

**MINISTRY OF EDUCATION
AND TRAINING
ACADEMY OF JOURNALISM AND COMMUNICATION**

**HO CHI MINH NATIONAL
ACADEMY OF POLITICS**

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**DEVELOPING THE POLITICAL THEORY LECTURER
WORKFORCE AT NON-PUBLIC UNIVERSITIES IN HANOI TODAY**

Major : Philosophy

Code : 92 29 001

SUMMARY OF DOCTORAL DISSERTATION IN PHILOSOPHY

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HANOI- 2026

**THE PROJECT WAS COMPLETED AT
THE ACADEMY OF JOURNALISM AND COMMUNICATION**

Scientific supervisor: Associate Professor, Dr. Truong Ngoc Nam

Review 1:.....

Review 2:.....

Review 3:.....

The thesis was defended before the Basic Thesis Evaluation Council meeting at
the Academy of Journalism and Communication

INTRODUCTION

1. Reasons for choosing the topic

Within the higher education system, lecturers of political theory play an important role in teaching and transmitting foundational knowledge of scientific worldviews and methodologies to students through courses on Marxism-Leninism, Ho Chi Minh Thought, and the revolutionary line of the Communist Party of Vietnam. The teaching of political theory not only equips students with fundamental knowledge of politics and society but also contributes to value orientation, the formation of proper political awareness and attitudes, and the development of a young generation with political integrity, ethical qualities, and competencies that meet the requirements of national development in the new period.

In the context of globalization and deep international integration, Vietnamese higher education in general, and the teaching of political theory subjects in non-public universities in particular, are facing numerous challenges. In practice, political theory education in non-public universities still reveals several limitations, such as an insufficient awareness of the role and objectives of the subjects; slow innovation in content and teaching methods; limited integration between theory and practice; and a lack of learning motivation among a segment of students. These limitations are influenced by multiple factors, among which the fundamental cause lies in inadequacies of the political theory lecturer workforce in terms of quantity, quality, and structure, as well as in awareness, professional capacity, and political responsibility.

At non-public universities in Hanoi, the shortage of full-time lecturers, heavy reliance on part-time and visiting lecturers, uneven professional qualifications and pedagogical skills, together with inadequate working conditions and remuneration policies, have directly affected the quality and effectiveness of political theory teaching.

The Party and the State have promulgated numerous guidelines, resolutions, and policies affirming the role of political theory education and emphasizing the requirement to build a lecturer workforce with sufficient qualities, capacities, and political steadfastness. Party resolutions on theoretical work, the protection of the ideological foundation, and the fundamental and comprehensive reform of education and training, together with the Law on Education, the Law on Higher Education, and related legal documents, all underscore the task of improving the quality of the teaching workforce, considering it a key element in the process of educational reform.

Based on these theoretical and practical requirements, the doctoral candidate has chosen the topic ***“Developing the Political Theory Lecturer Workforce in Non-Public Universities in Hanoi at Present”*** with the aim of analyzing and assessing the current situation and proposing solutions to contribute to the development of political theory lecturers, thereby meeting the requirements for improving the quality of higher education in the current period.

2. Purpose and tasks of the thesis

2.1. Purpose

Based on clarifying a number of theoretical and practical issues related to developing the political theory lecturer workforce at non-public universities in Hanoi, the dissertation proposes orientations and solutions to enhance the development of this lecturer workforce at non-public universities in Hanoi today.

2.2. Tasks of the thesis

To achieve the above research objectives, the dissertation sets out the following specific research tasks:

- To review relevant scholarly works related to the dissertation topic and, on that basis, assess the issues that previous studies have addressed, referenced, and inherited creatively in order to identify scientific gaps and the outstanding issues concerning the development of the political theory lecturer workforce at non-public universities in Hanoi today.

- To further clarify theoretical issues regarding the political theory lecturer workforce and the development of this workforce at non-public universities.

- To assess the current situation and analyze the causes of the achievements and limitations in developing the political theory lecturer workforce at non-public universities in Hanoi at present.

- To propose fundamental solutions for developing the political theory lecturer workforce at non-public universities in Hanoi today.

3. Subject and scope of the thesis research

3.1. Subject

The study focuses on developing the political theory lecturer workforce directly engaged in teaching and scientific research at non-public universities in Hanoi.

3.2. Scope

In terms of content:

The dissertation examines the development of the political theory lecturer workforce in non-public universities in Hanoi, focusing on the main dimensions, including: the actors involved in developing political theory lecturers; the content of lecturer workforce development; the modes and approaches to workforce development; and the conditions ensuring the development of political theory lecturers in non-public universities.

In terms of scope:

The dissertation conducts surveys and collects empirical data from ten non-public universities in Hanoi, including: Phenikaa University (formerly Thanh Tay University), Phuong Dong University, Dong Do University, East Asia University of Technology, Nguyen Trai University, Hanoi Financial and Banking University, FPT University, CMC University, Friendship University of Technology and Management, and Dai Nam University.

In terms of time frame:

The dissertation investigates and analyzes the current situation from 2022 to the present.

4. Theoretical basis and research methods

4.1. Theoretical basis

The theoretical foundation of the dissertation is grounded in Marxism-Leninism, Ho Chi Minh's Thought, the viewpoints of the Communist Party of Vietnam and the State, as well as specialized scholarly works on the development of the political theory lecturer workforce.

4.2. Research methods

Based on the methodology of dialectical materialism and historical materialism, the dissertation employs the following specific research methods:

Historical and logical methods: These methods are used to uncover the essential relationships, necessity, and governing laws related to the development of the political theory lecturer workforce at non-public universities.

Analysis-synthesis method: Applied to collect and extract information from relevant existing sources; evaluate documents, summarize and generalize their content to serve the literature review and the theoretical framework on developing the political theory lecturer workforce at non-public universities.

Sociological survey method: Used to examine and assess the current situation, structure, quality, and organizational characteristics of the political theory lecturer workforce, as well as the requirements for innovating political theory education. This method provides empirical foundations regarding the development of the political theory lecturer workforce at non-public universities in Hanoi over recent years.

In-depth interview method: Utilized to explore detailed insights from administrators, lecturers, and experts on the development of the political theory lecturer workforce. Through direct exchanges based on open-ended questions, this method helps clarify underlying causes, challenges, advantages, and practical recommendations, thereby supplementing and validating survey findings.

Statistical methods and SPSS software: The dissertation employs mathematical statistics and SPSS software to process survey data and analyze quantitative results.

5. New contributions of the thesis

First, the dissertation clarifies and supplements key theoretical issues related to the development of political theory lecturers in non-public universities, contributing to a more solid scientific foundation for this work under the specific socio-economic conditions and operational mechanisms of non-public universities in Hanoi.

Second, through empirical surveys and data analysis, the dissertation presents an overview of the current situation of political theory lecturer development in non-public universities in Hanoi, identifies major achievements and limitations, and provides practical evidence for improving relevant policies and management practices.

Third, based on the integration of theory and practice, the dissertation proposes a set of context-specific solutions for developing political theory lecturers in non-public universities, serving as practical references for higher education institutions and educational management bodies.

6. Theoretical and practical significance of the thesis

Theoretical significance:

The thesis helps clarify several fundamental theoretical issues related to the

development of the political theory lecturer workforce in general, and the lecturer workforce at non-public universities in Hanoi in particular. It provides scientific arguments for Party committees and leaders of non-public universities in Hanoi in directing and administering the work of building and developing the political theory lecturer workforce in the coming period.

Practical significance:

The thesis enriches reference materials for teaching, learning, and researching relevant subjects and thematic areas. It may also serve as a useful source for scientific research and policy formulation concerning the development of the political theory lecturer workforce at universities and colleges in general, and at non-public universities in Hanoi in particular.

7. Structure of the Thesis

In addition to the Introduction, Conclusion, References, and Appendices, the dissertation consists of 04 chapters with 13 sections.

CHAPTER 1. OVERVIEW OF RELATED RESEARCH ON THE DISSERTATION TOPIC

1.1. Studies on Lecturer Development and the Development of the Political Theory Lecturer Workforce

1.1.1. Studies on Lecturer Development

Research on lecturer development in general is relatively extensive, focusing on clarifying the decisive role of lecturers in educational quality, the influencing factors, and the solutions for building and fostering the lecturer workforce in the context of renovation and international integration. Notable studies include: *Higher Education - Perspectives and Solutions* by Le Duc Ngoc; *Developing Human Resources in Vietnamese Higher Education* by Do Minh Cuong; *Performance Management and School Autonomy - A Mechanism for Development* by Phung Dai Minh; *School Development Planning* by B. Davies and L. Ellison; *How Teacher Education Matters* by Linda Darling-Hammond; *Developing the Teacher Workforce from the School Perspective* by Nguyen Ba Minh; *A Review of Research on the Development of University Department Heads* by Nguyen An Hoa, Hoang Sy Hung, Vu Van Hung; *Vietnamese Higher Education Intellectuals in the Period of Accelerated Industrialization and Modernization* by Nguyen Van Son; *Developing the Lecturer Workforce and the Correlation Between Scale and Quality in Higher Education* by Phan Van Kha; *Faculty Development in the New Millennium: Key Challenges and Future Directions* by Ivonne Steinert; *Teachers Wanted: Attracting and Retaining Good Teachers* by Daniel A. Heller; *Evaluating Teachers for Professional Growth: Creating a Culture of Motivation and Learning* by Daniel R. Beerens; *Teacher Evaluation That Makes a Difference: A New Model for Teacher Growth and Student Achievement* by Robert J. Marzano and Michael D. Toth; along with studies by Nguyen Van De, Nguyen Vinh Thang, Nguyen Xuan Tu, Pham Do Nhat Tien on solutions for developing, managing, and improving policies for the lecturer workforce.

1.1.2 Studies on the Development of the Political Theory Lecturer Workforce

Research on the development of the political theory lecturer workforce is quite diverse, focusing on clarifying the pivotal role of this workforce in political theory education; analyzing influencing factors, stakeholders involved in lecturer development, and the content and methods of building the political theory lecturer workforce; while also proposing systems of solutions to improve lecturer quality. Notable works include: *Renovating Political and Ideological Education for Cadres and Party Members at the Grassroots Level in the Current Period* by Vu Ngoc Am; *Political Theory Education for Vietnamese Students Today* by Tran Thi Anh Dao; *Theory and Methods of Research and Education in Political Theory* and the article *Gradually Innovating to Improve the Quality of Training Political Theory Lecturers in Vietnam Today* by Pham Huy Ky; the article *Improving the Quality of Political Theory Lecturers at Universities in the Current Context* by Nguyen Thi Thanh Nhan; the article *A Breakthrough Step to Improve the Quality of Training and Fostering at the Tra Vinh Provincial School of Politics Today* by Lam Ngoc Rang; the research project *Training Methods for Political Theory Lecturers at the Academy of Journalism and Communication in the Current Period* by Vu Dinh Hoe; the article *Building the Intellectual Workforce in the Field of Political Theory Science in Vietnam Today* by Le Van Loi; the article *Enhancing the Professional Capacity of Lecturers at Schools of Politics* by Nguyen Thi Chau; the monograph *Theoretical Foundations of the Ideological Work of the Communist Party of Vietnam* by Luong Khac Hieu; the article *Renewing Evaluation Work to Improve the Quality of Political Theory Lecturers* by Ha Thi Bich Thuy; the article *Some Solutions for Building the Political Theory and State Management Lecturer Workforce* by Luu Kiem Thanh; the article *Solutions for Building the Cadre and Lecturer Workforce at Provincial Schools of Politics in the Mekong Delta Region to Meet the Requirements of Developing Standardized Schools of Politics* by Nguyen Phu Nhan; as well as doctoral dissertations by Vu Thanh Binh on the quality of political theory lecturers in universities and colleges, and by Nguyen Manh Hai on the development of lecturer workforce at provincial schools of politics in the northern mountainous region.

1.2. Studies Related to the Development of the Political Theory Lecturer Workforce at Non-Public Universities

1.2.1. Studies on Non-Public Higher Education Institutions

Research on the system of non-public universities focuses on clarifying the role of the lecturer workforce in the context of autonomy and competition, while also identifying inherent limitations within the non-public sector. Notable studies include: Tran Ai Cam (2024), who emphasizes the need to enhance lecturer competencies to meet the requirements of Education 4.0; Le Quang Minh and Uong Thi Ngoc Lan (2025), who analyze factors affecting lecturers' organizational commitment; Nguyen Danh Nam (2025), who identifies groups of factors influencing lecturer satisfaction in teaching and scientific research; Tran Duc Ha and Nguyen Thi Thu Ha (2008), who assess the current state of the non-public university network and highlight limitations in quality, facilities, and staffing; Le Thi Huyen and Le Huu Chau (2025), who investigate the working motivation of lecturers; and Nguyen Van Ngu (2021), who proposes a sustainability criteria framework for the non-public university system. These studies uniformly affirm

that developing the lecturer workforce is a critical condition for improving training quality and enhancing the competitiveness of non-public universities.

1.2.2. Studies Related to the Lecturer Workforce and the Development of the Political Theory Lecturer Workforce at Non-Public Universities

Research on the lecturer workforce and the development of the political theory lecturer workforce at non-public universities primarily focuses on the roles, influencing factors, and solutions for improving the quality of this specialized human resource. Notable studies include: Nguyen Trong Dang (2018), who analyzes the current situation and factors affecting human resource development in non-public universities, emphasizing the pivotal role of the political theory lecturer workforce in the context of university autonomy; Tran Viet Anh (2021, 2024), who develops models of factors influencing lecturer development and proposes solutions related to training, working environment, policies, and recruitment; Tran Thi Cuong and Le Thi Tieu (2022), who assess the current status of lecturer quantity, structure, and qualifications, and propose five developmental solutions; along with the doctoral dissertation by Truong Duc Thao (2018), which approaches the issue of work motivation among lecturers at non-public universities as a central factor determining the quality and effectiveness of professional activities. Overall, the studies affirm that to develop the political theory lecturer workforce in non-public universities, it is necessary to implement a synchronous system of solutions, ranging from planning, recruitment, training and professional development to evaluation, incentives, and improvements in the working environment amid increasingly extensive institutional autonomy.

1.3. General Assessment of the Theoretical and Practical Values of the Reviewed Studies and Issues to Be Further Addressed by the Dissertation

1.3.1. Achieved Results

First, the reviewed studies consistently affirm the central role of the lecturer workforce, particularly political theory lecturers, in training high-quality human resources and safeguarding the ideological foundation of the Communist Party. This workforce is decisive to the quality of political and ideological education in higher education institutions.

Second, the studies indicate that the political theory lecturer workforce is influenced by multiple factors, including recruitment and utilization, training and professional development, incentive policies, working environment, evaluation mechanisms, and governance capacity. Some works also highlight professional psychology, motivation, and organizational commitment as additional influencing factors.

Third, the key stakeholders involved in developing the political theory lecturer workforce are identified as follows: the State (policy orientation), universities (organizational implementation), Party and socio-political organizations (ideological support), and the lecturers themselves (self-study and self-improvement).

Fourth, the content of lecturer development is addressed comprehensively in the reviewed works, covering political and ethical qualities, theoretical and professional competence, pedagogical skills, scientific research capacity, and the ability to link theory with practice.

Fifth, several studies highlight existing limitations of the political theory

lecturer workforce in non-public universities, such as the shortage of full-time lecturers, the lack of highly qualified personnel, and unstable working conditions and income. However, these studies have not examined in depth the specific characteristics of this workforce in the non-public higher education sector.

Sixth, several groups of solutions have been proposed, including improved recruitment mechanisms, enhanced training and professional development, renewal of evaluation practices, and better incentive policies and academic environments. These provide an important reference foundation for the dissertation.

1.3.2. Issues Requiring Further Research

First, there is a lack of in-depth studies on the specific characteristics of the political theory lecturer workforce in non-public universities, particularly in Hanoi, a locality with a high concentration of non-public institutions.

Second, it is necessary to clarify the system of factors influencing, as well as the mechanisms affecting, the development of the political theory lecturer workforce in the context of increasing institutional autonomy and limited state financial support for non-public universities.

Third, further analysis is required regarding the roles and coordination mechanisms among stakeholders involved in lecturer development, especially in situations where many non-public universities either lack Party organizations or have Party activities that remain limited.

Fourth, no existing study has systematically surveyed the current situation of developing the political theory lecturer workforce in non-public universities in Hanoi, including aspects such as quantity, quality, structure, qualifications, pedagogical capacity, scientific research competence, and professional motivation.

Fifth, there is a need to establish a system of specific and feasible solutions for developing the political theory lecturer workforce that aligns with the operational mechanisms of non-public higher education institutions.

Summary of Chapter 1

The dissertation initially reviews domestic and international studies related to the topic, focusing mainly on the development of teaching staff, the development of lecturers in political theory, and research on non-public universities. Previous studies have provided valuable arguments regarding the position and role of lecturers in higher education; the content, requirements, and influencing factors in staff development; and have clarified the important role of political theory lecturers in ideological and political education, safeguarding the Party's ideological foundation, and shaping students' political awareness. Research on non-public universities and their teaching staff has also contributed to clarifying organizational mechanisms, financial resources, working environments, personnel policies, as well as the difficulties and challenges in staff development. This body of research serves as an important basis for examining the development of political theory lecturers in non-public universities. Based on the literature review, the dissertation identifies several research gaps that need further clarification in order to supplement the theoretical foundation, assess the current situation, and propose solutions for developing political theory lecturers in non-public universities in Hanoi. Specifically, it is necessary to

build a systematic theoretical framework and conduct in-depth research on the current status, causes, and emerging issues related to this group of lecturers. From this basis, appropriate viewpoints and feasible solutions can be identified to further promote their development. The review results indicate that studying this dissertation topic is both urgent and practically significant for the development of education and training in line with the Party's current orientations.

CHAPTER 2. DEVELOPING THE POLITICAL THEORY LECTURER WORKFORCE AT NON-PUBLIC UNIVERSITIES IN HANOI - SOME THEORETICAL ISSUES

2.1. Political theory lecturers and political theory lecturers in non-public universities

2.1.1. Political theory lecturers

Lecturers are teaching staff working in higher education institutions who meet full ethical, professional, pedagogical, and legal standards to perform teaching and scientific research tasks in accordance with the requirements of modern higher education. Within the scope of this dissertation, the term “lecturers” refers to teachers who are currently teaching at universities, including both public and non-public institutions.

The teaching staff is understood as the collective body of educators who undertake teaching, scientific research, and academic activities in higher education and college institutions.

Theory is understood as a system of knowledge characterized by a high level of generalization and abstraction, formed through research and the summarization of practical experience. It reflects the nature and laws governing the movement and development of phenomena in nature, society, and human thinking, and is expressed through systems of concepts, categories, principles, and laws. Politics, in essence, refers to activities associated with the organization, maintenance, and exercise of state power, reflecting relationships among social classes, strata, and forces in the struggle to establish and protect the interests of the ruling class.

Political theory is a system of scientific knowledge about politics, including the principles of Marxism-Leninism, Ho Chi Minh Thought, the Party's guidelines and viewpoints, and the State's policies and laws. In Vietnam, political theory serves as the ideological foundation that guides leadership, management, and educational activities. It contributes to the formation of a scientific worldview, political steadfastness, and revolutionary ideals among cadres, Party members, and the masses, especially in educating younger generations.

With its function of providing ideological orientation, illuminating practice, and guiding policy-making processes, political theory plays a decisive role in building a socialist rule-of-law state, developing high-quality human resources, and safeguarding the Party's ideological foundation. Therefore, the study, teaching, and application of political theory have always been central tasks of the education and training system, particularly in contemporary higher education.

Political theory lecturers are the collective body of educators responsible for teaching and conducting research in political theory subjects at universities, colleges,

Party schools, political schools, and certain ideological and theoretical agencies of the Party and the State.

When examining and evaluating the contingent of political theory lecturers, three aspects should be considered: (1) *Scale* - ensuring a sufficient number to meet training demands; (2) *Quality* - reflected in political qualities, professional qualifications, pedagogical skills, and research capacity; and (3) *Structure* - including age, gender, seniority, academic disciplines, academic titles and degrees, ensuring continuity and sustainable development.

2.1.2. Political theory lecturers in non-public universities

Within the current Vietnamese higher education system, non-public universities include both domestically established private universities and foreign-invested universities. These institutions operate by mobilizing social resources, using non-state budget funding, exercising institutional autonomy in accordance with legal regulations, and remaining subject to state management in higher education. They must comply with the Law on Higher Education, relevant legal documents, and the organizational and operational regulations of each institution.

In this dissertation, the term “non-public universities” is used in the above-mentioned sense.

Political theory lecturers in non-public universities possess several distinctive characteristics. These include flexible recruitment and remuneration mechanisms in accordance with the Labor Code; relatively low long-term job stability; high levels of job mobility; strong requirements for dynamism and adaptability to market conditions; and, at times, the tendency for political theory subjects to be undervalued due to insufficient awareness among institutional leaders and students. Therefore, building and developing the contingent of political theory lecturers in non-public universities is an urgent requirement to ensure the quality of ideological and political education and to contribute to the development of human resources that meet the country’s development needs.

2.2. Developing the Political Theory Lecturer Workforce at Non-Public Universities - Concepts, Stakeholders, Content, Methods and Conditions

2.2.1. Concepts and the Role of Developing the Political Theory Lecturer Workforce at Non-Public Universities

From the perspective of dialectical materialism, development is a process of upward movement from lower to higher levels, from less complete to more complete forms, through the unity and struggle of opposites, which generates new qualitative changes. Development is always associated with continuity, the elimination of outdated elements, and the formation of more advanced states. On this basis, development in education is understood as the process of improving quality, expanding scale, and perfecting the components that constitute the teaching staff.

Within the scope of this dissertation, the development of the teaching staff is defined as a process of simultaneous improvement in terms of quantity, quality, and structure, ensuring that the contingent becomes increasingly complete and capable of meeting the practical requirements of higher education. The development of political theory lecturers originates from the contradiction between the growing demands of ideological and political education and the current state of the existing staff; resolving

this contradiction serves as the driving force that enables the contingent to advance to higher levels.

The development of the political theory lecturer workforce in non-public universities is understood as a purposeful process aimed at improving this workforce in terms of quantity, quality, and structure, thereby meeting the requirements of teaching, research, and the political-ideological tasks of the institution. The driving force of this development process stems from the contradiction between the increasingly demanding requirements of political theory education and the existing workforce, which remains insufficient, limited in capacity, and lacking uniformity in the non-public sector. The goal of workforce development is to build a team that is firm in political will, professionally competent, equipped with modern pedagogical skills, and highly adaptable.

Developing this workforce holds critical significance: it ensures the preservation of the ideological foundation within non-public higher education; enhances the overall quality of training by fostering a scientific worldview, ideals, and ethical qualities among students; and strengthens the reputation, brand, and governance capacity of the institution. The synchronized and sustainable development of the political theory lecturer workforce also drives innovation in content and teaching methods, improves the effectiveness of scientific research, and contributes to the long-term development of non-public universities.

2.2.2. Stakeholders Involved in Developing the Political Theory Lecturer Workforce at Non-Public Universities in Hanoi

The development of the political theory lecturer workforce in non-public universities is a systematic process requiring the participation of multiple actors. First, the Party's leadership bodies—particularly the Politburo, the Secretariat, and the Central Commission for Propaganda and Education—play a decisive role in providing ideological and strategic direction. Local Party committees and Party organizations within universities are responsible for concretizing these orientations into action programs appropriate to each institution's conditions.

In addition, state management agencies such as the Government, the Ministry of Education and Training, the Hanoi People's Committee, and the Hanoi Department of Education and Training hold important responsibilities in issuing, implementing, and supervising policies related to recruitment, professional development, utilization, and quality assurance of political theory lecturers. These agencies also provide mechanisms, training conditions, and necessary resources to ensure workforce quality.

The direct implementing actors are the Party committees, boards of rectors, and owners of non-public universities. With high institutional autonomy, university leaders must adopt a strategic vision, develop workforce planning, ensure a supportive working environment, establish appropriate incentive mechanisms, and create favorable conditions for political theory lecturers to work securely and enhance their competencies.

Finally, political theory lecturers themselves constitute the central subject of this development process. They must proactively cultivate political qualities and professional ethics, actively engage in learning and research, update new knowledge,

and innovate teaching methods to meet the increasingly stringent requirements of political theory education in the current context.

2.2.3. Content of Developing the Political Theory Lecturer Workforce in Non-Public Universities

First, development in terms of quantity.

Developing the number of political theory lecturers aims to ensure an appropriate lecturer-student ratio and compliance with current teaching-hour standards. Non-public universities need to proactively develop recruitment plans, assign and utilize lecturers based on projected changes in training scale, and maintain a reasonable balance between full-time and part-time lecturers to ensure stability and educational quality.

Second, development in terms of quality.

Improving the quality of the political theory lecturer workforce focuses on three main aspects: qualities, competencies, and professional conduct. Lecturers must demonstrate firm political qualities and ethical integrity; possess strong professional expertise, modern pedagogical skills, scientific research capability, curriculum development competence, foreign language proficiency, and the ability to apply information technology to meet the requirements of educational innovation in the digital era.

Third, development in terms of structure.

Developing workforce structure involves improving the distribution of lecturers according to academic qualifications, teaching specialization, employment type, age, and gender. A reasonable structure-with an appropriate balance between full-time and visiting lecturers, harmony between experienced and younger lecturers, and gender diversity-forms the foundation for training quality and the sustainable development of non-public universities.

2.2.4. Methods for Developing the Political Theory Lecturer Workforce in Non-Public Universities in Hanoi

Workforce planning must be aligned with the institution's development strategy and training needs; recruitment should be public and transparent, ensuring political qualities, professional qualifications, and pedagogical competence. Lecturer assignment and utilization should match their specialization and capabilities; evaluation should be based on qualifications, competence, and professional conduct as the basis for placement, promotion, and training. Training and professional development must be conducted regularly to enhance expertise, teaching methods, foreign language proficiency, and information technology skills in response to educational reforms.

2.2.5. Conditions for the Development of Political Theory Lecturers in Non-Public Universities

First, ensuring appropriate remuneration policies and benefits for political theory lecturers in non-public universities.

Second, ensuring adequate material and infrastructural conditions to support teaching and scientific research activities of political theory lecturers in non-public universities.

Third, fostering an appropriate organizational culture and a conducive cultural

and academic environment in non-public universities.

2.3. Factors Influencing the Development of the Political Theory Lecturer Workforce in Non-Public Universities

2.3.1. External Factors

2.3.1.1. Contemporary Context and the Rapid Development of Science and Technology

First, international instability, strategic competition, non-traditional security challenges, and the misuse of cyberspace by hostile forces create an urgent need for ideological orientation and the strengthening of students' political resilience, in which political theory lecturers in non-public universities play a key role.

Second, the processes of industrialization, modernization, and international integration increase the demand for high-quality human resources, leading many non-public universities to prioritize specialized subjects. As a result, political theory subjects tend to be marginalized, placing pressure on lecturers and affecting teaching quality.

Third, international integration and digital transformation provide opportunities for innovating teaching content and methods, while simultaneously requiring political theory lecturers to continuously update knowledge, enhance research capacity, technological skills, and political competence in order to effectively guide students' awareness.

2.3.1.2. Guidelines, Policies, and Regulations of the Party and the State

The guidelines and policies of the Party and the State clearly affirm the mandatory position and role of political theory education in higher education, providing a political foundation for the development of political theory lecturers in non-public universities. Party resolutions, particularly those on the fundamental and comprehensive reform of education and training and the protection of the Party's ideological foundation, impose high requirements on political theory lecturers in terms of political qualities, professional competence, and pedagogical skills, while directly shaping recruitment, training, professional development, and utilization of this lecturer workforce.

2.3.2. Internal Factors

2.3.2.1. Leadership and Management Factors in Non-Public Universities

The awareness, perspectives, and leadership and management capacities of Party committees and university leaders play a decisive role in the development of political theory lecturers. Institutional development strategies, institutional reputation and branding, human resource governance mechanisms, remuneration policies, and material conditions directly shape the stability, quality, and sustainable development of the political theory lecturer workforce in non-public universities.

2.3.2.2. Factors Related to Political Theory Lecturers

Lecturer-related factors, including cognitive capacity, professional development motivation, and academic qualifications, directly determine the quality and effectiveness of lecturer workforce development. The harmonious integration of these factors is essential for political theory lecturers to enhance teaching quality, scientific research, and the effective fulfillment of political and ideological education tasks in non-public universities.

Summary of Chapter 2

Chapter 2 establishes the theoretical foundation for the development of political theory lecturers in non-public universities in Hanoi. By conceptualizing lecturer development as a long-term, goal-oriented, and systematic process, the chapter clarifies the notion of developing political theory lecturers in relation to ensuring adequate quantity, improving quality, and optimizing structure in response to the requirements of the fundamental and comprehensive reform of higher education. It emphasizes the crucial role of political theory lecturers in teaching, political and ideological education, the formation of scientific worldviews, political resilience, and value orientation among students, thereby contributing to the quality of training and the reputation of non-public universities. The chapter also identifies key actors, development objectives, and major content and approaches, including planning, recruitment, utilization, evaluation, training, and professional development. On this basis, it clarifies the conditions and influencing factors for lecturer development, providing a theoretical framework for analyzing the current situation and proposing solutions in subsequent chapters of the dissertation.

CHAPTER 3. DEVELOPMENT OF THE POLITICAL THEORY LECTURER WORKFORCE IN NON-PUBLIC UNIVERSITIES IN HANOI TODAY - CURRENT SITUATION, CAUSES AND EMERGING ISSUES

3.1. Organizational characteristics and activities of non-public universities in Hanoi today

3.1.1. Natural, socio-economic, educational, and training characteristics of Hanoi

3.1.2. Formation and development of non-public universities in Hanoi

3.1.3. Organizational characteristics and operational features of non-public universities In Hanoi

Currently, Hanoi has nearly twenty non-public universities with diverse models and investment structures. They can be categorized into three main groups:

(1) People-founded universities established in the 1990s, some of which have not yet completed the transition to private status, such as Phuong Dong University, Dong Do University, and Hanoi University of Business and Technology;

(2) Universities that have successfully transitioned into private institutions, notably Thang Long University;

(3) Newly established private universities invested in by individuals or economic organizations, such as Phenikaa University, Dai Nam University, CMC University, British University Vietnam, and FPT University.

Despite differences in origin and governance models, all these institutions operate under the management of the Ministry of Education and Training and the Hanoi People's Committee. A common orientation among them is the effort to improve training quality, in which the development of the political theory lecturer workforce consistently focuses on three key requirements: ensuring a reasonable number of lecturers, improving quality, and establishing an appropriate structural composition.

Non-public universities-including people-founded and private institutions-operate according to an enterprise-based model, where recruitment, management, and labor utilization are primarily governed by labor relations under the Labor Code. Staff working in non-public universities generally do not receive salaries sourced from the state budget. Tuition fees in these institutions are also not bound by the state's standard tuition framework.

3.2. Current Situation of Developing the Political Theory Lecturer Workforce in Non-Public Universities in Hanoi

3.2.1. Achievements in the Development of the Political Theory Lecturer Workforce

Overall, the development of the political theory lecturer workforce in non-public universities in Hanoi has achieved important results, creating a foundation for improving training quality and strengthening political-ideological orientation. First, the leadership of the Communist Party and the management of the State have played decisive roles in setting directions, issuing guidelines and policies, and establishing a relatively comprehensive legal and managerial framework for workforce development.

At the institutional level, non-public universities have begun to invest more resources and create more favorable conditions for developing political theory lecturers. Importantly, lecturers themselves demonstrate strong initiative, self-study habits, efforts in professional development, teaching innovation, and engagement in scientific research-highlighting human resources as the most significant strength in the development process.

Regarding the content of development, a relatively complete political theory lecturer workforce has been established at most universities. These lecturers possess firm political will, uphold professional ethics, and demonstrate dedication to their work. Their academic qualifications are generally high, meeting required standards. Professional competence, pedagogical skills, research capacity, and curriculum development abilities have gradually improved. In terms of structure, the workforce shows a harmonious combination of generations, a balanced gender composition, and a predominance of full-time lecturers, ensuring stability, continuity, and comprehensiveness in teaching activities.

Regarding development methods, planning, recruitment, utilization, evaluation, and training-professional development have become more systematic, reflecting positive changes in management thinking and closer alignment between awareness and practice. Concerning working conditions, institutions increasingly pay attention to creating favorable environments and offering appropriate benefits-recognizing these as crucial factors for maintaining lecturer motivation, morale, and commitment.

In summary, the political theory lecturer workforce in non-public universities has demonstrated notable Achievements in political qualities, ethics, and professional competence. These achievements provide a solid foundation for further development to meet the growing requirements of higher education and political-ideological education for students.

3.2.2. Limitations and Shortcomings in Developing the Political Theory Lecturer Workforce

Despite recorded achievements, workforce development efforts in non-public universities still reveal several limitations. A key weakness lies in the leadership role of university-level Party committees, which remains formalistic and insufficiently integrated into professional activities. State management at the local level also lacks coherence, resulting in gaps between macro-level policy and micro-level implementation. Meanwhile, university boards and owners often prioritize financial interests over strategic human resource development. Political theory lecturers themselves may lack strategic awareness and a collective development mindset. These issues demonstrate that although national policies are generally sound, their implementation at institutional levels remains inconsistent and under-resourced, limiting practical effectiveness.

In terms of quantity, the political theory lecturer workforce remains significantly insufficient compared to training needs. Most universities exceed the prescribed student-lecturer ratio, with an average of over 80 students per lecturer, and some institutions reaching nearly 300. This forces lecturers to teach far beyond the 270-hour annual standard, leading to overload and severely limiting their ability to engage in research, self-study, and teaching innovation.

In terms of quality, although lecturers possess positive political, ethical, and academic attributes, several shortcomings persist. Some lecturers have not demonstrated exemplary conduct or leadership in political-social activities; ethical attributes such as compassion and tolerance remain limited, reducing their educational influence. Professional competence is uneven, and many struggle to apply theory to practice or integrate interdisciplinary knowledge. Pedagogical skills, especially in motivating and engaging students, are not strong. Research capacity remains modest, with limited publications-particularly international ones-and minimal involvement in knowledge transfer or international collaboration. Foreign language proficiency and information technology skills remain major bottlenecks, limiting access to global knowledge and hindering the use of modern tools in teaching and research.

In terms of structure, multiple imbalances exist. The proportion of lecturers with high academic ranks is extremely low: across all 10 surveyed universities, none had professors and only 14 associate professors (12%). Some lecturers still hold only bachelor's degrees, failing to meet postgraduate standards. The full-time-part-time structure remains inadequate: full-time lecturers account for only about 61% (below the required 70%), and many universities rely heavily on part-time lecturers, especially those with doctoral degrees. The workforce is aging, with nearly 40% over 50 years old, while the number of young lecturers is limited-creating risks of generational discontinuity and reducing innovation capacity. Specialization structure is unbalanced, heavily concentrated in Philosophy, while subjects such as Scientific Socialism, Party History, and Ho Chi Minh Studies are severely understaffed, affecting the comprehensiveness of political theory curricula.

In terms of development methods, planning, recruitment, utilization, evaluation, and training still face shortcomings. Planning remains formalistic and

lacks strategic value. Recruitment processes are not sufficiently competency-based and rely mainly on short-term needs. Lecturer utilization is oriented toward immediate workload resolution rather than long-term career pathways. Evaluation remains loose, procedural, and lacks transparency. Although professional development is widely considered essential, actual implementation is limited, particularly in long-term and postgraduate training. Working conditions and incentive policies fail to create strong

3.3. Causes of the Achievements, Limitations in Developing the Political Theory Lecturer Workforce in Non-Public Universities in Hanoi Today

3.3.1. Causes of the Achievements

First, the Achievements in the activities of key stakeholders involved in developing the political theory lecturer workforce stem from the sound leadership of the Communist Party, the unified management of the State, and lecturers' own proactive efforts in self-improvement. Timely guidelines and policies provide an ideological and legal foundation, while lecturers actively innovate, conduct research, and cultivate professional ethics.

Second, the Achievements in the content of workforce development result from mandatory regulations on lecturer allocation, academic standardization requirements, and emphasis on political-ethical qualifications in recruitment. Universities also demonstrate awareness in building reasonable structural compositions, maintaining full-time staff, and supplementing high-quality visiting lecturers.

Third, the Achievements in development methods arise from innovations in human resource management: clearer planning, transparent recruitment, appropriate task assignment based on specialization, and strengthened training and professional development. As non-public institutions must compete on quality, they pay greater attention to developing capable lecturers.

Fourth, the Achievements in development outcomes reflect improvements in working environments, transparent and fair incentive systems, and lecturers' dedication to teaching, research, and professional ethics.

3.3.2. Causes of the Limitations and Shortcomings

First, *inadequate awareness among university leaders and a segment of lecturers results in workforce development lacking strategic vision and insufficient prioritization*. When lecturer development is not treated as a central task, planning, recruitment, training, and motivational policies tend to be reactive, fragmented, and short-term. This leads to uneven lecturer quality, poorly oriented professional growth, and an academic environment unable to foster meaningful motivation and innovation.

In addition, the marginalization of political theory subjects in many non-public universities—from institutional leadership, students, and even parts of society—is a major cause of reduced motivation for workforce development. When these subjects are viewed merely as “requirements to complete the curriculum,” lecturers are forced to work with oversized classes, limited instructional time, and restricted opportunities for research or practical engagement. This directly affects teaching quality, professional development, and lecturer confidence. The lack of an appropriate curricular position for political theory further reduces institutional investment in academic activities, research, and lecturer development.

A deeper underlying cause lies in the relatively low institutional standing of non-public universities within the national higher education system. This affects their ability to attract talented lecturers, limits academic collaboration opportunities, and reduces their appeal to students-factors that negatively impact the working environment for political theory lecturers. When workplace conditions lack stability and societal recognition, lecturers struggle to build long-term careers, and activities such as training, research, and pedagogical innovation face considerable barriers. The lower institutional status also reinforces existing biases against political theory subjects-already misunderstood and undervalued-thereby restricting opportunities for lecturers to fully exercise their professional capabilities.

These three causes do not exist independently but interact to form a chain of reinforcing effects: limited awareness leads to the devaluation of political theory subjects; devaluation reduces the attractiveness of lecturer positions; and low institutional standing perpetuates social bias toward the subjects and their lecturers. This interplay explains why many technical or procedural solutions have been implemented but have not yielded significant breakthroughs.

Therefore, addressing these systemic limitations requires solutions capable of transforming perceptions, enhancing the institutional status of non-public universities, and reaffirming the essential role of political theory education in higher education. Only when these foundational conditions improve can the political theory lecturer workforce develop sustainably and meet the demands of higher education reform in the current context.

3.3. Causes of Achievements and Limitations in the Development of Political Theory Lecturers in Non-Public Universities in Hanoi

3.3.1. Causes of Achievements

First, the Achievements in the activities of stakeholders involved in developing political theory lecturers stem from the sound leadership of the Party, the unified management of the State, and the proactive self-development of lecturers. Timely policies provide an ideological and legal framework, while lecturers actively engage in innovation, research, and the cultivation of professional and political qualities.

Second, Achievements in development content result from mandatory regulations on lecturer allocation, standardization requirements for qualifications, and the emphasis on political and ethical qualities in recruitment. Universities have sought to build a more balanced workforce structure by maintaining full-time lecturers and supplementing them with qualified visiting lecturers.

Third, Achievements in development approaches derive from improvements in human resource governance, including clearer planning, more transparent recruitment, appropriate assignment based on expertise, and enhanced training and professional development. Competitive pressures have encouraged non-public universities to invest in developing capable lecturers.

Fourth, favorable conditions for lecturer development are shaped by the demands of renewing political theory education in the current context, the autonomy and flexible management mechanisms of non-public universities, the responsibility and professional commitment of lecturers, and the influence of the Party's and State's guidelines and policies on political theory education reform.

3.3.2. Causes of Limitations

First, limitations related to stakeholders mainly arise from financial autonomy pressures and competition for student enrollment, leading some university leaders to prioritize short-term economic goals over the long-term development of political theory education and its lecturer workforce, thereby weakening leadership orientation and lecturers' professional commitment.

Second, limitations in development content stem from insufficient awareness of the foundational role of political theory education, resulting in a lack of strategic vision and inadequate comprehensiveness and alignment with educational reform and national development needs.

Third, limitations in development approaches originate from short-term human resource management thinking, causing fragmentation and inconsistency in planning, recruitment, utilization, evaluation, and training, and hindering substantial improvements in lecturer quality.

Fourth, limitations in development conditions are due to financial autonomy constraints, the absence of specific policies for political theory lecturers, heavy teaching workloads, imbalanced workforce structures, and weak alignment among academic environments, remuneration policies, and material facilities.

3.4. Key Issues Identified

3.4.1. Tension between the requirements, objectives, and tasks of political theory education and the activities of stakeholders in developing political theory lecturers in non-public universities in Hanoi

The fundamental tension lies between the need for unified and strong leadership in developing political theory lecturers and the fragmented, inconsistent, and insufficiently coordinated actions of development stakeholders, particularly under conditions of financial autonomy and market competition in non-public universities.

3.4.2. Tension between the requirement to improve quality and standardize the lecturer workforce and the content of political theory lecturer development in non-public universities in Hanoi

This tension is reflected in the gap between the need for comprehensive and balanced development in terms of quantity, quality, and structure, and the reality of development content that remains unbalanced, lacks depth, and falls short of the requirements of higher education reform and international integration.

3.4.3. Tension between the requirement to improve quality and standardize the lecturer workforce and the approaches to developing political theory lecturers in non-public universities in Hanoi

The key tension exists between the demand for innovative, integrated, and strategically oriented development approaches that create sustainable motivation and the prevailing short-term, fragmented, and reactive management practices.

3.4.4. Tension between the objective requirements for lecturer development and the conditions for developing political theory lecturers in non-public universities in Hanoi

The core tension lies between the need to ensure adequate and coordinated political, organizational, financial, and material conditions for lecturer development

and the practical constraints imposed by financial autonomy, governance models, and the financial capacities of non-public universities.

Summary of Chapter 3

Chapter 3 provides a comprehensive analysis of the current state of development of political theory lecturers in non-public universities in Hanoi, in relation to the organizational characteristics, operational practices, and contextual conditions of this type of institution. The chapter clarifies the initial achievements attained, as well as existing limitations and shortcomings. Empirical evidence shows that while the political theory lecturer workforce has gradually been formed and has made certain contributions to the teaching of political theory subjects, it continues to face significant constraints in terms of quantity, quality, workforce structure, development approaches, and supporting conditions. These limitations result from the combined impact of both external and internal factors, most notably pressures arising from financial autonomy, competition for student enrollment, market-oriented operational mechanisms, and an insufficient recognition of the foundational role of political theory education in the goal of comprehensive human development. On this basis, the chapter identifies key tensions shaping the development process, including tensions between the objectives of political theory education and the activities of development stakeholders; between the requirements for quality improvement and standardization and the fragmented content and approaches to development; and between objective development demands and constrained supporting conditions under autonomy. These analyses not only clarify the nature of the practical challenges in developing political theory lecturers in non-public universities in Hanoi, but also provide an important empirical foundation for proposing perspectives and solutions to further develop the political theory lecturer workforce in Chapter 4 of the dissertation.

CHAPTER 4. PERSPECTIVES AND FUNDAMENTAL SOLUTIONS FOR CONTINUING THE DEVELOPMENT OF THE POLITICAL THEORY LECTURER WORKFORCE IN NON-PUBLIC UNIVERSITIES IN HANOI IN THE COMING PERIOD

4.1. Perspectives for Developing the Political Theory Lecturer Workforce in Non-Public Universities in Hanoi in the Coming Period

4.1.1. Developing the political theory lecturer workforce in line with the requirements of renewing and improving the quality of political theory education

In the context of globalization, international integration, and the rapid spread of diverse ideological trends, political theory education plays an increasingly critical role in consolidating the ideological foundation of the Communist Party, fostering students' political steadfastness, and enhancing their capacity to identify and refute wrongful viewpoints. The decisive factor ensuring the quality of this educational mission is the political theory lecturer workforce—the individuals who directly disseminate and cultivate political theory in higher education institutions.

For non-public universities in Hanoi, political theory lecturers are not only teachers but also frontline actors in safeguarding the ideological sphere within a rapidly changing educational environment. Although certain positive transformations have occurred—such as renewed teaching methods, the integration of digital technologies, and increased engagement in scientific research—the overall progress

remains inconsistent, lacking a core team of highly qualified and reputable scholars. Therefore, developing the political theory lecturer workforce comprehensively in political qualities, professional competence, pedagogical methods, and research capacity is an urgent requirement that determines the quality and reputation of non-public universities in the new era.

4.1.2. Developing the political theory lecturer workforce based on harmonizing quantity, structure, and quality, with quality as the central objective

The sustainable development of non-public universities depends directly on building a political theory lecturer workforce that is sufficient in number, rational in structure, and high in quality. Currently, many institutions have an insufficient number of full-time lecturers, an overreliance on visiting lecturers, structural imbalances in age, qualifications, and specialization, and limitations in scientific research capacity, foreign languages, and modern pedagogical skills.

Therefore, the foremost orientation for the coming period is to develop the workforce under the principle of “quality as the central priority.” Recruitment must adhere to higher standards of academic qualifications and competence; workforce structure must be planned strategically to ensure long-term stability and generational continuity; and incentive policies and working environments must be attractive enough to recruit and retain talented lecturers. At the same time, lecturers should be encouraged to participate in scientific research, apply theory to practice, and actively upgrade their qualifications to meet the requirements of the comprehensive reform of higher education.

4.1.3. Developing the political theory lecturer workforce in non-public universities in Hanoi in association with the national development of political theory lecturers

The political theory lecturer workforce in non-public universities in Hanoi constitutes an important component of the national network of political theory lecturers. As Hanoi is the political and administrative center of the country, the quality of its lecturer workforce has wide-ranging influence, directly affecting the effectiveness of political-ideological education and the ability to defend the ideological foundation of the Communist Party nationwide.

Thus, developing the workforce in non-public universities must align with the national strategy: unified orientations, standardized criteria, and coordinated development mechanisms. These institutions must proactively participate in nationwide training networks, academic forums, and theoretical research activities. Only when developed as an integral part of the unified national ideological apparatus can the lecturer workforce fully perform its role in safeguarding the ideological front and meeting the requirements of national development in the new context.

4.1.4. Upholding the Spirit of Resolution No. 71-NQ/TW on Breakthroughs in Education and Training in Developing Political Theory Lecturers in Non-Public Universities

Upholding the spirit of Resolution No. 71-NQ/TW of the Politburo in developing political theory lecturers in non-public universities serves as an important guiding principle for building a lecturer workforce with strong political integrity, professional competence, and innovative capacity, in line with the requirements of

higher education reform and the protection of the Party's ideological foundation. The development of political theory lecturers should be embedded in the overall institutional development strategy and aligned with the improvement of recruitment, utilization, remuneration, and training policies suited to the context of institutional autonomy, thereby enhancing teaching quality and the effectiveness of political and ideological education in the context of international integration and digital transformation.

4.2. Key Solutions for Continuing the Development of the Political Theory Lecturer Workforce in Non-Public Universities in Hanoi in the Coming Period

4.2.1. Solutions for the stakeholders involved in workforce development

Firstly, strengthen the leadership of the Communist Party, the administrative management of the State, and the professional orientation of the Ministry of Education and Training in developing the political theory lecturer workforce. Given the inconsistent attention among non-public institutions, reaffirming the strategic role of this workforce, refining legal frameworks, professional standards, accreditation mechanisms, and organizing training and academic support are essential to ensuring unified ideological orientation, stable quality, and overcoming fragmented and spontaneous development.

Secondly, enhance the responsibility of Party committees and university leaders in planning, recruiting, utilizing, and creating a supportive environment for political theory lecturers. University leadership must regard workforce development as a strategic mission tied to long-term institutional vision; assign appropriate personnel; establish evaluation, incentive, and training mechanisms; create a democratic and transparent academic environment; and ensure adequate financial resources for workforce development.

Thirdly, promote the self-awareness, responsibility, and political-professional ethics of political theory lecturers, viewing self-study, self-improvement, and continuous innovation as mandatory processes. Lecturers must proactively update knowledge, strengthen their expertise, pedagogical methods, research capacity, technological competence, and foreign languages; while cultivating political steadfastness, professional ethics, and critical skills to truly become core actors on the ideological front within the university environment.

4.2.2. Solutions regarding the content of workforce development

Firstly, ensure the sufficient number of political theory lecturers in accordance with training scale and accreditation requirements. Universities must comply with the prescribed student-lecturer ratio, formulate workforce development plans aligned with enrollment targets and human resource forecasts, diversify recruitment sources-including from public universities and research institutes-and develop internal talent pipelines by identifying excellent students and supporting young lecturers in postgraduate education. This helps establish a stable next-generation workforce and minimizes excessive reliance on visiting lecturers.

Secondly, improve the comprehensive quality of the political theory lecturer workforce. Key priorities include strengthening political steadfastness and professional ethics; enhancing expertise, pedagogical competence, research capacity, foreign language proficiency, digital skills, and soft skills. Universities should

implement regular training plans, support lecturers in postgraduate study, participation in conferences, workshops, and practical field research; and link learning outcomes, research achievements, and pedagogical innovation with evaluation, promotion, and incentives to form a workforce with solid academic capability, modern teaching methods, and practice-oriented, persuasive instruction.

Thirdly, improve the workforce structure towards balance, rationality, and sustainability. Particular attention must be paid to age structure-balancing experienced and young lecturers; increasing the proportion of lecturers with doctoral degrees and academic titles to form a core scholarly team; raising the proportion of full-time lecturers and reducing overdependence on visiting lecturers; and ensuring gender and specialization balance across political theory subjects. Structural improvement must align with personnel planning, recruitment policies, and talent retention strategies to ensure continuity, stability, and enhanced academic reputation of non-public universities.

4.2.3. Solutions regarding methods of workforce development

Firstly, innovate the planning, recruitment, placement, and utilization of political theory lecturers in a scientific, transparent manner aligned with institutional development strategies. Planning must be based on assessments of current conditions, projected student numbers, curriculum requirements, and professional standards. Recruitment must rely on explicit criteria for political qualities, academic qualifications, pedagogical competence, and research capacity, with objective, transparent procedures combining dossier review, interviews, and teaching demonstrations. Placement and utilization must follow the principle of “the right person for the right job,” combining young and experienced lecturers, establishing career development pathways, and distributing teaching loads reasonably.

Secondly, refine evaluation mechanisms and closely integrate them with lecturer training and development. Evaluation must be conducted regularly based on comprehensive criteria covering teaching performance, research output, engagement in political-ideological work, and professional ethics. Evaluation should combine self-assessment, student feedback, peer review, and assessments by department and institutional leadership. Based on the results, universities should design focused training plans, prioritizing expertise, modern pedagogy, foreign languages, information technology, and soft skills; diversify training formats; and link training outcomes with planning, promotion, salary adjustments, and rewards to motivate continuous improvement.

4.2.4. Solutions Related to the Conditions for Developing Political Theory Lecturers in Non-Public Universities in Hanoi

First, improving and effectively implementing remuneration policies and incentive schemes to create favorable conditions for the development of political theory lecturers in non-public universities in Hanoi.

Second, strengthening investment and ensuring adequate material and infrastructural conditions for teaching and scientific research, thereby providing a solid foundation for the development of political theory lecturers in non-public universities in Hanoi.

Third, building an appropriate organizational culture and a supportive cultural and academic environment to promote the sustainable development of political theory lecturers in non-public universities in Hanoi.

4.2.5. Strengthening the Leadership and Direction of Party Committees and State Agencies in the Management, Training, and Professional Development of Political Theory Lecturers in Non-Public Universities

First, clearly defining the authority and responsibilities of relevant stakeholders in managing, monitoring, and guiding the development of political theory lecturers in non-public universities in Hanoi.

Second, coordinating efforts between the Central Commission for Information and Education and Mass Mobilization and the Ministry of Education and Training to organize training, professional development, and capacity-building programs with appropriate content and formats for political theory lecturers in non-public universities.

Third, developing and implementing specific remuneration and incentive policies for political theory lecturers in non-public universities, recognizing them as a distinctive workforce that requires commensurate attention and investment.

Summary of Chapter 4

Chapter 4 focuses on perspectives and solutions for continuing the development of political theory lecturers in non-public universities in Hanoi in the current period. Based on the requirements of the fundamental and comprehensive reform of education and training, the chapter affirms that developing political theory lecturers is both an urgent task and a long-term strategic mission, closely linked to improving the quality of political theory education, safeguarding the Party's ideological foundation, and meeting the demands of higher education integration. The development perspectives are established in a comprehensive manner, emphasizing quality, ensuring the leadership of the Party and the management of the State, while promoting the proactive role of non-public universities. On this basis, the chapter proposes a system of coordinated solutions focusing on strengthening leadership and management; improving quality and optimizing workforce structure; renewing planning, recruitment, utilization, evaluation, training, and professional development; and building a supportive working environment and appropriate remuneration policies. The implementation of these solutions is expected to address existing limitations and gradually build a political theory lecturer workforce with strong political integrity, high professional competence, a balanced structure, and sustainable professional motivation, thereby providing a foundation for the overall conclusions of the dissertation.

CONCLUSION

In the context of the comprehensive reform of higher education, non-public universities are increasingly demonstrating their important role in meeting society's learning needs. However, political theory education in these institutions has not yet received adequate attention, and the political theory lecturer workforce still exhibits limitations in terms of quantity, quality, and structure. Stemming from these practical requirements, this dissertation has been conducted with the aim of contributing to the development of a capable political theory lecturer workforce that can meet the demands of contemporary education and training.

The dissertation has systematically reviewed domestic and international studies, identifying both achievements and research gaps; established a theoretical foundation for the development of the political theory lecturer workforce in non-public universities; and clarified relevant concepts, characteristics, standards, roles, as well as the content, methods, and requirements for workforce development. On this basis, the dissertation investigated and assessed the current situation in non-public universities in Hanoi, highlighting the achievements as well as limitations in planning, recruitment, utilization, training and retraining, working environment, and incentives. The causes of these limitations stem from inadequate awareness, limited resources, inconsistent policies, and the still-modest status of non-public universities.

Drawing from theoretical and empirical findings, the dissertation proposes a system of solutions aimed at developing the political theory lecturer workforce to ensure sufficient quantity, strong quality, and rational structure. These solutions link workforce development with the enhancement of stakeholder awareness, innovation in human resource management methods, improvement of incentive mechanisms and working environments, promotion of scientific research, and strengthened connections between theory and practice; while also calling for the continued improvement of State policies toward non-public universities.

The dissertation has achieved its stated objectives, contributing to the theoretical foundation and providing practical evidence for the development of the political theory lecturer workforce. However, this is a broad and complex issue that requires further research on a wider scale, including comparisons with other localities or with the public university system, in order to gain a more comprehensive and in-depth understanding.

LIST OF PUBLISHED SCIENTIFIC WORKS RELATED TO THE DISSERTATION TOPIC

1. Le Thi Trung Anh (2025), “Improving the quality of the political theory teaching staff in non-public universities in Hanoi, contributing to protecting the Party’s ideological foundation in the new context”, *Communist Review Online*, 26 September 2025.

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