780lneuqaecz;STATUS=A
	Ready Set Go-RMIT's Induction Program	http://www.rmit.edu.au/browse;ID=2pooq56minuq
	Research Collaborations and Partnership with Industry and Government	http://www.rmit.edu.au/browse;ID=2rtse4hdtzdo
	Research Structure	http://www.rmit.edu.au/browse;ID=dqh4hap9dzmhz

	Policies	
	Research Support for Academics	http://www.rmit.edu.au/browse;ID=lktu9qax5nb9
	Resources and Facilities	http://www.rmit.edu.au/browse;ID=f6ucind6xwnoz
	Strategic Plan	http://mams.rmit.edu.au/lwcbqa77mwt01.pdf
	Teaching Technologies	http://www.rmit.edu.au/browse/Staff%2FLearning%20and%20Teaching%2FSupport%20and%20resources%2FTeaching%20technologies/
	Transnational Teaching	http://www.rmit.edu.au/browse;ID=5bfpwlfuq9iy
	Professional Development for Tertiary Teaching Practice	http://www.rmit.edu.au/browse/Staff%2FLearning%20and%20Teaching%2FProfessional%20Development%2FTertiary%20Teaching%20Practice/
UNE	Academic and Educational Development Projects	http://www.une.edu.au/tlc/academicdevelopment/development.php
	Academic Development Unit	http://www.une.edu.au//tlc/academicdevelopment/
	Academic Development	http://www.une.edu.au/tlc/academicdevelopment/resources.php
	Alert Services	http://www.une.edu.au/library/find/eskillsplus/literature/keeping.php
	Assessment in the Round	http://www.une.edu.au/tlc/assess2010/
	Collaborative Research	http://www.une.edu.au/library/research/collaboration.php
	Conducting the 360 Feedback Process	http://www.une.edu.au/od/courses/360-feedback.php
	Employment Equity and Diversity	http://www.une.edu.au/eeo/
	Getting Published	http://www.une.edu.au/library/research/publish.php
	Measure Your Research Impact	http://www.une.edu.au/library/research/citations.php
	Media @ Teaching and Learning Centre	http://www.une.edu.au/tlc/academicdevelopment/mediaservices.php
	Organizational Development	http://www.une.edu.au/od/
	Performance and Recognition	http://www.une.edu.au/od/performance.php
	Performance Planning and Review Protocol	http://www.une.edu.au/od/ppr.php
	Research at UNE	http://www.une.edu.au/about/research/
	Researcher Support	http://www.une.edu.au/library/research/index.php
	Strategic Plan 2011-2015	http://www.une.edu.au/vc/vcoffice/strategic-plan/finalstratplan_2011_2015.pdf
	Teaching and Learning Annual Report 2010	http://www.une.edu.au/tlc/tlc-ar-2010.pdf

	Teaching and Learning Plan	http://www.une.edu.au/planning/T&Lplan.pdf
	Workshops, Seminars and Professional Development	http://www.une.edu.au/tlc/academicdevelopment/workshops.php
	Training Needs Analysis Report: Future Direction for Professional Development on Campus	http://www.une.edu.au/od/UNEOnly/reports/TNA.pdf
	Strategic Research Management Sub-Plan	http://www.une.edu.au/planning/StrategicManagementResearchSub-Plan.pdf
UWS	Academic Career Lifecycle	http://www.uws.edu.au/executive_projects_office/epo/our_people_2015/academic_career_lifecycle
	Career Development Opportunities	http://www.uws.edu.au/organisational_development/od/career_development_opportunities
	Charity and Social Events	http://www.uws.edu.au/sb/staff_benefits/charity_and_social_events
	Foundation of University: Learning and Teaching Program: Report on the first three years	http://www.uws.edu.au/__data/assets/pdf_file/0018/159201/Foundations_Report_First_Three_Years.pdf
	Getting Published	http://library.uws.edu.au/resources.php
	Health and Wellbeing	http://www.uws.edu.au/sb/staff_benefits/health_and_wellbeing
	Learning and Teaching Plan 2009-2011	http://www.uws.edu.au/__data/assets/pdf_file/0004/59053/Strategic_Plan_for_LT_2009-11_LR_v.2.pdf
	Mission, Goals and Strategic Plan	http://www.uws.edu.au/about_uws/uws/mission_goals_strategic_plan
	Office of Research Services	http://www.uws.edu.au/research/ors
	Our Poeple 2015	http://www.uws.edu.au/_media/main_site/documents/corporate_strategy__and__services/special_projects_unit/Our_People_2015_Strategy_Final.pdf
	Professional and Career Development	http://www.uws.edu.au/sb/staff_benefits/staff_development
	Research @ UWS	http://www.uws.edu.au/__data/assets/pdf_file/0018/142362/Research@UWS_2010.pdf
	Research Concentrations	http://www.uws.edu.au/research/research_concentrations
	Research Framework	http://www.uws.edu.au/__data/assets/pdf_file/0003/127938/OPQ1719_-_Research_Framework.pdf
	Research Governance Communities	http://www.uws.edu.au/research/researchers/governance_committees
	Savings and Discounts	http://www.uws.edu.au/sb/staff_benefits/savings_and_dis

		counts
	Teaching at UWS 2011	http://tdu.uws.edu.au/qilt/downloads/Teaching@UWS.pdf
	Teaching Development Activities	http://www.uws.edu.au/learning_teaching/learning_and_te aching/teaching_development_unit/teaching_development _activities#2
	Tutorial Centre	http://library.uws.edu.au/tc/index.php
	Workplace Flexibility and Diversity	http://www.uws.edu.au/sb/staff_benefits/workplace_flexib ility_and_diversity

Choosing the form of interview was an important consideration for the researcher. Apart from official websites, interviews were the main source of information for the research. Hence, the interviews with academic developers had to maximize the effectiveness of this resource. There are various forms of interviews. They are based on the mode of collecting, producing and/or recording the interview (telephone, Internet, video), whether individual or group, longitudinal or cross sectional, or the degree of structure and control exerted by the interviewer (Minichiello, Aroni, & Hays, 2008). LeCompte and Preissle (1993) introduced six types of interviews: standardized interviews, in-depth interviews, ethnographic interviews, elite interviews, life history interviews and focus groups interviews. Semi-structured interviews and group interviews were added by Bogdan and Biklen (1992). Structured interviews were added by Lincoln and Guba (1985). Exploratory interviews were added by Oppenheim (1992). Patton (1980) outlined four types of interview: informal conversational interviews, interview guide approaches, standardized open-ended interviews and closed quantitative interviews. Patton also explained the strengths and weaknesses of different types of interviews. From the given types of interviews, the researcher comprehended the characteristics of each type in order to apply individual semi-structured interviews for this research.

In this research, the researcher applied seven stages of interview investigation, as suggested by Kvale (1996), in order to plan for the interviews with academic developers. The seven stages were: thematizing, designing, interviewing, transcribing, analyzing, verifying and reporting.

- Thematizing: Based on the broad aims of the research and the results from the surveys with academic staff and Rectors and Vice-Rectors in Vietnam, the researcher identified the questions to ask in the interview as presented in Table 3.2.

Table 3.2: Interview guide

General information	How long have you been working as academic developer?
Current work in academics staff development	What is the most effective course for academic staff in your institution? Why do you think this is the most effective?
	Do you have any survey or other information about academic staff's needs?
	If yes, what skill do they want to update most? Why are these skills important to the university? How do these skills develop and support the strategic plans and directions of the University? If yes, what purpose do the surveys serve and how do you use this information?
	Which model of transferring knowledge and skills do academic staffs prefer? Why are these preferred models?
	What is the most difficult aspect of your work as academic staff developer?
	Do you think that academic staff engages in staff development? Why or Why not?
	What facilitates or inhibits the attendance rate?
	How does the university improve the access to international journal articles?
	Could you please describe the course/program in innovating teaching skills?
	Could you please talk about research method and skill training in the university?
	How does the university encourage academic staff to publish articles in academic journals?
	How does the university support academic staff to participate in national and international conferences?

	What are the resources that support academic staff to participate in national and international conferences?
	Does the university have: short training courses, discipline based groups and mentoring (one to one)? If yes, how do they operate?
	Does the university have any course/ program that support: Learning guidance, creative and innovation, and verbal communication capacities?
Future trends	What skills do you think that academic staffs need to update in the near future?
	What areas for academic staff development will be most needed in the future? How can these best be provided?
	What model of transferring knowledge and skills will be the most popular in the near future?
	What are your suggestions for institutions that are starting academic staff development program? What should they do firstly? How do you address continuing academic staff development?

This formulation plays an important role because it helps to produce approach information to answering the research questions. For example, two of the four research questions of this research are: "What are the needs for academic staff development and training in Vietnam?" and, "What are universities in Australia doing now in terms of academic staff development?" The results from the survey with Vietnamese academic staff indicated that they need to improve teaching skills. Hence, the researcher included the question "Could you please describe the course/program in innovating teaching skills?" in the interview with the academic developers in each selected university. In addition, after finding information about each university, the researcher also added specific questions for each university. For example, the

researcher asked interviewees about the Performance Review Process in UNE, The Foundation Program in UWS and DevelopMe in RMIT.

- Designing: The detailed and specific objectives mentioned in Chapter 1 were translated into questions after consideration that questions would adequately reflect what the researcher was trying to find out. The following suggestion by Cohen et al. (2007) was considered before designing the interview items: the objectives of the interviews, the nature of the subject matter, whether the interviewer is dealing in facts, opinions or attitudes, whether specificity or depth is sought, the respondent"s level of education, the kind of information that respondents can be expected to have, whether or not the respondents thought needs to be structured, and some assessment of his or her motivational level. Other matters which needed consideration were the extent of the interviewer"s own insight into the respondent"s situation and the kind of relationship the interviewer could expect to develop with the respondent. Then, when devising questions for interviews, the researcher also paid attention to suggestions provided by Arksey and Knight (1999): the vocabulary to be used (keeping it simple), the avoidance of prejudicial language, the avoidance of ambiguity and imprecision, leading questions (a decision has to be taken whether their use is justified), the avoidance of "double-barreled" questions (asking more than one point at a time), questions that make assumptions, hypothetical or speculative questions, sensitive or personal questions (whether to ask or avoid them), and assumptions that the respondent has the required knowledge/information and recall. The questions for interview in this research were kept as simple as possible and each question required one piece of information from the interviewee; for example "How does the university encourage academic staff to publish articles in academic journals?" or "Do you think that academic staff engage in staff development?" or "What facilitates or inhibits the attendance rate?". It is important to note the point made by Tuckman (1972) that there are many ways of asking questions, followed by several ways of answering, such as unstructured responses, fill-in responses, tabular responses, scaled responses, ranking responses, checklist responses and categorical responses. The researcher paid attention to recording information and then chose an appropriate data analysis method.

- Interviewing: Conducting the interviews was the next step in the procedure. The researcher was aware that there may have been several important issues in the actual

conduct of an interview. However, problems can be prevented to ensure that the interviews proceed smoothly. Field and Morse (1989) suggest the way to avoid interruptions from outside (e.g. telephone calls, people knocking on the door), minimizing distractions, minimizing the risk of „stage fright" by the interviewees and interviewers, avoiding asking embarrassing or awkward questions, jumping from one topic to another, giving advice or opinions (rather than active listening), summarizing too early or closing off an interview too soon, being too superficial, and handling sensitive matters. Arksey and Knight (1999) suggest that the interviewer should appear to be interested; keep to the interview schedule in structured interviews; avoid giving signs of approval or disapproval of responses received; be prepared to move on to another question without irritation if the respondent indicated unwillingness or inability to answer the question; ensure that the interviewer understands the response, checking, if necessary; if a response is inadequate, but the interviewer feels that the respondent may have more to say, thanks the respondent and adds „and could you please tell me…"; and gives the respondent time to answer each question. There is also the issue of how to record the interview. If there is no mechanical means of recording the interview, the informants might feel less threatened. However, in that case, the reliability of the data relies wholly on the interviewer's memory. Some interviewees may feel disconcerted if the interviewer makes notes on his responses. Considering that English is the researcher's second language, all of the interviews were recorded to capture as much information as possible. The researcher tried to create a non-threatening environment for the interviews. In order to conduct the interviews with academic developers in this research, a set of documentation was sent to informants. This set of documents included an information sheet, a consent form and a list of information and other documents. The information sheet introduced the basic research objectives, the amount of interview time required as well as details about the supervisors and the researcher. The consent form included the approval of the UNE Human Research Ethics Committee for researchers to conduct the interviews and to ensure that informants have enough information to determine whether or not they wish to participate in the interviews. Details about the information sought and the other documents helped to orient the interviewees and gave them enough time to find the appropriate information for the research. The researcher also tried to explain in detail to academic developers the structure and organization of the interviews, what

happens in the recording of the interviews, and how responses may be recorded. It is important to recognize that the informants need to have sufficient information about what the researcher is interested in, in order to decide if they truly want to participate (O'Leary, 2005).

- Transcribing: This was a very important step in the interviews, especially for the researcher of this study for whom English is her second language since loss of data can occur in this step. However, the problem with transcription is that it becomes solely a record of data rather than a record of a social encounter, while an interview is a social encounter. In a social encounter, contextual factors, and visual and non-verbal communication play a very important role in providing information. Hence, the researcher is required to record many other kinds of data, for example what was being said, the tone of voice of the speaker (harsh, kindly, encouraging), the inflection of the voice (rising or falling, a question or a statement, a cadence or a pause, a summarizing or exploratory tone, opening or closing a line of enquiry), emphases placed by the speaker, pauses (short or long) and silence (short or long), interruptions, the mood of the speaker (excited, angry, resigned, bored, enthusiastic, committed, happy, grudging), and the speed of the talk (fast to slow, hurried or unhurried, hesitant to confident) (Cohen, et al., 2007).

- Analyzing: Data were collected from six interviews with the academic developers of three Australian universities. The next step was analyzing the data. The researcher found the following tactics, suggested by Miles and Huberman (1994),useful for generating meaning from transcribed and interview data: continuing frequencies of occurrence (of ideals, themes, pieces of data, words); noting patterns and themes which may stem from repeated themes and causes or explanations or constructs, seeing plausibility –trying to make good sense of data, using informal intuition to reach conclusions; clustering; setting items into categories; types, behaviours and classifications; making metaphors – using figurative and connotative language rather than literal and denotative language, bringing data to life, thereby reducing data, making patterns, decanting the data and connecting data with theory; splitting variables to elaborate differentiate and unpack ideas; subsuming particulars into the general; factoring – bringing a large number of variables under a smaller number of unobserved hypothetical variables; identifying and noting relations between variables; finding intervening variables – looking for other variables that appear to be „getting in

the way" of accounting for what one would expect to be strong relationships between variables; building a logical chain of evidence – noting causality and making inferences; and making conceptual/theoretical coherence – moving from metaphor to constructs to theories in order to explain the phenomena. However, in the process of analyzing, the atomizing and fragmenting of data are the potential issue of losing the synergy of the whole sense of the interview. Hence, the researcher tried to put the analysis in the whole context of the interviews rather than the sum of the parts.

- Verifying: Reliability and validity of the data are very important and deserve attention at all stages of the interviews. Kvale (1996) suggests that validation must take place at every step of an interview. For example, the theoretical foundations of the research must be rigorous and there must be a logical link between such theory and the research questions; all aspects of the research design must be sound and rigorous; the data must be accurate, reliable and valid (with consistency and reliability checks undertaken); the translation of the data from an oral to a written medium must demonstrate fidelity with the key features of the interview situation; data analysis must demonstrate fidelity to the data; and validation procedures should be in place and used. Invalidity or bias might creep into the study at any step and these can be minimized in various ways. For example, at the design stage, invalidity can be minimized by: choosing an appropriate time scale; ensuring that there are adequate resources for the required research to be undertaken; selecting appropriate instrumentation for gathering the type of data required; using an appropriate sample; demonstrating internal, external, content, concurrent and construct validity; selecting appropriate foci to answer the research questions; avoiding a biased choice of researchers or research teams. At the stage of data gathering, invalidity can be minimized by: minimizing reactivity effects; trying to avoid dropout rates among respondents; taking steps to avoid non-return of questionnaires; avoiding having too long or too short an interval between pre-tests and post-tests; ensuring inter-reliability; ensuring a standardized procedure for gathering data or for administering tests; building on the motivations of the respondents; tailoring the instruments; and addressing factors concerning the researcher (Cohen, et al., 2007). However, there is no single canon of validation. The researcher paid attention to the fitness for research purposes within an ethical framework.

➕ Reporting: The nature of interviews will suggest the nature of reporting data. A report includes various elements, for example (Kvale, 1996), an introduction that includes the main themes and contents; an outline of the methodology and methods (from designing to interviewing, transcription and analysis); reporting the results (data analysis, interpretation and verification); and a discussion. Interviews with academic developers of each of the Australian universities are reported in separate chapters. Numbers, figures and tables are not the main part of the thesis. Instead, the interviews are presented in words with some particular quotations. Here, there arose the issue of how to present quotations. Kvale (1996) suggests that direct quotations should illuminate and relate to the general context, while remaining a balance with the main text, be contextualized and be accompanied by a commentary and interpretation; and be particularly clear and useful. In this research, the researcher presented some direct quotations that related to each themes of the research such as academic staff development activities in teaching, research, publishing and some other development activities in each university.

3.3. Ethical Considerations

This study collected data from Rectors and Vice-Rectors and from academic staff. Hence, the researcher anticipated the ethical issues that could arise during the study. The researcher received approval from the University of New England's Human Research Ethics Committee to conduct this research (Approval number HE10/178). Permission to conduct the surveys in three universities and three colleges in Vietnam was obtained from the relevant Rectors of these Universities and Colleges. The researcher kept in mind the counsel of Israel and Hay (2006) that it is very important for researchers to protect the participants, develop a trust with them, promote the integrity of the research, and guard against misconduct and impropriety that might reflect on their organizations. Hence, participation in these surveys was strictly voluntary and anonymous. In order to develop trust with participants, before conducting the surveys in Vietnam and the interviews in Australia, all participants were sent an information sheet and consent form. Participants were provided with information about the research so that they could make their decision on whether to participate or not. The information sheet provided participants with more detail about the research as well as about supervisors and the researcher. In this information sheet, participants were provided with information about the

research objectives, the purposes of the questionnaire and interview, and the time needed to complete the questionnaires and for the interviews. For the surveys in Vietnam, the researcher did not ask participants¨ names and also made sure that there was no way to connect any individual with the responses they chose to provide. The names of participants interviewed were coded and there was no way to connect any individual to her or his response. The consent form invited academic staff, Rectors and Vice-Rectors and academic developers for this argument to participate in the surveys and interview. The consent form confirmed their right to participate or not and to withdraw at any time. All answers and interview transcriptions were kept confidential to the researcher and her supervisors. The data will be destroyed after five years.

3.4. Study Population

3.4.1. Study Population for the Surveys in Vietnam

There are two main methods of sampling, probability and non-probability (also known as purposive) sampling (Cohen, et al., 2007; Palys, 2008). The researcher selected a partly purposive sampling as it is a suitable sampling method given the time and other restraints in this study. As mentioned in Section 3.1 on the research setting, at the time the surveys were conducted in Vietnam, there were 376 universities and colleges (both public and non-public) with a total of 70,558 academic staff (MOET, 2011a), spreading out from the North, the Middle to the South of Vietnam. Hence, it was impossible for the researcher to employ a probability sampling strategy which would result in a large sample size out of the large population of universities and colleges and their academic staff. Each university and college in Vietnam, public or non-public, in each region (the North, the Middle or the South) had its own special characteristics. It was difficult to make generalizations for the whole population of HE institutions or for the academic staff. Hence, the researcher was aware of the fact that there was no one model to fit all circumstances. However, three universities and three colleges in the survey were chosen from all three parts of the country (the North, the Middle and the South). Three of these HE institutions were public, three were non- public. All of the above criteria were deliberately considered with the aim that results from this research can be considered as suggestions by the HE institutions for academic staff development. When each HE institution carries out its academic staff development, a need analysis should be done to

identify its own priorities so that the institution can apply the most appropriate academic staff development program.

In Vietnam, three universities and three colleges were chosen with the agreement and support of their Rectors. Two hundred Rectors and Vice-Rectors in the mentioned training program (Section 3.1) were sent a questionnaire to canvass their views and opinions about academic staff development.

3.4.2. Study Populations for the Case Studies in Australia

In Australia, three universities were chosen for the case studies. They were UNE, UWS and RMIT. UNE is a smaller regional university, UWS is a new university developed from three colleges of advanced education, while RMIT is a university of technology developed from a former institute of technology. UNE provides a formative educational experience on campus and brings research and teaching to the world through the latest communication technologies. The vision is regionally based and globally connected. UNE wants to be known throughout the world for the quality of its on-campus student experience, the accessibility and flexibility of its distance education and its focus on research that is of particular significance to rural and regional communities. In the years to 2015, UNE intends to deliver teaching and learning of the highest quality to a larger number of students wherever they may be living. UNE also aims to be the nation‟s university of choice for research into regional issues of global significance. UNE is well known for distance education. It also has strengths in developing skills for academic staff in distance education. Their experience was helpful for Vietnamese higher education institutions in developing academic skills relating to distance education, and information technology based-teaching. UWS aspires to be a place that brings positive change in the lives of its students and is a source of creativity and new knowledge that is relevant, robust and contributes to individual and community development. The University aims to place itself at the leading edge of knowledge, providing a contemporary education that builds successful lives and careers for their students and graduates, and conducts research that speaks to the development of urban and rural regions, the new economy, cultural life and professional development. UWS has four campuses in different locations of Western Sydney. These campuses are quite far from each other. The University has different strategies in professional development for their academic staff in order to cope with the distance between campuses. The experiences from this University are relevant for

academic staff development in joint-programs among Vietnamese HE institutions since many of them are also located far from each other. As a university of technology and design, RMIT focuses on creating solutions that transform the future for the benefit of people and environments. It collaborates with partners to ensure the global impact of education and research, and reaches out through its presence in cities across the world to make a difference. RMIT was the first international university operating campuses in Vietnam. In addition, it also has campuses and joint programs in many other Asian countries. In addition to the general policy and strategy in academic staff development, they have a policy and activities for professional development for academic staff in offshore campuses including Vietnam. These three HE institutions are the sites of diverse and interesting range of academics staff development activities which provide a rich account of academic staff development landscape at Australian universities.

Two staff development experts who were involved in academic staff development in each university were chosen for interviews. Brief profiles of the interviewees are presented in Table 3.3.

Table 3.3: Interviewees" profiles

INTERVIEWEE	POSITION	BRIEF PROFILE
1	Coordinator, School of Graduate Research	She is a member of The Research Whisperer. The Research Whisperer team uses the blog platform to explore the ins and outs of doing research in academia, offering support to researchers but also practical advice about securing grants and building research profiles. Ten University blogs have been named in the top 10 Australian social media influencers in HE by The Guardian UK online newspaper. With the Phdchat community on Twitter arguably one of the most active, this interviewee makes the list.
2	Senior Coordinator, Program Development and Improvement	He works at Program Development and Improvement Unit, specializing in curriculum design from a multi-disciplinary perspective. He develops articulation and pathways, progresses work-integrated learning in programs. He also designs and facilitates learning and teaching events and organizes many team development workshops.
3	Director, Organizational Development, Office of Organizational Development	She works in the Office of Organizational Development. This Office provides a range of professional development programs and services. The Office coordinates training by various units, provides advice and support in the development and implementation of staff development initiatives. A suite of programs is provided in the Office that helps to build management, leadership and professional capabilities.
4	Director, Teaching Development Unit	She is the Director of the Teaching Development Unit which is an academic development and E-learning service unit. She is in charge of developing strategic plan to support implementation of learning and teaching initiatives,

		providing overall leadership for academic development, fostering strong collaborative partnership with schools on teaching development projects, overseeing the development and delivery of formal induction programs for academics. She also used to get involved in a research named "Leading Professional Development for Sessional Staff".
5	Former academic developer, Teaching and Learning Centre	She participated in the implementation of leadership development programs for Academic and Course Coordinators. She also gets involved in leadership development frameworks in Australia, the USA and the UK with special focus on emotional intelligence and women in leadership.
6	Leader, Academic Development Unit (acting), Teaching and Learning Centre	She implemented the Certificate in Academic Leadership for Discipline Conveners and Course Coordinators which has a focus on quality teaching and learning practices and leadership in the HE context. She is currently the Project Coordinator for the Promoting Excellence Initiative which seeks to embed sustainable practices around teaching and learning practice and research in HE to deliver improved outcomes for staff.

3.5. Data

3.5.1. Data Collection Tool

Quantitative data

Questionnaires for the surveys were designed to obtain attitudes and opinions of Rectors, Vice-Rectors and academic staff about academic staff development needs (Bexley, et al., 2011; Diaz, et al., 2010). Almost all items were labeled using a five-point Likert scale.

The Rectors' Questionnaire had 53 items to explore information about:

- The social-demographic profile (e.g.: age, gender, working experience in higher education, and experience in their current position);
- Ranking importance of organizational activities (e.g.: financial management, administrative activities, academic development, student exchange);
- The level of satisfaction(e.g.: with infrastructure, the culture of the institution, and leadership and management);
- The importance of generic competencies for academics (e.g.: time management, learning guidance, use of IT, verbal communication, a sense of ethics, and research skills);
- The importance of different ways to improve the quality of academics (e.g.: improving teaching quality, finding more time for research, further study for a masters or doctoral degree, attendance at international conferences, and improving foreign language skills).

The academics questionnaire had 94 items, (39 of which were common to the questionnaire for Rectors in order to allow comparison of the same selected issues in both surveys). Items in the questionnaires for academic staff elicited the following information:

- The social-demographic profile of the academics (e.g.: gender, type of institution, academic title, working experience in higher education, highest qualification);
- Perceived importance of different aspects of academic life (e.g.: status of the academic profession, autonomy, and income);
- Rating of various aspects of teaching and research (e.g.: class size, information technology-based teaching, research grants, time available for research, access to international research);
- Level of satisfaction with their institution (e.g.: criteria for promotion, the culture of the institution, quality of teaching resources, and opportunities to attend national and international conferences);
- Level of usefulness of various training options (e.g.: general qualifications, higher degrees, an award course specifically in university teaching, short courses);

- The numbers of articles published (e.g.: in national academic journals, and international journals);
- The importance of generic competencies (e.g.: time management, learning guidance, use of information technology, verbal communication);
- The importance of improving teaching and research skills (e.g.: finding more time for research, raising the publication profile, improving work/life balance, improving foreign language skills, participating in training in research skills and methods).

Qualitative data

The results from the surveys in Vietnam suggest a number of good practices in professional development, particularly in teaching, research and publishing which could be of value to Australian academic staff and need to be explored. An interview guide was prepared based partly on the results of the surveys in Vietnam. After this, information about academic staff development in the three Australian universities was explored through official websites. Unique activities and projects in academic staff development in each university were noted. Then, the other three interview strategies were developed which included both general questions and specific questions appropriate to each university.

3.5.2. Data Collection Process

Quantitative Data

The data collection commenced with a pilot study, which consisted of two steps. Questionnaires were firstly sent to three experts who worked in the assessment and accreditation field. The academic staff questionnaire was then sent to thirty academic staff in the Vietnamese universities. The Rectors and Vice-Rectors" questionnaire was sent to four Rectors and four Vice-Rectors. Some of the translated language was refined as a result of the pilot process.

Questionnaires were then distributed to 240 academic staff in the six HE institutions in order to find out which skills academic staff immediately needed help with, and what kind of academic support they preferred in order to upgrade their professional skills. The upgrading, in this case, was expected to be a holistic and sustainable development, not only short-term,

98

and not only in teaching skills but also in life-long learning, including research skills as well as personal and interpersonal skills. The response rate for this survey was 98%.

Another questionnaire, with 39 questions common to the questionnaire for academic staff, was distributed to 200 Rectors and Vice-Rectors who participated in the training course. This questionnaire was sent a second time to these 200 Rectors and Vice-Rectors again asking for those who had not completed the questionnaire to complete it and to send it to the researcher by email. A follow-up questionnaire was then sent to the Rectors and Vice-Rectors, again along with the official letter, with the signature of the principal supervisor, who was also a lecturer in the training course for Rectors and Vice-Rectors in Vietnam, asking them to return the questionnaire if they had not done so. The response rate for this survey was 82%.

Qualitative data

An historical and documentary resources approach was employed for collecting data on academic staff development in the three universities in Australia. It is expected that "the ability of history to employ the past to predict the future, and to use the present to explain the past, gives it a dual and unique quality which makes it especially useful for all sorts of study and research" (Cohen, et al., 2007, p. 191). These case studies looked at best practices in Australian HE institutions in the last few years with the expectation that appropriate experiences can be applied to HE institutions in Vietnam. Hill and Kerber (1967) valued the historical research for the following reasons:

- It enables solutions to contemporary problems to be sought in the past.
- It throws light on the present and future trends.
- It stresses the relative importance and the effects of the various interactions that are to be found within all cultures.
- It allows for the revaluation of data in relation to selected hypotheses, theories and generalizations that are presently held about the past.

As Australia has a modern and prestigious HE system, the historical research of these universities can help us to understand how the present situation in these institutions has come about. The philosophy, and the success as well as the lack of success of each university can guide the evolution of their educational practices and theories.

Data were collected from official websites and from the academic developers in each university as well from documents and records that the academic developers provided. The

researcher was aware that the collected information may have been inadequate because the resources of information were personal experiences. In addition, information from websites had been written for other purposes and an audience other than the researcher. Hence, the researcher paid much attention to the reliability and validity of the information. The information from the websites of the universities was triangulated with other official websites, such as the Australian Government, the Department of Education, Employment and Workforce Relations.

Based on information about academic staff development from websites and other documents, the interview guide was modified appropriately for each university. Consent forms and information sheets about the research, and interview guides were sent to the interviewees before the interviews. All interviews were recorded with the agreement of the interviewees.

3.5.3. Data Management and Analysis

Quantitative data

Data from the surveys in Vietnam were entered on data sheets using SPSS software.

For the surveys in Vietnam, the analysis included univariate, bivariate and multivariate methods. The bivariate analysis explored the correlations between different aspects of academic life, and the preferred type of support for academic development as judged by Rectors and Vice-Rectors and by academics. Multivariate analysis was employed to identify variables that were independently associated with selected outcomes. For example, for the selected outcome of the work and life balance of academics, the independent variables were satisfaction with salary, workload, and opportunity for promotion. Analysis of variance (ANOVA) was used to compare scores on variables such as the importance of academic staff development from the view of Rectors and Vice-Rectors from both public and private HE institutions.

Analysis also included many descriptive items which used a Likert scale. The measurement scale went from 1 (don't value at all, or strongly disagree, or not satisfied, or not useful at all, or not at all important) to 5 (value highly, or strongly agree, or very satisfied, or very useful, or very important). In the interpretation of the measurements, the following interpretative scale was applied:

Mean ‹ 2.5   : Low valuation of the item

Mean between 2.5 and 3.5   : Average valuation of the item

Mean › 3.5   : High valuation of the item

Qualitative data

Interviews with six academic staff developers, two from each of the three   Australian universities were recorded by voice memos on an iPhone. The voice memos were stored on the iPhone and in one computer. M4a to MP3 converter software was employed to convert the six voice memos into MP3 files. These MP3 files were opened using software named F4. This software made the transcribing process more convenient. It is designed to pause, move forward, backward or stop easily. The researcher can also adjust the playing speed, insert a timestamp, spool intervals in seconds and save the transcription into word files. Transcriptions from six interviews were important resources for the researcher to search for the themes that related to the study.

3.6. Conclusions

In this chapter, the researcher explored in detail methods for data collection and analysis. For the survey in Vietnam, the questionnaire was used to collect data from academic staff and Rectors and Vice-Rectors. The data were kept and analyzed using SPSS software. For the case studies of three Australian universities, historical and documentary sources and semi-structured interviews were employed. The documentary material was from university websites, government departments and agencies, and professional associations. In the next chapter, the researcher will present data collected from two surveys in Vietnam using the methods described in this chapter.

CHAPTER 4: REPORT FROM THE SURVEYS IN VIETNAM

This chapter includes a description of the selected demographic characteristics of academic staff and Rectors and Vice-Rectors in Vietnamese HE institutions. There were analysis of their attitudes towards teaching, learning, publishing and some other aspects of their work in HE institutions. Comparison in attitudes between academic staff and Rectors and Vice-Rectors is included. The data are set out in the following three sections based on the results of the two surveys in Vietnam:

Section 4.1: selected demographic characteristics and attitudes of academic staff.

Section 4.2: selected demographic characteristics and attitudes of Rectors and Vice-Rectors.

Section 4.3: comparison of selected common issues investigated in both the surveys.

4.1. Academic Staff

The selected characteristics investigated in the survey with academic staff included demographic information, attitudes on teaching, research, publishing and other aspects of working in HE institutions.

4.1.1. Demographic Characteristics

Out of the 240 academic staff targeted for the survey, 235 responded to the survey questionnaire, giving a response rate of 98%. More than half of the respondents (57.7%) were male and 42.3% were female. The majority of academic staff (81.4%) in the survey were lecturers. Of the other respondents, 8.4% were senior lecturers, 9.3% assistant lecturers and 0.9% professors. The survey identified academic staff with various teaching experience in HE from less than 1 year (15.9%), 1 to 3 years (30.3%), more than 3 years to 6 years (27.3%), more than 6 years up to 10 years (15%), and more than 10 years (11.5%).

More than half of the respondents (54.8%) held a bachelor"s degree, 41.2% held a master"s degree and 0.9% of academic staff held some other degree. A very small percentage held a PhD qualification (3.1%). The majority of academic staff (87.9%) were trained in Vietnamese universities. Only 12.1% of academic staff had taken at least one qualification

overseas. Academic staff's selected demographic characteristics are shown in Table A3 in Appendix 3.

4.1.2. Missing Value Analysis

Missing value analysis was carried out with all items in the questionnaires for academic staff. There was only one value having missing value at 7.2%. The number of articles published in national and international academic journals and the number of national and international conferences that academic staff attended had the highest missing values, namely, 10.6% 15.7%, 15.7% and 21.3%, respectively. All of the others had missing values under 5%. The footnote of the correlation matrix among the continuously measured reports the little MCAR (Missing completely at random) test with p = 0.398. A correlation matrix was produced by first estimating the values for missing data using what is called „expectation maximization" (EM) and the little MCAR test which "evaluates the likelihood that the data in the matrix are MCAR" (Cooksey, 2007). In this case, (p =0.398› 0.05), that is, it was not significant. Hence, even when the missing values in the above four items were unusually high, there was insufficient evidence in the data set to reject the assumption that data were missing completely at random. Consequently, it was safe to proceed with analysis without concern about the patterns of missing data. However, since the missing values of the number of articles published in national and international academic journals, and the number of national and international conferences that academic staff attended were unusually high in comparison with the other values, further analyses will be done in the next part about the attitude of academic staff to publishing. Missing value analysis for all items of the questionnaire for academic staff are provided in Table A4 in Appendix 4.

4.1.3. Attitudes towards Selected Aspects of Teaching

The survey investigated attitudes of academic staff towards different factors affecting their teaching activities. The factors included the quality of teaching resources, the importance of improving teaching skills, student expectations, class size, information technology-based teaching and the quality of professional development programs in teaching. Proportions of respondents with statements that relate to teaching activities in HE institution are provided in Table 4.1.

Table 4.1: Proportion of respondents with statements that relate to teaching activities in HE institutions

	Frequency	Valid percent
Academic staff's satisfaction with quality of teaching resources		
1 Not satisfied	3	1.3
2	26	11.4
3	95	41.6
4	87	38.2
5 Very satisfied	17	7.5
Total	228	100
Missing values	7	
Total	235	
Academic staff valued professional development program in teaching in HE institution		
1 Very poor	1	0.4
2	15	6.6
3	74	32.6
4	98	43.2
5 Very good	26	11.5
Do not have these programs	13	5.7
Total	227	100
Missing values	8	
Total	235	
Changing expectation of students are a concern for me		
1 Strongly disagree	0	0
2	1	0.4
3	24	10.5
4	80	35.1
5 Strongly agree	123	54
Total	228	100
Missing values	7	
Total	235	
My class sizes are manageable		
1 Strongly disagree	3	1.3

2	16	6.9
3	46	19.7
4	83	35.6
5 Strongly agree	85	36.5
Total	233	100
Missing values	2	
Total	235	

Academic staff valued the importance of improving teaching skills

1 Not important	0	0
2	1	0.4
3	15	6.6
4	74	32.7
5 Very important	136	60.3
Total	226	100
Missing values	9	
Total	235	

4.1.3.1. Teaching Resources and Teaching Skills

The quality of teaching resources in general was valued at level 3 by 41.6% of academic staff. Over one third of academic staff (38.2%) was satisfied (level 4) with the quality of teaching resources and just 1.3% of them were not satisfied (level 5).

More than half of academic staff (60.3%) rated the importance of improving their teaching skills at level 5 and 32.7% of them reported this at level4 (Table 4.1).

4.1.3.2. Students' Expectations, Class Size and Information Technology-Based Teaching

More than half of academic staff (54%) strongly agreed (level 5) that the changing expectations of students were a concern for them and 35.1% of academic staff reported this at level 4. More than a quarter of academics (36.5%) reported that they strongly agreed (level 5) that their class sizes were manageable and 35.6% of academic staff reported that they agreed at level 4.

Unlike the consensus with regard to the matter of class size, academic staff opinion about information technology based-teaching was divided. The vast majority of academic staff (82%) strongly agreed (level 5) that information technology-based teaching consumed too much of their time, and 13.7 % of academic staff supported this by rating it at level 4. However, up to 19.7% of academic staff strongly disagreed (level 1) that information technology-based teaching consumed too much of their time and up to 25.8% of academic staff supported this statement by ranking it at level 2. An ANOVA test was carried out to see the difference between groups of academic staff with regard to information technology-based teaching. Data indicated that assistant lecturers were the most comfortable with information technology-based teaching (mean = 2.8), while professors were the least comfortable (mean = 2.5). The post-hoc tests (Turkey HSD) showed that the mean for professors was not significantly different to that for all lecturers *(p›0.05)*, senior lecturers *(p›0.05)* and assistant lecturers *(p›0.05)*.

Academic staff were also asked to report on their satisfaction with the quality of professional development programs in teaching. The quality of professional development programs in teaching was reported at level 5 by 11.5% of academic staff. The mean (= 3.75) suggests that academic staff were satisfied with these programs. Tables in the ANOVA test, including test of homogeneity and post-hoc test to see the different responses between groups of academic staff to the statement "information technology-based teaching consumes too much of my time" are provided in Table A5 in Appendix 5.

4.1.4. Attitudes towards Selected Aspects of Research activities

The survey investigated attitudes of academic staff towards different factors affecting their research activities. The factors considered for the survey were relevant to the Vietnamese context and they were research skill training, freedom to pursue research, and support for research activities. The support for research activities included time for research, internal support for research and the availability of access to international academic journals. Proportion of academic staff responded to different statements relating to research activities are placed in table A6 in Appendix 6.

4.1.4.1. Research Skills Training and Freedom to Pursue Research

More than a quarter of academic staff (35.2%) did not receive any training in research skills and methods, while 26% reported that they received training in research more than two years previously. Training opportunities for academic staff, as mentioned in the literature review, can be provided by MOET, projects, the World Bank, and non-government organizations, but most are from the HE institutions. Nevertheless, 6.3% of academic staff reported that their institutions did not have research training programs and 3.5% reported that these programs were very poor.

Less than a quarter of academic staff (22.8%) strongly agreed (level 5) that they felt freedom in pursuing research. The agreement was supported by 26.7% of academic staff who reported their agreement at level 4. This was slightly lower than the percentage of academic staff who reported their agreement at level 3 (27.2%).

4.1.4.2. Support for Research Activities

Each academic staff member was asked to indicate the level of satisfaction that they placed on various aspects that support their research activities including time for research, internal support for research as well as access to international academic journals. Less than a quarter of academic staff (10.3%) strongly disagreed (level 1) with the statement "I have enough time for research",18.3% of them strongly disagreed (level 1) that they have enough internal support and 20.8% of academic staff strongly disagreed (level 1) with the statement that "I can access international academic journals".

4.1.5. Attitudes towards Publishing

The number of national and international conferences that academic staff participated in the previous two years was included in this part, since it was considered relevant to publishing research activities. Nearly three quarters of academic staff (74.3%) did not publish any articles in national academic journals. In international academic journals, there were only three academic staff (1.5%) who published one article and up to 98.5% did not have any published articles. Nearly three quarters of academic staff (70.2%) did not attend any national conferences and 84.9% did not attend any international conferences. In addition to the very

low number of articles and conferences, the missing values of these items were unusually high in comparison with the other values. These missing values were noticed in the above missing value analysis. The number of articles that academic staff published and number of conference that they attended in the previous two years are provided in Table A7.1 in Appendix 7.

Another missing value analysis was rerun with four items: the number of articles published in national and international academic journals, and number of national and international conferences. Cross tabulation of categorical variables versus indicator variables was presented to see whether there were differences in missing values among categories and what the reasons for that unusually high number of missing values may be.

The analysis suggests that the number of missing values in the indicator variables did not appear to vary much between gender categories. Whether academic staff were male or female did not seem to affect whether data were missing for any of the quantitative variables. For example, 91.7% of female academic staff reported the number of articles in national academic journals, and 90.8% of male academic staff reported the same variable. The difference was minimal and likely due to chance.

The cross tabulation for university and college suggested that there were major differences between academic staff in universities and colleges. Academic staff who taught in universities were much more likely to report their number of articles and conferences compared to academic staff who taught in colleges. More than three quarters of academic staff (92.2%) in universities reported their number of articles in international academic journal, while 77.1% academic staff in colleges reported this. More than three quarters of academic staff (87.8%) in universities reported number of international conferences, while the percentage of academic staff in colleges who reported was 70.3%.

There was also a drastic difference between academic staff who taught in public and non-public institutions. Those academic staff who taught in a public institutions were much less likely to report their articles and conferences compared to those academic staff who taught in a non-public institutions. For example, only 68.1% of the academic staff in public institutions reported on international conferences, while the percentage of academic staff who taught in non-public institutions who reported on this item was 85.5%.

A discrepancy was apparent with regard to academic title. Academic staff who had the title of professor were much less likely to report their national and international conferences and articles in international academic journals compared to academic staff who had senior lecturer, lecturer and assistant lecturer titles. For example, only a half of academic staff with the title of professor reported the number of articles in international academic journals, while 89.5% of senior lecturers, 85.4% of lecturers and 85.7% of assistant lecturers reported on this item.

Academic staff who had between 6 and 10 years and more than 10 years of experience in teaching reported on the number of national and international articles and national conferences in much greater numbers than those academic staff who had less than a year of teaching experience.

Another discrepancy was apparent for qualifications. For academic staff with bachelor"s and master"s degrees, the response for the number of articles published and conferences attended was more likely to be missing than was the case for academic staff with PhDs or other degrees. All academic staff with PhDs or other degrees reported the number of national conferences they had attended. On the other hand, more than three quarters of academic staff (88.3%) with master"s degrees reported on the number of national conferences attended. The number was even lower for academic staff with bachelor"s degrees.

Whether or not academic staff obtained an overseas qualification did not seem to affect the data missing on number of national conferences attended. A discrepancy was apparent for the number of national and international articles published and number of international conferences attended. Information was missing more often for academic staff who did not have an overseas qualification than for academic staff who did. Although this discrepancy could be due to chance, it seems unlikely.

In the missing value analysis for these four items, the cross tabulation suggested that there were differences in missing values among 5 out of 7 categories. In detail, except gender and academic staff who took a qualification overseas or not, the others 5 variables, including university or college, type of institution, academic title, year of experience in teaching and qualification, revealed differences in missing values. These four items did not appear to be missing completely at random. The patterns of missing data were explored further by looking

at the results of Little"s MCAR test appear in footnote go EM (expectation maximization) estimate table. When the pattern of missing values did not depend on the data value, then the null hypothesis for Little"s MCAR test was that the data were missing completely at random. In this analysis for four items, the significance value was less than 0.05 (P = 0.000). The conclusion can be drawn that data for these four items were not missing completely at random.

These missing values can be replaced with an estimate by estimating means, standard deviations, covariance, and correlations using list wise, pair wise, expectation maximization or regression methods. Nevertheless, it was only these four items that were not missing completely at random. Missing values analysis from the beginning with all items of the data confirmed that missing values for the whole data set were completely at random and that it was reasonable to proceed with most analysis without worrying about the patterns of missing data. Hence, there was no replacement for these four items. The number of articles in national and international academic journals was found in a formal national statistic. Until then, there had been no national statistic for the number of national and international conferences that academic staff attended. This statistic could not be found formally from MOET nor even in each HE institution. Since statistics are an important part of reporting about the achievements of academic staff, there is a recommendation from this research that HE institutions record details of their academic staff"s participation in activities. It is expected that the method described above is an appropriate method for dealing with missing values as "any decision you make is likely to be the best of a bad lot" (Manning & Munro, 2007).

However, the question arises from this result was as to why academic staff felt uncomfortable in reporting the number of published articles and number of conferences that they attended. The procedure of data collection as well as the questionnaire were reviewed. As described in the above data collection section, questionnaires were distributed to 240 academic staff of six HE institutions in the North, the Middle and the South of Vietnam. Academic staff had one day to complete the question. Participation in this survey was strictly voluntary and anonymous. Participants were assured that all answers were to be kept confidential to the researcher and her supervisors. In addition, questionnaire was formatted onto one page to avoid missing information due to not turning the page over. It took around 30 minutes to complete the questions. A five-point Liker scale was used so that participants did not have to

spend a lot of time on their answers. Hence, there was no evidence that data were missing because of the data collection procedures or questionnaire design.

Cross tabulation of qualification, year of experience in teaching in HE institutions, academic title, university or college, and type of institution versus the four indicator variables, namely, number of articles that academic staff published in national and international academic journals, and number of national and international conferences that they had attended in the previous two years are provided in Table A.7.2 in Appendix 7.

4.1.6. Attitudes and Preferences towards Selected Aspects of Working in Higher Education Institutions

There are many other factors that drive academic staff towards working in a university. The survey sought to investigate attitudes of academic staff towards factors affecting their choice of work in an HE institution. The factors considered for the survey were applicable to the Vietnamese context; they were working conditions, academic life, types of training, professional support and some generic competencies. Proportion of academic staff responded to statements that relate to work condition are provided in Table 4.2. The detail discussion for each mentioned factor was presented in the following sections.

Table 4.2: Proportion of academic staff responded to statements that relate to work conditions

	Frequency	Valid percent
I undertake an unreasonable amount of administrative work		
1 Strongly disagree	58	24.9
2	49	21
3	60	25.7
4	43	18.5
5 Strongly agree	23	9.9
Total	233	100
Missing values	2	
Total	235	
I can see career or promotion opportunities for me		
1 Strongly disagree	25	10.8
2	63	27.3
3	66	28.6

4	61	26.4
5 Strongly agree	16	6.9
Total	231	100
Missing values	4	
Total	235	

I am satisfied with my level of income from my institution

1 Strongly disagree	39	16.7
2	72	30.9
3	81	34.8
4	38	16.3
5 Strongly agree	3	1.3
Total	233	100
Missing values	2	
Total	235	

My overall workload is reasonable and manageable

1 Strongly disagree	10	4.3
2	21	9
3	70	30
4	90	38.7
5 Strongly agree	42	18
Total	233	100
Missing values	2	
Total	235	

Academic staff's satisfaction with criteria of promotion

1 Not satisfied	8	3.5
2	29	12.7
3	87	38.2
4	81	35.5
5 Very satisfied	23	10.1
Total	228	100
Missing values	7	
Total	235	

Academic staff's satisfaction with the culture of the institution

1 Not satisfied	2	0.9
2	17	7.5
3	71	31.1
4	103	45.1
5 Very satisfied	35	15.4
Total	228	100

	Missing values	7	
	Total	235	
Academic staff's satisfaction with opportunities for national conference attendance			
	1 Not satisfied	31	13.5
	2	60	26.2
	3	70	30.6
	4	55	24
	5 Very satisfied	13	5.7
	Total	229	100
	Missing values	6	
	Total	235	
Academic staff's satisfaction with opportunities for international conference attendance			
	1 Not satisfied	61	26.5
	2	61	26.5
	3	66	28.8
	4	35	15.2
	5 Very satisfied	7	3
	Total	230	100
	Missing values	5	
	Total	235	
Do you have your own office?			
	Yes	20	9.2
	No	198	90.8
	Total	218	100
	Missing values	17	
	Total	235	
Overall, I have a good work/life balance			
	1 Strongly disagree	12	5.2
	2	22	9.5
	3	76	32.9
	4	87	37.7
	5 Strongly agree	34	14.7
	Total	231	100
	Missing values	4	
	Total	235	

4.1.6.1. Working Conditions

The means in Table 4.3 do not suggest a great deal of positive sentiment regarding opportunities for academic staff to attend international conferences, level of income, and administrative work. Opportunities to attend or present in international conferences was a particular problem for academic staff with more than a quarter of responses (26.5%) reported at level 1 and 26.5% at level 2. Level of income was another problem with up to 16.7% reporting at level 1 and 30.9% at level 2 when responding to the proposition that "I am satisfied with my level of income from my institution" (Table 4.2). Administrative work was also an issue for academic staff with the third lowest mean in comparison to means of other work condition items. Within work conditions, an intrinsic aspect was valued most by academic staff and that was the culture of the institution.

 In addition, more than three quarters of academic staff (90.8%) reported that they did not have their own office while only 9.2% reported that they had an office (Table 4.2).

Table 4.3: The mean scores of valuing working conditions by academic staff

	N	Mean	Std. Deviation
The culture of the institution	228	3.6667	0.85686
Overall workload	233	3.5708	1.02360
Work/life balance	231	3.4719	1.02484
Promotion criteria	228	3.3596	0.94917
Promotion opportunities	231	2.9134	1.11564
Opportunities for national conference attendance	229	2.8210	1.11540
Unreasonable amount of administrative work	233	2.6738	1.29856
Salary	233	2.5451	0.99520
Opportunities for international conference attendance	230	2.4174	1.12520
Valid N (listwise)	208		

4.1.6.2. Academic Life

Academic staff were asked to indicate the valuation that they placed on ten particular aspects of academic life. The mean scores from Table 4.4 suggested that the three aspects of academic life that academic staff valued most were passion for teaching and working with students (M=4.3147), the status of the academic profession (M=4.3047) and opportunities to

114

contribute to developing new knowledge (M=4.1688). Good or satisfactory income was valued lowest among aspects of academic life.

Table 4.4: The mean scores of valuing selected aspects of academic life by academic staff

	N	Mean	Std. Deviation
Passion for teaching and working with students	232	4.3147	.76738
Status of the academic profession	233	4.3047	.74094
Opportunities to contribute to developing new knowledge	231	4.1688	.77576
Autonomy and control over working life	232	4.1164	.70820
Chance to work in a supportive and collegial environment	232	3.8190	.93141
Opportunities for productive community engagement	231	3.6797	.86551
Opportunities to research, write and publish	231	3.5281	1.02907
Opportunities to supervise research students	231	3.2641	1.12461
Opportunities to engage in consulting	231	3.1169	1.05880
Good or satisfactory income	230	2.7174	1.01652
Valid N (listwise)	210		

4.1.6.3. Preferred Training Types

Academic staff in the survey were asked to report on the usefulness of eight types of training. Studying for a higher degree (master"s or PhD) was placed as the most useful type of training (M=4.91), followed by suggestions and advice from senior colleagues (M=4.63) and reading books and journals on modern teaching and learning approaches and methodologies (M=4.61) (Table 4.5).

Table 4.5: The mean scores of valuing training types by academic staff

	N	Mean	Std. Deviation
A general qualification (BA)	226	4.2035	1.31426
A short course covering a number of aspects of teaching	228	4.4868	.88790
A short course on a single facet of teaching (assessment, online learning)	229	4.5153	.98941
An award course specifically in university teaching	227	4.5198	.90881
Invitations to observe the teaching of senior colleagues	231	4.5541	.87743
Reading books or journals on modern teaching and learning approaches	230	4.6130	.77223

	N	Mean	Std. Deviation
and methodologies			
Suggestions and advice from senior colleagues	231	4.6494	.74774
Studying for a Higher Degree (master's or PhD)	228	4.9167	.81131
Valid N (listwise)	208		

4.1.6.4. Preferred Professional Supports

The mean scores in Table 4.6 suggested that the most important type of professional support from an academic staff point of view was short training courses (M=3.91). The importance of discipline-based groups and mentoring were placed second and third (M=3.8 and M=3.7), respectively.

Table 4.6: The scores of valuing professional supports by academic staff

	N	Minimum	Maximum	Mean	Std. Deviation
On-call	230	1.00	5.00	2.9261	1.01462
Annual performance review	230	1.00	5.00	3.4304	1.10652
Online course	229	1.00	5.00	3.4323	.97378
Printed manuals	229	1.00	5.00	3.6507	.94138
Web of researchers	230	1.00	5.00	3.6870	.95639
Online manuals	230	1.00	5.00	3.6913	.87439
Mentoring (one-to-one)	226	1.00	5.00	3.7832	.90031
Discipline-based groups	228	1.00	5.00	3.8684	.80212
Valid N (listwise)	214				

4.1.6.5. Preferred Generic Competencies

The mean scores in Table 4.7 suggest that in general, academic staff highly value all the generic skills (the lowest mean = 3.9). Learning guidance was the most highly valued competence (M=4.4). Project management skills (M=3.91), research skills (M=3.92) and written communication (M=3.94) were valued least.

Table 4.7: The scores of valuing generic competencies by academic staff

	N	Minimum	Maximum	Mean	Std. Deviation
Learning guidance	229	3.00	5.00	4.4934	.68582
Creativity and innovation	228	2.00	5.00	4.4868	.69915
Verbal communication	229	2.00	5.00	4.4629	.70379
Problem solving	225	3.00	5.00	4.4400	.65274
Use of databases	227	3.00	5.00	4.4273	.67033
Planning	224	3.00	5.00	4.4062	.70879
Self-motivation	229	2.00	5.00	4.3974	.71586
Good command of foreign language	227	2.00	5.00	4.3965	.80462
A sense of ethics	228	2.00	5.00	4.3640	.78191
Stamina and ability to adapt to surroundings	226	2.00	5.00	4.3274	.73566
Quality control	228	2.00	5.00	4.2675	.77026
Time management	225	1.00	5.00	4.2622	.91008
Assessment methods	228	1.00	5.00	4.2588	.80124
Teamwork	229	2.00	5.00	4.2533	.74725
Decision making	231	2.00	5.00	4.2165	.76663
Use of IT	227	2.00	5.00	4.2070	.76791
Written communication	226	1.00	5.00	3.9425	.91955
Research skills	229	1.00	5.00	3.9214	.88997
Project management skills	227	1.00	5.00	3.9119	.90778
Valid N (listwise)	181				

4.2. Rectors and Vice-Rectors

The selected characteristics investigated in the survey of Rectors and Vice-Rectors were: selected demographic characteristics, attitudes on academic staff development, attitudes on researching, the satisfaction with some factors in HE institutions, attitudes on generic competencies for academic staff, and their views on different ways for improving quality of academic staff. Rectors and Vice-Rectors" selected demographic characteristics are provided in Table A8.1 in Appendix 8.

4.2.1. Demographic Characteristics

Another set of questionnaires was distributed to 200 Rectors and Vice-Rectors from universities and colleges in the North, the Middle and the South of Vietnam. The response rate for this survey was 82%.

The majority of the Rectors/Vice-Rectors were male (76.7%), with only 23.3% being female. More than three quarters of Rectors and Vice-Rectors (81%) worked in public HE institutions and the rest worked in non-public institutions. The majority of them had more than 10 years of experience working in the HE sector (78.2%). The experience of Rectors and Vice-Rectors in their current position was more than 5 years, 43.8%; from 2 years to 5 years 34.6%; and less than two years, 21.6%.

4.2.2. Attitude towards Academic Staff Development

Rectors and Vice-Rectors were asked to value the importance of many activities in their HE institutions. Among the many important activities, which included financial management, and enhancing international relations in research, they placed highest priority on academic staff development (M=4.94) (Table 4.8).

Table 4.8: The scores of valuing the importance of many activities in HE institutions by Rectors/Vice-Rectors

	N	Minimum	Maximum	Mean	Std. Deviation
Academic staff development	162	3.00	5.00	4.9444	.27864
Improving the quality of graduates	163	3.00	5.00	4.7730	.44860
Financial management	162	2.00	5.00	4.5370	.70613
Enhancing international relations in research	161	1.00	5.00	4.0807	.85129
Fundraising	162	2.00	5.00	3.8889	.91909
Administrative activities	160	1.00	5.00	3.8437	.78144
Enhancing international relations by student exchange	160	1.00	5.00	3.7125	.85699
Valid N (listwise)	158				

One way analysis of variance (ANOVA) was carried out with academic staff development as the dependent variable and type of institution (public or private) as the independent variable. This test was done to compare the views of Rectors and Vice-Rectors from public and private HE institutions on academic staff development.

Table 4.9: Comparison of scores of views of Rectors and Vice-Rectors from public and private institutions on academic staff development.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Rectors and Vice-Rectors from public institutions	132	4.9394	.29648	.02581	4.8883	4.9904
Rectors and Vice-Rectors from non-public institutions	29	4.9655	.18570	.03448	4.8949	5.0362
Total	161	4.9441	.27947	.02203	4.9006	4.9876

Levene"s test was not significant, F (1,159), p › 0.05. The assumption of homogeneity of variances was judged to have not been violated (Table 4.9). The F statistic has degree of freedom of 1 and 159. The overall F was not significant with p ›0.05. Rectors and Vice-Rectors from public HE institutions, M = 4.93, SD = 0.29, were found to display slightly lower mean ratings on academic staff development than did Rectors and Vice-Rectors from private HE institution, M =4.96, SD = .18.

Expanded tables in ANOVA test to see the difference between Rectors and Vice-Rectors from public and private HE institutions about academic staff development are provided in Table A8.2 in Appendix 8.

4.2.3. Attitudes towards Research

Rectors and Vice-Rectors thought that participating in training in research skills and methods was very important for academic staff. Nearly two quarters of Rectors and Vice-Rectors (37.2%) reported that it was very important (level 5), with a further 46.3% indicating the importance at level 4. Only 5.5% reported at level 2 and 11% at level 3.

4.2.4. Attitudes towards Selected Working Conditions in Higher Education Institutions

Rectors and Vice-Rectors were asked to think about their institution and indicate the extent to which they were satisfied with selected working conditions in their institution. The way teaching expertise is valued in academic recruitment (M= 4.1) had the highest satisfaction rating by Rectors and Vice-Rectors, while opportunities for international conference attendance by academic staff (M= 2.6) had the lowest (Table 4.10).

Table 4.10: The scores of satisfaction with selected working conditions in HE institutions by Rectors/Vice-Rector

	N	Minimum	Maximum	Mean	Std. Deviation
The way teaching expertise is valued in academic recruitment	157	2.00	5.00	4.1592	.79670
Leadership and management of the institution	163	1.00	5.00	3.8528	.91106
Culture of the institution	164	1.00	5.00	3.5488	.79342
Promotion criteria of academic staff	160	1.00	5.00	3.4063	.92006
Quality of teaching resources	162	1.00	5.00	3.3519	.84495
Opportunities for national conference attendance by academic staff	164	1.00	5.00	3.2622	1.03830
Infrastructure	164	1.00	5.00	3.1707	.97584
Opportunities for international conference attendance by academic staff	163	1.00	5.00	2.6933	1.16180
Valid N (listwise)	151				

4.2.5. Preferred Generic Competencies

Rectors and Vice-Rectors were asked to indicate the importance of some generic competencies of academic staff. From their point of view, learning guidance (M=4.62), creativity and innovation (M= 4.59) and research skills (M= 4.52) were the three most important competencies. They reported the lowest importance for project management skills (M= 3.7), time management (M= 3.8) and written communication skills (M= 3.9) (Table 4.11).

Table 4.11: The scores of valuing generic competencies by Rectors and Vice-Rectors

	N	Minimum	Maximum	Mean	Std. Deviation
Learning guidance	161	2.00	5.00	4.6211	.62193
Creativity and innovation	162	3.00	5.00	4.5926	.54094
Research skills	164	2.00	5.00	4.5244	.62121
Use of database	163	3.00	5.00	4.4601	.59052
Good command of foreign language	164	3.00	5.00	4.4329	.62789
Self-motivation	163	3.00	5.00	4.4110	.59556
Teamwork	164	3.00	5.00	4.4085	.59460
Use of IT	163	3.00	5.00	4.4049	.63477
Assessment methods	163	3.00	5.00	4.3865	.64142
Planning	163	3.00	5.00	4.3804	.65930
Quality control	164	3.00	5.00	4.3110	.67896
Verbal communication	163	1.00	5.00	4.2454	.74612
A sense of ethics	164	2.00	5.00	4.2317	.73140
Problem solving	164	2.00	5.00	4.2134	.70724
Stamina and ability to adapt to surroundings	163	2.00	5.00	4.0429	.74825
Decision making	161	1.00	5.00	3.9503	.78900
Written communication	161	2.00	5.00	3.9006	.67273
Time management	163	1.00	5.00	3.8160	.87658
Project management skills	162	1.00	5.00	3.7593	.76252
Valid N (listwise)	155				

4.2.6. Recommended Ways for Improving the Quality of Academic Staff

As a leader and manger of an HE institution, Rectors and Vice-Rectors were asked about different ways for improving the quality of academic staff. They reported that the most important way was improving foreign language competence (M= 4.59), followed by improving teaching quality (M= 4.58) and further study for a master˶s or doctoral degree (M=4.49) (Table 4.12).

Table 4.12: The scores of valuing different ways for improving the quality of academic staff by Rectors and Vice-Rectors

	N	Minimum	Maximum	Mean	Std. Deviation
Improving foreign language	162	3.00	5.00	4.5926	.56344
Improving teaching quality	163	3.00	5.00	4.5828	.62673
Further study for master''s or doctoral degree	163	2.00	5.00	4.4908	.62230
Finding more time for research	164	2.00	5.00	4.2500	.62046
Participating in training in research skills and methods	164	2.00	5.00	4.1524	.82592
Promotion based on teaching and research excellence	162	2.00	5.00	4.0000	.74767
Attending international conferences	162	2.00	5.00	4.0000	.78019
Attending national conferences	164	2.00	5.00	3.9634	.75851
Participating in short courses covering a number of aspects of teaching	163	2.00	5.00	3.9509	.84476
Participating in short courses on a single facet of teaching (assessment, online learning, learning style…)	162	2.00	5.00	3.9321	.85702
Improving work/life balance	162	1.00	5.00	3.8889	.72232
Raising publication profile	162	2.00	5.00	3.7654	.76038
Decreasing work hours	162	1.00	5.00	3.3148	.90870
Valid N (listwise)	157				

4.3. Comparison of Selected Attitudes between Academic Staff and Rectors and Vice-Rectors

As mentioned in the Methodology chapter, there were 39 items common to the two surveys with academic staff and Rectors/Vice-Rectors. These items enabled comparisons to be made between attitudes on teaching, research, generic competencies and leadership and management of both academic staff and Rectors/Vice-Rectors.

4.3.1. Teaching

Analysis of Variance (ANOVA) was carried out to compare the satisfaction of academic staff, and Rectors and Vice-Rectors about the quality of teaching resources and the importance of improving teaching skills.

Table 4.13: Comparison of scores of satisfaction of academic staff and Rectors and Vice-Rectors with quality of teaching resources and the importance of improving teaching skills

		N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Quality of teaching resources	Academic staff	228	3.3904	0.83497	3.2814	3.4993
	Rectors and Vice-Rectors	162	3.3519	0.84495	3.2208	3.4830
	Total	390	3.3744	0.83826	3.2909	3.4578
Improving teaching skills	Academic staff	226	4.5265	0.64063	4.4426	4.6105
	Rectors and Vice-Rectors	163	4.5828	0.62673	4.4859	4.6798
	Total	389	4.5501	0.63464	4.4869	4.6134

The test for homogeneity indicated that Levene tests for both of these two variables were not significant with F (1,388) and p=0.617 › 0.05 (for quality of teaching resource) and F (1,387) and p=0.466 ›0.05 (for improving teaching skills). Hence, it was reasonable to proceed with confidence.

A one-way analysis of variance was conducted with quality of teaching resources and improving teaching skills as the independent variables and academic staff, and Rectors and Vice-Rectors as the dependent variable. Levene‟s test was not significant, so the assumption of homogeneity of variances was judged to have not been violated. In the question about the quality of teaching resources, academic staff, M = 3.39, SD = 0.83, were found to display no significant mean of Rectors and Vice-Rectors, M = 3.35, SD = 0.84, p ›0.05. The same situation arose with the question about the importance of improving teaching skills. It can be said from this ANOVA test that both academic staff and Rectors and Vice-Rectors shared the same view about the quality of teaching as well as the importance of improving teaching skills (Table 4.13).

Expanded tables in an ANOVA test to compare attitudes of academic staff, and Rectors and Vice-Rectors on quality of teaching resources and the importance of improved teaching skills, and test of homogeneity of academic staff and Rectors and Vice-Rectors responded to quality of teaching resource and the importance of improve teaching skills are provided in Table A9.1 in Appendix 9.

4.3.2. Research

Academic staff, and Rectors and Vice-Rectors were asked to indicate the importance of 19 generic competencies of academic staff. Rectors and Vice-Rectors ranked research skills as the third most important generic competencies while academic staff only ranked it at the second of the two lowest important generic competencies.

4.3.3. Generic Competencies

Academic staff, and Rectors and Vice-Rectors were asked to indicate the importance of 19 generic competencies of academic staff. They shared the same view on the two most important generic competencies, which were learning guidance, and creating and innovation. Project management skills were regarded as being of lowest importance by both academic staff, and Rectors and Vice-Rectors.

4.3.4. Leadership and Management

The percentages of academic staff who were not satisfied with the leadership and management of the institution (responding at the two lowest levels, 1 and 2) were 4.8% and 10.9%, respectively. In comparison, the response levels indicated by Rectors and Vice-Rectors were around half the size (2.5% and 3.7%). Nearly one quarter of Rectors and Vice-Rectors (23.9%) were very satisfied with leadership and management, while the corresponding percentage for academic staff was only 8.7%.

A one-way analysis of variance was conducted with academic staff, and Rectors and Vice-Rectors as the independent variables; satisfaction with leadership and management of the institution was the dependent variable. Levene"s test was not significant, $F (1,391) = 3.1$, p › 0.05 so the homogeneity of variances was judged to have not been violated. It was thus reasonable to proceed with confidence. Academic staff, M = 3.36, SD = 0.95, were found to

display significantly lower mean ratings of satisfaction with leadership and management in the institution than Rectors and Vice-Rectors (M = 3.85, SD = 0.91, F = 25.78, p ‹ .05) (Table 4.14).

Table 4.14: Comparison of scores of satisfaction of academic staff and Rector/Vice-Rectors with leadership and management in institutions

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | |
					Lower Bound	Upper Bound
Academic staff	230	3.3652	0.95607	.06304	3.2410	3.4894
Rectors and Vice-Rectors	163	3.8528	0.91106	.07136	3.7118	3.9937
Total	393	3.5674	0.96688	.04877	3.4715	3.6633

It can be seen from this analysis that there were different degrees of satisfaction about leadership and management in the institution between academic staff, and Rectors and Vice-Rectors. Expanded tables in ANOVA test to compare attitudes of academic staff and Rectors and Vice-Rectors on leadership and management in HE institutions and the test of homogeneity of academic staff, and Rectors and Vice-Rectors responses to leadership and management in HE institutions are provided in Table A9.2 in Appendix 9.

4.4. Conclusions

In this chapter, findings were presented from the two surveys with academic staff, and Rectors and Vice-Rectors in Vietnam.

Key findings from the survey with academic staff are:

- Academic staff are quite comfortable in managing class size;
- There is no consensus in different groups of academic staff about information technology-based teaching;
- Academic staff strongly agreed that changing expectations of students are a major concern for them;

- Academic staff strongly support the importance of improving teaching skills.
- Academic staff are satisfied with their freedom to pursue research. However, they were not satisfied with the support they received for research, including time for research, internal support and the ability to access international academic journals. About one third of them reported that they have not received any training in research skills and methods. Participation in training in research skills and methods was another area which they did not value highly;
- The number of published articles and conferences attended reported in the survey was extremely low;
- Academic staff highly valued autonomy and control over their working lives;
- 90.8% of academic staff reported that they do not have their own office at work;
- Among 14 aspects of academic life, passion for teaching, and working with students is most valued by academic staff.

Key findings from survey with Rectors and Vice-Rectors are:

- Academic staff development was ranked as highest priority above the other six important activities in HE institutions;
- Research skills was ranked the third of the three most important among 19 generic competencies;
- Participating in training in research skills and methods was very important for academic staff.

Key findings from common questions in the two surveys are:

- Teaching is always the first priority for both academic staff, and Rectors and Vice-Rectors;
- There is no consensus between academic staff, and Rectors and Vice-Rectors about the importance of participating in training in research skills and methods;
- There is a major difference in satisfaction levels with leadership and management in HE institutions between academic staff, and Rectors and Vice-Rectors.

In the next three chapters, the researcher will present data collected from case studies with three Australian universities, UNE, UWS and RMIT.

CHAPTER 5: CASE STUDY, UNIVERSITY OF NEW ENGLAND

This chapter focuses on academic staff development activities within the University of New England. The University of New England was chosen for this case study since it has a known reputation for distance education, and has strengths in developing skills for academic staff in distance education. Its experience is helpful for Vietnamese HE institutions in developing academic skills related to distance education and information technology based-teaching.

5.1. Introduction

UNE‟s mission states that UNE is a regionally based, globally networked university that is renowned for the quality of its students experience and the excellence of this research specialization. UNE‟s values are to be formative, respectful, inclusive, flexible and innovative. UNE recognizes that its most important resource is people. Like all universities and HE providers, UNE is being asked to be significantly more productive and efficient, more active in developing its strengths in teaching, learning and research, and more able to operate competitively in an environment where flexibility, speed, quality and responsiveness to key stakeholders are vital to the University (UNE, 2010b).

At UNE, academic staff development opportunities are provided by a wide range of units including the Dixson Library, Facilities Management Services, the Information Technology Directorate, the Occupational Health and Safety Office, the Organizational Development Unit, the Research Services Directorate, and the Teaching and Learning Centre.
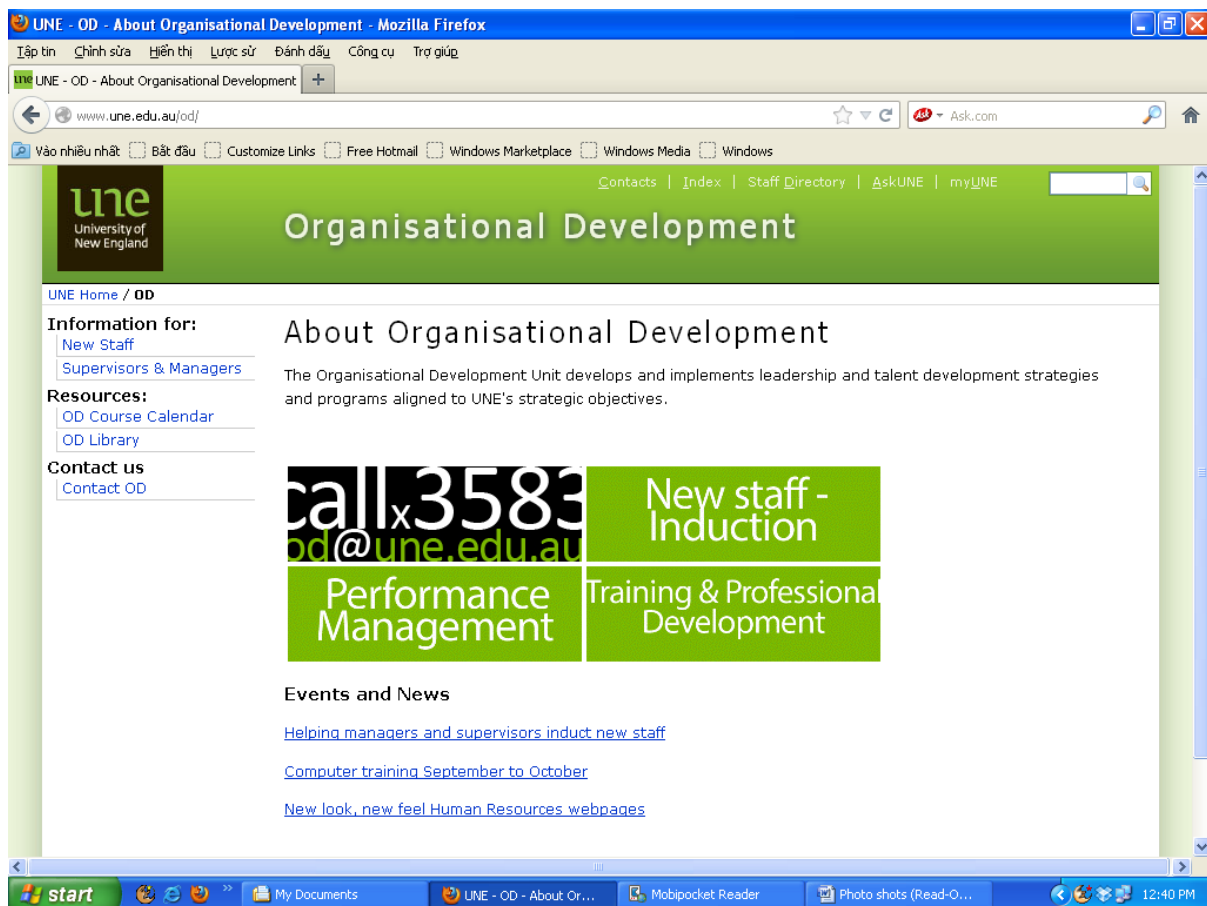
Figure 5.1: UNE Organizational Development Unit

Source: http://www.une.edu.au/od/

The Organizational Development Unit (Figure 5.1) is a part of the Human Resource Service Directorate. A number of methods are employed to develop, implement and monitor policies, and activities are arranged to assist individual staff effectively such as (UNE, 2012j):

- Providing advice on organizational development, change management and strategic planning strategies for managers and staff;
- Developing policy and implementation strategies for organizational issues affecting the way staff work;
- Developing, implementing and evaluating professional development policies, strategies and programs for academic and general staff; and
- Providing individual consultations for staff on issues relating to training and career development.

The Organizational Development Unit in the Teaching and Learning Centre offers many resources and activities to support staff development through (UNE, 2012a):

- A scholarly approach to teaching and learning through proactive and collaborative research, workshop programs, and group and individual development projects;
- High-quality course and unit development and delivery, with an emphasis on exploring and facilitating the choice and optimum use of appropriate technologies.

In UNE, many academic and educational development projects have been carried out to develop, both on a collaborative basis and working individually with staff in Schools across the University, attributes such as on accessibility and equity in online learning, online scenario-based development in Law and spoken communication on the multicultural campus. Accessibility and equity in online learning is a two-year project, which aims to explore the experiences of students from equity backgrounds of UNE"s online teaching environments. This project also aims to model best practices, policies and design tools for the delivery of education services to students from equity groups. Online, scenario-based development in Law is a project that takes a problem-based curriculum approach to online learning. This approach aims to find, understand and use information and the attitudes it engenders. This project helps students gain the skills that bring success in unit assessment as well as in work as professionals. Spoken communication on the multicultural campus is a project with the participation of over 100 staff, and 600 students who identified themselves as being of non-English speaking background, and UNE, as in many other universities in Australia, is a multicultural environment. The project focuses on the issue that multicultural communication can be a barrier to education (UNE, 2011a).

Since distance education is the strength as well as a high priority in UNE, research in distance education and improving skills for academic staff in distance teaching are the focus. „Navigating 21st century education: interactive and collaborative online learning" is another project that was designed to trial the incorporation of web-based interactive and collaborative media blogging in distance education units. Rich media blogs are considered part of assessment. A reflective journal approach and shared media resourcing are used in these blogs. With four pilot units, academic staff can trial a rich media model incorporating the latest information technology innovations. In addition, many multi and rich media projects combining video, audio and graphics have been used to create teaching and learning features in many units (UNE, 2010c). In a joint project with universities in Britain and Australia, an online resource named Epigeum was designed. Epigeum is a useful tool for academic staff, with self-paced development using online technologies to support teaching and learning. In designing learning materials, academic staff can seek support from the Teaching and

Learning Centre which maintains a set of Word templates that have been updated to bring their look and feel in line with the latest UNE branding. The culmination of many projects is the New England Educational Research Group which has been established in order to support UNE academic with an interest in leadership in their area of teaching (UNE, 2010c).

Academic staff who act as supervisor find the Postgraduate Research Portal very useful for them. The Postgraduate Research Portal includes information to support supervisors in term of issues, concerns and topic with regard to supervision. It is a useful resource for new supervisors (Figure 5.2).
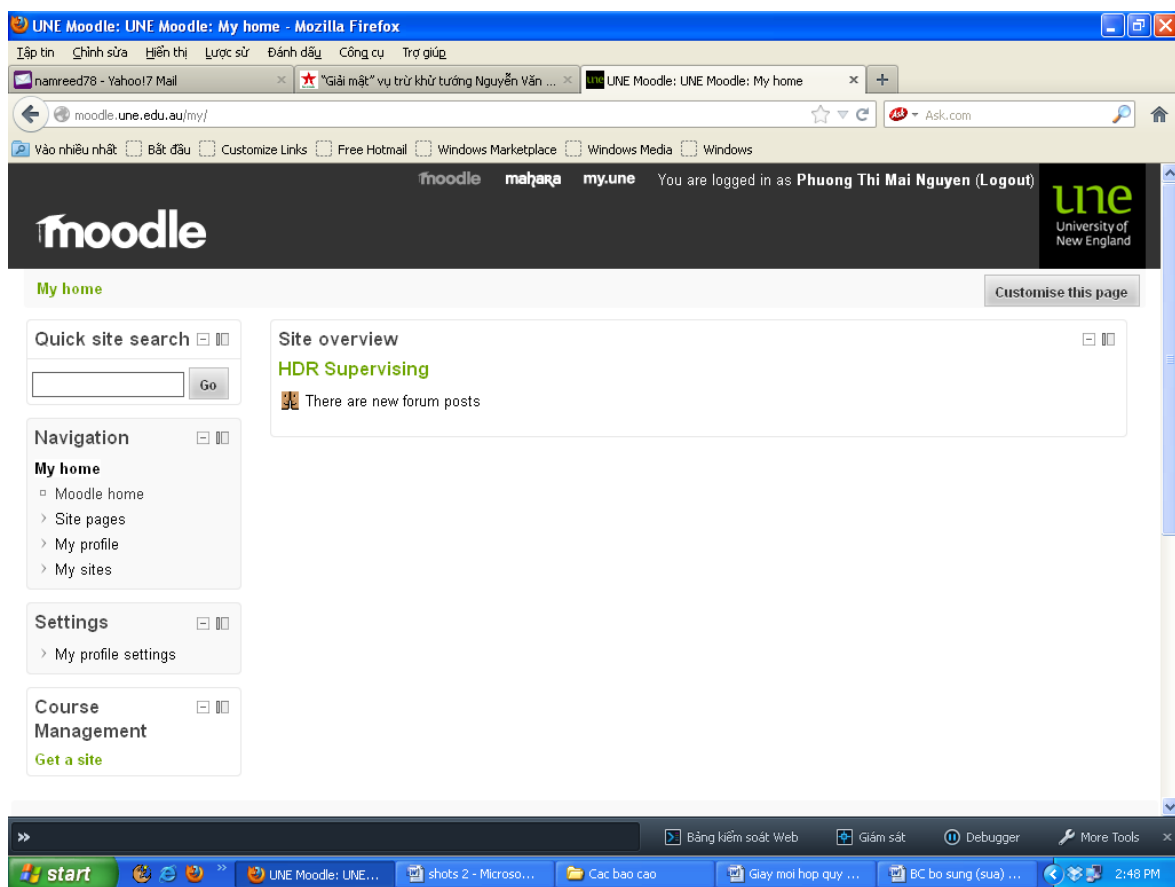
Figure 5.2: UNE Postgraduate Research Portal

Source: http://moodle.une.edu.au/my/

In 2006, a training needs analysis was carried out at UNE to answer three questions (UNE, 2006, p. 6):

- What training and development do you need to do your job even better?
- What training and development do you believe your colleagues and co-workers need?
- What are the key factors, if any, that inhibit you from participating in ongoing professional learning?

For the first two questions, the most common skill mentioned was training in general office information technology. The followed skills in time management, Excel, web design, communication, and technical and customer service. For the third question, the key factors inhibiting staff from participating in ongoing professional learning were time followed by workload. Staff also reported other factors that can inhibit them from ongoing professional learning including: scheduling of courses, courses being too long and family commitments. In addition, some reported that „management decides what‟s relevant for us‟ or „I have no self-confidence/don‟t like to ask‟ (UNE, 2006).

Although there are many staff development projects, some of which are described above, one academic developer felt that there was a need to pay more attention to academic staff development. She said:

> I think most universities and in particular the smaller ones like UNE would argue that they are handicapped by limited resources. So when money is cut, one of the first things to go out the door is professional development. And professional development is here (Figure 5.3). It is important but not urgent.

Important

Urgent ← → *Not urgent*

Not important
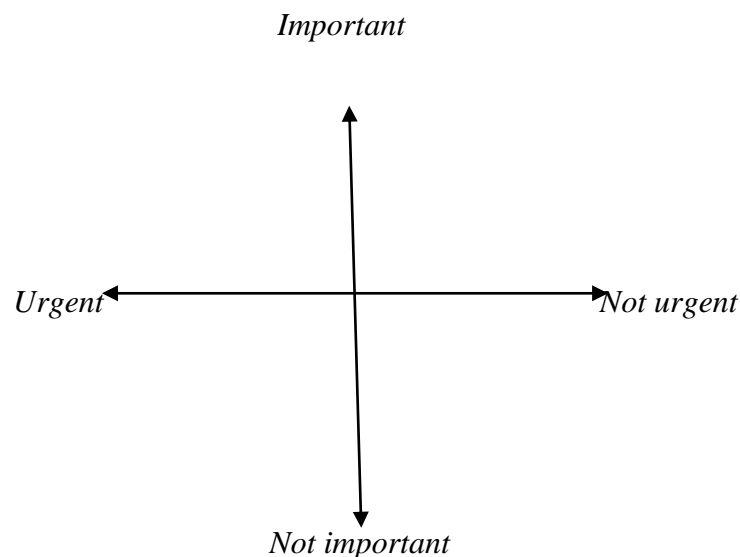
Figure 5.3: The importance of academic staff development in HE institution

So this is the context. Is this positioning the academics within the organization? Or is this facilitating the career? And then in facilitating the career, there are understanding the context of teaching and learning, and then the research component. Each of those requires different forms of professional developments (Former academic developer, Teaching and Learning Centre)

5.2. Academic Staff Development in Teaching

The Teaching and Learning Plan is one of the subsidiary plans to support UNE"s Strategic Plan. In the Teaching and Learning Plan, UNE stated that they have a multi-award winning commitment to excellence in teaching and learning. The priorities of the University are to enable staff to meet student and market needs, promoting, enabling and supporting innovative and scholarly approaches to teaching and learning and to ensure UNE has the capacity to efficiently and effectively support excellent teaching and learning and respond to wider market needs (UNE, 2011c).

The University has many resources to support academic staff in teaching and learning. The Academic Development Unit (Figure 5.4) offer a range seminars, workshops and hands-on tutorials on many aspects of teaching, such as teaching flexibly, teaching with technology, the Open2Learning resource site, the Teaching and Learning connection, media at the Teaching and Learning Centre, assessment in the round project, and online teaching support. "Teaching Flexibly at UNE" is a set of workshops that focus on more detailed and in-depth issues of teaching at university level than can be done in a single induction session (UNE, 2012n).
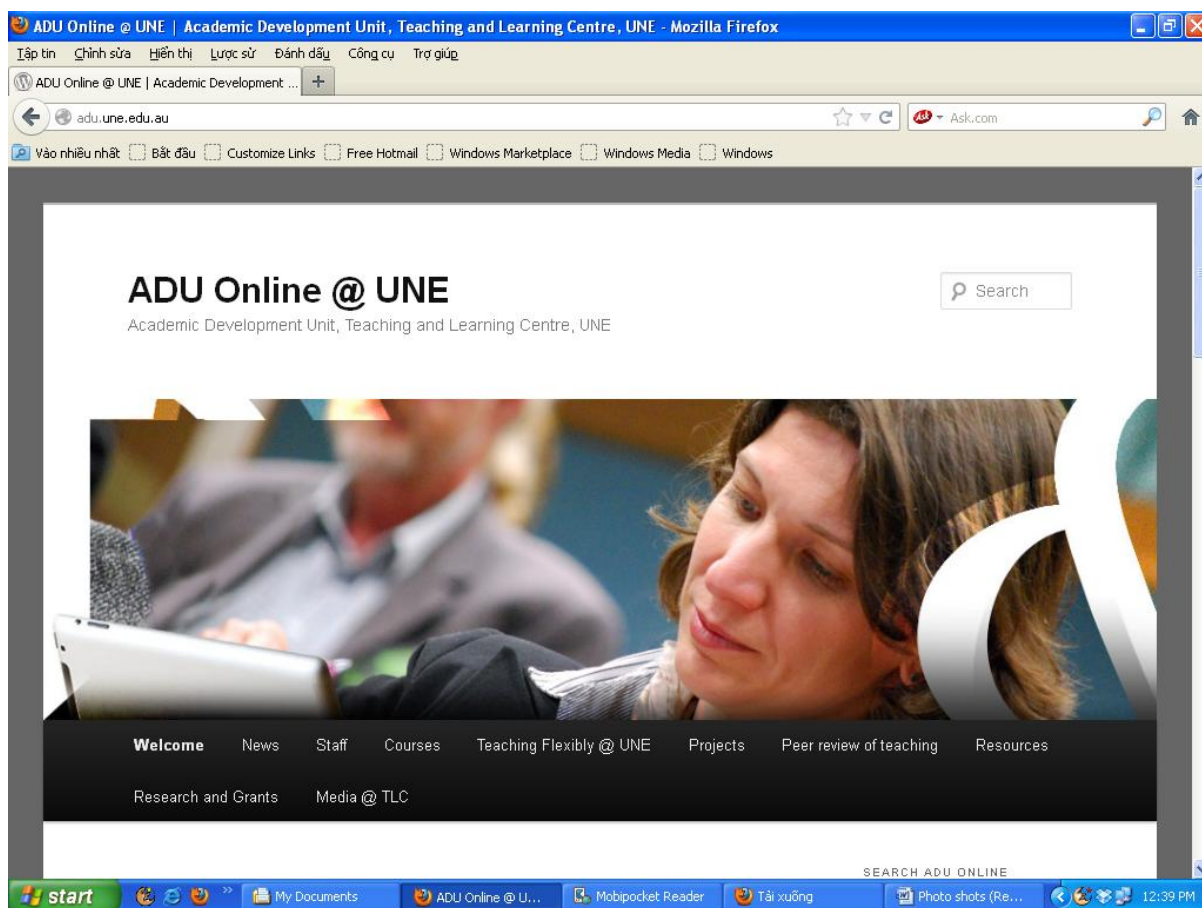
Figure 5.4: UNE Academic Development Unit

Source: http://adu.une.edu.au/

Information on teaching with technology is provided by the academic development team. Academic staff can seek help in training and developing skills in the use and management of UNE‟s main learning management system, procedure and pedagogy for creating and using online discussion forums, quizzes and rich media features. Individual consultations and development support, as well as discipline group support, are provided on request (UNE, 2012n).

All academic staff can access the Open2Learning online resource unit. Open2Learning modules link to many courses and workshops run by the Teaching and Learning Centre in the eLearning Commons. This unit provides academic staff with step-by-step instructions, resource links, discussion forums, screen-flow tutorials and software reviews (UNE, 2012n).

The Teaching and Learning Connection is the Teaching and Learning Centre blog. Workshops, news, events, development projects, project opportunities, information and resource links are provided in this blog (UNE, 2012b).

In the Teaching and Learning Centre, a wide range of media applications such as audio, video, graphic and multimedia design and development are provided for academic staff by the Academic Development Unit. Academic staff can request assistance with the use of audio, video, multimedia development and the production project associated with teaching from the Centre (UNE, 2012i).

"Assessment in the Round" is a program that provides academic staff with the opportunity to consider the basic concepts of assessment and fine-tune assessment design and management. The program includes an online forum and a face-to-face roundtable where academic staff can gain and grow ideas, share solutions and streamline assessment practice in order to manage workload. This program provides a series of workshops where academic staff can discover a holistic view of the assessment cycle. Individuals or groups of colleagues can work with a case relevant to their own discipline to reinvigorate their assessment thinking. The series of workshops include curriculum design and assessment, objectives and learning goals, standards and criteria for assessment practice, marking and feedback, and reflection and evaluation of learning outcomes. In addition, academic staff can gather information and develop skills in the application of formative and summative assessment through many sessions such as social media in education, podcasting in assessment, creating an online quiz, online collaborative spaces, marking up PDF files, e-submission and the plagiarism-checking software, Turnitin. Individual academic staff also can develop or reinvigorate teaching and learning assessment, plan curriculum, design assessment, create online teaching features and provide feedback with support from academic development staff at any stage of the development. Academic staff can undertake individual and collaborative research with academic development staff to explore better means of assessment (UNE, 2012d). Online teaching support services for teaching online are also offered by the Teaching and Learning Centre.

As listed above, there are many mechanisms of support within the University to enhance teaching skills. Leader, Academic Development Unit confirmed that:

Almost everything we do is about that. Otherwise, almost everything we do is to help people to teach and teach better or share innovations. It depends what you mean by innovation. If the innovation is simply the use of technology, that is not innovation, that is the technology transfer. So technology itself doesn't lead to innovation but if we are talking about actual innovative teaching practices, that I think is how the technology is used not the fact that technology is there at all. That is the sort of thing we definitely try to facilitate either informally like putting people in touch with other people or more formally by having a section that might not be called training section they might be like last year the module mentor group. What we do is about trying to share the innovative practices that go on around the campus.

Activities to promote teaching at UNE are various in terms of form and content. The University has seminars, workshops, and hands-on tutorials to explore in-depth issues of many aspects of teaching at university level. Among them, the Open2Learning online resource unit and the Assessment in the Round program might be useful suggestions for Vietnamese HE institutions. These programs would help to strengthen two weaknesses of academic staff in Vietnam, namely, the shortage of learning resources, and the outdated modes of assessment.

5.3. Academic Staff Development in Research

In UNE, strategic leadership for all aspects of the University"s research activities, and oversight of the University"s Research Management Plan are provided by the Deputy Vice-Chancellor (Research). The Deputy Vice-Chancellor"s portfolio responsibility includes a broad range of research support services for staff. The University has established a number of research centres which focus research on specific discipline areas (UNE, 2012l). These centres include:

- The Institute for Rural Futures
- The National Centre of Science, Information and Communication Technology, and Mathematics Education for Rural and Regional Australia
- The Centre for Applied Research in Social Science
- The Centre for Agriculture and Law
- The Centre for Higher Education Management and Policy
- The Centre for Local Government
- The Heritage Futures Research Centre
- The Language and Cognition Research Centre

In 2007, The UNE‟s strategic management research sub-plan was framed within the UNE‟s strategic plan. In this sub-strategic plan for research, priorities in research along with their outcomes were specifically stated and communicated throughout the University. The University seeks to highlight new opportunities for internal and external collaboration; achieve distinction through integrated, interdisciplinary innovation; establish and maintain a vision-led performance structure; build new focus and outcomes in academic work and service; co-ordinate UNE presence to influence key audiences; and sustain competitive advantage in a complex, changing sector. The University creates regional to global research impact by harnessing and building regional knowledge, and commercializing expertise learning with regional communities: local, national and global; engaging productively with surrounding areas. This is a useful experience since two of the big challenges facing Vietnamese HE institution are the lack of financial support for research and many researches have been done to put on the bookshelf, not to contribute to the reality. However, many companies in each region are willing to invest in research in the hope that they can benefit from the research finding. Hence, building a strong regional focus could be a strategy for Vietnamese HE institutions.

A series of seminars on research methodologies is offered at UNE to help academic staff to gain knowledge about research methodologies with the focus on quality criteria for teaching and learning research, and the use of multivariable statistics in teaching and learning research. Answering the question "Do you have any training course for academic staff in research skills and methods?" Leader, Academic Development Unit said:

> Not specifically. We have had seminars. The problem is the teaching and learning research that is where we will focus. Teaching and learning research is far more diverse. There is no set of methodologies. What we can do we have done to support staff doing teaching and learning research. Teaching and learning research can involve so many different methodologies and approaches. We have had seminars where we invited people who are profound across the university to share. We also have a teaching and learning special interest group and we have started a new one this year that is the newer education research group. There are not courses. We bring people together. We try to support staff at all levels. We also try to look at bigger picture things of how they could make that part of their career profound if they wanted to. We have done some seminars, some special interest groups. It is more of an

informal learning system where people come to meetings as they can. They all have access to resources if they can't come.

It happens at UNE that some academic staff are not interested in research activities and from the point of view of the interviewee, the University is quite flexible in supporting their interest in teaching rather than imposing a requirement for research on them. Leader, Academic Development Unit confirmed that:

If you are just interested in exploring teaching factors but you have no interested in doing fully research that is fine because you might have discipline research basic. Teaching practice is what you are interested in; you don't want to do additional research. But if people want to have a name of being a research scholar in their field, we try to support that too. But it is not through formal workshops.

This also happens in Vietnamese HE institutions where the majority of academic staff have not been interested in research because of the time and resource limitations and the dominance of teaching. Vietnamese HE institutions can learn from the flexibility of approaches used by UNE to motivate their academic staff to undertake research. Vietnamese HE institutions should focus and align all activities by ensuring clear and effective governance systems and practices; align strategies, resources and decision making; build performance by measurement, assessment and recognition; and advance organizational renewal with aligned staff development. UNE also empower staff, strengthen accountability by achieving beneficial change through forthright, open review; delegate authority with associated accountability measures; streamline UNE processes; advance the use of communication, internet and information technology; and align financial management with strategies, diversifying income sources.

As Leader, Academic Development Unit emphasized, it would be difficult to find a set of required methodologies for academic staff from different disciplines. Hence, the interviewee‟s opinion about "bring people together" is also a suggestion for Vietnamese HE institutions. While academic staff in Vietnamese HE institutions still need foundation training in research methodologies, they then need to come together in seminars to share good practices and to learn from each other. It is also useful to have special interest groups where

researchers not only share their experiences but also cooperate in research. There should have research training that combines formal and informal elements in the program.

5.4. Academic Staff Development in Publishing

The library plays an important role in supporting publishing by researchers in the University, with various types of support such as talks by a librarian, e-publications@UNE, getting published, research impact and citation counts, and keeping up-to-date and collaborative research.

It is useful to talk to a librarian because each Faculty has their own liaison librarians who are discipline specialists. The liaison librarians can help academic staff to access and make the best use of resources and services for their research. If academic staff cannot find the books or journal articles or other research resources in the library, they can request the book or article via interlibrary loans.

E-publications@UNE is the institutional research repository and it is managed by the University Library, Research Service and Information Technology Directorates. This research repository reports UNE research output to the public.

Publishing in high impact journals is an important part of the work of an academic. Academic staff can find various information on publication strategies. A good strategy can help them to select the appropriate journal, thereby maximizing the number of people who read the article and cite the research. A journal can be judged as suitable for a particular paper by considering (UNE, 2012m):

- Peer review: is the journal peer reviewed?
- Prestige: is it well regarded in your field of research?
- Relevance: does your research fit in with the scope and aims of the journal?
- Readership: is it available in print and online and is it indexed in major databases?

In addition, if the journal is freely accessible with open access to anyone via the internet, the article is likely to be more frequently cited than if it is only published by traditional scholarly media. Moreover, journal impact also needs to be considered when publishing. Journal impact factors are measured to gauge the importance of a journal. Journal citation reports (JCR) provide academics with rapid access to the impact factors of thousands of academic

journals. Academic staff can access journal citation reports via Web of Knowledge where they can see a range of journal impact data presented. Another non-commercial academic research project named Eigenfactor Project is also very useful. The project, sponsored by the University of Washington, produces measures of journal impact based on data retrieved from Journal Citation Reports. The Scopus Journal Analyzer is a useful tool that presents the SCImaga Journal Rank and journal metrics such as the number of documents and number of citations. Academic staff can view relative metrics of up to ten selected journals in graph form. They can also view a metric named SJR produced by a research group from the University of Granada, Spain based on data retrieved from Scopus. Ulrichsweb provides detailed, comprehensive and authoritative information on journals. Ulrichsweb is very useful for finding out in which database a journal is indexed. In UNE‟s library, academic staff can be linked to very useful guides to help them get published, such as Journal Publishing 101, a Warwick University guide to where and how to start publishing and writing for publication, and a Monash University guide about what to publish and where, shaping an article for publication, review processes, and revising and resubmitting (UNE, 2012h).

Citation count is one of the important widely accepted indicators used when academic staff apply for a grant, promotion or a new position. The citation count includes metrics to demonstrate the impact of research. There are many metrics that can be used such as citation count or h-index. Citation counts total or average the number of times a publication has been cited through the Web of Science, Scopus or Google Scholar. The h-index is a single number metric of impact, combining both quality and quantity. The h-index is based on the set of most cited papers and the number of citations a paper has received by other researchers. There are many tools to determine the h-index such as Web of Science, Scopus, or Publish or Perish software. Suggested ways to maximize research impacts are (UNE, 2011b):

- Register for a Researcher ID on Web of Science.
- Read about the Scopus Author Identifier and access it from the Scopus Author research tab.
- Join the Community of Scholars at COS Scholar Universe.
- Increase visibility of your research by contributing to e-publications@UNE and publishing in open access journals.

Another area of support for academic staff in keeping them up-to-date with research in their field of expertise. This service will provide academic staff with current information in their area of research. Academic staff are offered an e-skills module that will help them to set up

alerts in different forms. They will receive an alert when a book or journal article matching a search term is published. Moreover, academic staff can sign up for an alert that will notify them the table of contents of contents of a newly published issue of a particular journal. A citation alert can be provided when a particular article is cited by a new article (UNE, 2012c).

Since collaboration in research is becoming more important, collaborative research with researcher networks and sharing are becoming more popular. There are many networks of researchers in various fields of research that academic staff can join and share ideas and information. These include Academia.edu, COS Scholar Universe, eResearch Australia, Google groups, Intersect, ReseacherID, ResearchGATE, Scopus Author Identifier, NeCTAR, and sharing references using EndNote Web. In Academia.edu, academic staff can share their papers, see analytics on the profile and papers as well as follow other researchers in the same field. COS Scholar Universe includes an easily searchable database of around two million researchers and scholars. Academic staff can connect with researchers with the same interest, and expand networks of unknown researchers in related fields and in many areas of the world. An archive of the eResearch Australasia conferences from 2007 to 2010 can be found on the website named eResearch Australasia. In addition, New South Wales State also established an eResearch organization named Intersect. Google Groups is a service that helps groups of researchers to communicate by email or web. Each group in Google Groups has a home page hosted by Google. In these home pages, academic staff can start a discussion or take part in older topics. ResearcherID helps academic staff to manage and share professional information with other researchers. In this network, academic staff can add dynamic citation metrics and collaborate networks to their personal profile. They can connect to the world‟s largest professional network with more than one million researchers and scientists named ResearchGATE. The authors with similar names can be distinguished by Scopus Author identifier. Apart from the above networks, academic staff can link data and computer models to historical findings through collaborating with other researchers via NeCTAR or share references with other colleagues using EndNote Web (UNE, 2012e).

Academic staff within the University are, to some extent, encouraged to publish their research results in journals. On this, Leader, Academic Development Unit had the following to say:

In terms of teaching and learning research, in terms of discipline research, they are encouraged to do that anyway through Performance Planning and Review (PPR), through the expected norm of the school or the discipline what constitutes good research. But in terms of research, some people might have it as a part of their PPR because they negotiate with the head of school. But mostly, we support that through the office of teaching and learning. In order to be successful as a citation winner or program award, you have to have some kind of teaching and learning present; you have to share some of your skill set.

Publishing activities are encouraged and supported in various forms in the University. Vietnamese HE institutions might be interested in having liaison librarians who are discipline specialists. In Vietnam, although library and are trained professionally in university or college, they merely act as "bookkeeper" rather than a supporter or a discipline specialist in finding resources. There needs to be a closer connection between academic staff and librarians so that librarians can become a valuable source of support for academic staff. When submitting an article, it is very important to select a reputable and relevant journal. The library also provides assistance with this and can provide a list of prestigious academic journals in specific fields of research.

Encouraging academic staff to publish is another challenge for Vietnamese HE institutions and the experience from UNE might be useful for them. The way UNE set up their PPR contributes to the promotion of publishing by academic staff since publishing become an "expected norm of the school" (Leader, Academic Development Unit).

5.5. Other aspects in Academic Staff Development

Information Technology Supports

In 2010, academic staff development and services offered many staff training courses, multimedia support, academic staff development programs and projects. Training in how to produce and dispatch learning resources, assignment handling and copyright support are also offered. Academic staff can participate in many training courses such as Blackboard and Open2Learning. Academic staff are trained to use and develop UNE"s main learning management system. Hands-on laboratory group sessions are offered that help academic staff gain skills such as Blackboard essentials, effective discussions and the use of online quizzes. In 2012, new initiatives was introduced known as The Staff eLearning Commons and the

Open2Learning program. Hands-on individual or group tutorials, and one-to-one consultations on a wide range of teaching and information technologies are also provided. Among the sessions was training in (UNE, 2010c, pp. 7-8):

- Online collaborative spaces
- Chat clients in distance education
- Social media in education
- Audio podcasting
- Podcasting PowerPoint lectures in Garageband
- Vodcasting 101
- Using SMART Board
- Skype and Google docs demonstration
- Understanding eSubmission and Turnitin
- Wimba create
- Scenario-based learning in comic life
- Demystifying technology
- Prezi: escaping the PowerPoint grind
- Web-based media creation
- Exploring open-source software
- Basic HTML for academics
- Blogs@UNE – setting up and using Wordpress blogs
- Using media sharing sites
- Creating a professional presence online
- Online productivity

In the Teaching and Learning Centre, there is a media team who support teaching development projects and related academic development activities throughout UNE. This team took part in the preparation and introduction of the new learning management system (Moodle). In addition, for teaching units, academic staff are supported in the design and production of online trailers with multi or rich media development. They also provide services for audio recording and podcasting of lectures throughout the teaching periods. Academic staff can request their support in recording and production of overviews, commentaries, debates, interviews, searching applications, performing post-production

editing and fieldwork recording advice. The team offers many video recording, production and editing services; for example: recording and post-production of educational presentations, teaching sessions, video recording and editing of seminars, key note presentations, promotional video features, field trip exercises, sign language features, vocational information in the discipline, vodcasts for selected teaching units in education and social science, guest lectures and workshops. They also provide support in designing and developing brochures, fact sheets, online teaching units, seminar flyers, culture diversity resource materials and conference materials (UNE, 2010c).

Induction Program

New and returning academic staff receive the support via an induction program that includes a range of activities designed to help them establish themselves in their academic role at UNE. This program shows academic staff how to access the resources and services they can draw upon for teaching and research. There are many topics that academic staff can participate in, such as an e-submission system, online teaching software, academic skills office resources and services, educational copyright, library services, information technology directorate series and research services. Academic staff can either take part in the programs or seek a consultation with one of the academic development team at the Teaching and Learning Centre.

Awards at UNE

At UNE, a number of awards are provided each year to recognize initiative as well as to help motivate staff in their work. These awards include the Vice-Chancellor‟s Awards for outstanding achievements in interdisciplinary innovation, the Vice-Chancellor‟s Awards for excellence in research, the Vice-Chancellor‟s Awards for excellence in higher degree research supervision, the Vice-Chancellor‟s Awards for excellence in teaching and learning, the Vice-Chancellor‟s Awards for outstanding performance and service, and the Vice-Chancellor‟s Awards for excellence in equity and diversity. In addition, the Organizational Development Unit also present the Length of Service Award to recognize staff who work for UNE over many years. Each School has its own award to recognize staff who commit to excellence in learning and teaching and who develop and implement strategies to achieve excellence in learning and teaching (UNE, 2012j).

Apart from the above awards, UNE also has various ways of recognizing the contributions of staff, such as a staff recognition page, the 360 degree feedback program and the Performance Planning and Review process. The staff recognition page named „Your contribution" highlights a staff member at peer level each fort night. This recognition of service is for any staff member throughout the University. In a short interview, staff can tell their colleagues about the time that they have been working in UNE, why they chose their current career path, what they like most about their role, what they regard as their proudest achievements and most notable contributions, and they are also asked to share some personal information which colleagues may not know but would find interesting (UNE, 2012k).

The 360° feedback process is facilitated by the Organizational Development Unit. Training sessions provide information about the role of the360° feedback process in Performance Planning and Review at UNE as follows (UNE, 2012f):

- The purpose and value of employing the 360° feedback as part of their annual Performance and Planning and Review.
- Policy relating to the 360° feedback process.
- Performing the process through Web Kiosk.
- The types of feedback solicited.
- How feedback should be used to inform staff development.

In addition to the 360° feedback, Performance Planning and Review plays important roles especially as UNE is a part of the competitive HE sector. Performance Planning and Review for all staff helps to define both individual and team goals. This is a very useful tool to align the goals of staff with the University"s goals in the UNE strategic plan. This protocol helps academic staff focus their activities so that they can achieve the designed outcomes. Performance Planning and Review not only develops a workplace culture that recognizes commitment and high performance, but also serves as a tool for the University in the professional development of its staff. The University believes that "It is only in recognizing our strengths and weaknesses and in being prepared to build a culture of continuous improvement that we can be in a position to achieve distinction in our teaching, learning and research University" (UNE, 2010a). The Performance Planning Review process is portrayed in Figure 5.5 below.
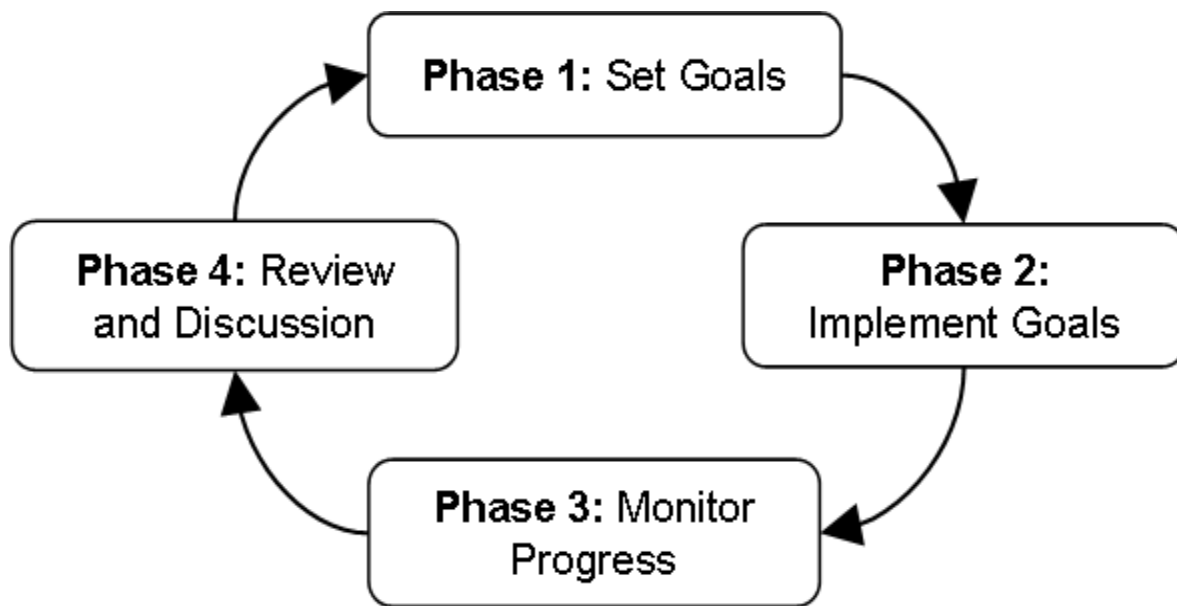
Figure 5.5: Performance planning and review process in UNE

Source: http://www.une.edu.au/od/ppr.php

Former academic developer, Teaching and Learning Centre confirmed the effectiveness of this process:

> We respect the Performance and Review process. This is something which I think can be beneficial for an academic career because it helps people have a formal conversation with their head of school about what development they require and to make sure that they get a formal contract.

Workplace

The University is committed to providing the best working conditions for its staff. Employment equity and diversity, creating dignity and respect, and preventing bullying at UNE are examples of programs they have developed to achieve this.

Employment Equity and Diversity is a unit to promote and progress the University to equality of opportunity of staff by providing them with advice, assistance and training that relates to employment equity and diversity in the workplace. The objectives of the Employment Equity and Diversity unit are to (UNE, 2012g):

- Provide advice and training to the University regarding employment and social inclusion.
- Ensure that staff work within an environment that values and actively supports the equity and diversity principles of a discrimination and harassment-free workplace.
- Ensure that any complaints regarding equity and diversity are dealt with promptly, efficiently and confidentially.
- Ensure that decisions relating to staff are based on merit rather than on discriminatory perceptions or assumptions, so as to encourage an organizational culture that will attract high performing and committed staff.
- Ensure that UNE complies with the requirements of affirmative action and anti-discrimination legislation and government policies.
- Conduct the University‟s equity and diversity compliance reporting.

Other aspects in academic staff development at UNE are very supportive of the development of teaching, research and publishing. For example, information technology support is one of the strengths of the University since distance education is one of the priorities of UNE. It is very useful for academic staff to be able to have hands-on laboratory individual or group sessions or one-to-one consultations. Academic staff can also seek help in designing and producing online trailers with multi or rich media development which make their lectures more interesting to students. In Vietnam, it will be difficult to provide one-to-one consultations or individual sessions because of a shortage of financial and human resources. However, hands-on laboratory group sessions could be one suggestion. Information technology support is important for Vietnamese academic staff especially for the older academics as suggested from the results of the survey with academic staff presented in Chapter 4.

The award scheme in UNE works very well since it includes various types of award. One good practice from UNE that could be applied in Vietnamese HE institutions is the staff contribution page named "Your contribution". Although "Your contribution" is not a formal award like the Vice-Chancellor awards, it can still become a strong motivation since Vietnamese academic staff regard intrinsic values of their work highly, as mentioned in the survey‟s results in Chapter 4.

5.6. Conclusions

Academic staff development activities at UNE are various and appropriate with the development of the University in its unique context. The University set up its priorities and focuses on them. This is a good practice for Vietnamese HE institution; since they face difficulties in finance and resources they should set up priorities and focus on these. In addition, choosing appropriate modes for delivering training courses for academic staff is also very important. The combination of face-to-face and online modes in providing seminars and training courses at UNE is another initiative that could be successfully considered by Vietnamese HE institutions, particularly those that are moving towards online course development.

CHAPTER 6: CASE STUDY, UNIVERSITY OF WESTERN SYDNEY

This chapter focuses on academic staff development activities within the University of Western Sydney. The University of Western Sydney was chosen for this case study since it has four campuses in different locations in Western Sydney and has a specific mission to providing HE to socio-economic disadvantage students. These campuses are quite far from each other. The University has different strategies in professional development for their academics staff in order to cope with the distance between campuses. Experiences from the University can apply to academic staff development joint-programs among Vietnamese HE institutions since they too have many staff located far from each other.

6.1. Introduction

UWS''s mission is "to be a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to its regional, national and international communities, beginning with the people of Greater Western Sydney". Its vision is to bring knowledge to life in Greater Western Sydney through community and business engagement, learning and research.

UWS has a shared and explicit set of values which underpin all that it does (UWS, 2012e):

- excellence and quality in all endeavours
- scholarly rigour and integrity
- equity of access and inclusiveness
- collegiality and participatory decision-making
- academic responsibility and freedom
- relevance and responsibility to their communities
- ethics and accountability

In its strategy and plan for 2010-2015, the theme of "making the difference" is emphasized. To make a difference, the UWS has created a superior and engaged learning experience, develop focused, relevant and world-class engaged research and build organizational and financial strength. The overall strategy support making the difference strategic imperative of building organizational and financial strength through the attraction, retention, recognition, reward and development of high quality staff (UWS, 2012e).

Professional and career development is an important part in the University"s strategy. The University states that at UWS, it recognizes the importance of building the capacity, skills and professionalism of its people to contribute to UWS strategic priorities and core support activities. UWS encourages continual professional development and learning (UWS, 2012g). There are two main resources of professional development for academic staff. Firstly, the University created an Office of Organizational Development which provides professional and career development courses, mentoring, coaching, academic leadership development programs, team development and planning, and internal consultancies that strengthen leadership and professional capability, enhance career development, support organizational change, and foster a collaborative learning culture. Secondly, University-wide support for learning and teaching is provided by the Teaching and Development Unit (UWS, 2012g).

Another academic and e-learning service unit is the Teaching Development Unit. Academic staff in School works collaboratively with the Teaching Development Unit to discuss on specific topics such as assessment or improving the quality of flexible learning. Formal learning and teaching programs, customized sessions, clinics, workshops and a range of online and independent learning resources are also provided by this unit (UWS, 2012g).

In addition, the University has a range of career development opportunities, services and benefits that are provided to assist academic staff to build upon their capacity, skills and professionalism. These opportunities include an education support allowance, an internal job exchange program, an academic mentoring program, UWS staff postgraduate study scholarships, Vice-Chancellor"s professional development scholarships and Vice-Chancellor"s professional development scholarships for indigenous Australians, Academic Leadership Program. In detail, each year the Winston Churchill Memorial Trust offers fellowships to support Australian expertise whose overseas research projects would be of value in improving their contribution to their field and to the Australian community. The education support allowance assists with course fees, purchase of textbooks, course materials and equipment essential to completion of a course or subject. This support is available to employees who are enrolled in an approved formal award course. The internal job exchange program is an initiative outlined in the University"s Our People 2015 strategy. This enables suitably qualified and skilled professional staff to exchange positions for a negotiated period of time. The academic mentoring program is a special aspect of academic career and

professional development. It helps in building a culture of collaborative learning and development. Annually, academic staff can apply for the UWS staff postgraduate study scholarships. Academic staff with a minimum of twelve months continuous service can apply for the Vice-Chancellor"s professional development scholarships that help them to attend conferences and short courses to further their professional development. Aboriginal and Torres Strait Islander academic staff can apply for Vice-Chancellor"s professional development scholarship for indigenous Australians for the same purposes (UWS, 2012a). Academic Leadership Program supports leaders to acquire the capabilities, skills and knowledge needed to perform the leadership role more effectively. Director, Organizational Development shared positively about this program:

> The Program is designed to develop and enhance leadership skills and capabilities and to build on the strengths of our academic leaders to influence, motivate and inspire others to follow. Specific skill development includes leadership capability, working relationship, self awareness of capabilities and strengths and skills and techniques for coaching for performance to support the Career Development, Planning and Review process. The Program was developed via a pilot where feedback is sought via an evaluation on the run methodology to constantly improve and meet the requirements of the participants. This evaluation informed further development and continuous improvement of the current program. Feedback from inaugural participants has been very positive, citing that their participation in the program and subsequent action learning projects have resulted in conference papers and journal articles and have supported academic promotion.

Academic staff development appears in many university"s plans and projects. For example, in the plan Our People 2015 (Figure 6.1), USW sets out strategies to build the UWS of tomorrow.
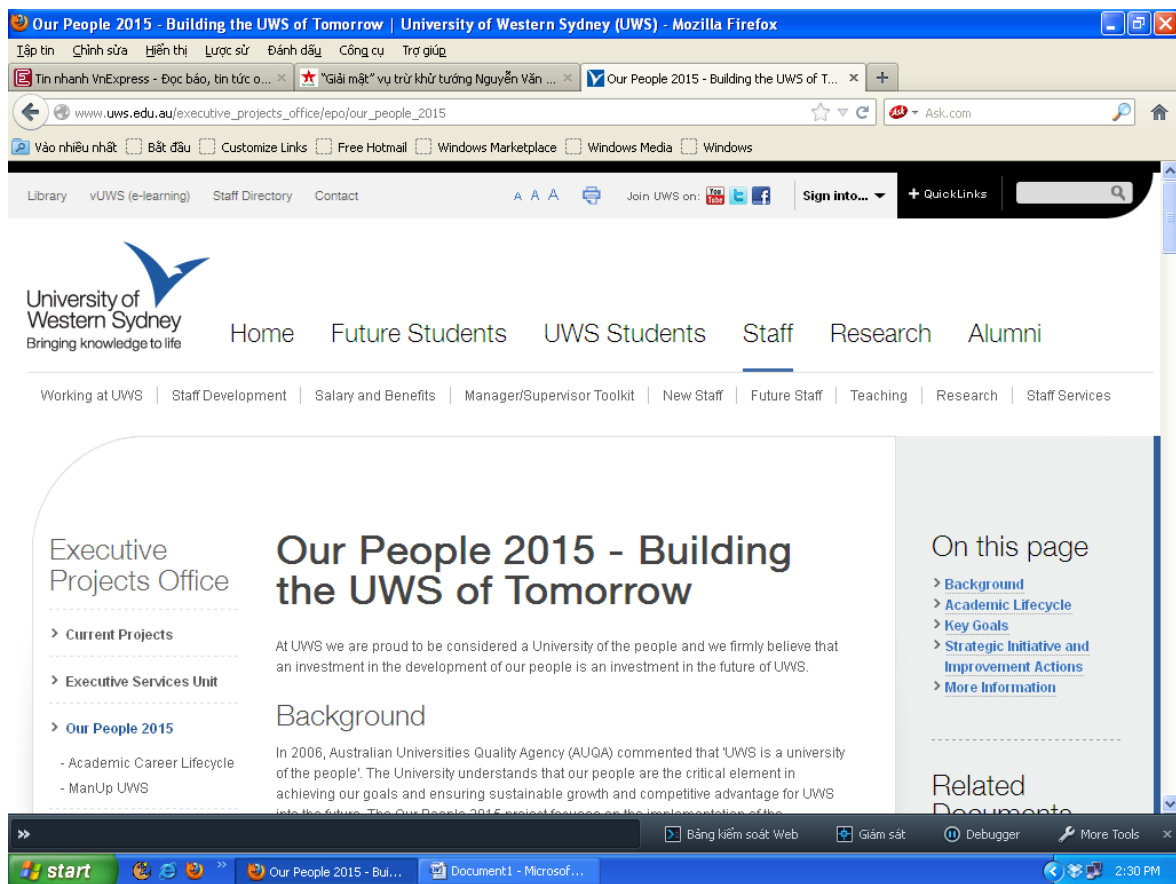
Figure 6.1: Our People 2015

Source: http://www.uws.edu.au/executive_projects_office/epo/our_people_2015

It can be said that people are central to this plan. The plan states that at UWS, it is proud to be considered a University of the people and it firmly believes that an investment in the development of its people is an investment in the future of UWS. When building this strategy, UWS faced many challenges, for example (UWS, 2010, p. 3):

- An ageing Australian workforce with the potential retirement of large numbers of staff around the same time
- Fluctuating shortages in staff with specialized skills and in specific academic disciplines leading to global and domestic competition for high quality staff
- A need to develop succession management and workforce planning strategies in order to capitalize on current expertise, retain corporate knowledge and flexibly manage transition from the workforce
- A need to attract and retain high quality early career staff, and to reward and retain high performing staff
- Increasing concern and desire for work–life balance and expectations for flexible work practices, and corporate and social responsibility

Apart from work–life balance which is not really an urgent issue for HE in Vietnam, the other challenges at UWS are also being experienced in the Vietnamese HE system. Facing these challenges, the UWS has put in place a number of strategic options to enable the sustainable growth and competitive advantage for the University within the HE sector. In the plan, they emphasize that the UWS recognizes its continuing success and growth depends upon its organizational capability and individual staff capacity for distinctiveness, innovation and diversity and that is why they are implementing the plan to (UWS, 2010, p. 2):

- foster the reputation of UWS as an employer of choice
- enable decision makers to align the workforce to fulfill future needs for staffing the three core activities of learning and teaching, research and community engagement
- implement strategic recruitment, retention and development initiatives, practices and systems that will maintain workforce continuity
- provide reward, recognition and career development programs for staff, and
- embed a culture of civility, service, quality and performance across the University

In detail, the plan focuses on developing, retaining, engaging and rewarding high performing staff by (UWS, 2010, p. 6):

- Developing and implementing a suite of retention and engagement programs for early and mid career academic staff as an integral aspect of the Academic Life Cycle;
- Hosting a conference on Engaging with Academic Practice;
- Engaging with late career academic staff and establishing post retirement connections through enhanced opportunities to make adjunct appointments as an integral aspect of the Academic Life Cycle;
- Reviewing and improving induction and orientation programs for new staff and their supervisors and ensuring induction programs are implemented at the local level;
- Conducting and evaluating an organizational culture and staff engagement survey and actioning recommendations;
- Further developing the existing suite of reward and recognition programs established through Our People 2015 phase 1;
- Further developing existing flexible working arrangement options introduced through Our People 2015 phase 1;
- Implementing an improved exit interview/survey process to inform development of retention strategies.

In addition, the plan also aims to ensure consistent implementation of the University‟s performance planning and career development process, and develop and create career pathways for staff with high potential. The University develops career pathways and career development opportunities that recognize and reward high performing staff; implementing

152

processes for managing poor or under-performance; and a UWS Mentoring and Coaching Program that supports early to mid career development. The University also ensures the implementation of performance planning and career development processes across UWS using the MyCareer Online system and planning processes (UWS, 2010).

Another important project in the University is Academic Career Lifecycle. This project has developed out of the Our People 2015. It is planned from the academic perspective in the form of a project that addresses the academic career lifecycle to create and enhance transition. The project is approached through the triangulation of perspectives – early, mid and late stages of academic careers. The early stages consider approaches to attract interested qualified people to establish an academic career. The mid stage addresses approaches to support staff and enhance academic careers. The late stage focuses on approaches for late career transitioning to retirement whilst retaining connections with academia (UWS, 2011a).

6.2. Academic Staff Development in Teaching

Detail on professional development is set out in the UWS Professional Development Policy, including mandatory professional development for novices in the first year of working at the University, outlining requirements for academic staff relevant to probation, workload, Academic Career Development Planning and Review process, promotion and Professional Development Program Leave (UWS, 2012m). All new academic staff are required to attend the University‟s induction program. An orientation session, training in occupational health and safety, statutory obligations, records management, equity and diversity, managing and supervising staff, and the University‟s Career Development Planning and Review Process are provided in the induction program. In addition, staff should receive an induction in their school or centre. This program is essential to complete probationary requirements and to meet statutory obligations and responsibilities (UWS, 2012m). New academic staff are required to engage in learning and teaching development organized by the Teaching Development Unit as part of the induction program. The Teaching Development Unit is in charge of providing many targeted and „just-in-time‟ activities to enhance the teaching practices of UWS academic staff. The UWS learning and teaching development framework is described in Figure 6.2 below (UWS, 2012m, p. 36):

UWS Learning and Teaching Development Framework

| Sessional staff induction into learning and teaching sessions | Learning and Teaching workshop program | Foundations of University Learning and Teaching program | Graduate Certificate in Higher Education Deakin University |

| Three hours paid by school for sessional staff

Assessment

Teaching large classes

Tutoring small(er) classed

Teaching online

Academic misconduct

Minimizing plagiarism | Teaching Development Unit workshops. Examples

Assessment workshops

E-learning and UWS workshops | Equivalent to one unit in a graduate certificate |

| | | Mandatory for new, full-time academic staff from July 2007. The program consists of three modules undertaken within the first year of teaching and linked to probation requirement | |

Figure 6.2: UWS Learning and Teaching Development Unit

The Learning and Teaching Development framework was approved by the University in 2006. Induction into learning and teaching are mandatory for sessional staff. These three-hour

sessions are funded by and held in the school in which the academic is employed. Induction programs focus on teaching large classes, assessment and marking, tutoring small groups, student academic misconduct and minimizing plagiarism (UWS, 2012m, p. 35).

In 2007, UWS launched The Foundation of University Learning and Teaching program (Figure 6.3).
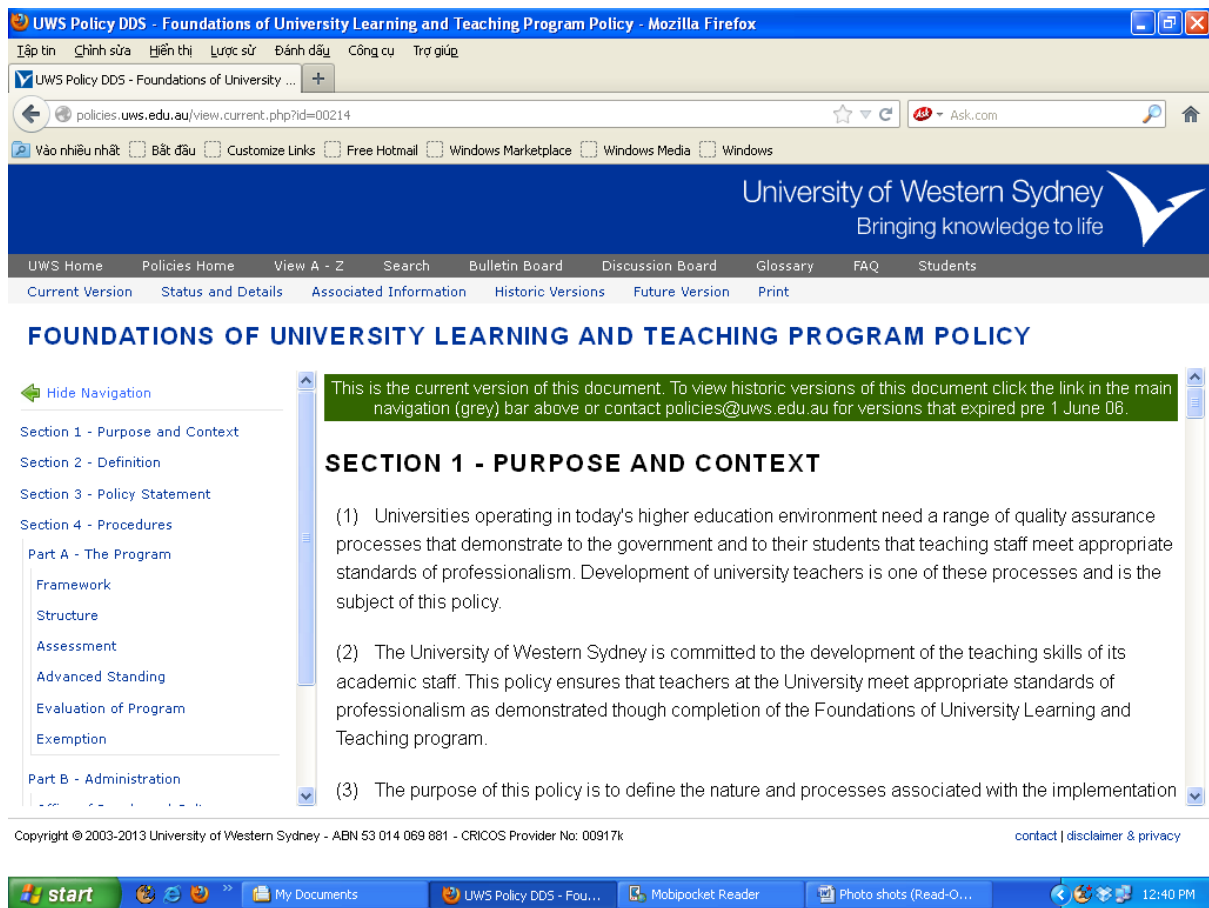
Figure 6.3: UWS Foundations of University Learning and Teaching Program

Source: http://policies.uws.edu.au/view.current.php?id=00214

Newly appointed full-time academic staff at Associate Lecturer, Lecturer and Senior Lecturer levels, within appointment of their first twelve months or longer, are required to participate in the mandatory program over one year or two teaching sessions. Student-focused-teaching, constructive alignment and reflective practice are the key concepts of the program. Many questions such as how to actively engage student in learning, how to successfully plan and align teaching are discussed. The program helps academic staff to realize that they can

continue to develop teaching through reflection on what works and why, and by engaging in the Scholarship of Learning and Teaching (UWS, 2011b). A blended mode of delivery is used for this program including face-to-face sessions, online learning and independent study. In the beginning, a face-to-face session with and from peers helps academic staff to gain experience from different disciplinary examples. It is hoped that the program can establish a strong group dynamic amongst participants from the University. This program consists of three modules: teaching skills workshop, reflective practice on teaching, negotiated project.

The teaching skills workshop is a face-to-face workshop for two-and-a-half days. This module provides participants with practical assistance in designing and implementing teaching activities and supports them in broadening their exploration of the teaching and learning in HE with attention to many specific topics such as understanding student learning, approaches to teaching and designing units, introduction to blended learning, teaching for active learning, assessing for learning, and giving and receiving feedback on teaching. In this module, academic staff also have the opportunity to apply discussed theories to their own context by designing and "microteaching" one concept or skill („teach it in ten minutes'). Microteaching is conducted in a small groups of participants with a facilitator. Participants receive feedback on their session from the facilitator and peers (UWS, 2011b).

The reflective practice on teaching modules is organized within each school and it is practice-based. Each school has a network of support colleagues to advise and support academic staff through peer review of teaching cycles. The cycle of peer observations, feedback and reflection on teaching was prepared in the microteaching in teaching skills workshop module. During a semester, academic staff in each school plan, teach and then get feedback from a peer and students. They then reflect and write about their experience. Each academic also observes two colleagues (nominated or support colleagues) and reflects on these experiences in an online journal. During the semester, each academic is required to fill out four reflective entries. Two recall meetings are held at the end of this module (UWS, 2011b).

A negotiated project is an opportunity for each participant to investigate one aspect of their teaching in more depth. Academic staff negotiate with module coordinators the topic of their project, aims and process, and then carry out the project independently. There are many examples of projects such as (UWS, 2011b, p. 8):

- Using web technologies for teaching, allowing greater flexibility for students to listen to lectures, activating students" management of their own learning and enabling more opportunities for discussion and feedback;
- Implementation of weekly online learning tasks to further engage students with course reading, promote a deeper level of reflection on course content and generate online peer discussion;
- The significance of self-assessment in enhancing students" critical thinking and essay writing skills;
- Using exemplars to improve nursing students" perception and understanding of reseach-based units.

In 2010, "seventy-two out of eligible eighty-eight staff (81.8%) commenced the Foundation Program. Some new academic staff were granted exemption from the program. Formal evaluation of Module 1 (the only face-to-face session) showed a mean satisfaction rating of participants of 4.3/5" (UWS, 2012n, p. 12). This program receives positive feedback from participants. It contributes to the ongoing academic staff development in the university. Director, Organizational Development and Director, Teaching Development Unit both agree about the success of the program. Director, Teaching Development Unit confirmed that:

> There are different kinds of programs in our institution for different levels of staff. So, for instance, one of our very best programs is the compulsory, the mandatory program called Foundation of University Learning and Teaching. That is equivalent to one post-graduate unit and it goes over one year. It is compulsory for new full time academics at lecturer A, B and C level. If they already have a prior qualification in Higher Education, then they can get exemption. But we are running program 3 or 4 times a year and in each class we may have between 20 and 30 participants. So over a couple of year, we actually have many staff who go to this program. We have done an evaluation of the program and impact study and we find that it has enormous impact on the quality of learning and teaching. It is one of the most effective.

In addition to this program, the University has many other teaching development activities such as workshop programs, online modules, custom workshops, school and college-based partnerships as well as visiting scholar workshops.

The core components of the Teaching Development Unit operation is to build the capacities of academic staff to provide high quality teaching for the University. "While the majority of the Unit"s work in this area happens in close partnerships with schools, an open workshop program is available to all staff in addition to customized sessions designed to facilitate

specific teaching development needs" (UWS, 2012n, p. 16). For example, in 2010, the Teaching Development Unit organized many sessions that focused on developing e-teaching skills and knowledge for staff at UWS. These sessions included managing student data in UWS, podcasting, and increasing interaction.

„Introduction to Blended Learning" launched in 2009 is one of the very successful online modules of the University. Academic staff find this essential for their teaching. The success of the online module encourages the Teaching Development Unit to complement a range of other online and blended modules such as UWS essential, designing for communication and creating group, assignments and assessments in UWS. These modules focus on practical application of UWS technologies to provide help to academic staff to manage their e-learning environments. A mean participants" satisfaction rating of 4.5/5 was recorded in formal evaluation of these workshops (UWS, 2012n).Director, Teaching Development Unit also confirmed that the University has paid a lot of attention to e-learning:

> We certainly have a big focus on our unit on e-learning. Now there is some skills and trainings component of that. We have staff who run workshops on how to set up quizzes or how to use the discussion board or all those sort of things. But always we come from teaching and learning perspective so we don't just teach how to press the button. What do you try to achieve with our students, what are the learning outcomes? So, our focus is on pedagogy not just on the operation. So, most of our staff is interested in improving their e-learning teaching, online teaching skills. They are interested in good curriculum design. They are interested in how to manage a team of teachers, sometimes it might be a team of casual teaching staff.

Teaching Development Units are aware of the fact that different academic staff in different fields might have various needs. That is why they customize twelve workshops to meet specific academic staff development needs with tailored delivery modes, focus and duration. For example, in 2010, there were many customized workshops on topics such as preparing UWS sites for the forthcoming teaching sessions, collaborating using wikis and Google docs, creating dynamic presentations using Prezi, increasing interactivity using Wimba Create, improving quality of e-learning sites using the Basic Standards and leveraging quizzes and journals to improve learning (UWS, 2012n).

Teaching development support is offered in a distributed model. In this model, the Teaching Development Units work with schools to support negotiated initiatives of Heads of Schools

and key members of staff. They believe that "in order to support institutional teaching and learning initiatives and improvements, the Unit needs to work in partnership with academic staff" (UWS, 2012n, p. 16).

Another activity in academic staff development is the visiting scholar workshop. Academic staff from across the University are invited to attend interactive workshops facilitated by visiting HE consultants and experts. For example, in 2010, University of Western Sydney organized „Reflection on Developing the Scholarship of Teaching and Learning" to "explore the status of the scholarship of teaching in HE, provided a discipline-based approach to the development of scholarship of teaching, highlighted linkages between teaching and research, and examined the role of pedagogic research" (UWS, 2012n, p. 17).

The effectiveness of academic staff is increased by (UWS, 2009, p. 5):

- Ensuring that academic staff are skilled in learning and teaching approaches and practices in order to improve student outcomes;
- Where appropriate, providing staff with just-in-time teaching improvement assistance;
- Developing new models of employment to attract and retain sessional staff and increase their effectiveness and connectedness;
- Increasing participation in awards for teaching excellence and integrating award outcomes into recruitment and promotion processes;
- Adopting and encouraging an academic culture that integrates teaching, research and governance;
- Encouraging communities of practice to increase scholarship in learning and teaching.

The quality of teaching plays an important role in the University"s strategic plan. UWS states that "a key element of the Learning and Teaching Strategic Plan 2009-2011 is our commitment to developing staff capacity for high quality teaching and to ensure that teaching at our university is consistently effective" (UWS, 2012m, p. 5).

The research supervisor development program is provided by the Teaching Development Unit in partnership with the Office of Research Service and the Associate Deans" Research. This program has resulted from the reforms to the management of research by the Federal Government to the way research supervision is managed within universities. The Federal Government has clear expectations that comprehensive development programs for research supervisors are to be provided by universities. In UWS, different groups of academic staff from different disciplines and stages of their research supervisor career are provided with various sessions. For example in 2010, ten sessions were offered: two were college based

forums, one was for experienced staff new to UWS, two for staff new to supervision, two with special guest speakers and three for renewal of registration on examination, publishing and candidate writing. Researcher supervisors are required to participate in at least one research supervision development forum every three years, although they are encouraged to participate more regularly (UWS, 2012n).

The University also provides training for academic staff to use Turnitin software, currently used by many Australian universities and internationally. Turnitin from iParadigms is online web-based text-matching software that identifies and reports on similarities between documents. Turnitin compares electronically submitted papers against electronic text from a range of sources including (UWS, 2012o):

- Text on publicly accessible internet sites (over 4.5 billion www pages)
- Proprietary databases (e.g. Gale e-publications; ProQuest databases, Emerald, selected electronic books)
- Previously submitted student papers (>10 million)
- Assignments obtained from 'paper mills' (internet sites offering assignments / papers for sale e.g. cheathouse.com, researchpaper.com)

This is a very helpful tool for academic staff to guide students in their research and to check potential plagiarism.

Academic staff development activities in teaching in UWS are various and receive positive feedback from academic staff and academic developers in the interviews. Foundation of University Teaching and Learning, as "one of the very best programs", said the Director, Teaching Development Unit, is an example of the good practice. The unique aspect of this program is that it is mandatory professional development for novices and full-time academic staff. While other universities, including UNE and RMIT, find it difficult to set up a development program mandatory for their academic staff, UWS has this successful one. Hence, although Vietnamese academic staff consider themselves leaders in their field, it is necessary to set up some mandatory training programs for them when academic developers and leaders see this training as helpful.

The face-to-face session with peers is another success in teaching development for academic staff at UWS. Academic staff feel comfortable with this mode of development since it is easy to share, discuss and be open with peers about both their successes and difficulties in

teaching. There is no financial pressure on the University when organizing these activities. This is a good practice for Vietnamese HE institutions.

6.3. Academic Staff Development in Research

Research activities play an important role in the UWS. They are in a phase of intensive growth and consolidation. The University nurtures a distinctive, high-impact research culture, committed to enhancing the region‟s cultural, economic, environmental and educational development and is responsive to contemporary challenges in Greater Western Sydney and beyond (UWS, 2012h). UWS wishes to make sure that research excellence extends beyond the concentration of research effort to all colleges and schools and academic staff. UWS aims "to be the positioned in the top third of Australian universities for competitive research grant income by 2015 as it seeks to secure national and international recognition in specific research areas. It will achieve this recognition through strategic and targeted investment in researchers and infrastructure within a five-year framework that builds on research achievements of the past decade" (UWS, 2012j, p. 2). To achieve these goals, the Research Framework 2009-2013 document was developed to help UWS realize goals against key performance indicators. The Framework includes details on strategic initiatives, improvement actions and competitive research grant income. The University wishes to increase its overall research intensity and performance by:

- Creating research lectureships with a one-third teaching load to attract high-performing early-career researchers and enable them to establish research careers;
- Funding additional research staff in successful research centres;
- Funding additional research staff in research groups based on performance.

UWS aims to achieve outstanding quality in research and scholarship by:

- Recruiting high quality research-active staff into centres, groups and academic positions generally;
- Diversifying the research base in targeted disciplines by supporting more research groups in areas of growing research activity;
- Allocating funding for research infrastructure acquisition and maintenance;
- Maintaining and targeting more sharply UWS internal grants that provide seed support for external grant opportunities, partnership grants, early career researchers, collaborations and "near miss" Australian Research Council and National Health and Medical Research Council applications.

The University believes that individual researchers have made great contributions to the overall research effort, but in the plan, UWS also commit to collaborative and interdisciplinary research, enhancing and increasing the scope of productive research groups by (UWS, 2012j, p. 4):

- Establishing a small number of institutes that draw together research concentrations;
- Increasing the number of supported research groups in key discipline areas;
- Fostering research in science, engineering , health and medicine;
- Attracting high-performing research groups outside UWS to strengthen existing concentrations or open new research areas of strategic importance to UWS.

Effective research partnerships are developed by (UWS, 2012j, p. 4):

- Increasing UWS partnership grants as seed funding to increase the number of Australian Research Council linkage grants;
- Targeting funding for Australian Research Council infrastructure grants, Australian Research Council Centres of Excellence and one-off partnerships with industry or government.

Research concentrations at UWS comprise four research institutes, five research centres and nine research groups. University research institutions includes Hawkesbury Institution for the Environment, Institute for Culture and Society, the MARCS Institute and the Institute in Infrastructure Engineering. They have the highest level of recognition of nationally benchmarked research excellence at significant scale within the University. University research centres include the Centre for Complementary Medicine Research, Centre for Educational Research Centre for the Study of Contemporary Muslim Societies, the Urban Research Centre and the Writing and Society Research Centre. These have all achieved significant research maturity through external review and benchmarks for quality and excellence. University research groups are developed areas of research strength such as the disaster response and resilience research group, family and community health research group, health services and outcomes research group, industry and innovation studies research group, justice research group, molecular medicine research group, nanoscale organization and dynamics research group, solar energy technologies group, and sustainability and social research group (UWS, 2012i).

The Office of Research Services plays an important role in providing an integrated suite of services to support the University research effort as well as seeking to link the University research expertise in collaborative research with business, industry, government, community

organizations and other universities. The Office of Research Services also works in many ways to support the research activities within the University, such as development of contracts and agreements, assistance with negotiations, and maintenance and provision of research information; research policy, implementation and development; development and implementation of research training initiatives; development and administration of postgraduate research scholarships; and monitoring and promoting ethical research practice (UWS, 2012f).

Within the University, a number of Research Governance Committees have been set up to support research activities such as the Academic Senate"s Research Committee, the Academic Senate"s Research Studies Committee, the Integrity in Research Committee, the Human Research Ethics Committee, the Animal Care and Ethics Committee, and the Biosafety and Radiation Safety Committee. These committees monitor and advise on issues relate to the ethical and professional conduct of research. The Academic Senate"s Research Committee encourages and supports high quality research practices across the University. The Research Studies Committee advises the Senate regarding academic issues such as research training policy (UWS, 2012k). In addition, the Teaching Development Unit works closely with staff in the colleges responsible for research training to provide discipline-focused workshops, resources or consultation with individuals and groups.

A range of resources and services to support academic staff in research has been provided by the University library. To maximize the effect of research resources, the library has designed a tutorial centre that consists of a suite of self-paced learning modules to assist academic staff to use resources effectively. It is very important to keep the data in research up to date with current developments. This can be achieved by participating in conferences, subscribing to blogs, relevant journals and databases, joining discussion lists and setting up alert services. The library also helps academic staff to record literature searched, read and reviewed by bibliographic management systems since managing information is a critical component of successful research. Academic staff can ask for help to gain access to a large number of Australian and New Zealand national statistics. At UWS, there are products and services available to researchers at no cost, for example Table builder, and Confidentialized Unit Record Files (CURFs) from key Australian Bureau of Statistics surveys. There are many areas of research that can be based on data sets in the collection, such as business growth and

performance, national health and nutrition, social statistics, education and training, employment, child care, disability profiles, household expenditure, income and housing costs, labour force mobility, and earnings and population profiles (UWS, 2012o). Within the library, Refshare is a tool which is designed to assist researchers in collaborating with colleagues from other institutions state wide, nationally and internationally. Research impact can be measured by citation tracking and the merit of a journal within a subject field as indicated by citation analysis. This measurement has important funding and promotion implications in the University. Each school also has its own liaison librarian for ongoing support.

Research skills for academic staff are supported by many units within the University. Director, Teaching Development Unit gave her opinion:

> I think most of the research methods and skill training sites are within specific disciplines. We don't offer a lot of open workshops for staff on research methods or skill training. We do run some on being a research supervisor and we offer some workshops on how to help students improve their writing. There is a graduate certificate here in research. In comparison with activities in teaching development, activities in research development are less varied since most academic staff already have a PhD. And it is considered that they already have the skills to do research.

UWS believes that individual academic staff contributes greatly to research. However, it also committed to enhancing the productive research groups. For Vietnamese HE institutions, this form of research activity could be a good practice since working in a group brings individuals a chance to learn from other colleagues.

Discussing research development, Director, Teaching Development Unit also said:

> In some discipline areas, we have some research institutes. They provide and organize their own training for research in using specific kinds of data. So it is not something you can do across all disciplines because the methods they use are very different.

This is a meaningful suggestion for Vietnamese HE institutions when organizing research development activities for academic staff. Activities for research development and teaching development should be organized in different modes. In detail, teaching development could

be organized at university level, while research development could be organized at discipline level.

6.4. Academic Staff Development in Publishing

UWS always reminds academic staff that publishing is important because it increases the visibility of research and raises their research profile. Publishing is a consideration when applying for grants, promotions or new positions. In addition, it is often an expectation of employment in an academic institution (UWS, 2012c).

Support for academic staff in publishing is provided mainly by the UWS library. Academic staff who wish to publish a journal article can find much useful information about where to publish, ways to identify relevant journals, journal information, lists of potential journals, and the publishing process on the library website, or they can talk to a librarian. The website or librarians can provide detailed advice on every aspect of publishing, particularly on how to identify relevant journals (UWS, 2012c):

- Check the reference lists of relevant articles to identify journals publishing on the same topic as the academic‟s research;
- Conduct database searches on the academic‟s topic and browse the list of journals which contain articles on that topic.
- Check the academic‟s reference lists to identify journals publishing on the same topic as their research;
- Browse the journal to determine if the academic‟s paper matches the interest and style of articles within;
- Identify if the journal publishes applied or theoretical research;
- If the journal is a 'review' journal (review journals tend to have high impact factors as they are often heavily cited) decide if this an appropriate place for the academic‟s article.

Important information on the website on selection of journals and submission of articles is available on the website (UWS, 2012c) such as:

- Not all quality journals have a published impact factor;
- Impact factors do not assess the quality of individual articles –controversial or discredited articles can be highly cited thus skewing the impact factor;
- Few articles are highly cited and they are published in a select group of journals;
- Newer journals will not have an impact factor and may be easier to publish in if you are an early career researcher;
- Changes in journal title and/or format will affect their potential impact factor;
- Non-English language articles are cited less often than English language articles

The library also provides many sessions and modules dealing specifically with publishing, such as the Art and Craft of Publishing in Scholarly Journals, and Smart Publishing. The Art and Craft of Publishing in Scholarly Journals is a self-paced online tutorial developed by groups of university libraries in the United States in order to assist the beginning author in the publishing process. Academic staff in UWS can access this module to find excellent tips on getting started, and developing a personal plan for publishing. The Smart Publishing session is aimed at academic staff and higher degree research students. It outlines the tools available and search strategies to assist with targeting potential publication outlets for your research (UWS, 2012c).

When a journal article is published, it is also important to increase the citations index for that article. There are a number of ways this can be achieved (UWS, 2012c):

- Writing reviews in addition to research papers –review journals often have high impact factors as they are more frequently cited than research articles;
- Online availability is crucial as it facilitates greater access to the work by the international research community;
- Target open access journals, particularly peer-reviewed publications;
- Depositing the research output in the UWS Research Repository.

In answer to the question "How does the University encourage academic staff to publish articles in peer journal?" Director, Teaching Development Unit explained that:

> Academic staff have a workload plan and in order to get research time, they have to produce certain outcomes. Their workload is just reporting whether they are producing research outputs. Having a research paper in a journal is very important. It is not considered good enough to have just a conference paper; it should be a journal paper. So there is pressure for funded projects and peer review journal papers and books of course. This counts in promotion. This sort of thing is important if you want to go for promotion. And it affects your teaching load. If you don't produce the research outputs that you are expected to produce, then you will lose your time to do research and you have to do more teaching.

Publishing is an important activity and it is emphasized in the policy of the University. This activity is strongly supported through the library with a depth of information relating to publishing. Academic staff can talk to librarian and get plenty of information they need to prepare for the submission of a journal article. Director, Teaching Development Unit confirmed that "our University is putting a lot of pressure on people to produce more research

outcomes*".* Vietnamese HE institutions could apply the methods UWS uses to promote publishing – counting published journal articles in workload and in promotion considerations. By doing this, the HE institutions can both pressure and motivate academic staff to conduct more research and to publish the outcomes of that research.

6.5. Other Aspects in Academic Staff Development

UWS is concerned with many other aspects of the lives of its academic staff. This section introduces other aspects that have an effect on the lives of academic staff members including workplace flexibility and diversity, health and wellbeing, savings and discounts, and charity and social events.

Workplace flexibility and diversity

UWS is committed to workplace flexibility and diversity in order to encourage staff to live a balanced lifestyle, combining work and family responsibilities. Chaplaincy services and a multi-faith centre with a variety of spiritual traditions encourage all staff and student spirituality, offering a caring presence, and hospitality.

There are childcare centres at all five campuses of the University. This is very convenient for both academic staff and students. An equitable and inclusive employment environment is created for staff with disabilities.

Flexible work options are provided for staff with the primary aims to (UWS, 2012p):

- Provide a variety of options to assist staff in their late career transitioning, provide those staff who have family commitments with an option to structure their annual work cycle to enable them to better manage their commitments;
- Provide the University with strategies to manage succession planning and retain valued staff in a variety of ways whilst planning future workforce alignment requirements.

Flexible working arrangements, part-time work, personal leave and flexi leave are arranged for fairness and equity in the workplace. This is also a strategy to retain and attract high quality staff.

An arrangement of flexible working hours with core hours applies to all staff, subject to requirements of the work unit. The University recognizes that flexible working hours help staff to balance personal and work commitments.

Indigenous services have offices on each campus to make sure that indigenous staff and students "never feel alone". These also help staff feel that they are working in a friendly and supportive environment, promoting independent thinking and embracing diversity.

Health and wellbeing

UWS emphasizes that "health and wellbeing is about feeling good physically, mentally, emotionally and socially. It concerns both individuals and communities and affects every aspect of our lives" (UWS, 2012d). Within the University, there are many programs and activities that help improve staff health and wellbeing, such as an employee assistance program, staff flu shots, connect fitness, uniclinic, first aid training, and a corporate health plan.

UWS aims to provide a safe and positive work environment. This safe and positive working environment and employee well-being or exposure to UWS by (UWS, 2010, p. 11):

- Ensuring that changes to Organizational Health and Safety laws through the Federal Government"s harmonization program are incorporated into UWS business practices and procedures;
- Continuing to reduce and monitor the number and impact of workplace injuries and illness;
- Increasing employee awareness of personal well-being and promoting work-life balance;
- Ensuring effective risk management strategies are implemented to promote continuous improvement and raise staff awareness of their role within the Organizational Health and Safety framework.

Savings and discounts

With the cooperation of many professional partner, staff of UWS can enjoy discounts on many services such as personal computing equipment purchases, individual media sets for some Microsoft software, Vodafone plans, leisure activities and salary packaging (UWS, 2012l).

Charity and social events

168

UWS encourages its staff to participate in community events and charity functions. The University has a UWS social club that staff can join. Staff can have an enjoyable time that is socially rewarding through social, sporting and recreational activities. In addition, UWS itself has a charity program named UWS Staff Giving. Within this program, staff can make regular donations to charitable and community organizations through their pay each fortnight. Staff are also encouraged to donate to UWS for many emotional reasons including the following (UWS, 2012b):

- As a University committed to excellence and to the development of Greater Western Sydney, UWS must continue to attract the most talented students, regardless of their circumstances. It must attract – and retain – the most dedicated teachers, and constantly enhance its outstanding research facilities.
- The University"s commitment is to place students at the heart of itsmission, to provide both opportunity and excellence in higher education and, through this, to make a difference to the lives and prospects of the people and communities it serves, beginning with Greater Western Sydney.
- By donating to UWS, donors are supporting the learning, teaching and research programs that are shaping their future.

The University also supports other charity and social activities including Australia"s Biggest Morning Tea, Jeans for Genes Day, 10,000 Steps Challenge, and Earth Hour.

UWS pays attention to other aspects of academic life"s including workplace flexibility and diversity, health and wellbeing, savings and discounts and charity and social events since it is aware that these aspects have effects on academic work. Flexible work options, flexible work arrangements and flexible work hours for academic staff make academic work more convenient. However, it would be difficult for Vietnamese HE institutions to apply these measures, but they could introduce other activities such as an incentive policy in health and wellbeing, savings and discounts, and other charity and social activities, since these make the academic staff"s social lives more meaningful and helps to reduce stress in their academic work.

6.6. Conclusions

UWS is one of the universities that really cares about its academic staff. This is expressed through many policies, projects and training programs that the University has established for academic staff. The success of great projects such as Our people 2015 or the Foundation of

University Teaching and Learning is an effective approach to academic staff development. In addition to investing in small, annual training sessions for academic staff, the University also invests in large long-term projects to improve the quality of its academic staff. Large projects cover important areas of focus, such as teaching and learning. By investing in this project, the University makes the development of academic staff in teaching and learning more holistic and sustainable. The way UWS develops academic staff could serve as an example for Vietnamese institutions, and they could introduce an effective academic staff development program in order to achieve holistic and sustainable development for academic staff. However, this might not be achievable without the policy and financial support from the Vietnamese Government and MOET. This, once again, emphasizes that direction from the Government and MOET are important in academic staff development for Vietnamese HE institutions.

CHAPTER 7: CASE STUDY, ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY

This chapter focuses on academic staff development activities in RMIT. RMIT was chosen for this case study as this was the first international university to establish two campuses in Vietnam. RMIT has developed complex strategies for academic staff development for its onshore as well as offshore campuses, including the campuses in Vietnam. In addition, RMIT has partnership programs with many other Asian countries such as China, Hong Kong, Japan, Malaysia, Sri Lanka, Laos and Singapore.

7.1. Introduction

RMIT‟s mission (RMIT, 2011g) is to be a University that brings knowledge within reach through education and research to enrich and transform the futures of individuals, cities, industries and nations and its vision is that RMIT will be a global university of technology and design. To achieve the vision, RMIT will be:

- Global in attitude, action and presence, offering their students a global passport to learning and work.
- Urban in orientation and creativity, shaping sustainable cities and drawing inspiration from the challenges and opportunities they provide.
- Connected through active partnerships with professions, industries and organizations to support the quality, reach and impact of their education and research.

Accompanying the mission and vision of the institution are their core values which are to be creative, connected, fair, passionate and committed to making a difference.

The university policy on staff development indicates that academic staff development should occur in the University through both formal and informal activities such as coaching, mentoring, industry placement, university-wide learning, development programs, institutional exchange, international experience, award courses, job rotation, attendance at conferences, leadership programs, professional reading, research, acting in a different position or being on a committee. In another words, professional development options include on-the-job training, formal training, formal educational study, practical forms of training and learning, compulsory training, and undertaking research and publications. These development activities are driven by many factors including objectives in the strategic plan, department

plans, individual plans, performance reviews, external requirements and team needs (RMIT, 2011d). Professional development policy and procedure are defined clearly by the University which states that "professional development is a way of ensuring that an organization"s workforce can perform well in their current roles and are ready to undertake new roles, when required. It is a way of meeting organizational objectives and dealing with organizational change. It increases staff capabilities (skills, knowledge, attitudes and behaviours), which means job demands can be met and personal career aspirations satisfied (RMIT, 2012k).

RMIT pays special attention to internationalization of HE. The RMIT internationalization plan has eight priorities (RMIT, 2011b):

- Development of global campuses, partnerships and networks, supporting the planned global growth in student enrolments and student mobility.
- Developing global education via a quality-assured globalized curriculum.
- Ensuring the student experience is comparable across RMIT program locations.
- Increasing opportunities for student mobility by RMIT students globally.
- Contributing to RMIT"s global research aspirations.
- Building a globally connected network of industry and alumni contacts.
- Enabling and supporting staff to achieve RMIT"s global objectives.
- Continuing improvement of RMIT governance, strategy, policy and culture of internationalization, underpinning RMIT"s global growth initiatives.

In addition, the University also has an academic plan which assists them to achieve the goal of "making a difference" for students, academic staff as well as the community. The academic plan has four specific goals (RMIT, 2012a):

- The University of Technology and Design: since RMIT has long had a focus on technology and design it will build on its strong reputation in these areas, ensuring the development of programs that excel in their quality, viability and relevance.
- Global University: RMIT is well positioned to achieve the goal of being global in attitude, action and presence, offering their students a global passport to learning and work.
- The urban university: becoming an urban university means developing as a global leader in scholarship and teaching in the social, political and cultural aspects of living and working in an urban environment.
- The connected university: there are two critical partnerships that RMIT must foster in order to achieve the academic priorities and goals of being global, urban and connected. These are the partnership that it builds with the industries whose staff it educates and with the international partners with whom it delivers programs.

As can be seen in many of their strategic plans, such as the general strategic plan, internationalization plan and academic plan, partnerships with international partners is very

important to the University. Some evidence of this is the development of RMIT in Vietnam. In addition, the Institute emphasizes that "academic and teaching staff are the University's key resource. Continuous improvement and excellence in professional development for these staff will enhance RMIT's reputation as a good employer, and develop the University's capacity to excel in learning and teaching practices which enhance students' learning experiences. This will also provide staff with greater opportunities and support to reach levels of excellence in their practice and achieve their career aspirations" (RMIT, 2012k, p. 7). Answering question "How to keep academic staff development continuously", Coordinator, School of Graduate Research shortly responded "money". It is a useful remind for both Vietnamese and Australian universities since there is a fact that whenever university need to cut down the budget, they will cut down the investment for academic staff development. However, it is "money", as Coordinator, School of Graduate Research emphasized, that keeps academic staff development continuously. Hence, academic staff development activities should be one of the priorities in any university's financial plan.

7.2. Academic Staff Development in Teaching

In 2011, professional development for teaching practice was reviewed and divided into four groups: RMIT professional modules, formal qualifications, continuing professional development, and informal or external. All of these activities are for both onshore and offshore academic staff. The RMIT professional modules include foundation in tertiary teaching practice, leadership in tertiary teaching practice, sessional modules, a certificate and diploma for vocational education training, a graduate certificate of tertiary teaching and learning, and teaching and learning master and doctorate degrees. Of these, the certificate and diploma for vocational education training, and the graduate certificate of tertiary teaching and learning have been redeveloped, while the others are new offerings (RMIT, 2012l). Senior Coordinator, Program Development and Improvement confirmed that Diploma in teaching is very helpful since:

> It allows staff to observe so they can explore to different ways of teaching. And it allows them to compare different teaching styles as both an observer and a person being observed. It is a strong factor contributing to their teaching practice.

The graduate certificate of tertiary teaching and learning is a six-month, full-time or one year part-time program. This program is fully funded by the University for eligible staff. The program provides learners with opportunity to shape their teaching experiences in the tertiary environment. Learners are required to complete three courses including internationalizing the curriculum, tertiary learning and teaching, technological implications for tertiary learning and teaching and are required to select one of the following two courses: implementing tertiary learning and teaching or supervision of higher degree by research. Continuing professional development includes curriculum design and assessment, transnational education, e-learning and teaching with technology, DevelopeME programs, industry, professional and peer partnerships, new learning spaces, graduate attributes and English language development, as well as ad hoc and just-in-time professional development. Informal or external programs include information technology advice, and professional and vocational networks, online resources, conference, workshops and seminars. DevelopME includes "very helpful professional development activities", said the Coordinator, School of Graduate Research, where each academic staff can seek help to solve their own problems in many aspects of academic work. In other words, professional development at RMIT includes peer partnerships in teaching, teaching induction modules and m-learning, that is, learning opportunities using mobile technologies.

Peer partnerships in teaching (Figure 7.1) aim to support reflective teaching. Peer partnerships in teaching are cross-disciplinary, collegial, reciprocal relationships that provide a safe space for reflecting on teaching practice, process and pedagogy and are characterized by five features (RMIT, 2012i):

- Partnership: peer partnerships operate on the principle of the critical friend. Peers are described as critical friends who have respect for the other's professional competence, personal integrity and confidence in the strength of the relationship. A peer partnership in teaching does not rely on more experienced or senior staff reviewing others. Instead peer partnership in teaching respects the potential contribution of all staff, regardless of years of teaching experience or level of appointment. Peer partnership in teaching attracts staff who are just beginning as academics and teachers through to those with many years of experience.
- Reciprocal: in agreeing to join a partnership you agree to both observe your partner's teaching and to be observed.
- Experiential: peer partnerships in teaching invite staff to engage in reflective, experiential practice in much the same way as students are invited to engage in their learning.

- Cross-disciplinary: peer partnerships operate across disciplinary boundaries. Although productive relationships are clearly possible within disciplines, in the RMIT model they have deliberately chosen to focus on cross-disciplinary pairing. This has the advantage of focusing partners on the process of teaching rather than the specific content that is being taught. It has the added benefit of adding disciplines within schools.
- Confidential: any information arising from the partnership (written documents, observations and reflections) is treated confidentially by both partners and is disclosed only with consent. Partners are encouraged to use their own experience in peer partnership as evidence of their reflective practice in applications for promotion, grant applications and for teaching awards.
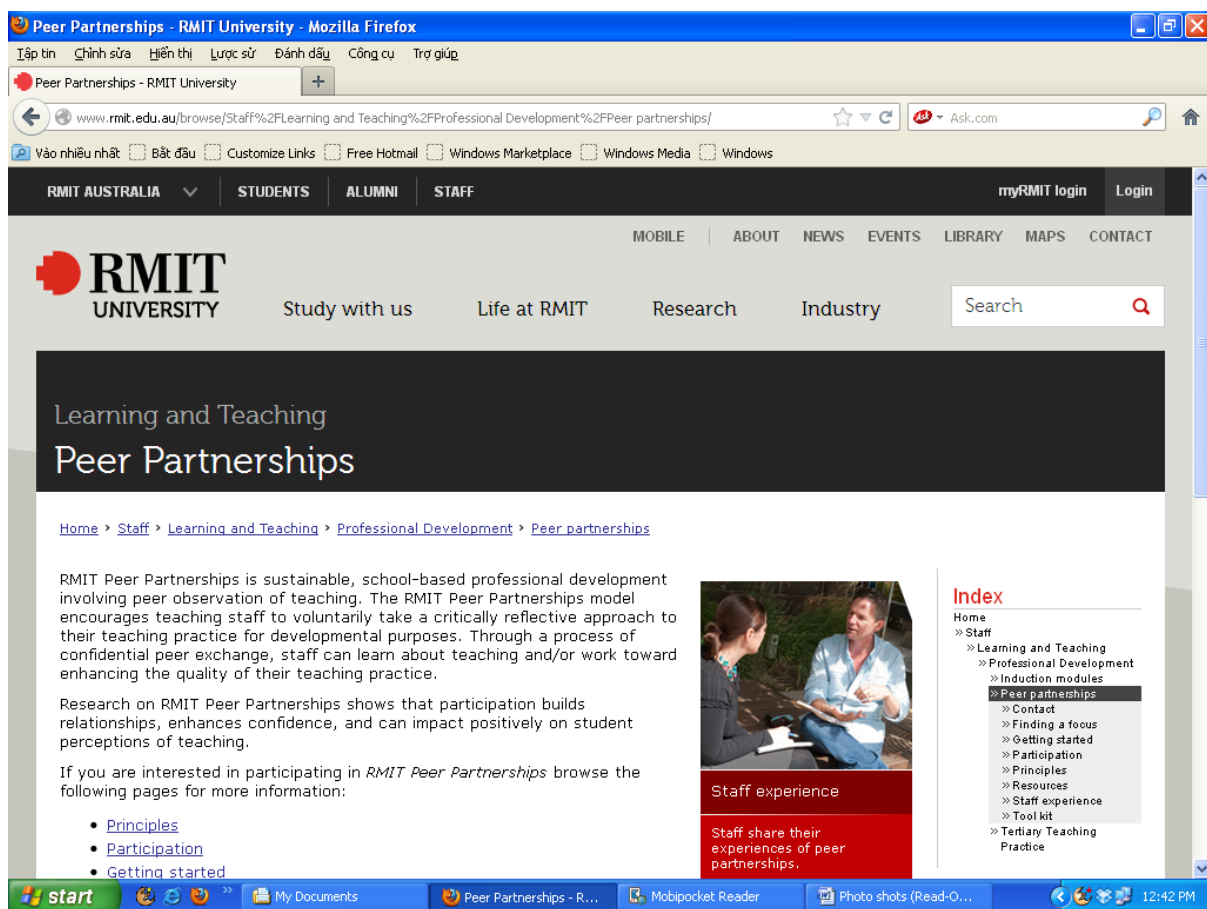
Figure 7.1: RMIT Peer Partnership Program

Source:http://www.rmit.edu.au/browse/Staff%2FLearning%20and%20Teaching%2FProfessional%20

Development%2FPeer%20partnerships/

The Peer Partnership in Teaching (Figure 7.2) has five stages (RMIT, 2012i):

- Training: the two hour training sessions cover the fundamental principles of peer partnerships in teaching, suggested goals, guidelines for observing a colleague and an opportunity to practice giving feedback.

175

- Preparation: usually included in the training, this stage of the process involves meeting and deciding on the specific focus for your partnership. Some work may be needed to ensure your partner has access to appropriate documents (e.g., access to myRMIT studies sites, assessment tools, etc.)
- Feedback and reflection: in this stage partners meet to discuss their observations and provide feedback. It is recommended that this meeting be held face-to-face and supplemented by some written feedback.
- Planning: As a result of feedback, the staff member sets goals for change in the next cycle, which may be the following week, the next semester or even the next year. These goals might involve trialing a new technique, building skills or knowledge in a particular area, and/or seeking more information from students or other staff.
- Action: Putting these plans into action is the final stage in the cycle. This stage involves evaluating the effect of the changes made and may involve the partner again in a further observation.
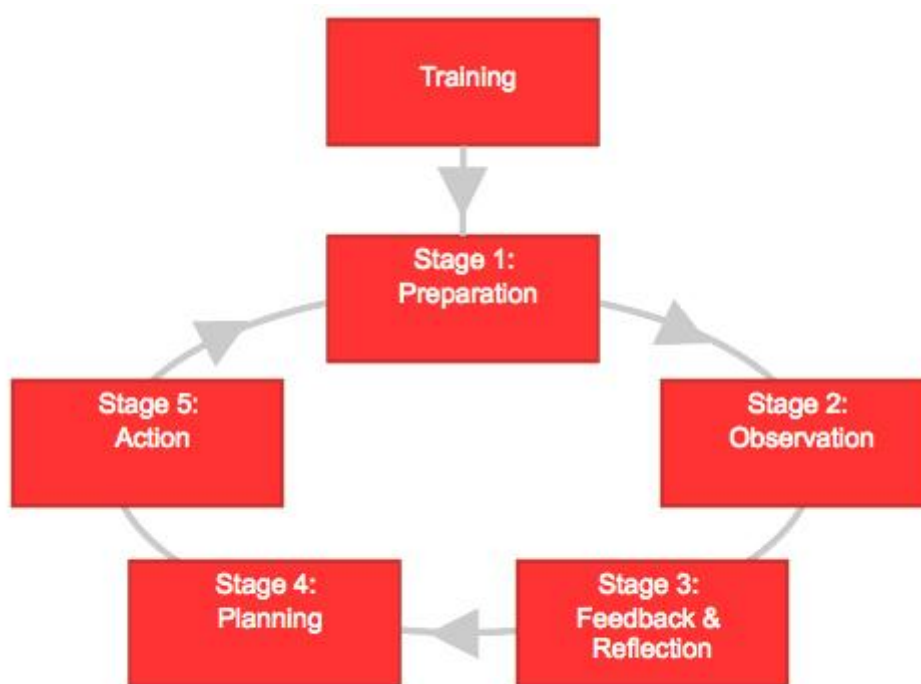
Figure 7.2: Peer Partnerships in Teaching in RMIT

Source: (RMIT, 2012i)

Teaching induction includes two online modules: Learning and Teaching at RMIT and Assessment at RMIT. Each module takes around 45 minutes to complete and they are suitable for both new and experienced academic staff. These modules are designed to help academic staff improve their teaching skills since RMIT expects that their academic staff use various teaching approaches such as problem-based learning, case studies, role-plays,

discussion and debate. Learning and Teaching at RMIT helps academic staff to reflect on their approach to teaching as this approach will have a direct impact on how academics teach and how their students learn. This module has five focuses: what sort of teacher are you? Two approaches to teaching, student approaches to learning, deep, surface and achieving learner, and key concepts. Assessment at RMIT helps academic staff to reflect on their approach to assessment since assessment plays an important role in student learning and student satisfaction with their educational experience.

M-learning is a forum which promotes the use of mobile technology in teaching and learning. This forum provides participants with innovative ways of integrating mobile applications inside and outside the classroom. By using mobile technology, academic staff can provide their students with rich learning opportunities. Participants in this forum can find the interesting discussion topic such as "YouCanTeach and Assess your whole course from a mobile phone" (RMIT, 2012h). Teaching Practices is a very useful module for academic staff. It includes practical guides to teaching, a quick guide for sessional staff, a guide to inclusive teaching, a course experience survey analysis project and transnational teaching.

A practical guide to teaching suggests academic staff learning and teaching approaches at RMIT as well as tips and information to enhance teaching practice. In this section, academic staff can find many practical guides on how to teach, and how to implement teaching activities. The guides provide very detailed advice on teaching approaches, preparing to teach, assessment and evaluating practice. Regarding teaching approaches, inclusive teaching approaches are introduced such as e-learning, laboratory learning, problem-based learning, lecturing, tutorial and work-integrated learning. There are many factors that academic staff should consider when selecting a teaching approach (RMIT, 2012j):

- What do I know about my students and how can I best engage them in specific elements of the learning?
- What opportunities and limitations are created by the size and abilities of the student group, and the resources and facilities available to me?
- What are the most effective and vocationally relevant ways I can facilitate the student learning outcomes for this course?
- What teaching approaches will help me to construct learning activities and assessment tasks that directly relate to the objective and learning outcomes of the course?

Planning and preparation are very important elements of teaching and are vital to successful student learning experience. Academic staff can find detailed guides on engaging students,

using the course guide, planning classes and internationalizing the curriculum. Besides those presented in the course guide, many other points should be considered in academic staff‟s preparation (RMIT, 2012j). They include:

- What strategies can I use to engage and be inclusive of all learners, taking into account the size of the group and their diverse backgrounds, experiences and abilities?
- What are my responsibilities to the student group, and what are their responsibilities?
- What tasks do I need to complete to be organized for my teaching?
- What resources are available to assist me with my preparation?

Assessment is another important part of a course since it measures student achievements and capabilities. RMIT provides academic staff with detailed guides so that they can choose appropriate assessment strategies. The guide includes RMIT assessment policy, types of assessment, designing assessment methods and assessing students‟ work. In order to achieve the highest standards for assessment practice, academic staff should try to develop assessment that (RMIT, 2012j):

- Is valid and meaningful
- Is flexible
- Is manageable
- Is fair and considerate of diverse needs
- Is reliable
- Encourages student learning and participation
- Provides feedback
- Encourages student integration of learning

A part of RMIT‟s mission is to ensure that their graduates are „work ready‟ and in touch with industry practice. Hence, RMIT has a long tradition of employing industry experts as sessional academic staff. Sessional academic staff may have many questions about administrative processes and the workplace, as well as teaching and learning in the University. For these staff, the Quick Guide for sessional Staff is very helpful. In it, they can find information about working conditions, roles and responsibilities, and RMIT students. They can also find detailed information about engaging students, using course guides, teaching approaches, and assessment and evaluation method (RMIT, 2012j).

At RMIT, inclusive teaching indicates a move away from „making adjustments‟ to individual student needs, in favour of adopting a universal approach to teaching that embraces as many forms of difference as possible and there are numerous visible and invisible differences in learner groups such as religious practices, cultural and linguistic diversity, health and medical

conditions, disabilities, age, gender, sexuality, part-time students, and refugees. In addition, each student has his or her unique experiences, background and preferences. Hence, it is important to make teaching and assessment more inclusive (RMIT, 2012j).

The course experience survey is an important project at RMIT which provides multilevel for teaching and learning. This project assists academic staff with the appropriate statistical analysis for the evaluation of course experience survey results. The aim of these surveys is to find out what drives good teaching. The project can offer academic staff reports of the course analysis so that they can use in reflection and evaluation. Reports provide quantitative or qualitative analysis of course experience survey data of academic staff. The data can be used as an additional resource in reflecting on the previous semester and also assist academic staff to prepare for the next semester. The reports can be at program level, course level or multi-program course level (RMIT, 2011a).

Transnational teaching is one of the focuses in academic staff development since RMIT offers programs in many countries outside of Australia and the University wants to make sure that teaching operations in Australia and offshore campuses are consistent. The guides from this section can help academic staff engage in designing, delivering and evaluating courses and programs at onshore and offshore campuses. Academic staff at offshore campuses can find detailed guides on teaching practice on topics such as approaching cultural diversity, approaching student-centred learning and teaching, developing lesson plans, engaging students in lectures and larger classes, engaging students through learning activities, equivalence and comparability, preparing to teach, promoting deep learning, teaching with technology, and understanding and interpreting program and course guides. Regarding assessment and feedback, academic staff can find information about academic integrity and plagiarism, assessing students, providing student feedback, and understanding the course experience survey. In addition, other aspects of scholarship of teaching are also included such as a scholarly approach to learning and teaching, community of practice and enhancing the quality of teaching through reflective practice (RMIT, 2011h).

The guide to teaching with technology provides academic staff with information and advice on the many technologies used in classrooms, lecture theatres, laboratories, studios and online teaching. Academic staff, especially older staff, may experience some difficulties since a wide range of modern technologies are used to support teaching. However, with each type

of teaching practice, academic staff can find detailed supporting information such as Blackboard and illuminate live for communicating and providing feedback; Blackboard and video conferencing for collaboration and work in groups; blogs and e-portfolios for support and reflection, journals and folios; Lectopia, online library resources, databases, podcasts for providing rich course materials, and Blackboard and Turnitin for managing assessment and results (RMIT, 2012p).

It can be said that teaching development activities in RMIT are varied and very effective. The University pays attention on not only content but also the formats of training as sharing by Coordinator, School of Graduate Research:

> For me, there are two formats that work particular well. So, one is seminar. Seminar is good if they are interactive. Lecturer is good if they are informative. And I also like to communicating with experts on Twitter and reading blogs.

Peer partnership in teaching is an interesting suggestion for Vietnamese HE institutions. Academic staff in this activity are critical friends. Academic staff are welcome to join the activity regardless of seniority or experience. This activity, if could be applied in Vietnamese HE institutions, would provide academic staff with a chance to observe their partner"s teaching and to engage in reflective and experiential practice, which are highly valued by Vietnamese academic staff.

The teaching induction with two online modules is another interesting suggestion. This activity is designed for both new and experienced academic staff from various teaching approaches. If introduced in Vietnamese HE institutions, it would help to reduce for the cost of designing activities and organizing training, as it is online. Moreover, a group of universities and colleges could cooperate in designing this activity. This would help to enhance the connection among Vietnamese universities and colleges regardless of geographic location.

7.3. Academic Staff Development in Research

At RMIT, there are four Research Institutes, the Design Research Institute, the Global Cities Research Institute, the Health Innovations Research Institute and the Platform Technologies Research Institute. In addition, there are many research centres and research groups in each

school as well as multi-institutional research collaborations. Research groups play important roles as key factors in the research culture. With these groups, academic staff who have complementary interests and expertise can collaborate on projects focusing on contemporary issues. RMIT"s research focus areas are designing the future, smart technology solutions, improving health and lifestyle, sustainability and climate change challenges, and the future of cities. The research structure policy supports these research groups in order to guide them to the RMIT"s research objectives to develop focused areas of excellence in research and scholarship. More importantly, the University supports the development and maintenance of a high quality, collaborative research environment and provides opportunities for early career researchers to produce high quality research outcomes, to develop their research track record, and build successful research careers. In terms of finance, RMIT enhances opportunities to gain substantial external funding for focused research activities. The university recognizes the strong relationship between teaching and research by emphasizing the importance of academic staff undertaking high quality research to underpin and strengthen academic programs. Research at RMIT is carried out with focus on both the global and local levels. At the global level, the University undertakes outcome-related research and development in areas of specialization that reflects and sustains global engagement with industries and communities. At the local level, the University supports innovation that will underpin future economic, environmental and social development in communities in which it operates. In terms of quality, the University tries to ensure that they are valued by clients through the delivery of useful, timely and cost-effective research outcomes that are characterized by excellence (RMIT, 2011f).

There is much support for academic staff carrying out research. Research governance and strategy is organized with the collaboration of many committees on research policies, research procedures, and research measurement to ensure that research at RMIT is undertaken ethically and with integrity. Early career researchers can join various networks where they can find opportunities to collaborate and build their research skills. If they find it difficult to find funding for research, advice and support are available from the Research Support and Performance team. Academic staff, in order to meet the deadlines of reporting and performing, need good management of their research. This task is supported by Research Support and Performance team, the Ethics and Research Integrity team, and the Collaboration Commercialization team.

Partnerships within the Institution are an important part of research activities. Moreover, academic staff in RMIT have research collaborations and partnerships with industry and government aligned to the Institute's research objectives and areas. These partnerships provide many services to academics (RMIT, 2012n), including:

- Advice on cross collaborative projects, partnerships and alliances.
- Building research opportunities by facilitating the development of national and international partnerships and collaborations.
- Providing advice and support relating to the sharing of knowledge generated by research, especially relating to intellectual property and commercialization.
- Preparing and negotiating research contracts, monitoring compliance, due diligence and approval processes.
- Developing opportunities for the internationalization of RMIT University research, working with RMIT University International Vietnam and other partners.
- Building networks of appropriate government, peak body and industry clients, assisting research groups to maintain strong and productive relationships with partners with whom RMIT can generate excellent research and research funds.
- Supporting and managing RMIT University's involvement in Cooperative Research Centres (CRCs).

Research activities in RMIT are supported by a wide range of resources and facilities such as the e-research office, visualization resources, the design hub and the RMIT gallery. Academic staff can use many types of equipment, facilities, information technology systems, and software in the e-research office. In the Virtual Reality Centre, a design exhibition space, graphics visualization computers and immersive theatre are available at Visualization Resources. The Design Hub provides support for a diverse range of design initiatives, design research groups and programs with their facilities. Researchers can explore all aspects of visual culture, fashion, architecture, fine art, jewellery, new media and technology at national and international level in the RMIT gallery. Moreover, each school also provides a range of facilities for research in areas such as aerospace, manufacturing and mechanical engineering, and there is the Microelectronics and Materials Technology Centre, the Rheology and Materials Processing Centre and the Spatial Information Architecture Laboratory Sound Studio (RMIT, 2012o).

Research development activities at RMIT are organized systematically which might be a good practice for Vietnamese HE institutions. First of all, it has clear and detailed policies on research activities. Together with these policies are clear and detailed research foci that help to orient academic staff. Having a clear research policy and research focus, the University

provides academic staff with very good conditions to support and encourage them doing research. Moreover, the University forms many research centres and research groups that help to build a research culture which is very important for a university. Senior Coordinator, Program Development and Improvement shared that:

> We do have two or three people who work here as research development drivers and they work one on one with staff but it is not formal mentoring. Sometime we organize group presentation where they can get feedback.

These research development drivers play important roles in supporting for academic staff in their research activities. Building a research culture is a challenge for Vietnamese HE institutions. However, starting by having clear and detailed policies, then encouraging and supporting academic staff step by step will help Vietnamese HE institutions to build a research culture.

7.4. Academic Staff Development in Publishing

Publishing is considered an important activity in academic life at RMIT so "The University doesn"t promote academic staff if they don"t publish" said the Coordinator, School of Graduate Research. The University has very clear and detailed policies and procedures about publishing and the dissemination of research outcomes. The University emphasizes that researchers have a responsibility to disseminate a full account of their research as broadly as possible, including where applicable, negative findings and results contrary to their hypotheses, and researchers must take all reasonable steps to ensure their findings are accurate, and properly reported. If they become aware of misleading or inaccurate statements about their work, they must correct the record as soon as possible. The University also states clearly the procedure for publishing. In detail, researchers must take account of any restrictions relating to intellectual property or culturally sensitive data. Researchers also need to include information on all sources of financial and in-kind support and any potential conflicts of interest. It is important that work of other authors must be cited appropriately and accurately (RMIT, 2011c).

Academic staff can publish in the web publishing system. To prepare a paper for publishing, academic staff can find detailed instructions on publishing standards including a writing style

guide, content and design guide, and corporate identity. In addition, the library is a very rich source of support for academic staff in their research. The library provides much support such as (RMIT, 2012e):

- Individual research consultations.
- Help with finding relevant resources for the researcher‟s topic and keeping their results up-to-date.
- Help with developing research skills.
- Advice on managing references.
- Advice on publishing in quality resources.
- Advice on measuring research impact.

Moreover, the library provides subject-specialized sessions in research methods and identifies resources for subject areas. Even if resources for research cannot be found in RMIT, researchers can find them via other library catalogues. Senior Coordinator, Program Development and Improvement shared that:

> The University just don't promote them [academic staff] if they don't publish. And, occasionally people run in school journal writing circle. We have twelve-week program that runs in different places. We have consultant come in and do to support writing.

Academic staff development in publishing at RMIT includes individual research consultations and training research skills which are very important for Vietnamese HE institutions. However, the way in which RMIT supports its academic staff in publishing through the library would be a challenge for Vietnamese HE institutions. It is a fact and also an urgent issue that the quality of libraries in Vietnamese HE institutions is very low and many librarians are not professionally trained. Hence, while waiting for an improvement in the quality of libraries and librarians, Vietnamese HE institutions will need to rely on the academic staff by asking them to help each other in individual research consultations and research skills.

Another good practice that Vietnamese HE institutions could emulate is RMIT‟s clear and detailed publishing procedure. Moreover, this procedure needs to be included in publishing policies, as the issue of copying other researchers‟ work without appropriate citation has existed for a long time in Vietnam. Intellectual property, financial support, in-kind support and potential conflicts of interest are ignored in many research projects. Serious scholars find this situation very uncomfortable. In addition, the HE institutions themselves also see this as

184

an urgent issue need resolution. Thus, it is suggested that the practices of RMIT be embraced. Publishing should be included in policy and disseminated to all academic staff so that they can be fully aware of the importance of publishing procedure. This would also help to make research activities in Vietnamese HE institutions more professional.

7.5. Other Aspects in Academic Staff Development

Information Technology Support

Academic staff who are interested in software training to support their teaching, research and publishing can find help from Information and Services. There are many sources of assistance available for academic staff such as Blackboard, Blackboard Collaborate, course guides, Pebblepad‟s e-portfolios, GroupWise, Googleapps@RMIT, introduction to information technology for RMIT staff, personal response systems, program guides system, qualtrics, results processing online, Student Administration Management System (SAMS) training, Skillport, Syllabus Plus, TeamBoard, videoconferencing, and web publishing. In addition, academic staff are supported in any difficulties they may encounter relating to audio visual services, computers, email, hardware procurement, network drive space, or Novell Directory Services (RMIT, 2012f).

Induction Programs

The induction program is designed for educators in many roles, such as academics, technical and further education teachers, professional staff, casual staff, and managers of new staff members. The program is designed to help (RMIT, 2012m):

- Understand the employee‟s role and what is expected of them.
- Build awareness of RMIT‟s history, culture, values and strategic direction.
- Understand RMIT‟s business and structure.
- Know how to access and work with key policies and procedures.
- Understand their rights and responsibilities around equal opportunity, health and safety, privacy and competition and consumer law.
- Begin to establish connections and networks across the university.

Online business programs

Online business programs are available for academic staff. These programs help to improve personal effectiveness by enhancing skills such as communication skills, business writing basics, working with and managing difficult people, and skills in customer service fundamentals, effective business meetings, successful presentations, business grammar, time management, career management and work/life balance (RMIT, 2011e).

Outside activities

Academic staff are encouraged to participate in outside activities to expand their professional experience. Outside activities include industry consultancies, unpaid outside activities and private paid outside work. Academic staff are supported and encouraged to participate in outside activities in which they (RMIT, 2012c):

- Support the priorities of the RMIT strategic plan.
- Provide research and consultancy expertise linked to RMIT"s activities.
- Involve RMIT and its staff in commercial initiatives.
- Link RMIT with industry and business, public enterprise and community activities both onshore and offshore.
- Link RMIT to professional boards, committees and professional associations.

Fund and awards

At RMIT, there is a wide range of funds and awards in order to encourage, support and recognize educational practices. The Learning and Teaching Investment Fund aims to provide support for academic staff to conduct research relating to effective teaching, and innovation in using technology in teaching in order to provide a better learning environment for students. Proposals for this fund are required to address one or more of the following criteria (RMIT, 2012d):

- Global in reach and impact.
- Work-relevant and industry-partnered.
- Make a difference to urban environment.
- Apply technology in ways that are innovative and improve student learning outcomes.

In addition to this fund, there are many different types of awards that academic staff can apply for such as RMIT teaching awards, the Vice-Chancellor"s Distinguished Teaching Award and Award for Outstanding Achievement in Teaching and Research. The RMIT teaching awards celebrate excellence in teaching and educational practice research. The Vice-

Chancellor's Distinguished Teaching Award recognizes an individual academic or a teaching team that made exceptional progress student learning, while the award for outstanding achievement in teaching and research is awarded to an individual academic who contributes to student learning as well as in a research area (RMIT, 2012b).

RMIT also offers an annual event named the Learning and Teaching Expo. In this event, academic staff can participate in seminars and exhibitions in order to meet and network with other researchers in the field of teaching and researching (RMIT, 2012g).

Like UNE and UWS, RMIT also pays attention to the work/life balance of their academic staff by providing many other activities in academic staff development. Information technology support, the induction program, online business programs, and outside activities help to link academic staff with industry, business and the community. This is very important not only at onshore campuses but also at offshore ones. Taking RMIT in Vietnam as an example, the competition among foreign campuses in Vietnamese HE is becoming more competitive. Hence, to attract Vietnamese students and to show the strengths of a university, it is important to involve academic staff in other social activities. It is also a way of reducing work-related stress for academic staff, to balance their life and work and, as the result, to make their academic work more effective.

7.6. Conclusions

Academic staff development activities in RMIT are varied and very effective. Many practices in RMIT might be good suggestions for Vietnamese HE institutions. In teaching development, Peer Partnership provides academic staff chance to engage in reflective and experiential practice which are highly valued by Vietnamese academic staff. The two online modules Teaching Induction not only reduce the cost of designing and organizing training but also enhance the connection among Vietnamese HE institutions. In research development, the University has clear research policy and focus. In addition, RMIT also provide its academic staff very good supports for doing research. The University forms many research centres and research groups that help to build a research culture which is important for Vietnamese HE institutions.

However, The University has difficulty in increasing academic staff attention rate in training courses. Coordinator, School of Graduate Research shared the experience that:

> If I got one training course that I don't like, it is usually because someone is just standing up and saying what they did. They don't actually provide any helpful tips or technique. They are not practical. They don't recognize there are many different ways to do things. So, I prefer to be told those technique and skills, not just to be told what to do or how other people did it.

From another view, Senior Coordinator, Program Development and Improvement also saw the difficulty in training for academic staff:

> The experiences that they [academic staff] have themselves are so dominant. That provides some theories but it doesn't stay long. I will give you an example. If you look on Youtube a clip called "The Five Minute University". It is about how much we retain of what we have been taught, how much we retain our experiences. Often when we train staff, they seem to remember different learning styles and they go "ah, yes, teaching means catering for three learning styles: auditory, visual and statistic learner". In practice, it is not helpful theory. It is not true. So, it is about how much you need to change. But changing adult is very difficult. We are working with people who are very smart, very good at defending and not that interested in our teaching. Once they have a PhD in a narrow field area, it tends to give them a perception that they have everything in mind. So, now I have PhD in Technology and therefore I am smart and I can do everything.

Vietnamese HE institutions have the same issue with RMIT when academic staff find them the leaders in their research field and they even resist to the continuous development. Hence, it is important to motivate academic staff to update their knowledge and skills and to engage in lifelong learning.

In term of development in publishing, the University has clear publishing policy which is very important for Vietnamese HE institutions as the issue of copying other researchers" work without appropriate citation has existed for a long time in Vietnam.

CHAPTER 8: DISCUSSION OF IMPLICATIONS OF RESULTS

In Chapter 4, the researcher analyzed the data from the two surveys with Rectors and Vice-Rectors and with academic staff in Vietnam. In Chapters 5, 6 and 7, the researcher explored some valuable practices in academic staff development at three Australian universities including UNE, UWS and RMIT. The discussion in this chapter is based on the comparison between need analysis in Vietnam (Chapter 4) and good practices in academic staff development in Australian universities in general, as well as in three particular case studies (Chapters 5, 6 and 7) in order to address two of the four research questions stated in Chapter 1, namely:

- What are the needs for academic staff development and training in Vietnam?
- What are universities in Australia doing now in term of academic staff development?

8.1. Discussion of Academic Staff Development in Teaching

It can be seen in the surveys that teaching is always the first priority for both academic staff and Rectors and Vice-Rectors in Vietnamese higher education institutions. When they were asked to evaluate the importance of nineteen generic competencies, learning guidance was the most highly valued by both of the groups. Academic staff are quite comfortable in managing class size, although the student and academic staff ratio in Vietnam is widely considered too high compared to international standards and is also higher than many other countries in the region. Academic staff were also comfortable with the quality of teaching resources. Nevertheless, there was no consensus in the opinions of academic staff about information technology based-teaching, although this is an irresistible trend in HE teaching all over the world. If the Vietnamese HE system wants to integrate and match the development of modern HE systems, information technology based-teaching should be a part of training programs for academic staff.

Academic staff strongly agreed that the changing expectations of students is a major concern for them. This is a pleasing sign, especially in the context of Vietnamese HE where the lecturer-centred model has existed for a long time. Commitment by the academic staff to this ideal could facilitate the implementation of a student-centred model in Vietnamese HE institutions.

However, as mentioned in chapter 2, in Vietnam, teaching has been conducted in a traditional way, with discussions rarely utilized among inactive students. Many academic staff lack awareness of alternate teaching and learning methodologies. Per the traditions of Confucian culture, there remains a strong hierarchy in social relationships as well as in the relationship between academic staff and students, so students assume a passive position in relation to their lecturers. Students also assume that lecturers know all the answers and they expect to be provided with the "right answers" which they can then memorize.This style of teaching and learning prevents student from being creative and active in an information society (Hayden & Lam, 2010). Hence, improving teaching skills should be an important part in any academic staff development model. Although the academic staff in this survey were comfortable with their current teaching situation, they was still strong support for the importance of improving teaching skills.

Within Australian HE institutions, many studies report a clear perception that teaching is not valued as much as research by Australian academic staff (Ramsden, Margetson, Martin, & Clarke, 1995). However, the universities themselves still pay attention to teaching development for academic staff. The Academic Development Unit and the Teaching and Learning Centre at UNE offer academic staff many seminars, workshops and hands-on tutorials on teaching and learning. Teaching with technology and online teaching support are offered for academic staff, since distance learning is one of the University"s strengths. At UWS, the Learning and Teaching Development Framework provides academic staff with many opportunities to improve their teaching skills. In 2007, UWS launched a mandatory program named the Foundation of University Learning and Teaching for full-time academic staff with an appointment of twelve months or longer. This blended mode training includes face-to-face sessions, online learning and independent study which interested academic staff. A similar mandatory training program could be one of the good practices that Vietnamese HE institutions employ for their academic staff. The five-stage peer partnership in teaching developed by RMIT and described in Chapter 7 would be another good practice for Vietnamese higher education institutions to implement. This friendly and supportive process is appropriate to Vietnamese HE culture and could be applied flexibly at the department, university or inter-university level. It is very important for academic staff to receive feedback on their teaching, and the course experience survey is one of the very useful tools at RMIT. Course experience surveys assist academic staff with appropriate statistical analysis for the

evaluation of the course and help to identify what drives good teaching. They assist academic staff in reflectingon the previous semester and in preparingfor next semester. It would be very helpful for Vietnamese HE institutions to conduct a project like this. However, the financial aspect could be a challenge.

8.2. Discussion on Academic Staff Development in Research and Publishing

Academic staff in the survey were satisfied with their freedom to pursue research. However, they were not satisfied with the support they received for research, including time for research, internal support for research, as well as the availability of access to international academic journals. Moreover, about one third of them reported that they did not receive any training in research skills and methods. In the two surveys in Vietnam, both the academic staff and the Rectors and Vice-Rectors were asked to indicate the importance of nineteen generic competencies of academic staff. While Rectors and Vice-Rectors placed research skills third out of the three most important generic competencies, academic staff placed it second of the two least important generic competencies. In addition, Rectors and Vice-Rectors also agreed that participating in research skills and methods training was very important for academic staff. However, what is striking about the findings is that, although academic staff were not satisfied with the support for research, they themselves did not value it as highly as it should be valued in the academic profession. Promoting research activities is always a challenge for Vietnamese HE institutions because teaching is considered to be the first priority by academic staff. Moreover, lacking of fund and a dearth of high quality academic staff to conduct research make the issue worse. There is also little motivation for academic staff to carry out the research since research and publication do not result in professional or financial rewards. However, academic staff could easily get these from having more teaching hours in their institutions or invitingvisiting academic staff.

As a result of not doing much research, the numbers of published articles and conferences attended as reported in this survey are extremely low. As mentioned in Chapter 4, 74.3% of academic staff did not publish any articles in national academic journals, and 98.5% did not have any articles published in international academic journals. Nearly three quarters of academic staff (72.2%) did not attend any national conferences and 84.9% did not attend any international conferences. Other research confirms this situation. Each year, Vietnamese

scholars publish about 80 articles internationally from around 61,000 academic staff (Pham, 2010). In addition to the very low number of articles and conferences, the missing values of these items in the survey were unusually high in comparison with the other values. Missing analysis in Chapter 4 showed that there was no evidence that data were missing due to the data collection procedure or questionnaire design. Hence, the assumption is that academic staff in this survey was not comfortable in reporting the low number of articles published in national and international academic journals and the number of national and international conferences attended.

In Australian Universities, academic staff have workloads which help them to be more flexible in allocating their time for teaching and research. Director, Teaching Development Unit mentioned workloads and that in order to get research time, academic staff have to produce certain outcomes. The research is taken into account for promotion and it also affects teaching load. This experience could be applied in Vietnamese HE institutions so that if Vietnamese academic staff had a high commitment to researching, they would be allowed to reduce their standard teaching hours. In addition, more funds should be reserved to increase the internal support for research as well as the availability of access to international academic journals.

Academic staff in Australian universities are encouraged to publish their research in relevant academic journals. UNE does it through the Performance Planning and Review process where academic staff can discuss these matters with their head of school. In addition to this process, the University has also set up many types of awards to promote publishing, such as the citation winner or program award (Leader, Academic Development Unit). Occasionally, RMIT organizes journal writing circles. These are twelve-week programs, run in the schools, in which a consultant provides writing support (Coordinator, School of Graduate Research).

In Vietnamese HE institutions, teaching is the priority while research is neglected. Being overwhelmed with teaching plus many other factors such as low salaries, inadequate facilities, lack of resources and lack of foreign language competence might be some of the reasons for the very small number of publications in national and international academic journals.

8.3. Discussion on Other Aspects in Academic Staff Development

Academic Staff Development Activities

Academic staff development was placed as the highest priority by Rectors and Vice-Rectors in the survey in Vietnam, above the other six important activities in HE institutions including improving the quality of graduates, financial management, enhancing international relations in research, fundraising, administrative activities and enhancing international relations by student exchange. There was no difference in this priority between public and private HE institutions, as analyzed in Chapter 4. In addition, although academic staff indicated many problems in their work, they still found their overall workload to be reasonable and manageable. They have a good work/life balance and they also highly value the intrinsic values of the academic profession. It is a very positive situation for academic staff development in Vietnamese HE institutions as Rectors and Vice-Rectors have a strong commitment to academic staff development.

In 2006, when UNE carried out training needs analysis, it faced two major issues. There were the lack of funds and staff perceptions regarding what is needed for staff development. In the UNE survey, many academic staff reported that their academic supervisors were not supportive of their applications to attend training courses. Furthermore, some academics said "they were reluctant to nominate funds for training purpose because they believed that funds used for training purposes depleted their operating budgets" (UNE, 2006, p. 6). In this survey, UNE also found no evidence of personal development planning on campus. Moreover, many responses ranged from „nothing thanks" to „I know more than anyone could teach me". From the response, UNE inferred that "many people believe that they do not need to participate in ongoing learning or lifelong learning". As a result, this culture persists. However, the University still does its best to promote academic staff development activities.

Academic staff development activities in UWS and RMIT are varied and very effective. This is expressed through many policies, projects and training programs that the universities offered for their academic staff. In addition to small annual training sessions for academic staff, they also invested in large long-term projects to improve the quality of their academic staff such as Our people 2012 and the Foundation of University Teaching and Learning in UWS and Peer Partnership in Teaching and DevelopMe in RMIT. By continually investing in development activities, the universities make the development of academic staff more holistic

and sustainable. Three universities in this study paid attention to many other activities in academic staff development such as information technology support, induction program, online business programs, and outside activities that help to link academic staff with industry, business and the community.

Vietnamese HE institutions have the same issue with the three universities when academic staff find them leaders in their research field and they continue to resist   development. Hence, it is very important to motivate academic staff to update their knowledge and skills and to engage in lifelong learning.

There are different issues with academic staff development in Vietnam‟s HE sector. The two major issues are the lack of funds and a low commitment to lifelong learning. The Institutions have less autonomy in allocating funds for institutions‟ activities. Regarding the promotion of lifelong learning, this will take time before it becomes part of the culture of organizations. Hence, autonomy, and leadership and management in HE institutions are being debated within the HE sector. This issue will be further discussed in the following section.

Leadership and Management in HE institutions

The results from surveys suggests that there is a major difference in satisfaction levels with the leadership and management in HE institutions between academic staff, and Rectors and Vice-Rectors. The important question arises as to why there is this large difference. Leadership and management in Vietnamese HE are characterized by a high level of centralization with significant power from ministries wielded over the whole sector. Many important factors such as curriculum, enrollment, staff recruitment and assessment, budget decisions, infrastructure and facility maintenance are determined by the ministries (Hayden, 2005; Ngo, 2006). When the autonomy in decision making of Rectors and Vice-Rectors in these HE institutions is relatively limited, it is difficult for them to satisfy academic staff as leaders and managers. Hence, it is the responsibility of Rectors and Vice-Rectors to be flexible and to keep abreast of changing leadership and management styles, but there is also an urgent need for the redistribution of power from the ministries to the Rectors of each institution. The Vietnamese HE system is currently experiencing major reforms and developments in terms of curricula, physical infrastructure, teaching methods, academic staff qualifications and quality of governance. The Government directive on innovating HE management (The Prime Minister, 2010b, p. 1) emphasizes that "State management

mechanism towards the higher educational system and the management of universities and colleges remains persistently inadequate, [and it is] impossible to create sufficient driving force to bring into full play creativity and self-responsibility of the lecturers, managers and students to renovate higher education strongly and basically". It showed in the research by Hayden and Thiep (2007, p. 73) that though the HE sector has changed rapidly in the last few decades, it is still under the shadow of the Soviet model since "the Socialist Republic of Vietnam enshrines in its constitution the supremacy of the Communist Party and the ideals of Marxism-Leninism, as well as the thoughts of Ho Chi Minh". Hence, the change at all institutional, ministerial and governmental levels will take time and determination to confront these challenges and to give up the old comforts.

Academic staff in this study indicated that they highly valued autonomy and control over their working lives. This supports the direction that policy makers are following now with the HE Reform Agenda. Among many objectives of this agenda, of interest are objectives relating to renewal of management. If they are successful in achieving these objectives, namely, the conferring of legal autonomy on the HE System, giving HE institutions the right to decide and be responsible for training, research, human resource management and budget planning and eliminate line-ministry control to develop a mechanism for having state ownership represented within public HE Institutions, then the HE institutions will have more autonomy in leading and managing themselves. The institutional autonomy can be in various forms, but it is manifested substantively by "the power of the university or college in its corporate form to determine its own goals and programs" as well as "the power of the university or college in its corporate form to determine the means by which its own goals and programs will be pursued" (Berdahl, 1990, p. 172).

HE Law (MOET, 2011b), posted on the official website of the MOET on 18th March 2011, asks for comments and contributions from the public. The HE Law is expected to bring more autonomy for universities. However, if the Government, and MOET are successful in transferring autonomy to HE institutions, it will be necessary to develop leadership and managerial expertise at institutional level. This is another challenge for the HE sector in Vietnam since many Rectors and Vice-Rectors were promoted to these positions simply because they were good lecturers. However, good lecturers do not always mean good leaders, while having good leaders and managers is one of the conditions for embedding institutional autonomy. Hence, building capacity for leaders and managers as the decision makers is

another urgent matter for the sector in decentralizing autonomy. The results from this survey point to the dissatisfaction academic staff feel about the leadership and management in their institutions. More surveys should be carried out with academic staff to explore in detail the expectations they have about leadership and management style in their institutions. What model of leadership and management will most inspire academic staff in Vietnam to promote their abilities?

Selected working conditions in HE institutions

It is not surprising that 90.8% of academic staff in the survey reported that they do not have their own offices since this has been an issue in Vietnamese HE institutions for a long time. Academic staff were asked to value nine aspects of their working conditions. Only the culture of the institution and overall workload had a high mean score of satisfaction. Opportunities for attending international conferences had a low mean score of satisfaction and the other six aspects, including work/life balance, promotion criteria, promotion opportunities, opportunities for national conference attendance, amount of administrative work, and salary all had average mean scores of satisfaction.

Both academic staff, and Rectors and Vice-Rectors rated opportunities for academic staff's international conference attendance at the lowest level of satisfaction. Financial shortage was again blamed as one of the main reasons for this issue. Hence, more funds should be reserved by the HE institutions for academic staff to attend conferences, since attending conferences provides very good opportunities to share research and to network with other researchers in the same field of interest. It is unfair to ask academic staff to improve their teaching and researching without providing better work conditions. As Nguyen, Pham and Sloper (1995, p. 196) stated "only when such basic matters concerning physical facilities and learning resources are rectified can the professional work of academic staff be expected to improve so that they raise the quality of HE**Intrinsic value**

In a report about the Australian academic profession in transition (James, Arkoudis, & Bexley, 2010), 5,525 academic staff across 20 universities were asked to value 14 aspects of academic life. Nine out of fourteen aspects in that research question are overlap with the questionnaire for Vietnamese academic staff in this study. As reported in Chapter 4, passion for teaching and working with students is the aspect most valued by Vietnamese academic

staff, followed by status of the academic profession with just a slightly lower mean. In the survey of Australian academic staff (James, et al., 2010), passion for teaching was placed seventh and the status of the academic profession in the public eye was placed fourteenth out of fourteen aspects. In the survey with Vietnamese academic staff, good or satisfactory income was valued lowest among aspects of academic life despite the fact that level of income the second lowest aspect of dissatisfaction in work conditions. This analysis suggests that Vietnamese academic staff are highly motivated by intrinsic values. A deep commitment to academic work draws academic staff to work in HE institutions and lies at the core of their professional values. This intrinsic value is quite typical in Confucian culture in general and in Vietnamese academic culture in particular. It attracts people to the academic profession and retains them there no matter what difficulties they face.

Model of transferring knowledge and skills in academic staff development

Director, Organizational Development and Former academic developer, Teaching and Learning Centre shared the view that a blended model would be the most popular in the near future. However, while Director, Organizational Development focused on model:

> Integrated, blended learning leadership model that allows for various components including peer mentoring, an action learning project, face to face workshops and online learning, supported by the University leaders and guest speakers will be popular.

Former academic developer, Teaching and Learning Centre emphasized the technology aspect:

> In the future, we will use technology a lot more and I think we will have virtual classrooms where people join in for a live discussion but from their desks through Skype or whatever. There are a lot of different forms of meeting spaces on the internet now. And I think we will use the internet more to actually connect with other people.

Coordinator, School of Graduate Research expressed a different opinion:

> Face to face is always more popular.

The face-to-face model of training in academic staff development activities in Vietnamese HE institution has been dominant for a long time. However, information technology changes

rapidly and it is necessary for the HE sector to catch up with and make use of information technology. Moreover, using modern information technology in training is a popular trend in many HE systems and the Vietnamese HE system should not be an exception. While maintaining and promoting the strengths of the face-to-face model in training, other models of transferring knowledge and skills, especially the ones with modern information technology deserves a strong attention and application. Training models with modern information technology will help to reduce the cost of training which is a big challenge facing the HE institutions. In addition, only when making use of many models of training for academic staff development, can the Vietnamese HE system maintain its strengths and integrate with modern HE systems in all over the world. Hence, for academic staff development in Vietnamese HE institutions, a blended model for transferring knowledge and skills would be the most appropriate choice. However, since face-to-face dominates over other modes of delivering development activities, the universities should pay attention to designing online activities. The online activities afford busy academic staff the flexibility to study in their free time at their preferred venue. Online activities are also a very good option considering that Vietnamese universities are facing many challenges in allocating funds for academic staff development.

Starting academic staff development

Former academic developer, Teaching and Learning Centre suggested that first of all, people needed to have a clear vision for what they wanted to achieve and why and what underpins it. They should evaluate clearly where they are, and what is being done well, and then make sure that these practices are continued. It is important to keep doing the good things that you are doing. Then they need to determine what needs to improve and to change. A vision is really important because people need to have a comprehensive, cohesive framework. Universities could invest more in planning their professional development. As with any project, a good model will need time and resources to develop, but once this has been achieved, it will be relatively straightforward and inexpensive to implement. The temptation may be to rush through the development of a model and put it into practice as soon as possible. However, it is vital that the process is thorough and the model is sound. Once this has been accomplished, implementation can proceed swiftly. In the development of the model, many questions need to be addressed. Are there clear pathways through? Was there a communication strategy for

that? What are the requirements? How does this interconnect? How does the whole system interconnect? How can the performance planning and review process be included? These things all need to be drawn together so that a person has an individual development plan that changes from year to year, but is part of the whole strategic plan of the institution. Then, not only the development of individual careers, but also how they function within the organization need to be examined. It is very important to build both of these elements of academic staff development into the structure.

Coordinator, School of Graduate Research suggested that the University should listen to what the needs are. She said that it was not just focus groups that were needed, but really careful listening. This, she said, comes with working with people and understanding the challenges that they have in their work and then designing programs from their point of view. In addition, Senior Coordinator, Program Development and Improvement suggested the University should involve academic staff from the first step of the development of any academic staff development program.

Director, Organizational Development suggested that the HE institutions that are starting academic staff development program should talk to universities that are already implementing academic staff development programs to get the best experiences from them. However, the best experiences from one university might not work in others. Hence, it is very important to see whether those experiences can be applied appropriately in a particular university.

Director, Teaching Development Unit suggested that it is better to start small; to choose one or two things considered critical and that people will be interested in. To start piloting, try a few different ways of working with staff and evaluate as you go along rather than assume. Always ask people what they want . Director, Teaching Development Unit also warned that surveys could be dangerous because until people try something they do not always know whether it is good or not. Director, Teaching Development Unit cited the following example:

> In our Foundation Program, sometimes people, academic staff, come along and they think ‚it will be a waste of my time; I don't want to have to come to this workshop‟ because that is their previous experience of workshops. But our workshop is very practice based, very contextual, very useful and relevant to them. And after they fill in our section, even for just

one day, by the end of the day, they go, no, this is good, and this is absolutely what I need. So, I think it is good to try different things and talk to staff whether it has been helpful or not.

The various views and experiences of Australian academic developers described above, could be beneficial to academic developers in Vietnamese HE institutions. One possible option for an academic staff development process is graphically presented below in Figure 8.1.
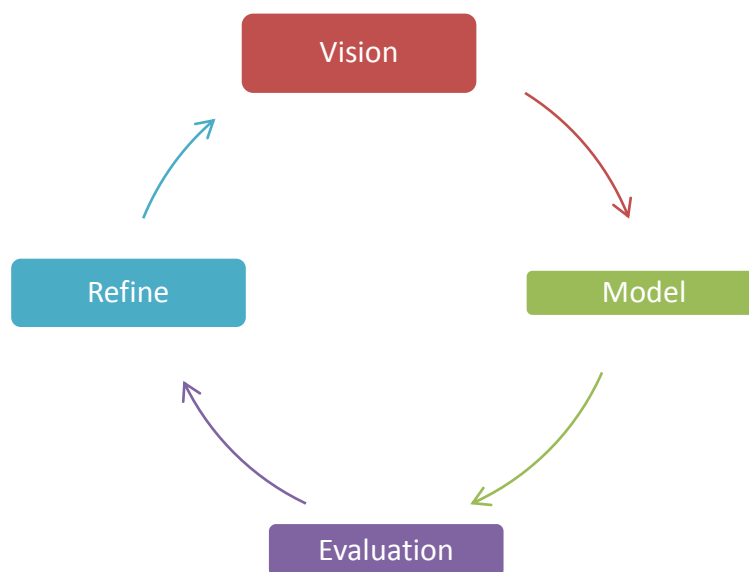
Figure 8.1: Academic staff development process

This option starts the academic staff development program with a clear vision of what they want to achieve, why, and what underpins it. When the university has a clear vision, they should talk to academic staff about their needs, and seek advice from universities experienced in this area. Then, the university could invest more in planning the professional development in order to come up with an appropriate model. In the early stages, it will take much time to get the model right. After this, implementation can proceed quickly. It is also wise to start with a small and critical aspect that academic staff will be interested in. The academic developers should start by piloting, trying a few different ways of working with staff and then evaluate as they go rather than assuming they are meeting the academic staff's needs and interests. Once the University has an appropriate model, they can apply it, then evaluate its efficiency to refine that model.

8.4. Conclusions

In this chapter, the researcher provided discussion on academic staff development in teaching, research and publishing and other selected aspects of academic work. The findings were discussed in light of two research questions, namely:

- What are the needs for academic staff development and training in Vietnam?
- What are universities in Australia doing now in term of academic staff development?

Academic staff development and training needs in Vietnamese HE institutions include:

- Academic staff development needs to be considered an urgent requirement and a "must" for any Vietnamese HE institution whether it is a university or college, public or non-public institution. The development activities should be organized by a specific unit within each institution with special attention and support from Rectors and Vice-Rectors as well as MOET and the Government. The development activities for academic staff should be placed in the context of globalization and massification of the HE system. When designing and implementing any development activity, it is important to be aware that an HE institution is a learning organization, existing in a knowledge society in which information technology has an irresistible impact. Hence, the HE institution and its academic staff should be the pioneers in respecting lifelong learning and practising learning as a lifelong activity.

- In terms of research and publishing developments, academic staff need more professional training in research skills and methods. Some of the training should be compulsory, some optional, some formal, some informal. They also need more support for research activity including time for research, financial support and the availability of access to international academic journals. In addition, it is necessary to build a research culture within Vietnamese HE institutions. This is a big challenge for the institutions since academic staff themselves do not highly value research activity, as can be seen from the survey result. Although it will take time for each institution to build this research culture, it requires continuous engagement from the institution. Once a research culture is established and research skills and methods are honed, publishing development will follow. Academic staff need more support in finding appropriate academic journals for submission of their research results.

- Teaching improvement is another need of Vietnamese academic staff. They need to be equipped with a deeper understanding of students" learning styles, and new teaching methods, especially methods relating to new technology. This can be done through short training courses on specific topics. Moreover, they need to be convinced to move from an academic staff-centred model to a student-centred model in teaching and learning. Academic staff also need to further their professional development by taking a master"s and/or PhD degree. Further study will benefit them in both teaching and research activities.

- Academic staff need to have better working conditions in order to fulfill their tasks. It is unreasonable to ask academic staff to improve their teaching competence, to introduce modern methodologies, and to undertake research without improving working conditions.

- Vietnamese academic staff also need help in achieving a work/life balance. They need to get involved in many other social activities to reduce the stress in their academic work. Informal training, such as improving generic skills (creative activities, innovation or verbal communication) will also help to reduce stress.

Based on findings at the three universities participating in this study, UNE, UWS and RMIT, Australian universities have in place policies and many development activities for academic staff development. Many of these activities could be modified appropriately, and then applied to Vietnamese HE institutions.

- Academic staff development policies and activities are vital parts of strategic plans. For some universities, academic staff development has existed for a long time and has been carried out routinely . However, in times of financial pressure, the support for academic staff development may be reduced since academic staff development is "important but not urgent" (Former academic developer, Teaching and Learning Centre).

- Teaching development activities are varied in terms of both form and content. These three universities have seminars, workshops, face-to-face training, hands-on-tutorials, individual research consultancies, and online modules. Some activities are compulsory and others are optional. Good practices for Vietnamese HE institutions to emulate might include the adoption of the Open2Learning online resource unit, and

assessment in the round as practised at UNE, and the Foundation of University Teaching and Learning, UWS‟s face-to-face with peers program, and RMIT‟s peer partnership in teaching, and teaching induction.

- In comparison with activities in teaching development, there is less variation in research development activities since most academic staff already have PhDs and "it is considered that they already have the skills to do research" (Director, Teaching Development Unit). Activities in research development are mainly informal, such as special interest groups and research centres in these three universities. The aim of forming special interest groups and research centres is to "bring people together" (Leader, Academic Development Unit) so that they can share with and learn from each other. The three universities have a common belief that there is no single set of research methods and skills for academic staff. They believe the most effective way to improve research skills and methods is learning by doing and sharing with other researchers, especially the experienced experts.

- In term of academic staff development in publishing, the main strategy that universities use is encouraging and motivating academic staff to share their research results with other researchers. Universities provide academic staff with plenty of information relating to finding good and relevant journals, and submission procedure. The intrinsic value of their work and incentive schemes are also used as motivating factors to encourage staff to publish. For example, UNE includes publishing in Planning and Performance Reviews and considers publishing "an expected norm of the school" (Leader, Academic Development Unit), while UWS and RMIT take published articles into account for workload and of promotion considerations.

- Australian universities in general, and the three selected universities in particular, also pay attention to other aspects of academic staff development as the way to balance their work and life. Universities encourage academic staff to become involved in social activities or charity work to make their social lives more meaningful. Universities provide academic staff with workplace flexibility, value diversity, and health and wellbeing, and provide savings and discount program that help to reduce stress in the working lives of their staff. These initiatives all contribute to a more satisfying, less stressful work environment and a better work/life balance, which in turn leads to more effective and sustainable academic outcomes.

CHAPTER 9: RECOMMENDATIONS, MODELFOR ACADEMIC STAFF DEVELOPMENT AND CONCLUSIONS

In this chapter, the researcher would like to propose nine recommendations and a model for academic staff development for Vietnamese HE institutions which can be considered the answers to the other two research questions mentioned in Chapter 1, namely:

- What recommendations can be made for academic staff development in Vietnam?
- What is an appropriate academic staff development model for Vietnamese HE sector?

The researcher is aware that there is no one academic staff development model to fit all universities as each university is unique in their context. Hence, the model would serve as a suggestion so that when each university carries out their needs survey and identify their special priorities, they can use this model and these recommendations on which to base an appropriate academic staff development process for themselves. This chapter also includes the conclusions for this research with a summary of the research, the research limitations, and possible avenues for future research.

9.1. Recommendations for Academic Staff Development in Vietnamese Higher Education Institutions

This research proposes nine recommendations for academic staff development in Vietnamese HE institutions as can be seen in Table 9.1.

Table 9.1: List of recommendations for academic staff development in Vietnamese Higher Education Institutions

Order	Recommendations
1	Establish academic staff development unit
2	Change the primacy of the teaching-research nexus
3	Improve quality of teaching and research resources
4	Renew incentive and award scheme
5	Design an induction program for academic staff
6	Offer more opportunities for academic staff to study for a higher degree
7	Establish peer groups and inter-peer groups
8	Diversify the mode of academic staff development activities
9	Improve working conditions in HE institutions

9.1.1. Establish Academic Staff Development Unit

This is a crucial starting point for the academic staff development agenda in each Vietnamese HE institution. Activities relating to academic staff in Vietnamese HE institutions are managed by many divisions such as a personnel division, a research management division and a training affairs unit. However, there is no specific division that is in charge of professional development for academic staff. There should be a separate academic staff development unit that coordinates and manages professional development. It is critical to give this unit the authority to control and make decisions on academic staff development activity so that they can make the fundamental changes needed to improve the quality of academic staff. Otherwise, the establishment of a new unit for academic staff development would be just like old wine in new bottle.

9.1.2. Change the Primacy of the Teaching–Research Nexus

The primacy of the teaching–research nexus should be changed. This will be a big challenge for Vietnamese HE institutions since the dominance of teaching over research has existed for a long time and has become a comfortable situation in academic life. It can be said that academic staff in Vietnam are more comfortable with teaching than researching. Hence, changing and moving people out their comfort zone to a more threatening situation will take time and effort from both academic staff and the institution.

9.1.3. Improve Quality of Teaching and Research Resources

This recommendation refers to resources in general but with special reference to the quantity and quality of libraries. Raising standards in this area is essential in order to improve the teaching and researching quality of academic staff. Only when Vietnamese academic staff are able to access and take advantage of research carried out throughout the world, will they be able to first catch up with, and then keep abreast of developments in other educational systems. It is crucial that Vietnamese HE institutions invest more funds to enable access to international academic databases including books and academic journals.

9.1.4. Renew Incentive and Award Scheme

Incentive and award schemes in Vietnamese HE institutions should be renewed since this is an effective way to recognize and motivate good teaching and researching. Incentives and awards should be based on merit and criteria for selection should be stated overtly. There also need to have more of these incentives and awards to recognize good research since these will help to promote research activities by academic staff.

9.1.5. Design an Induction Program for Academic Staff

In general, there is no formal induction program for academic staff in Vietnamese HE institutions, although this is very important, especially for new and returning academic staff. New and returning academic staff find it difficult to familiarize themselves with their institution‟s policies and procedures, the function of each division and even the geography of buildings. All three Australian universities in this research have introduced high quality induction programs. It is very important for Vietnamese HE institutions to design a good induction program to help academic staff establish themselves in their academic roles.

9.1.6. Offer more Opportunities for Academic Staff to Study for a Higher Degree

This could help to solve the issue of the dearth of academic staff with doctoral qualifications that almost all Vietnamese HE institutions now face. This issue is a concern not only for the institution, but also for the government and its ministerial leaders. Offering opportunities and encouraging academic staff to further their studies should not only be to satisfy the requirements of the accreditation department, but also to achieve the aim of investing in the quality of the workforce.

9.1.7. Establish Peer Groups and Inter-Peer Groups

This research suggests that "peer groups" should be an important part of each department in Vietnamese HE institutions. Many HE institutions in Vietnam as well as other parts of the world require peer observation each year. However, this process has a formal „top-down‟ approach which might create compliance rather than engagement in academic staff (Fletcher & Orsmond, 2004; Shortland, 2004). Observations from many researchers (Darbyshire, 2008; Hendry & Dean, 2002; Peel, 2005; Shore, 2008) suggest that these activities offer little

207

benefit with regard to professional development and that peer observation contributes to the catalogue that is part of the increasing accreditation culture in HE. Since peer observation has become a part of academic life, it has been interpreted to mean the observation of one person by another. Sometimes a focus and a standard teaching session are agreed upon, for example, a seminar or lecture in a conventional classroom setting (Gosling & O'Connor, 2006; Marshall, 2004). However, teaching cannot occur just in one setting and a one-off observation is not sufficient to promote an improvement in teaching. To develop and understand what constitutes good teaching at an individual level requires a range of activities such as active engagement in pedagogical theory and discourse, critical reflection and collaboration with colleagues (Fletcher & Orsmond, 2004; Hendry & Dean, 2002; Peel, 2005). This type of in-depth engagement with academic staff might require commitment, time but such collaboration brings sustainable and manifold benefits for each institution. Hence, this study suggests that volunteer peer groups should be established in each Vietnamese HE institution. Indeed, the researcher also found „living life as inquiry" (Marshall, 1999) meaningful in sense that it creates a kind of humility. It makes sure that each lecturer is an „expert" in his or her subject and that „expertise" is evaluated in relation to the experiences and quality of the individuals no matter what their roles and hierarchical positions.

This researcher suggests that each department in Vietnamese HE institution should form some groups of peers including both experienced lecturers and novices, as both experienced lecturers and novices have their own difficulties in career development. For example, the experienced lecturers may find it difficult to integrate high technology in their teaching or may have trouble designing lectures, while the novices may have better skills in these areas. On the other hand, novices may find difficulty in dealing with pedagogical situations in class and may want to have deep discussions with experienced lecturers. Hence, volunteer „peer groups" should be established in HE institutions, which offer both experienced lecturers and novices opportunities to help each other in academic development. There should be no pressure from managers and leaders of the institution or other accreditation agencies for the founding of these groups. These peer groups would engage and learn together over time. The „voluntary" status of these groups is very important, and the researcher wants to emphasize the importance of trust and a cooperative atmosphere with no judgmental ethos where academic staff, both experienced and novice, can have equal status and share ideas as well as

develop their thinking and creativity. Teachers in each group can be from one discipline or from different ones, since academic disciplines share a common mission in the production and communication of knowledge (Parry, 1998).

Furthermore, inter-peer groups should be established among Vietnamese HE institutions. It would be an added advantage if inter-peer group could be established between Vietnamese higher education institutions and foreign HE institutions. The collaboration with foreign institution would bring would expose Vietnamese academic staff to best practice research and teaching methods from around the world and would also improve their English capacity.

9.1.8. Diversify the Mode of Academic Staff Development Activities

The main mode of transferring knowledge and skills in academic staff development in Vietnam is face to face. Diversifying the mode of academic staff development activities by adding online courses would mean that academic staff would have flexibility regarding when and where they learn. Having a diversity of would also help to avoid the boring training routines that academic staff have been subjected to for a long time. In addition, academic staff could learn and apply new skills from using the tools employed in online courses.

9.1.9. Improve Working Conditions in Higher Education Institutions

This should be done within the ambit of capacity, finance and priority of each institution. It is impossible, for example, to provide an office for all of the academic staff in this survey who reported that they did not have their own office. It is also impossible to satisfy academic staff‟s need to attend international conferences. However, this recommendation means the institution should strive to ensure that academic staff have the best working conditions that they can have within the capacity of the institution. In addition, Vietnamese HE institutions should aim to emulate the successful way the three Australian universities in this research organize their outside activities, get academic staff involved in health and wellbeing programs, charity and social events and so on, to help them balance work and life.

9.2. Academic Staff Development Model

This research proposes a model for academic staff development (Figure 9.1), which includes three main components: teaching developments, research developments and other developments. Each of the components in this model has reciprocal effects on the other two.
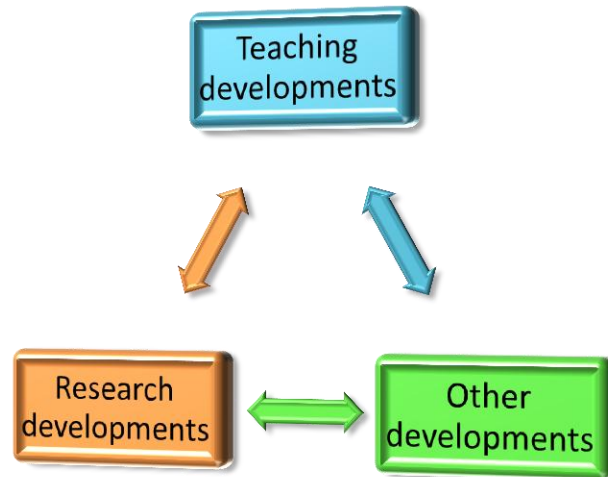
Figure 9.1: Academic staff development model for Vietnamese higher education institutions

Teaching development is one of the important components in any training programs for academic staff. In Vietnam, the academic staff-centred model which has existed for a long time allows academic staff to assume the central position. As a consequence, they impart what they know rather than what students need or want. Vietnamese academic staff are very comfortable with traditional teaching methods. However, new generations of students are changing; information technologies are also changing radically. It is necessary for academic staff to update their teaching methods in order to catch up with changes in the new age. This research suggests that it is urgent to move from a passive to an interactive teaching model. Academic staff should care about the actual interests and learning style of learners instead of focusing on what instructors think are learners" interests and learning style. This research emphasizes that academic staff should pay attention on students" learning style since for long time, many researchers (Ballard & Clanchy, 1991; Kaputin, 1988; Phillips, 1990; Samuelowicz, 1987) believe that Asian students are rote learners, relying more on memorization than understanding, and adopting mainly surface approaches to learning, and are textbook dependent. However, the researcher argues that this situation has been changed.

Once Vietnamese academic staff believe in the idea that their students are "rote learners", they will continuously lecture by traditional way. Hence, this research encourages Vietnamese academic staff to explore more on students" learning styles while they develop their teaching skill. The researcher encourages academic staff to believe that all students can learn, but not all students learn in the same ways. Each individual has a unique set of biological and developmental characteristics. Twenty one learning style elements that are grouped across five "stimuli" categories by The Dunn and Dunn learning style model (1984, 1988; 1978; 1981) could serve as a good suggestion. The researcher"s belief that understanding students" learning style is very important in academic staff development in teaching is also supported by many researchers as can be seen in literature review chapter (Carlson, 1989; Harman & Nguyen, 2010; Knowles, 1970, 1990; Knowles & Associates, 1984; Knowles, et al., 2005). The emphasizing on the importance of understanding students" learning style in academic staff development in teaching is a conceptual contribution to Vietnamese HE sector where academic staff"s interests have been dominated over students" interests and learning styles in teaching for long time.

Research developments should be carried out from the basic research methods and skills. The fact that the research culture is not strong in Vietnamese HE institutions and that the majority of Vietnamese academic staff do not yet hold the PhD qualification should be considered when making decisions on research developments. In addition, research activities have been dominated by teaching activities for a long time in Vietnamese HE institutions. Hence, basic training in research methods and skills should be compulsory for all academic staff. Other research methods and skills that relate to specific disciplines can be provided informally through special interest groups as can be seen in the three selected universities in the case studies. Research development requires considerable effort from both academic staff and the HE institutions. From academic staff side, it is important for them to change their mind, putting research activities at the same important priority with teaching. From the HE institution side, they should establish a research culture, make use of research outcomes in rewarding academic staff, and build the connection between HE institution and business and foreign institutions. Establishing a research culture in Vietnamese HE sector will take time and constant effort from the institution. This culture can be established by providing appropriate financial support for research, rewarding research outcomes, simplifying administrative policy, allowing academic freedom and encouraging young researchers.

Having profound researcher is a vital condition for a HE institution. Researcher (Salmi, 2008) supported that a high level university must have profound researchers. The majority of HE institutions in the world are trying to carry out three basic functions of a HE institution which are researching to create knowledge, teaching to transform knowledge and providing services to serve the society. Vietnamese HE institutions have been paid attention to teaching and providing service. It is high time to consider research development for academic staff a priority in their strategic plan.

Other developments are also very important for academic staff. Usually, when mentioning academic staff development, people tend to think about academic aspects such as teaching and research skills. However, academic staff are also human-being who need to have work and life balance. Hence, this research emphasized that apart from teaching and research development, other development activities such as personal and interpersonal skills that help to balance academic life also need to invest in. Angela Brew (1995) supported for the attention to other development activities for academic staff to create work and life balance since this balance could help academic staff to promote their potential teaching and research capabilities for the whole career. Other development activities also include soft skills development such as verbal communication, creativity, innovation or how to avoid stress in the working environment, how to maintain positive emotions in work. This research suggests that positive emotions play important role in academic staff"s teaching and research activities. Many other researchers (Entwistle, et al., 2000; Hargreaves, 1998; Martin & Lueckenhausen, 2005; Trigwell, 2009b) believe that excellence in university teaching evolves being good at your subject plus enthusiasm and other emotions. The researcher"s idea roots from the conceptual frame work that education and training should be lifelong and sustainable and that HE institution should be a learning organization. Vietnamese HE institutions fit well into the category of learning organization so it is vital to build HE institutions as learning organizations. Inspiring by Senge"s idea (1990; 2000a; 2000b) that one of the five critical disciplines for the development of an learning organization is personal mystery, the researcher suggests that to build an HE institution as learning organization, one possible option is starting with encouraging people (academic staff) to practice lifelong learning firstly. This fits well with Vietnamese HE institutions since academic staff play vital role and are the role models for students. This research also supports Lindeman"s ideal (1953) that if academic staff believe in and practice lifelong learning, then, lifelong learning, in turn, will

delight the mind and heart of an educator who has long dreamed and hoped that all learning might become more like life itself.

Although the model includes three separate components, the researcher would like to emphasize that it is necessary to carry out these three components simultaneously. For a long time, Vietnamese HE institutions have only paid attention to teaching developments while research and other developments have been ignored. It is high time that the important roles of research developments and other developments are recognized. However, when carrying out these developments simultaneously, each HE institution should consider its strengths, weakness and priorities. For example, if a university is very good at teaching but its research profile is weak, then its priority is to improve its research profile. Thus, more investment should go to research developments. It would be very beneficial if MOET could cooperate with HE institutions to carry out another needs survey, then invest in building a holistic academic staff development project which includes the three components in this model.

Whether HE sector can make its strategic plan for 2020 or not, it depends on the development of academic staff in term of both quantity and quality. Academic staff development is not a one-time task. In the current context, this task should be regarded as continuous task of the whole system, of each institution, department and of each academic staff (MOET, 2005). In order to develop academic staff, it is crucial to have a model. Base on that model, each HE institution will carries out a need survey to build a appropriate continuous development plan which meet the need of each institution and each faculty.

This research proposes a model of academic staff development which is holistic, anticipatory, exemplary, embedded, reflective and geared toward the notion of lifelong learning and sustainable development. The model is supported by academic staff development model by Candy (1996). However, as mentioned in Introduction chapter, there are 376 public and private universities and colleges in Vietnam. Hence, it is very important for Vietnamese HE institutions to be flexible in designing academic staff development programs to meet the needs of different academic groups in different institutions.

This research suggests that improving quality of academic staff will make great contribution to the improvement of Vietnamese HE sector. This is supported by many researchers as mentioned in literature review (Borko & Putman, 1995; Coffey & Gibbs, 2000; Diaz, et al.,

2010; Falk, 2001; Grosso de Leon, 2001; Kallestad & Olweus, 1998b; Kettle & Sellars, 1996; Knight, Tait, & York, 2006a; National Commission on Teaching and America's Future, 1996, 1997; Postareff, et al., 2007; Prebble, et al., 2004; Stes, et al., 2007; Young, 2001).

One significant contribution of this research is the two surveys with two hundred and forty academic staff and two hundreds Rectors and Vice-Rector about academic staff development which have never been done in Vietnamese HE institutions before. This research added a better understanding about the needs of academic staff in order to guide policy makers as they consider further reforms in academic staff development and HE law.

It is hoped that when Vietnamese HE institutions design and implement an academic staff development model, the above nine recommendations will be considered. Besides these recommendations, surveys in this research suggest that the following should also be considered:

- The most preferred training type by academic staff is studying for a Higher Degree (master˚s or PhD);
- Short training course is the most preferred professional support of academic staff;
- Inclusion of information technology-based teaching should be considered in training programs;
- Other developments such as improving generic skills (for example, creativity and innovation, verbal communication), getting academic staff involved in outside activities will be helpful in balancing work and life.

9.3. Conclusions

9.3.1. Summary of the Research

There is no doubt that the HE system plays a vital role in economic growth and social development from a human capital aspect since HE institutions are the key to producing highly skilled personnel. By 2020, Vietnam aims to have an HE system that is advanced by international standards and highly competitive. The academic staff is one of the key factors that help HE system to produce highly skilled personnel as well as to advance the sector. However, the quantity and quality of academic staff in Vietnamese HE is of great concern. A

broad picture of academic staff development in Vietnam in Chapter 1 shows that the current level of proficiency of Vietnamese academic staff needs to improve. Although the whole system has experienced radical reform, teaching by academic staff still follows the traditional way. In terms of the teaching and learning culture, there are still deficits in academic staff knowledge and poor uptake of new teaching methodologies. Most of the academic staff in HE have learned about teaching and learning methodology through trial and error rather than through training. Permitted in Confucian culture, there remains a strong hierarchy in social relationships as well as in academic staff and students relationships, so students assume a passive position in relation to their lecturer. Research activities are neglected in HE institutions. As a consequence, the publication ratio is extremely low. Existing policies and training programs and opportunities for academic staff in Vietnamese HE are not sufficient. The reason for this is that, as described in the literature review, the context of the HE sector has been changing radically. When Vietnam entered the era of globalization, industrialization and modernization, as with many other developing countries, they faced many issues and quality of HE is one of them. Among the many issues relating to the quality of HE education, staffing is of great concern. The massification of HE with increasing enrolments requires an increase in the number of academic staff. The advance of information technology, the dramatic change in students" learning styles and changes in leadership and management in HE take academic staff out of their comfort zone and require them to get up to date in these areas. In addition, there are continuing requirements for Vietnam to become a knowledge society, for the HE institutions to become learning organizations and for the academic staff to engage in lifelong learning. Facing the new reality, academic staff have no choice but to embrace the constant changes. The question arises, as mentioned in Chapter 1, as to what skills academic staff need and what kind of academic support do they prefer in order to upgrade their professionalism. The upgrading, in this case, is expected to be a holistic and sustainable development, not only short-term, and not only in teaching skills but also in life-long learning skills, research skills, as well as personal and interpersonal skills. Questionnaires were distributed to 240 academic staff and 200 Rectors and Vice-Rectors of HE institutions in order to formulate the research questions.

Six interviews with academic staff developers at UNE, UWS and RMIT provided the researcher with a deeper understanding of academic staff development activities in each university. It is notable that five out of six interviewees had more than five years" experience

working in the academic staff development field. Hence, they have a profound understanding of academic staff development activities. Their suggestions and advices for Vietnamese HE institutions that are starting new academic staff development models are also very valuable.

Analysis from two surveys in Vietnam helped to identify the development needs of academic staff. Three universities in Australia provided examples of many good practices in academic staff development. Then, a comparison between development needs of Vietnamese academic staff and good practice in academic staff development from Australian universities was very important in helping the researcher to propose an academic staff development model and nine recommendations for this activity.

The Academic Staff Development Scheme must base its orientation on certain philosophical and social-economic perspectives of the whole system. It must also provide the links between society, development and education. It is necessary that the newly oriented teacher should develop a broad horizon in working in the HE system from a global context and view the possible changes in the future (Chalam, 1991). In Vietnam, teaching is characterized by ethical motives, and intrinsic and intangible desires. As Lortie (1975) and Hargreaves (2003) suggest, helping other people and thereby one''s own community and society is the basic element of moral purpose associated with the teaching profession. Teachers are, by their nature, important facilitators in building social capital within their community and nation. Therefore, teachers historically have a broader professional work focus than simply academic learning or technical skill development.

Academic staff development requires much effort and time from academic staff. Some of them might resist setting aside time for professional development for various reasons. However, academic staff are working in a rapidly changing, turbulent and complex environment. Therefore, they need the capacity to adapt to these changes by continuous professional development even in very complex tasks. It will also require a much effort to make academic staff development continuous, as a vital part of academic life. Academic staff development is also a "must" for any HE institution that wants to exist and develop well.

9.3.2. Limitations and Possibilities for Future Research

Inevitably, this research cannot avoid some limitations. Firstly, the HE institutions chosen for the survey did not represent the whole HE system since the total population of HE institutions is large and it would be beyond the scope of time and finance of this research. It is not the aim of this study to make a generalization for the whole population. However, the purposive sample was made with deliberation as described in the methodology chapter helps the findings of research illuminating and of value. Therefore, each HE institution can find useful aspects from the research for their particular context. Secondly, there is very little literature on Vietnamese academic staff development. As a bureaucratic state-run country, some official documents are seldom updated and published. Some literature on academic staff development is not published online so the researcher had the time-consuming task of collecting the information through personal contact.

This research has gathered evidence about academic staff"s development needs in Vietnam and good practices in Australian universities. The research, then, proposed a model of academic staff development which included three components. Other issues arising from this research which are worthy of further investigation are:

- The effective leadership and management style for Vietnamese HE institutions;
- The changes in Vietnamese students" learning styles;
- The effectiveness of peer groups on academic staff"s teaching and research activities;
- The possible use of returning PhD students from overseas as change agents in disseminating new skills and methods in teaching and research activities;
- Academic staff development training program.

The effective leadership and management style for Vietnamese HE institutions could be done by a survey with academic staff in HE institutions. It is also important to set up a list of criteria to evaluate the effectiveness of leadership and management in a HE institution. The changes in Vietnamese students" learning style could be done by survey with students and interviews with academic staff. The changes could be seen by comparing current preference of students" learning style and the traditional one. Results from the research could be useful for academic staff in improving their teaching approach. The effectiveness of peer groups on academic staff"s teaching and research activities could be done by interviews with academic

staff. In addition, it is necessary to explore teaching and research outcomes to fairly evaluate this effectiveness. The possible use of returning PhD students from overseas as change agents in disseminating new skills and methods in teaching and research activities could be done by interviews with Rectors and Vice-Rectors and Head of Department. Their working experiences in human resource management could contribute on how to use returning PhD students from overseas as change agents in HE institutions.

The most ambitious project would be to design a detailed academic staff development training program following the three components of the model in this research. This academic staff development training program should be piloted in both public and private HE institutions to evaluate the effectiveness of the model and program. The evaluation, after piloting, would help to fine-tune the model and the program, and make them more appropriate to the current state of the HE sector. Then, the model and program could be applied generally.

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APPENDICES

Appendix 1: Surveys' Instruments (In English and Vietnamese)

HUMAN RESEARCH ETHICS COMMITTEE

MEMORANDUM TO: Prof V Minichiello, Prof G Harman & Mrs P Nguyen
School of Business, Economics & Public Policy

This is to advise you that the Human Research Ethics Committee has approved the following:

PROJECT TITLE: Promoting effective academic staff development in Vietnamese Higher Education: toward a model.

APPROVAL No.:   HE10/178

COMMENCEMENT DATE: 11/10/2010

APPROVAL VALID TO: 11/10/2011

COMMENTS: Nil. Conditions met in full.

The Human Research Ethics Committee may grant approval for up to a maximum of three years. For approval periods greater than 12 months, researchers are required to submit an application for renewal at each twelve-month period. All researchers are required to submit a Final Report at the completion of their project. The Progress/Final Report Form is available at the following web address: http://www.une.edu.au/research-services/researchdevelopmentintegrity/ethics/human-ethics/hrecforms.php

The *NHMRC National Statement on Ethical Conduct in Research Involving Humans* requires that researchers must report immediately to the Human Research Ethics Committee anything that might affect ethical acceptance of the protocol. This includes adverse reactions of participants, proposed changes in the protocol, and any other unforeseen events that might affect the continued ethical acceptability of the project.

In issuing this approval number, it is required that all data and consent forms are stored in a secure location for a minimum period of five years. These documents may be required for compliance audit processes during that time. If the location at which data and documentation are retained is changed within that five year period, the Research Ethics Officer should be advised of the new location.

11/10/2010

Jo-Ann Sozou
Secretary/Research Ethics Officer

A09/2599

254

INFORMATION SHEET FOR ACADEMIC STAFF

Faculty of the Professions

School of Business, Economics and

Public Policy

Armidale, NSW 2351, Australia

Telephone: 61-2-6773 3176

Electronic Mail: tnguye55@une.edu.au

Ref: PhD Research Project – Survey

I wish to invite you to participate in my research about "Promoting effective academic staff development in Vietnamese higher education: toward a model". This survey is part of a doctorate research project conducted by the PhD student Phuong Thi Mai Nguyen at the School of Business, Economic and Public Policy, University of New England, Australia; under the supervision of Professor Victor Minichiello and Professor Grant Harman. Professor Victor Minichiello can be contacted by email at vminichi@une.edu.au or by phone on 61(2) 67733862. Professor Grant Harman can be contacted by email at gharman@une.edu.au or by phone on 61(2) 67733217 and I can be contacted by email at tnguye55@une.edu.au or by phone on 67733176.This survey is being conducted with academic staff in six universities and colleges in Vietnam who have been invited to participate in this survey by answering the self-administered questionnaire. Answering these questions will take around 30 minutes.

The purpose of this survey is to investigate the needs of academic staff in Vietnamese higher education. More specifically, it will investigate which skills are most needed by academic staff and which kind of academic support they prefer in order to upgrade their profession.

We invite you to participate in this survey. Your participation is strictly voluntary. You may withdraw your participation at any time. All answers will be confidential to the researcher

and his supervisors. Your name will not be asked and there will be no way to connect it to any responses you choose to provide. The data will be destroyed after five years. We remind you that by accepting the consentagreement and answering the questionnaire you will be consenting to participate in this research. Some of you may agree to participate in a 30 minute follow-up in-depth interview where you will be give the opportunity to provide a deeper understanding of your views about the role of academics and tertiary needs for the future academic.

If you have any queries about the study, please feel free to contact me at the above telephone number or e-mail address. Thank you very much in advance for your participation.

Yours sincerely

Phuong Thi Mai Nguyen

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No HE10/178 Valid to 11/10/2011).

If you have any complaint concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services, University of New England, Armidale, NSW 2351, Australia.

Telephone: 61-2-6773 3449, Facsimile 61-2-6773 3543, E-mail ethics@une.edu.au

THÔNG TIN VỀ ĐỀ TÀI NGHIÊN CỨU

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Khảo sát trong đề tài nghiên cứu của Tiến sĩ

Trân trọng kính mời thầy/cô tham gia đề tài nghiên cứu của tôi về "Hướng tới một mô hình nhằm nâng cao hiệu quả của việc phát triển đội ngũ giảng viên cho giáo dục đại học Việt Nam". Khảo sát này là một phần trong luận văn Tiến sĩ của Cô Nguyễn Thị Mai Phương tại Khoa Thương mại, Kinh tế và Chính sách công, Đại học New England, nước Úc dưới sự hướng dẫn của Giáo sư Victor Minichiello và Giáo sư Grant Harman. Anh/chị có thể liên lạc với giáo sư Victor Minichiello qua thư điện tử vminichi@une.edu.au hoặc điện thoại 61(2) 67733862. Giáo sư Grant Harman có thể liên lạc qua thư điện tử gharman@une.edu.au hoặc điện thoại 61(2) 67733217 và nghiên cứu sinh có thể liên lạc qua thư điện tử tnguye55@une.edu.au hoặc điện thoại 61(2) 67733176. Khảo sát này được tiến hành với giảng viên của sáu trường đại học và cao đẳng tại Việt Nam. Bảng câu hỏi cần khoảng 30 phút để hoàn thành.

Mục tiêu của khảo sát là tìm hiểu về nhu cầu của giảng viên các trường đại học và cao đẳng tại Việt Nam. Các giảng viên cần trợ giúp ngay những kỹ năng gì và phương thức trợ giúp nào có hiệu quản trong việc phát triển đội ngũ giảng viên.

Tôi trân trọng kính mời thầy/cô tham gia vào khảo sát này. Việc tham gia trả lời câu hỏi là hoàn toàn tự nguyện. Thầy cô có thể rút lui ở bất cứ giai đoạn nào. Chỉ có người nghiên cứu và các giáo sư hướng dẫn được quyền xem và sử dụng các câu trả lời. Tôi không yêu cầu thầy/cô ghi tên vào bảng hỏi và cũng sẽ không có cách nào để kết nối câu trả lời với người trả lời. Tư liệu sẽ bị hủy sau năm năm. Khi ký vào bản đồng ý tham gia trả lời bảng hỏi, các thầy/cô đã đồng ý tham gia vào đề tài nghiên cứu. Một số thầy cố sẽ tham gia phỏng vấn sau khi trả lời câu hỏi. Cuộc phỏng vấn sẽ là cơ hội để nghiên cứu sinh tìm hiểu sâu hơn ý kiến của thầy/cô về công tác phát triển đội ngũ.

Nếu thầy/cô có bất cứ câu hỏi nào, xin hãy liên lạc với tôi theo địa chỉ trên.

Trân trọng cảm ơn qúy thầy/cô đã đồng ý tham gia đề tài nghiên cứu.

Nghiên cứu sinh

Nguyễn Thị Mai Phương

Nghiên cứu này đã được thông qua bởi Hội đồng chịu trách nhiệm về mặt đạo đức của các nghiên cứu có liên quan đến con người tại trường đại học New England (Số HE10/178, có giá trị đến ngày 11/10/2011).

Nếu thầy/cô có bất cứ phàn nàn gì về cách nghiên cứu này được tiến hành, xin vui lòng liên hệ nhân viên chịu trách nhiệm về mảng Đạo đức nghiên cứu theo địa chỉ sau đây:

Research Services, Đại học New England, Armidale, NSW 2351, Úc.

Điện thoại: 61-2-6773 3449, Fax 61-2-6773 3543, E-mail ethics@une.edu.au

INFORMATION SHEET FOR RECTORS AND VICE-RECTORS

Ref: PhD Research Project – Survey

I wish to invite you to participate in my research about "Promoting effective academic staff development in Vietnamese higher education: toward a model". This survey is part of a doctorate research project conducted by the PhD student Phuong Thi Mai Nguyen at the School of Business, Economic and Public Policy, University of New England, Australia; under the supervision of Professor Victor Minichiello and Professor Grant Harman. Professor Victor Minichiello can be contacted by email at vminichi@une.edu.au or by phone on 61(2) 67733862. Professor Grant Harman can be contacted by email at gharman@une.edu.au or by phone on 61(2) 67733217 and I can be contacted by email at tnguye55@une.edu.au or by phone on 67733176.This survey is being conducted with Rectors and Vice-Rectors of higher education institutions who have been invited to participate in this study by answering the self-administered questionnaire. Answering these questions will take around 30 minutes.

The purpose of this survey is to investigate priorities in academic staff development in your institution.

We invite you to participate in this survey. Your participation is strictly voluntary. You may withdraw your participation at any time. All answers will be confidential to the researcher and his supervisors. Your name will not be asked and there will be no way to connect it to any responses you choose to provide. The data will be destroyed after five years. We remind you that by accepting the consent agreement and answering the questionnaire you will be consenting to participate in this research. Thank you very much in advance for your participation.

If you have any queries about the study, please feel free to contact the researcher or her supervisor on the addresses below:

Yours sincerely

Phuong Thi Mai Nguyen

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval NoHE10/178 Valid to 11/10/2011).

If you have any complaint concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

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Khảo sát trong đề tài nghiên cứu của Tiến sĩ

Trân trọng kính mời thầy/cô tham gia đề tài nghiên cứu của tôi về "Hướng tới một mô hình nhằm nâng cao hiệu quả của việc phát triển đội ngũ giảng viên cho giáo dục đại học Việt Nam". Khảo sát này là một phần trong luận văn Tiến sĩ của Cô Nguyễn Thị Mai Phương tại Khoa Thương mại, Kinh tế và Chính sách công, Đại học New England, nước Úc dưới sự hướng dẫn của Giáo sư Victor Minichiello và Giáo sư Grant Harman. Anh/chị có thể liên lạc với giáo sư Victor Minichiello qua thư điện tử vminichi@une.edu.au hoặc điện thoại 61(2) 67733862. Giáo sư Grant Harman có thể liên lạc qua thư điện tử gharman@une.edu.au hoặc điện thoại 61(2) 67733217 và nghiên cứu sinh có thể liên lạc qua thư điện tử tnguye55@une.edu.au hoặc điện thoại 61(2) 67733176. Khảo sát này được tiến hành với hiệu trưởng, phó hiệu trưởng và giảng viên của một số trường đại học và cao đẳng tại Việt Nam. Bảng câu hỏi cần khoảng 30 phút để hoàn thành.

Mục tiêu của khảo sát là tìm hiểu những ưu tiên của các thầy/cô trong công tác phát triển đội ngũ giảng viên.Tôi trân trọng kính mời thầy/cô tham gia vào khảo sát này. Việc tham gia trả lời câu hỏi là hoàn toàn tự nguyện. Thầy cô có thể rút lui ở bất cứ giai đoạn nào. Chỉ có người nghiên cứu và các giáo sư hướng dẫn được quyền xem và sử dụng các câu trả lời. Tôi không yêu cầu thầy/cô ghi tên vào bảng hỏi và cũng sẽ không có cách nào để kết nối câu trả lời với

người trả lời. Tư liệu sẽ bị hủy sau năm năm. Khi ký vào bản đồng ý tham gia trả lời bảng hỏi, các thầy/cô đã đồng ý tham gia vào đề tài nghiên cứu.

Nếu thầy/cô có bất cứ câu hỏi nào, xin hãy liên lạc với tôi theo địa chỉ trên.

Trân trọng cảm ơn qúy thầy/cô đã đồng ý tham gia đề tài nghiên cứu.

Nghiên cứu sinh

Nguyễn Thị Mai Phương

Nghiên cứu này đã được thông qua bởi Hội đồng chịu trách nhiệm về mặt đạo đức của các nghiên cứu có liên quan đến con người tại trường đại học New England (Số HE10/178, có giá trị đến ngày 11/10/2011).

Nếu thầy/cô có bất cứ phàn nàn gì về cách nghiên cứu này được tiến hành, xin vui lòng liên hệ nhân viên chịu trách nhiệm về mảng Đạo đức nghiên cứu theo địa chỉ sau đây:

Research Services, Đại học New England, Armidale, NSW 2351, Úc.

Điện thoại: 61-2-6773 3449, Fax 61-2-6773 3543, E-mail ethics@une.edu.au

CONSENT FORM

(FOR ACADEMIC STAFF)

Faculty of the Professions

School of Business, Economics and

Public Policy

Armidale, NSW 2351, Australia

Telephone: 61-2-6773 3176

Electronic Mail: tnguye55@une.edu.au

Ref: PhD Research Project – Survey and in-depth interview

This survey is part of a doctorate research project conducted by the PhD student Phuong Thi Mai Nguyen at the School of Business, Economic and Public Policy, University of New England, Australia; under the supervision of Professor Victor Minichiello, Professor Larry Smith and Professor Grant Harman. This survey is being conducted with academic staff of six higher education institutions in Vietnam who have been invited to participate in this survey by answering the self-administered questionnaire (10 pages). Answering these questions will take around 30 minutes. You may also be asked to participate in a short 30 minutes in- depth interview that will seek your views on the role of academics and training needs for future academic. The purpose of this survey is to investigate the needs of academic staff in Vietnamese higher education. More specifically, it will investigate which skills are most needed by academic staff and which kind of academic support they prefer in order to upgrade their profession.

I invite you to participate in this survey. Your participation is strictly voluntary. You may withdraw your participation at any time. All answers will be confidential to the researcher and her supervisors. Your name will not be asked and there will be no way to connect it to any responses you choose to provide. The data will be destroyed after five years. We remind

you that by accepting the consent agreement and answering the questionnaire you will be consenting to participate in this research.

If you have any queries about the study, please feel free to contact me at the above telephone number or e-mail address. Thank you very much in advance for your participation.

CONSENT AGREEMENT

I (the participant) have read the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in answering questionnaire, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

         Yes (I accept)   No (I do not accept)

BẢN ĐỒNG Ý THAM GIA ĐỀ TÀI NGHIÊN CỨU

(DÀNH CHO GIẢNG VIÊN)

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Khảo sát trong đề tài nghiên cứu của Tiến sĩ

Khảo sát này là một phần trong luận văn Tiến sĩ của Cô Nguyễn Thị Mai Phương tại Khoa Thương mại, Kinh tế và Chính sách công, Đại học New England, nước Úc dưới sự hướng dẫn của Giáo sư Victor Minichiello, Giáo sư Larry Smith và Giáo sư Grant Harman. Khảo sát này (10 trang) được tiến hành với giảng viên của sáu trường đại học và cao đẳng tại Việt Nam . Bảng câu hỏi cần khoảng 30 phút để hoàn thành. Thầy cô cũng được mời tham gia phỏng vấn nhằm giúp nghiên cứu sinh hiểu sâu hơn ý kiến của thầy/cô về công tác phát triển đội ngũ giảng viên.

Mục tiêu của khảo sát là tìm hiểu về nhu cầu của giảng viên các trường đại học và cao đẳng tại Viêt Nam. Các giảng viên cần trợ giúp ngay những kỹ năng gì và phương thức trợ giúp nào có hiệu quản trong việc phát triển đội ngũ giảng viên.

Tôi trân trọng kính mời thầy/cô tham gia vào khảo sát này. Việc tham gia trả lời câu hỏi là hoàn toàn tự nguyện. Thầy cô có thể rút lui khỏi dự án bất cứ giai đoạn nào. Chỉ có người nghiên cứu và các giáo sư hướng dẫn được quyền xem và sử dụng các câu trả lời. Tôi không yêu cầu thầy/cô ghi tên vào bảng hỏi và cũng sẽ không có cách nào để kết nối câu trả lời với người trả lời. Tư liệu sẽ bị hủy sau năm năm. Khi ký vào bản đồng ý này, các thầy/cô đã đồng ý tham gia vào đề tài nghiên cứu.

Nếu thầy/cô có bất cứ câu hỏi nào, xin hãy liên lạc với tôi theo địa chỉ trên.

Trân trọng cảm ơn quý thầy/cô đã đồng ý tham gia đề tài nghiên cứu.

ĐỒNG Ý THAM GIA NGHIÊN CỨU

Tôi (người tham gia) đã đọc những thông tin trên và các câu hỏi của tôi đã được trả lời thỏa đáng. Tôi đồng ý tham gia vào nghiên cứu này và biết rằng tôi có thể rút lui bất cứ lúc nào. Tôi đồng ý rằng tư liệu thu thập được cho nghiên cứu này có thể được phát hành nhưng không được cung cấp tên tôi.

Tôi đồng ý   Tôi không đồng ý

CONSENT FORM

(FOR RECTORS AND VICE-RECTORS)

Faculty of the Professions

School of Business, Economics and

Public Policy

Armidale, NSW 2351, Australia

Telephone: 61-2-6773 3176

Electronic Mail: tnguye55@une.edu.au

Ref: PhD Research Project – Survey

This survey is part of a doctorate research project conducted by the PhD student Phuong Thi Mai Nguyen at the School of Business, Economic and Public Policy, University of New England, Australia; under the supervision of Professor Victor Minichiello, and Professor Grant Harman. Professor Victor Minichiello can be contacted by email at vminichi@une.edu.au or by phone on 61(2) 67733862. Professor Grant Harman can be contacted by email at gharman@une.edu.au or by phone on 61(2) 67733217 and I can be contacted by email at tnguye55@une.edu.au or by phone on 67733176. This survey is being conducted with Rectors and Vice-Rectors from higher education institution in Vietnam who have been invited to participate in the study by answering a self-administered questionnaire (6 pages). Answering these questions will take around 30 minutes.

The purpose of this survey is to investigate priorities in academic staff development in your institution.I invite you to participate in this survey. Your participation is strictly voluntary. You may withdraw your participation at any time. All answers will be confidential to the researcher and her supervisors. Your name will not be asked and there will be no way to connect it to any responses you choose to provide. The data will be destroyed after five years. We remind you that by accepting the consent agreement and answering the questionnaire you will be consenting to participate in this research.

If you have any queries about the study, please feel free to contact me at the above telephone number or e-mail address. Thank you very much in advance for your participation.

CONSENT AGREEMENT

I (the participant) have read the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

      Yes (I accept)   No (I do not accept)

BẢN ĐỒNG Ý THAM GIA ĐỀ TÀI NGHIÊN CỨU

(DÀNH CHO HIỆU TRƯỞNG VÀ PHÓ HIỆU TRƯỞNG)

Faculty of the Professions

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Khảo sát trong đề tài nghiên cứu của Tiến sĩ

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Mục tiêu của khảo sát là tìm hiểu ý kiến của thầy/cô về công tác phát triển đội ngũ trong trường. Tôi trân trọng kính mời thầy/cô tham gia vào khảo sát này. Việc tham gia trả lời câu hỏi là hoàn toàn tự nguyện. Thầy cô có thể rút lui khỏi dự án bất cứ giai đoạn nào. Chỉ có người nghiên cứu và các giáo sư hướng dẫn được quyền xem và sử dụng các câu trả lời. Tôi không yêu cầu thầy/cô ghi tên vào bảng hỏi và cũng sẽ không có cách nào để kết nối câu trả lời với người trả lời. Tư liệu sẽ bị hủy sau năm năm. Khi ký vào bản đồng ý này, các thầy/cô đã đồng ý tham gia vào đề tài nghiên cứu.

Nếu thầy/cô có bất cứ câu hỏi nào, xin hãy liên lạc với tôi theo địa chỉ trên.

Trân trọng cảm ơn quý thầy/cô đã đồng ý tham gia đề tài nghiên cứu.

ĐỒNG Ý THAM GIA NGHIÊN CỨU

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       Tôi đồng ý   Tôi không đồng ý

ACADEMIC STAFF'S QUESTIONNAIRE

1. To what extent do you value each of the following aspects of academic life?
(Please put an X in only ONE box for EACH statement).

Statement	Don't value at all				Value highly
	1	2	3	4	5
Status of the academic profession in the public eyes	☐	☐	☐	☐	☐
Autonomy and control over working life	☐	☐	☐	☐	☐
Opportunities for productive community engagement	☐	☐	☐	☐	☐
Opportunities to contribute to developing new knowledge	☐	☐	☐	☐	☐
Good or satisfactory income	☐	☐	☐	☐	☐
Opportunities to supervise research students	☐	☐	☐	☐	☐
Opportunities to engage in consulting	☐	☐	☐	☐	☐
Passion for teaching and working with students	☐	☐	☐	☐	☐
Chance to work in a supportive and collegial environment	☐	☐	☐	☐	☐
Opportunities to research, write and publish	☐	☐	☐	☐	☐

Please indicate which of the above aspects that you consider to be the most important? And why?

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2. **To what extent do you agree with the following statements about your work in the university or college? (Please put an X in only ONE box for EACH statement).**

Statement	Strongly disagree 1	2	3	4	Strongly agree 5
The changing expectations of students are a concern for me	☐	☐	☐	☐	☐
My class sizes are manageable	☐	☐	☐	☐	☐
IT-based teaching activities consume too much of my time	☐	☐	☐	☐	☐
Good teaching is valued in my university	☐	☐	☐	☐	☐
I am confident I can get research grants	☐	☐	☐	☐	☐
I have adequate equipment and support to carry out my research	☐	☐	☐	☐	☐
I have enough time for research	☐	☐	☐	☐	☐
I am satisfied with the internal research support	☐	☐	☐	☐	☐
I have freedom to pursue my own research interests	☐	☐	☐	☐	☐
I can access international academic journal	☐	☐	☐	☐	☐
I am confident I can publish in good quality journals	☐	☐	☐	☐	☐
I undertake an unreasonable amount of administrative work	☐	☐	☐	☐	☐

	1	2	3	4	5
I can see career or promotion opportunities for me	☐	☐	☐	☐	☐
My overall workload is reasonable and manageable	☐	☐	☐	☐	☐
I feel that I have autonomy and control over my working life	☐	☐	☐	☐	☐
I am satisfied with my level of income from my institution	☐	☐	☐	☐	☐
Overall, I have a good work/life balance	☐	☐	☐	☐	☐

Please indicate one aspect that you are least satisfied about your work in your institution. And why?

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3. **Thinking about your own institution and its leadership and management, please indicate the extent to which you agree that you are satisfied with the factors listed below? (Please put an X in only ONE box for EACH statement).**

Statement	Not satisfied				Very satisfied
	1	**2**	**3**	**4**	**5**
The criteria for promotion	☐	☐	☐	☐	☐
The culture of the institution	☐	☐	☐	☐	☐
Quality of teaching resources	☐	☐	☐	☐	☐
Opportunities for national conference attendance	☐	☐	☐	☐	☐
Opportunities for international conference attendance	☐	☐	☐	☐	☐
The way teaching expertise is valued in	☐	☐	☐	☐	☐

academic recruitment					
Leadership and management of the institution	☐	☐	☐	☐	☐

Please indicate the most satisfying factor in your institution setting and leadership and management. Please briefly explain why?

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Do you have your own office in which to work?

Yes ☐   No ☐

4. **I would now like to ask you about your professional development opportunities. For each type of training you have taken, please indicate how useful that training was for you? (Please put an X in only ONE box for EACH statement).**

Statement	Not at all useful 1	2	3	4	Very useful 5	Not under-taken
A general qualification (BA)	☐	☐	☐	☐	☐	☐
Studying for a Higher Degree (Master of PhD)	☐	☐	☐	☐	☐	☐
An award course specifically in university teaching	☐	☐	☐	☐	☐	☐
A short course covering a number of aspects of teaching	☐	☐	☐	☐	☐	☐
A short course on a single facet of	☐	☐	☐	☐	☐	☐

teaching (assessment, online learning)						
Reading books or journal on modern teaching and learning approaches and methodologies	☐	☐	☐	☐	☐	☐
Suggestions and advices from senior colleagues	☐	☐	☐	☐	☐	☐
Invitations to observe the teaching of senior colleagues	☐	☐	☐	☐	☐	☐

How would you rate the availability at your institution's professional development programs for university teaching?

1   2   3   4   5   6

Very poor   Very good   Do not have these programs

☐☐☐☐☐

Have you undertaken training in research skills and methods?

Yes, within the past two years   Yes, more than two years ago   No, I have not

☐☐☐

How would you rate the availability of training in research skills and methods in your institution?

1   2   3   4   5   6

Very poor   Very good   Do not have these programs

☐☐☐☐☐

Please indicate the number of articles that you have published and number of conferences that you have attended in the last two years

Articles or conferences	0	1	2	3	More than 3
Number of articles that you have published in national academic journals	☐	☐	☐	☐	☐
Number of articles that you have published in international academic journals	☐	☐	☐	☐	☐
Number of national conferences that you have attended	☐	☐	☐	☐	☐

Number of international conferences that you have attended	☐	☐	☐	☐	☐

5. These are some generic competences for academic staff. Please indicate how important you rank each of these? (Please put an X in only ONE box for EACH statement).

Statement	Not at all important				Very important
	1	**2**	**3**	**4**	**5**
Time management	☐	☐	☐	☐	☐
Problem solving	☐	☐	☐	☐	☐
Decision making	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Learning guidance	☐	☐	☐	☐	☐
Use of IT	☐	☐	☐	☐	☐
Use of databases	☐	☐	☐	☐	☐
Verbal communication	☐	☐	☐	☐	☐
Written communication	☐	☐	☐	☐	☐
Good command of foreign language	☐	☐	☐	☐	☐
Self-motivation	☐	☐	☐	☐	☐
Research skills	☐	☐	☐	☐	☐
Creativity and Innovation	☐	☐	☐	☐	☐
A sense of ethics	☐	☐	☐	☐	☐
Stamina and ability to adapt to surroundings	☐	☐	☐	☐	☐
Team work	☐	☐	☐	☐	☐
Project management skills	☐	☐	☐	☐	☐
Quality control	☐	☐	☐	☐	☐
Assessment methods	☐	☐	☐	☐	☐

Please indicate the most important competency for you among the competences mentioned above? And why?

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6. **Please indicate the extent to which the following are important for you? (Please put an X in only ONE box for EACH statement).**

Statement	Not at all important				Very important
	1	2	3	4	5
Improving teaching skills	☐	☐	☐	☐	☐
Finding more time for research	☐	☐	☐	☐	☐
Raising my publication profile	☐	☐	☐	☐	☐
Improving my work/life balance	☐	☐	☐	☐	☐
Decreasing my work hours	☐	☐	☐	☐	☐
Attending national conferences	☐	☐	☐	☐	☐
Attending international conferences	☐	☐	☐	☐	☐
Improving competence in foreign language	☐	☐	☐	☐	☐
Participate in training in research skills and methods	☐	☐	☐	☐	☐

Please indicate which of the items listed above you consider being the most important factor that you immediately need help?Please briefly explain why?

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7. **Please indicate how important you value each type of the following professional support processes? (Please put an X in only ONE box for EACH statement).**

Statement	Not at all important				Very important
	1	2	3	4	5
Short training course	☐	☐	☐	☐	☐
Mentoring (one to one)	☐	☐	☐	☐	☐
Discipline based groups	☐	☐	☐	☐	☐
Web of researchers	☐	☐	☐	☐	☐
On- call	☐	☐	☐	☐	☐
Printed manuals	☐	☐	☐	☐	☐
Online manuals	☐	☐	☐	☐	☐
Online course	☐	☐	☐	☐	☐
Annual performance review	☐	☐	☐	☐	☐

Please indicate the most favorite type of professional support foryou.

……………………………………………………………………………………………

……………………………………………………………………………………………

8. **Would you please provide some demographic information about yourself?**

Gender:

Male　　☐　　　　　　　　　　Female ☐

Your academic title

Professor　　　　　☐　　　　　　　　Lecturer　　　　　☐

Associate Professor　☐　　　　　　　Assistant lecturer ☐

Senior lecturer　　　　☐

You have been teaching in Higher Education institution:

Less than 1 year　　　　　　☐

From 1 to 3 years　　　　　　☐

More than 3 years to 6 years　☐

More than 6 years to 10 years　☐

More than 10 years ☐

Yours highest qualification

Doctor ☐ Master☐ Bachelor ☐

Other (please specify):……………………………………………………………

Did you take any of your qualification oversea?

Yes ☐ No ☐

9. **Are there any other comments you would like to make about any of the issues addressed in this questionnaire?**

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Thank you very much for your time.

If you wish to receive a copy of result from this survey, please contact the researcher on the address below:

Mrs Phuong Thi Mai Nguyen

Faculty of The Professions

School Business, Economics and Public Policy

University of New England

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BẢNG CÂU HỎI KHẢO SÁT DÀNH CHO GIẢNG VIÊN

10. Anh, chị đánh giá như thế nào về các khía cạnh sau trong đời sống của giảng viên?(Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)

Nhận định	Không hề có giá trị				Có giá trị cao
	1	2	3	4	5
Hình ảnh giảng viên trong con mắt cộng đồng	☐	☐	☐	☐	☐
Tự chủ và kiểm soát được công việc	☐	☐	☐	☐	☐
Cơ hội tham gia các hoạt động xã hội một cách có hiệu quả	☐	☐	☐	☐	☐
Cơ hội đóng góp cho sự phát triển kiến thức mới	☐	☐	☐	☐	☐
Thu nhập tốt	☐	☐	☐	☐	☐
Cơ hội để hướng dẫn các nghiên cứu sinh	☐	☐	☐	☐	☐
Cơ hội tham gia các hoạt động tư vấn cho các dự án, các tổ chức khác	☐	☐	☐	☐	☐
Lòng yêu nghề	☐	☐	☐	☐	☐
Cơ hội làm việc trong môi trường hỗ trợ lẫn nhau	☐	☐	☐	☐	☐
Cơ hội để nghiên cứu, viết và xuất bản	☐	☐	☐	☐	☐

Anh/chị vui lòng chỉ ra MỘT khía cạnh quan trọng nhất và cho biết tại sao?

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11. Về công việc tại trường, anh/chị đồng ý ở mức độ nào với mỗi nhận định sau:

(Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)

Nhận định	Hoàn toàn không đồng ý				Hoàn toàn đồng ý
	1	2	3	4	5
Tôi quan tâm đến những thay đổi trong mong đợi của sinh viên	☐	☐	☐	☐	☐
Số lượng sinh viên trong lớp có thể quản lý được	☐	☐	☐	☐	☐
Các hoạt động giảng dạy dựa vào công nghệ thông tin chiếm quá nhiều thời gian của tôi	☐	☐	☐	☐	☐
Giảng dạy tốt được coi trọng ở trường tôi	☐	☐	☐	☐	☐
Tôi tự tin là tôi có thể dành được các khoản tài trợ cho nghiên cứu	☐	☐	☐	☐	☐
Tôi được trang bị và giúp đỡ đầy đủ để tiến hành nghiên cứu	☐	☐	☐	☐	☐
Tôi có đủ thời gian cho việc nghiên cứu	☐	☐	☐	☐	☐
Tôi hài lòng với sự trợ giúp về tài chính cho nghiên cứu từ trường	☐	☐	☐	☐	☐
Tôi tự do theo đuổi sở thích nghiên cứu của cá nhân	☐	☐	☐	☐	☐
Tôi có thể tiếp cận được các báo chuyên ngành quốc tế	☐	☐	☐	☐	☐
Tôi tự tin là tôi có thể đăng bài trên những tờ báo danh tiếng	☐	☐	☐	☐	☐
Tôi phải làm nhiều việc hành chính vô lý	☐	☐	☐	☐	☐
Tôi thấy những cơ hội trong nghề nghiệp và thăng tiến cho mình	☐	☐	☐	☐	☐

	1	2	3	4	5
Khối lượng công việc của tôi vừa phải và có thể quản lý được	☐	☐	☐	☐	☐
Tôi thấy có đủ sự tựu chủ và kiểm soát công việc của mình	☐	☐	☐	☐	☐
Tôi hài lòng với thu nhập từ trường	☐	☐	☐	☐	☐
Nhìn chung, tôi có sự cân bằng giữa công việc và cuộc sống.	☐	☐	☐	☐	☐

Xin hãy chỉ ra MỘT khía cạnh mà anh/chị ÍT hài lòng nhất về công việc của mình và cho biết tại sao?

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3. **Về điều kiện chung của nhà trường và phong cách lãnh đạo, quản lý, xin cho biết mức độ hài lòng của anh/ chị với mỗi nhận định sau: (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)**

Nhận định	Không hài lòng				Rất hài lòng
	1	2	3	4	5
Các tiêu chí bổ nhiệm	☐	☐	☐	☐	☐
Cơ sở hạ tầng của trường	☐	☐	☐	☐	☐
Văn hóa trong trường	☐	☐	☐	☐	☐
Chất lượng của các nguồn lực phục vụ cho giảng dạy	☐	☐	☐	☐	☐
Cơ hội cho giảng viên tham gia các hội thảo quốc gia	☐	☐	☐	☐	☐
Cơ hội cho giảng viên tham gia các hội thảo quốc tế	☐	☐	☐	☐	☐
Việc giảng dạy tốt được đánh giá cao khi tuyển dụng giảng viên	☐	☐	☐	☐	☐

Cách lãnh đạo và quản lý trong trường	☐	☐	☐	☐	☐

Xin hãy chỉ ra MỘT khía cạnh anh/chi hài lòng nhất và cho biết tại sao?

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Anh/chị có văn phòng riêng để làm việc không?

Có☐   Không☐

4. Về các cơ hội phát triển chuyên môn

Xin hãy cho biết mỗi loại hình trợ giúp sau có giá trị như thế nào đối với anh/chị (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)

Loại hình trợ giúp	Không hữu ích 1	2	3	4	Rất hữu ích 5	Chưa tham gia
Học Đại học/Cao đẳng	☐	☐	☐	☐	☐	☐
Học lên cao hơn (Thạc sĩ hoặc Tiến sĩ)	☐	☐	☐	☐	☐	☐
Chứng chỉ bồi dưỡng nghiệp vụ sư phạm	☐	☐	☐	☐	☐	☐
Khóa học ngắn về nhiều khía cạnh của việc giảng dạy	☐	☐	☐	☐	☐	☐
Khóa học ngắn về một khía cạnh nhất định của việc giảng dạy (đánh giá, giảng dạy trực tuyến…)	☐	☐	☐	☐	☐	☐
Đọc sách, báo về phương pháp giảng dạy và học tập hiện đại	☐	☐	☐	☐	☐	☐
Những lời khuyên từ các giảng viên giỏi và có kinh nghiệm	☐	☐	☐	☐	☐	☐

Đến dự giờ giảng của các giảng viên giỏi và có kinh nghiệm	☐	☐	☐	☐	☐	☐

Anh/chị đánh giá như thế nào về những chương trình phát triển chuyên môn giảng dạy trong trường mình?

1	2	3	4	5	6
Không tốt				Rất tốt	Trường không có những chương trình này
☐	☐	☐	☐	☐	☐

Anh/chị có tham gia các khóa bồi dưỡng về kỹ năng và phương pháp nghiên cứu?

Có, trong vòng hai năm vừa qua	Có, từ hơn hai năm trước	Tôi chưa tham gia
☐ ☐ ☐		

Anh/chị đánh giá như thế nào về những chương trình phát triển các kỹ năng và phương pháp nghiên cứu trong trường mình?

1	2	3	4	5	6
Không tốt				Rất tốt	Trường không có những chương trình này
☐	☐	☐	☐	☐	☐

Anh/chị vui lòng cho biết số lượng bài báo đã được đăng và số lượng hội thảo đã tham gia trong hai năm vừa qua.

	0	1	2	3	Nhiều hơn 3
Số lượng bài báo được đăng trên tạp chí chuyên ngành trong nước	☐	☐	☐	☐	☐
Số lượng bài báo được đăng trên tạp chí chuyên ngành quốc tế	☐	☐	☐	☐	☐
Số lượng hội thảo cấp quốc gia	☐	☐	☐	☐	☐
Số lượng hội thảo cấp quốc tế	☐	☐	☐	☐	☐

5. **Dưới đây là một số năng lực của giảng viên. Xin cho biết anh/chị đánh giá mỗi năng lực này quan trọng ở mức độ nào? (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)**

Năng lực	Không quan trọng				Rất quan trọng
	1	2	3	4	5
Quản lý thời gian	☐	☐	☐	☐	☐
Giải quyết vấn đề	☐	☐	☐	☐	☐
Ra quyết định	☐	☐	☐	☐	☐
Lập kế hoạch	☐	☐	☐	☐	☐
Hướng dẫn sinh viên học	☐	☐	☐	☐	☐
Sử dụng công nghệ thông tin	☐	☐	☐	☐	☐
Sử dụng tài liệu hiệu quả	☐	☐	☐	☐	☐
Giao tiếp bằng lời	☐	☐	☐	☐	☐
Giao tiếp qua văn bản	☐	☐	☐	☐	☐
Nhu cầu cao về học tiếng nước ngoài	☐	☐	☐	☐	☐
Năng động	☐	☐	☐	☐	☐
Cac phuong phap nghien cuu	☐	☐	☐	☐	☐
Sáng tạo và đổi mới	☐	☐	☐	☐	☐

	1	2	3	4	5
Nhạy cảm với vấn đề đạo đức	☐	☐	☐	☐	☐
Khả năng chịu đựng và thích ứng với môi trường xung quanh	☐	☐	☐	☐	☐
Làm việc nhóm	☐	☐	☐	☐	☐
Các kỹ năng quản lý đề án	☐	☐	☐	☐	☐
Kiểm soát chất lượng	☐	☐	☐	☐	☐
Các phương pháp đánh giá	☐	☐	☐	☐	☐

Xin hãy chỉ ra MỘT năng lực anh/chi cho là quan trọng nhất và cho biết tại sao anh/chị chọn năng lực này?

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6. **Xin hãy cho biết ý kiến của anh/chị về tầm quan trọng của mỗi hoạt động sau trong việc phát triển đội ngũ giảng viên? (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)**

Hoạt động	Không quan trọng				Rất quan trọng
	1	2	3	4	5
Cải tiến việc giảng dạy	☐	☐	☐	☐	☐
Dành nhiều thời gian hơn cho nghiên cứu	☐	☐	☐	☐	☐
Tăng số lượng bài được xuất bản	☐	☐	☐	☐	☐
Cải thiện việc cân bằng cuộc sống và công việc	☐	☐	☐	☐	☐
Giảm giờ làm việc	☐	☐	☐	☐	☐
Học lên Thạc sĩ/Tiến sĩ	☐	☐	☐	☐	☐

	1	2	3	4	5
Tham gia hội thảo quốc gia	☐	☐	☐	☐	☐
Tham gia hội thảo quốc tế	☐	☐	☐	☐	☐
Nâng cao trình độ ngoại ngữ	☐	☐	☐	☐	☐
Tham gia khóa học ngắn về một khía cạnh của việc giảng dạy (đánh giá hoặc giảng dạy trực tuyến…)	☐	☐	☐	☐	☐
Tham gia khóa học ngắn về nhiều khía cạnh trong giảng dạy	☐	☐	☐	☐	☐
Tham gia bồi dưỡng về kỹ năng và phương pháp nghiên cứu	☐	☐	☐	☐	☐

Xin hãy chỉ ra MỘT khía cạnh mà anh chị thấy quan trọng nhất với mình và cần được giúp đỡ ngay? Vì sao anh/chị lựa chọn như vậy?

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7. **Anh/chị vui lòng cho biết mỗi loại hình trợ giúp sau đây quan trọng như thế nào trong việc phát triển năng lực cho đội ngũ giảng viên? (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)**

Loại hình trợ giúp	Không quan trọng				Rất quan trọng
	1	2	3	4	5
Các khóa bồi dưỡng ngắn hạn	☐	☐	☐	☐	☐
Cố vấn (một người giúp đỡ một người)	☐	☐	☐	☐	☐
Các nhóm chuyên ngành	☐	☐	☐	☐	☐
Mạng lưới các nhà nghiên cứu	☐	☐	☐	☐	☐
Giúp đỡ qua điện thoại	☐	☐	☐	☐	☐
Các cuốn sách hướng dẫn được in ra	☐	☐	☐	☐	☐
Các cuốn sách hướng dẫn trên mạng	☐	☐	☐	☐	☐
Các khóa học trên mạng	☐	☐	☐	☐	☐

Xin hãy cho biết MỘT loại hình trợ giúp mà anh/chị thấy hiệu quả nhất:

…………………………………………………………………………………………

…………………………………………………………………………………………

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8. **Xin anh/chị vui lòng cho biết một số thông tin cá nhân**

Giới tính:

Nam ☐   Nữ ☐

Chức danh hiện tại

Giáo sư   ☐   Giảng viên ☐

Phó giáo sư   ☐   Trợ giảng ☐

Giảng viên chính ☐

Kinh nghiệm làm việc tại các trường đại học/cao đẳng:

Ít hơn một năm   ☐

Từ một năm đến 3 năm   ☐

Từ hơn 3 năm đến 6 năm   ☐

Hơn 6 năm đến 10 năm   ☐

Hơn mười năm   ☐

Trình độ học vấn

Cử nhân ☐   Thạc sĩ ☐   Tiến sĩ ☐

Trình độ khác (xin ghi

rõ):……………………………………………………..

Anh chị đã từng du học ở nước ngoài?

Có ☐   Chưa   ☐

9. **Xin cho biết anh/chị có thêm ý kiến gì về những vấn đề đã đề cập trong bảng câu hỏi trên?**

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Trân trọng cảm ơn các anh/chị đã dành thời gian trả lời.

Nếu anh/chị muốn biết kết quả của khảo sát này, xin vui lòng liên lạc với người thực hiện đề tài qua địa chỉ dưới đây:

Cô Nguyễn Thị Mai Phương

KhoaThương mại, Kinh tế và Chính sách công

Đại học New England

Armidale, 2351 NSW, Australia

Email: tnguye55@une.edu.au

Hoặc   maiphuong43@yahoo.com

Điện thoại: 00 61 430743326

Hoặc   : 81- 0904255639

RECTOR AND VICE-RECTOR'S QUESTIONNAIRE

1. **How important do you see each of the following activities for your university?**
   (Please put an X in only ONE box for EACH statement)

Statement	Not at all important				Very important
	1	2	3	4	5
Financial management	☐	☐	☐	☐	☐
Administrative activities	☐	☐	☐	☐	☐
Improving the quality of graduate	☐	☐	☐	☐	☐
Enhancing international relations in researching,	☐	☐	☐	☐	☐
Enhancing international relations by student exchange	☐	☐	☐	☐	☐
Academic staff development	☐	☐	☐	☐	☐
Fund raising	☐	☐	☐	☐	☐

Please indicate what you consider to be the most important priority for your institution among the list of items above? Why do you think this is most important?………………………………………………………………………………
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……………

2. **Thinking about your own institution and its leadership and management, please indicate the extent to which you are satisfied with each of the following factors? (Please put an X in only ONE box for EACH statement).**

Statement	Not satisfied	Very satisfied

	1	2	3	4	5
The criteria for promotion of academic staff	☐	☐	☐	☐	☐
Infrastructure/built environment	☐	☐	☐	☐	☐
The culture of the institution	☐	☐	☐	☐	☐
Quality of teaching resources	☐	☐	☐	☐	☐
Opportunities for national conference attendance by academic staff	☐	☐	☐	☐	☐
Opportunities for international conference attendance by academic staff	☐	☐	☐	☐	☐
The way teaching expertise is valued in academic recruitment	☐	☐	☐	☐	☐
Leadership and management of the institution	☐	☐	☐	☐	☐

Please indicate which of the above do you consider to be the most satisfying factor? And why?

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………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

These are four leadership and management models. Please indicate one model which is the most relevant to the way you lead and manage your institution now?

Human relations model (HR): The leadership in the organization is generally considered to exemplify mentoring, facilitating or nurturing and the management style is characterized by team work, consensus and participation	☐
Open system model (OP): The leadership in the organization is generally considered to exemplify entrepreneurship, innovation or risk taking and the management style is characterized by individual risk-taking,	☐

innovation, freedom and uniqueness	
Rational goal model (RG): The leadership in the organization is generally considered to exemplify nonsense, aggressive, results-oriented focus and the management style is characterized by hard- driving competiveness, high demands, and achievement	☐
Internal model (IP): The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency and the management style is characterized by security of employment, conformity, predictability, and stability in relationships	☐

3. **These are some generic competences for academic staff. Please indicate how important you rank each of these? (Please put an X in only ONE box for EACH statement).**

Statement	Not at all important				Very important
	1	2	3	4	5
Time management	☐	☐	☐	☐	☐
Problem solving	☐	☐	☐	☐	☐
Decision making	☐	☐	☐	☐	☐
Learning guidance	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Use of IT	☐	☐	☐	☐	☐
Use of databases	☐	☐	☐	☐	☐
Verbal communication	☐	☐	☐	☐	☐
Written communication	☐	☐	☐	☐	☐
Good command of foreign language	☐	☐	☐	☐	☐
Self-motivation	☐	☐	☐	☐	☐
Creativity and Innovation	☐	☐	☐	☐	☐
A sense of ethics	☐	☐	☐	☐	☐
Team work	☐	☐	☐	☐	☐

	1	2	3	4	5
Research skills	☐	☐	☐	☐	☐
Project management skills	☐	☐	☐	☐	☐
Stamina and ability to adapt to surroundings	☐	☐	☐	☐	☐
Quality control	☐	☐	☐	☐	☐
Assessment methods	☐	☐	☐	☐	☐

Please indicate what you consider to be the most important competences for academic staff among those listed above? And why?

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4. **The following are different ways for improving the quality of academic staff. Indicate how important you consider each of these? (Please put an X in only ONE box for EACH statement).**

Statement	Not at all important				Very important
	1	2	3	4	5
Improving teaching quality	☐	☐	☐	☐	☐
Finding more time for research	☐	☐	☐	☐	☐
Raising publication profile	☐	☐	☐	☐	☐
Improving work/life balance	☐	☐	☐	☐	☐
Decreasing work hours	☐	☐	☐	☐	☐
Further study for Master̋s or Doctoral degree	☐	☐	☐	☐	☐
Attending national conferences	☐	☐	☐	☐	☐
Attending international conferences	☐	☐	☐	☐	☐

Improving foreign language	☐	☐	☐	☐	☐
Participate in short course covering a number of aspects of teaching	☐	☐	☐	☐	☐
Participate in short course on a single facet of teaching (assessment, online learning, learning style…)	☐	☐	☐	☐	☐
Participate in training in research skills and methods	☐	☐	☐	☐	☐
Promotion based on teaching and research excellent	☐	☐	☐	☐	☐

Please indicate which of the items listed above you consider being the most important? And why?

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5. **Can you now please provide some demographic information?**

    Gender:

    Male   ☐   Female ☐

    Type of institution

    Public   ☐   Non-public ☐

    You have been working in Higher Education:

    From 5 years to 10 years   ☐

    More than 10 years   ☐

    Length of time you have worked in your current position:

    Less than 2 years   ☐

    From 2 to 5 years   ☐

    More than 5 years   ☐

6. Are there any other comments you would like to make about any of the issues addressed in this survey?

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Thank you very much for your time.

If you wish to receive a copy of result from this survey, please contact the researcher on the address below:

Mrs Phuong Thi Mai Nguyen

Faculty of The Professions

School of Business, Economics and Public Policy

University of New England

Armidale, 2351 NSW, Australia

Email: tnguye55@une.edu.au

Or   maiphuong43@yahoo.com

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BẢNG CÂU HỎI DÀNH CHO HIỆU TRƯỞNG/PHÓ HIỆU TRƯỞNG

7. Xin cho biết thầy/cô đánh giá mỗi vai trò/hoạt động sau đây của mình trong trường quan trọng như thế nào ? (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)

Vai trò/hoạt động	Không quan trọng				Rất quan trọng
	1	2	3	4	5
Quản lý tài chính	☐	☐	☐	☐	☐
Các công việc hành chính	☐	☐	☐	☐	☐
Nâng cao chất lượng sinh viên tốt nghiệp	☐	☐	☐	☐	☐
Đẩy mạnh các mối quan hệ quốc tế trong nghiên cứu	☐	☐	☐	☐	☐
Đẩy mạnh các mối quan hệ quốc tế trong việc trao đổi sinh viên	☐	☐	☐	☐	☐
Phát triển đội ngũ giảng viên	☐	☐	☐	☐	☐
Tìm kiếm các nguồn tài trợ	☐	☐	☐	☐	☐

Xin cho biết MỘT vai trò/hoạt động mà thầy/cô cho là quan trọng nhất?
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Vì sao thầy/cô chọn vai trò/hoạt động đó là quan trọng nhất?……………………………………………………………………………………

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Về điều kiện chung của nhà trường cũng như cách lãnh đạo và quản lý, xin cho biết mức độ hài lòng của thầy/ cô với mỗi nhận định sau: (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)

Nhận định	Không hài lòng				Rất hài lòng
	1	2	3	4	5
Các tiêu chí bổ nhiệm	☐	☐	☐	☐	☐
Cơ sở hạ tầng của trường	☐	☐	☐	☐	☐
Văn hóa trong trường	☐	☐	☐	☐	☐
Chất lượng của các nguồn lực phục vụ cho giảng dạy	☐	☐	☐	☐	☐
Cơ hội cho giảng viên tham gia các hội thảo quốc gia	☐	☐	☐	☐	☐
Cơ hội cho giảng viên tham gia các hội thảo quốc tế	☐	☐	☐	☐	☐
Việc giảng dạy tốt được đánh giá cao khi tuyển dụng giảng viên	☐	☐	☐	☐	☐
Cách lãnh đạo và quản lý trong trường	☐	☐	☐	☐	☐

Xin chỉ ra MỘT khía cạnh thầy/cô hài lòng nhất và cho biết tại sao?

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Dưới đây là bốn phong cách lãnh đạo và quản lý. Xin thầy (cô) cho biết một phong cách có nhiều điểm tương đồng nhất với phong cách lãnh đạo và quản lý của thầy (cô)

Coi trọng sự hỗ trợ, giúp đỡ người khác. Đề cao làm việc nhóm, sự đồng thuận và sự tham gia của mọi người	☐
Coi nhà trường như một doanh nghiệp, coi trọng đổi mới và chấp nhận rủi ro. Đề cao các cá nhân đổi mới, tự do,giám chấp nhận rủi ro và tạo ra sự khác biệt	☐
Coi trọng sự tháo vát, luôn hướng tới mục tiêu. Đề cao sự cạnh tranh mạnh mẽ, yêu cầu cao và kết quả cao	☐

Coi trọng sự phối hợp, tổ chức để công việc tiến hành được trôi chảy. Đề cao sự đảm bảo việc làm và các mối quan hệ bền vững	☐

8. **Dưới đây là một số năng lực của giảng viên. Xin cho biết thầy/cô đánh giá mỗi năng lực này quan trọng ở mức độ nào? (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)**

Năng lực	Không quan trọng 1	2	3	4	Rất quan trọng 5
Quản lý thời gian	☐	☐	☐	☐	☐
Giải quyết vấn đề	☐	☐	☐	☐	☐
Ra quyết định	☐	☐	☐	☐	☐
Hướng dẫn sinh viên học	☐	☐	☐	☐	☐
Lập kế hoạch	☐	☐	☐	☐	☐
Sử dụng công nghệ thông tin	☐	☐	☐	☐	☐
Sử dụng tài liệu hiệu quả	☐	☐	☐	☐	☐
Giao tiếp bằng lời	☐	☐	☐	☐	☐
Giao tiếp qua văn bản	☐	☐	☐	☐	☐
Nhu cầu cao về học tiếng nước ngoài	☐	☐	☐	☐	☐
Năng động	☐	☐	☐	☐	☐
Sáng tạo và đổi mới	☐	☐	☐	☐	☐
Nhạy cảm với vấn đề đạo đức	☐	☐	☐	☐	☐
Làm việc nhóm	☐	☐	☐	☐	☐
Kỹ năng nghiên cứu	☐	☐	☐	☐	☐
Các kỹ năng quản lý đề án	☐	☐	☐	☐	☐
Khả năng chịu đựng và thích ứng với môi trường xung quanh	☐	☐	☐	☐	☐
Kiểm soát chất lượng	☐	☐	☐	☐	☐
Các phương pháp đánh giá	☐	☐	☐	☐	☐

Xin hãy chỉ ra MỘT năng lực thầy/cô cho là quan trọng nhất và cho biết tại sao thầy/cô chọn năng lực này?

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9. **Dưới đây là những phương thức để nâng cao chất lượng đội ngũ giảng viên. Thầy/cô vui lòng cho biết mỗi cách sau đây quan trọng ở mức độ nào? (Đánh dấu X vào MỘT ô trống cho mỗi mục sau đây)**

Phương thức	Không quan trọng				Rất quan trọng
	1	2	3	4	5
Cải tiến việc giảng dạy	☐	☐	☐	☐	☐
Dành nhiều thời gian hơn cho nghiên cứu	☐	☐	☐	☐	☐
Tăng số lượng bài được xuất bản	☐	☐	☐	☐	☐
Cải thiện việc cân bằng cuộc sống và công việc	☐	☐	☐	☐	☐
Giảm giờ làm việc	☐	☐	☐	☐	☐
Học lên Thạc sĩ/Tiến sĩ	☐	☐	☐	☐	☐
Tham gia hội thảo quốc gia	☐	☐	☐	☐	☐
Tham gia hội thảo quốc tế	☐	☐	☐	☐	☐
Nâng cao trình độ ngoại ngữ	☐	☐	☐	☐	☐
Tham gia một khóa học ngắn về nhiều khía cạnh trong giảng dạy	☐	☐	☐	☐	☐
Tham gia một khóa học ngắn về một khía cạnh của việc giảng dạy (đánh giá hoặc giảng dạy trực tuyến…)	☐	☐	☐	☐	☐
Tham gia bồi dưỡng về kỹ năng và	☐	☐	☐	☐	☐

Đề bạt dựa trên kết quả giảng dạy và nghiên cứu xuất sắc	☐	☐	☐	☐	☐

Xin hãy chỉ ra MỘT khía cạnh mà thầy/cô thấy quan trọng nhất? Vì sao thầy/cô lựa chọn như vậy?

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10. Xin thầy/cô vui lòng cho biết một số thông tin cá nhân?

Giới tính:

Nam ☐   Nữ ☐

Loại hình trường

Công lập ☐   Ngoài công lập ☐

Thầy/cô đã công tác trong khu vực giáo dục đại học:

Từ 5 năm đến 10 năm ☐

Hơn 10 năm ☐

Thầy/cô đã đảm nhiệm vai trò hiệu trưởng/ phó hiệu trưởng:

Ít hơn 2 năm ☐

Từ 2 năm đến 5 năm ☐

Nhiều hơn 5 năm ☐

11. Xin vui lòng cho biết thầy/cô có thêm ý kiến gì về những vấn đề đã đề cập trong bảng câu hỏi trên?

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Trân trọng cảm ơn quý thầy/cô đã dành thời gian trả lời.

Nếu thầy/cô muốn biết kết quả của khảo sát này, xin vui lòng liên lạc với người thực hiện đề tài qua địa chỉ dưới đây:

Cô Nguyễn Thị Mai Phương

Khoa Thương mại , Kinh tế và Chính sách công

Đại học New England

Armidale, 2351 NSW, Australia

Email: tnguye55@une.edu.au

Hoặc   maiphuong43@yahoo.com

Điện thoại: 00 61 430743326

 Hoặc : 81- 0904255639

Appendix 2: Interview's Instruments

CONSENT FORM

Faculty of the Professions

School of Business, Economics and

Public Policy

Armidale, NSW 2351, Australia

Telephone: 61-2-6773 3176

Electronic Mail: tnguye55@une.edu.au

R**ef: PhD Research Project – Interview**

This interview is part of a doctorate research project conducted by the PhD student Phuong Thi Mai Nguyen at the School of Business, Economic and Public Policy, University of New England, Australia; under the supervision of Professor Victor Minichiello, Professor Larry Smith and Professor Grant Harman. Professor Victor Minichiello can be contacted by email at vminichi@une.edu.au or by phone on 61(2) 67733862. Professor Larry Smith can be contacted by email at lsmith35@une.edu.au or by phone on 61(2) 67732806. Professor Grant Harman can be contacted by email at gharman@une.edu.au or by phone on 61(2) 67733217 and I can be contacted by email at tnguye55@une.edu.au or by phone on 67733176.

The purpose of this interview is to investigate academic staff development in your institution.

I invite you to participate in this interview. Your participation is strictly voluntary. You may withdraw your participation at any time. All answers will be confidential to the researcher and her supervisors. There will be no way to connect your name to any responses you choose to provide. The data will be destroyed after five years. We remind you that by accepting the consent agreement and answering the questionnaire you will be consenting to participate in this research.

If you have any queries about the study, please feel free to contact me at the above telephone number or e-mail address. Thank you very much in advance for your participation.

CONSENT AGREEMENT

I (the participant) have read the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

Yes (I accept)   No (I do not accept)

Appendix 3: Expanded Tables for Section 4.1.1

Table A3: Academic staff's selected demographic characteristics.

		Frequency	Percent	Valid percent	Cumulative percent
Gender					
Valid	Female	96	40.9	42.3	42.3
	Male	131	55.7	57.7	100.0
	Total	227	96.6	100.0	
Missing system		8	3.4		
Total		235	100.0		
Academic title					
Valid	Professor	2	.9	.9	.9
	Lecturer	185	78.7	81.4	82.4
	Senior lecturer	19	8.1	8.4	90.7
	Assistant lecturer	21	8.9	9.3	100.0
	Total	227	96.6	100.0	
Missing system		8	3.4		
Total		235	100.0		
Time teaching in higher education institution					
Valid	Less than 1 year	36	15.3	15.9	15.9
	From 1 to 3 years	69	29.4	30.3	46.3
	More than 3 years to 6 years	62	26.4	27.3	73.6
	More than 6 years to 10 years	34	14.5	15.0	88.5
	More than 10 years	26	11.1	11.5	100.0
	Total	227	96.6	100.0	
Missing system		8	3.4		
Total		235	100.0		
Qualification					
Valid	Bachelor	125	53.2	54.8	54.8
	Master	94	40.0	41.2	96.1
	Doctor	7	3.0	3.1	99.1
	Other	2	.9	.9	100.0
	Total	228	97.0	100.0	
Missing system		7	3.0		
Total		235	100.0		
Qualification that academic staff took overseas					
Valid	Yes	28	11.9	12.1	12.1
	No	203	86.4	87.9	100.0

	Total		231	98.3	100.0
Missing system			4	1.7	
Total			235	100.0	

Appendix 4: Expanded Tables for Section 4.1.2

Table A4. Missing value analysis for all items of questionnaire for academic staff

	N	Mean	Std. Deviation	Missing		No. of Extremes[b]	
				Count	Percent	Low	High
Q1.1	233	4.3047	.74094	2	.9	1	0
Q1.2	232	4.1164	.70820	3	1.3	2	0
Q1.3	231	3.6797	.86551	4	1.7	1	0
Q1.4	231	4.1688	.77576	4	1.7	6	0
Q1.5	230	2.7174	1.01652	5	2.1	0	17
Q1.6	231	3.2641	1.12461	4	1.7	19	0
Q1.7	231	3.1169	1.05880	4	1.7	0	0
Q1.8	232	4.3147	.76738	3	1.3	6	0
Q1.9	232	3.8190	.93141	3	1.3	5	0
Q1.10	231	3.5281	1.02907	4	1.7	8	0
Q2.1	228	4.4254	.69527	7	3.0	1	0
Q2.2	233	3.9914	.97817	2	.9	0	0
Q2.3	233	2.6481	1.18019	2	.9	0	19
Q2.4	233	4.3734	.83696	2	.9	7	0
Q2.5	231	2.9177	1.07022	4	1.7	0	0
Q2.6	231	2.9654	1.03362	4	1.7	0	0
Q2.7	232	2.7931	1.04046	3	1.3	0	0
Q2.8	230	2.5696	1.09462	5	2.1	0	11
Q2.9	232	3.4397	1.17543	3	1.3	12	0
Q2.10	231	2.6537	1.18742	4	1.7	0	0
Q2.11	230	2.4957	1.02266	5	2.1	0	8
Q2.12	233	2.6738	1.29856	2	.9	0	0
Q2.13	231	2.9134	1.11564	4	1.7	0	0
Q2.14	233	3.5708	1.02360	2	.9	10	0
Q2.15	233	4.0343	.89473	2	.9	0	0
Q2.16	233	2.5451	.99520	2	.9	0	3
Q2.17	231	3.4719	1.02484	4	1.7	12	0
Q3.1	228	3.3596	.94917	7	3.0	8	0
Q3.2	228	3.6667	.85686	7	3.0	2	0
Q3.3	228	3.3904	.83497	7	3.0	3	0
Q3.4	229	2.8210	1.11540	6	2.6	0	0
Q3.5	230	2.4174	1.12520	5	2.1	0	0

Q3.6	231	3.7403	.99655	4	1.7	3	0
Q3.7	230	3.3652	.95607	5	2.1	11	0
Q3.8	218	1.7661	.45573	17	7.2	.	.
Q4.1	226	4.2035	1.31426	9	3.8	24	0
Q4.2	228	4.9167	.81131	7	3.0	.	.
Q4.3	227	4.5198	.90881	8	3.4	4	0
Q4.4	228	4.4868	.88790	7	3.0	5	0
Q4.5	229	4.5153	.98941	6	2.6	7	0
Q4.6	230	4.6130	.77223	5	2.1	5	0
Q4.7	231	4.6494	.74774	4	1.7	4	0
Q4.8	231	4.5541	.87743	4	1.7	6	0
Q4.9	227	3.7577	.95860	8	3.4	1	13
Q4.10	227	1.9648	.86146	8	3.4	0	0
Q4.11	226	3.4779	1.13214	9	3.8	8	14
Q4.12	210	.6619	1.66443	25	10.6	0	13
Q4.13	198	.0152	.12247	37	15.7	.	.
Q4.14	198	.8131	1.71894	37	15.7	0	20
Q4.15	185	.2811	.90705	50	21.3	.	.
Q5.1	225	4.2622	.91008	10	4.3	9	0
Q5.2	225	4.4400	.65274	10	4.3	0	0
Q5.3	231	4.2165	.76663	4	1.7	4	0
Q5.4	224	4.4062	.70879	11	4.7	0	0
Q5.5	229	4.4934	.68582	6	2.6	0	0
Q5.6	227	4.2070	.76791	8	3.4	3	0
Q5.7	227	4.4273	.67033	8	3.4	0	0
Q5.8	229	4.4629	.70379	6	2.6	3	0
Q5.9	226	3.9425	.91955	9	3.8	0	0
Q5.10	227	4.3965	.80462	8	3.4	6	0
Q5.11	229	4.3974	.71586	6	2.6	2	0
Q5.12	229	3.9214	.88997	6	2.6	0	0
Q5.13	228	4.4868	.69915	7	3.0	2	0
Q5.14	228	4.3640	.78191	7	3.0	5	0
Q5.15	226	4.3274	.73566	9	3.8	1	0
Q5.16	229	4.2533	.74725	6	2.6	3	0
Q5.17	227	3.9119	.90778	8	3.4	0	0
Q5.18	228	4.2675	.77026	7	3.0	1	0
Q5.19	228	4.2588	.80124	7	3.0	3	0
Q6.1	226	4.5265	.64063	9	3.8	1	0
Q6.2	229	4.0393	.87521	6	2.6	11	0

Q6.3	227	3.5198	.97459	8	3.4	6	0
Q6.4	228	4.3333	.72302	7	3.0	1	0
Q6.5	225	3.9067	.96603	10	4.3	0	0
Q6.6	228	3.8114	1.02155	7	3.0	0	0
Q6.7	228	3.6053	1.06294	7	3.0	8	0
Q6.8	228	4.4123	.73684	7	3.0	2	0
Q6.9	227	4.2819	.81998	8	3.4	7	0
Q7.1	228	3.9167	.80038	7	3.0	2	0
Q7.2	226	3.7832	.90031	9	3.8	4	0
Q7.3	228	3.8684	.80212	7	3.0	1	0
Q7.4	230	3.6870	.95639	5	2.1	4	0
Q7.5	230	2.9261	1.01462	5	2.1	0	0
Q7.6	229	3.6507	.94138	6	2.6	2	0
Q7.7	230	3.6913	.87439	5	2.1	3	0
Q7.8	229	3.4323	.97378	6	2.6	6	0
Q7.9	230	3.4304	1.10652	5	2.1	13	0
Q8.1	227			8	3.4		
Q8.2	233			2	.9		
Q8.3	231			4	1.7		
Q8.4	227			8	3.4		
Q8.5	227			8	3.4		
Q8.6	228			7	3.0		
Q8.7	231			4	1.7		

Appendix 5: Expanded Tables for Section 4.1.3

Table A5: Tables in ANOVA test to see the different between groups of academic staff about information technology-based teaching. Test of homogeneity, post-hoc test of different academic staff groups respondedto the statement "Information technology-based teaching consumes too much of my time".

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Professor	2	2.5000	.70711	.50000	-3.8531	8.8531	2.00	3.00
Lecturer	184	2.6141	1.17255	.08644	2.4436	2.7847	1.00	5.00
Senior lecturer	19	2.6842	1.52944	.35088	1.9470	3.4214	1.00	5.00
Assistant lecturer	20	2.8000	1.15166	.25752	2.2610	3.3390	1.00	5.00
Total	225	2.6356	1.19544	.07970	2.4785	2.7926	1.00	5.00

Levene Statistic	df1	df2	Sig.
2.010	3	221	.113

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	.707	3	.236	.163	.921
Within groups	319.409	221	1.445		
Total	320.116	224			

Appendix 6: Expanded Tables for Section 4.1.4

Table A6: Proportion of academic staff who responded to different statements relating to research activities.

		Frequency	Percent	Valid percent	Cumulative percent
	I can access international academic journals				
Valid	Strongly disagree	48	20.4	20.8	20.8
	2	59	25.1	25.5	46.3
	3	62	26.4	26.9	73.2
	4	49	20.9	21.2	94.4
	Strongly agree	13	5.5	5.6	100.0
	Total	231	98.3	100.0	
Missing system		4	1.7		
Total		235	100.0		
	I have freedom to pursue my own research interests				
Valid	Strongly disagree	12	5.1	5.2	5.2
	2	42	17.9	18.1	23.3
	3	63	26.8	27.2	50.4
	4	62	26.4	26.7	77.2
	Strongly agree	53	22.6	22.8	100.0
	Total	232	98.7	100.0	
Missing system		3	1.3		
Total		235	100.0		
	I am satisfied with internal research support				
Valid	Strongly disagree	42	17.9	18.3	18.3
	2	71	30.2	30.8	49.1
	3	72	30.6	31.3	80.4
	4	34	14.5	14.8	95.2
	Strongly agree	11	4.7	4.8	100.0
	Total	230	97.9	100.0	
Missing system		5	2.1		
Total		235	100.0		
	I have adequate equipment and support to carry out my research				
Valid	Strongly	16	6.8	6.9	6.9

	disagree				
	2	62	26.4	26.8	33.8
	3	84	35.7	36.4	70.1
	4	52	22.1	22.5	92.6
	Strongly agree	17	7.2	7.4	100.0
	Total	231	98.3	100.0	
Missing system		4	1.7		
Total		235	100.0		

I have enough time for research

Valid	Strongly disagree	24	10.2	10.3	10.3
	2	71	30.2	30.6	40.9
	3	77	32.8	33.3	74.1
	4	49	20.9	21.1	95.3
	Strongly agree	11	4.7	4.7	100.0
	Total	232	98.7	100.0	
Missing system		3	1.3		
Total		235	100.0		

I am confident that I can get research grants

Valid	Strongly disagree	22	9.4	9.5	9.5
	2	61	26.0	26.4	35.9
	3	77	32.8	33.4	69.3
	4	56	23.8	24.2	93.5
	Strongly agree	15	6.4	6.5	100.0
	Total	231	98.3	100.0	
Missing system		4	1.7		
Total		235	100.0		

Have you undertaken training in research skills and methods?

Valid	Yes, within the last two years	88	37.4	38.8	38.8
	Yes, more than two years ago	59	25.1	26.0	64.8
	No, I have not	80	34.0	35.2	100.0
	Total	227	96.6	100.0	
Missing system		8	3.4		
Total		235	100.0		

How do you rate the availability of training in research skills and methods in your

	institution?			
Valid	Very poor	8	3.4	3.5	3.5
	2	29	12.3	12.8	16.4
	3	85	36.2	37.6	54.0
	4	69	29.4	30.5	84.5
	Very good	21	8.9	9.3	93.8
	Do not have these programs	14	6.0	6.3	100.0
	Total	226	96.2	100.0	
Missing system		9	3.8		
Total		235	100.0		

Appendix 7: Expanded Tables for Section 4.1.5

Table A7.1: The number of articles that academic staff published and number of conference that they attended in the last two years.

		Frequency	Percent	Valid percent	Cumulative percent
Number of journal articles that academic staff published in national academic journals					
Valid	0	156	66.4	74.3	74.3
	1	30	12.8	14.3	88.6
	2	11	4.7	5.2	93.8
	3	1	.4	.5	94.3
	More than 3	12	5.1	5.7	100.0
	Total	210	89.4	100.0	
Missing system		25	10.6		
Total		235	100.0		
Number of journal articles that academic staff published in international academic journals					
Valid	0	195	83.0	98.5	98.5
	1	3	1.3	1.5	100.0
	Total	198	84.3	100.0	
Missing system		37	15.7		
Total		235	100.0		
Number of national conferences that academic staff attended					
Valid	0	139	59.1	70.2	70.2
	1	21	8.9	10.6	80.8
	2	18	7.7	9.1	89.9
	3	9	3.8	4.5	94.4
	More than 3	11	4.7	5.6	100.0
	Total	198	84.3	100.0	
Missing system		37	15.7		
Total		235	100.0		
Number of international conferences that academic staff attended					
Valid	0	157	66.8	84.9	84.9
	1	17	7.2	9.2	94.1
	2	6	2.6	3.2	97.3
	3	3	1.3	1.6	98.9
	More than 3	2	.9	1.1	100.0
	Total	185	78.7	100.0	

Missing system			50	21.3	
Total			235	100.0	

Table A7.2: Cross tabulation of qualification, year of experience in teaching in HE institutions, academic title, university and college and type of institution versus the four indicator variables which were number of articles that academic staff published in national and international academic journals and number of national and international conferences that they attended in the last two years.

University and college versus indicator variables

			Total	University	College	Missing SysMis
Number of articles in national journals	Present	Count	210	108	101	1
		Percent	89.4	93.9	85.6	50.0
	Missing	% SysMis	10.6	6.1	14.4	50.0
Number of articles in international journals	Present	Count	198	106	91	1
		Percent	84.3	92.2	77.1	50.0
	Missing	% SysMis	15.7	7.8	22.9	50.0
Number of attended national conferences	Present	Count	198	107	90	1
		Percent	84.3	93.0	76.3	50.0
	Missing	% SysMis	15.7	7.0	23.7	50.0
Number of attended international conferences	Present	Count	185	101	83	1
		Percent	78.7	87.8	70.3	50.0
	Missing	% SysMis	21.3	12.2	29.7	50.0

Type of institution versus indicator variables

			Total	Public	Non-public	Missing SysMis
Number of articles in national journals	Present	Count	210	73	133	4
		Percent	89.4	80.2	95.0	100.0
	Missing	% SysMis	10.6	19.8	5.0	.0

318

Number of articles in international journals	Present	Count	198	72	122	4
		Percent	84.3	79.1	87.1	100.0
	Missing	% SysMis	15.7	20.9	12.9	.0
Number of attended national conferences	Present	Count	198	71	123	4
		Percent	84.3	78.0	87.9	100.0
	Missing	% SysMis	15.7	22.0	12.1	.0
Number of attended international conferences	Present	Count	185	62	119	4
		Percent	78.7	68.1	85.0	100.0
	Missing	% SysMis	21.3	31.9	15.0	.0

Academic title versus indicator variables

			Total	Professor	Lecturer	Senior lecturer	Assistant lecturer	Missing SysMis
Number of articles in national journals	Present	Count	210	2	166	19	18	5
		Percent	89.4	100.0	89.7	100.0	85.7	62.5
	Missing	% SysMis	10.6	.0	10.3	.0	14.3	37.5
Number of articles in international journals	Present	Count	198	1	158	17	18	4
		Percent	84.3	50.0	85.4	89.5	85.7	50.0
	Missing	% SysMis	15.7	50.0	14.6	10.5	14.3	50.0
Number of attended national conferences	Present	Count	198	1	157	17	18	5
		Percent	84.3	50.0	84.9	89.5	85.7	62.5
	Missing	% SysMis	15.7	50.0	15.1	10.5	14.3	37.5
Number of attended international conferences	Present	Count	185	1	146	15	18	5
		Percent	78.7	50.0	78.9	78.9	85.7	62.5
	Missing	% SysMis	21.3	50.0	21.1	21.1	14.3	37.5

Years of experience in teaching versus indicator variables

			Total	Less than 1 year	From 1 to 3 years	More than 3 years to 6 years	More than 6 years to 10 years	More than 10 years	Missing SysMis
Number of articles in national journal	Present	Count	210	30	62	55	33	25	5
		Percent	89.4	83.3	89.9	88.7	97.1	96.2	62.5
	Missing	% SysMis	10.6	16.7	10.1	11.3	2.9	3.8	37.5
Number of articles in international journal	Present	Count	198	30	59	48	33	25	3
		Percent	84.3	83.3	85.5	77.4	97.1	96.2	37.5
	Missing	% SysMis	15.7	16.7	14.5	22.6	2.9	3.8	62.5
Number of attended national conferences	Present	Count	198	29	57	55	32	23	2
		Percent	84.3	80.6	82.6	88.7	94.1	88.5	25.0
	Missing	% SysMis	15.7	19.4	17.4	11.3	5.9	11.5	75.0
Number of attended international conferences	Present	Count	185	29	57	52	29	16	2
		Percent	78.7	80.6	82.6	83.9	85.3	61.5	25.0
	Missing	% SysMis	21.3	19.4	17.4	16.1	14.7	38.5	75.0

Qualification versus indicator variables

			Total	Bachelor	Master	Doctor	Other	Missing SysMis
Number of articles in national journals	Present	Count	210	110	84	7	2	7
		Percent	89.4	88.0	89.4	100.0	100.0	100.0
	Missing	% SysMis	10.6	12.0	10.6	.0	.0	.0
Number of articles in international journals	Present	Count	198	105	79	7	2	5
		Percent	84.3	84.0	84.0	100.0	100.0	71.4
	Missing	% SysMis	15.7	16.0	16.0	.0	.0	28.6
Number of attended national conferences	Present	Count	198	102	83	7	2	4
		Percent	84.3	81.6	88.3	100.0	100.0	57.1
	Missing	% SysMis	15.7	18.4	11.7	.0	.0	42.9
Number of attended international conferences	Present	Count	185	94	79	6	2	4
		Percent	78.7	75.2	84.0	85.7	100.0	57.1
	Missing	% SysMis	21.3	24.8	16.0	14.3	.0	42.9

Appendix 8: Expanded Tables for Section 4.2

Table A8.1: Rectors and Vice-Rectors¨ selected demographic characteristics.

		Frequency	Percent	Valid percent	Cumulative percent
Gender					
Valid	Male	125	76.2	76.7	76.7
	Female	38	23.2	23.3	100.0
	Total	163	99.4	100.0	
Missing system		1	.6		
Total		164	100.0		
Type of institutions					
Valid	Public institutions	132	80.5	81.0	81.0
	Non-public institutions	31	18.9	19.0	100.0
	Total	163	99.4	100.0	
Missing system		1	.6		
Total		164	100.0		
Time working in Higher Education					
Valid	From 5 to 10 years	34	20.7	21.8	21.8
	More than 10 years	122	74.4	78.2	100.0
	Total	156	95.1	100.0	
Missing system		8	4.9		
Total		164	100.0		
Time in current position					
Valid	Less than 2 years	35	21.3	21.6	21.6
	From 2 to 5 years	56	34.1	34.6	56.2
	More than 5 years	71	43.3	43.8	100.0
	Total	162	98.8	100.0	
Missing system		2	1.2		
Total		164	100.0		

Table A8.2: Tables in ANOVA test to see the different between Rectors and Vice-Rectors from public and private HE institutions about academic staff development. Test of homogeneity of different academic staff groups responded to the importance of academic staff development.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	.016	1	.016	.207	.650
Within groups	12.481	159	.078		
Total	12.497	160			

Levene Statistic	df1	df2	Sig.
.862	1	159	.355

Appendix 9: Expanded Tables for Section 4.3

Table A9.1: Tables in ANOVA test to comparisons attitudes of academic staff and Rectors and Vice-Rectors on quality of teaching resource and the importance of improve teaching skills.Test of homogeneity of academic staff and Rectors and Vice-Rectors responded to quality of teaching resource and the importance of improve teaching skills.

	Levene Statistic	df1	df2	Sig.
Quality of teaching resources	.250	1	388	.617
Improving teaching skills	.532	1	387	.466

		Sum of Squares	df	Mean Square	F	Sig.
Quality of teaching resources	Between groups	.140	1	.140	.199	.655
	Within groups	273.203	388	.704		
	Total	273.344	389			
Improving teaching skills	Between groups	.300	1	.300	.744	.389
	Within groups	155.973	387	.403		
	Total	156.272	388			

Table A9.2: Tables in ANOVA test to compare attitudes of academic staff and Rectors and Vice-Rectors on leadership and management in HE institutions.Test of homogeneity of academic staff and Rectors and Vice-Rectors responded to leadership and management in HE institutions.

Levene Statistic	df1	df2	Sig.
3.110	1	391	.079

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	22.675	1	22.675	25.789	.000
Within groups	343.788	391	.879		
Total	366.463	392			