

Implementing quality practices in learning and growth at Tan Tao University

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Abstract

Tan Tao University is a private non-profit university operating in Long An Province of Vietnam that was established at the end of 2010. It is currently in the process of development and growth. The purpose of this paper is to provide practical initiatives that can be implemented in order to continue the learning and growth of the faculty team. An environmental analysis has been conducted with employment in mind, and a strategic scorecard has been drafted. Details of the strategic scorecard initiatives are limited to the learning and growth perspective. The two initiatives for learning and growth include faculty performance evaluation and professional development workshops.

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Introduction

Employment at a recently establishment non-profit private university in Vietnam has given me the opportunity to use my skills and abilities in education for the benefit of the university's academic development. Further study in business management has given me the opportunity to consider academic development from a business perspective. When choosing an area in which I wanted to develop a paper, I asked the following questions:

1. Does the university have a strategy? Does it measure key performances? How?
2. What does the university value?
3. What are the key processes?
4. In which area can the university most easily develop in order to see the greatest positive change?

Understanding that the university values academic research and development, that academic development is also a key process, and that certain initiatives can be undertaken to positively drive professionalism and team morale, I have directed the focus of my paper on practical steps to learning and growth.

The paper begins with information about the university and an environmental analysis focusing on employment and professional development. A strategic scorecard aligned with the university's values shows practical goals for learning and growth, as well as initiatives to meet those goals. Finally, the paper ends with a practical framework for measuring the success of those initiatives. The paper is not a summative work of the balanced scorecard but focuses on learning and growth, and threads the idea of professional development throughout.

CHAPTER 1: TAN TAO UNIVERSITY

Company profile

Tan Tao University is a Vietnamese institution of higher education located in Long An Province in the southern region of Vietnam. It was founded on December 25, 2010, as a private nonprofit university and recruited its first cohort of students with the offer of full scholarships to all those admitted. The graduation of the first cohort in 2015 is the result of students' earning sufficient credits in their chosen program according to the standard American credit-hour system and having had 100% of their instruction in English. TTU is a liberal arts university, having five departments: School of Biotechnology, School of Business and Economics, School of Engineering, School of Humanities and Languages, and School of Medicine. While I was a lecturer in the School of Humanities and Languages from 2014-2016, at the time of writing this paper, I have been promoted to Associate Registrar.

At the end of my first full year working at TTU, an HR staff person approached me to resign the contract. I asked about performance evaluation and review but none was conducted. The review of a faculty or staff person seemed to be largely based on relationships with colleagues and general performance, in other words, anecdotal evidence. There were no appropriate structures in place to collect the tacit knowledge from others regarding the quality of my work, so evaluation was based more on general impressions. When I read the faculty handbook, I found that all faculty members' performance should be reviewed at the end of the fiscal year in June and July. Due to this, and also seeing a hiring process take more than two months, I knew that HR could benefit from a quality approach. Niven (2003) provided a needs assessment to

determine whether an organization needs a quality system in place. I answered with the following results, specifically with learning and growth in mind.

Scores in this range suggest difficulty in executing your strategy successfully and meeting the needs of your customers and other stakeholders. A Balanced Scorecard system is strongly recommended to help you focus on the implementation of strategy and align your organization with overall goals.

As only a front-line employee, I may not have answered each question accurately, but I believe the result was approximate. The two statements that I found particularly descriptive about TTU were: (1) “We have numerous initiatives taking place at our organization, and it’s possible that not all are truly strategic in nature.” (2) “Our employees do not know how their day-to-day actions contribute to the organization’s success.”

Environmental Analysis

Information in this section has been collected utilizing SWOT, Porter’s Five Forces, and PESTLE with the express purpose of staff and faculty development at Tan Tao University. Directly following is a list of possible competitive factors in the education service industry that may help to determine TTU’s strengths, weaknesses, opportunities, and weaknesses in direct relationship to the development its people.

School image	Faculty salary
Program offerings	Faculty compensation package
Course availability	Faculty career pathway
Program relevancy	Corporate partners
Research and development	International education partners
ICT utilization	Facilities management
Faculty credentials	Reliability and sustainability

Figure 1: Direct competitive factors affecting staff and faculty development

SWOT

S	W	O	T
<ul style="list-style-type: none"> • Organization image • Legality and reliability • Faculty salary and compensation package • Corporate partners • International relationships • Facilities 	<ul style="list-style-type: none"> • Organization image • Program diversity • Faculty turnover rate • Career pathway • Academic reliability • Remote location • Bureaucratic • Facilities management • Utilization of ICT 	<ul style="list-style-type: none"> • Vietnamese international high schools • Utilization of ICT 	<ul style="list-style-type: none"> • Faculty credentials • Future competition • Change in labor law

Figure 2: SWOT chart

Strengths. The university offers unique benefits to both students and employees. Staff and faculty members are competitively compensated, and students earn academic credits similar to that of the US education system. The campus is vast, green, and fresh. Due to its impressive campus size, investment commitments, and being part of an industrial group, the university has great opportunity to attract partnerships. It only needs to organize internal processes that are equally impressive in order to welcome the partnerships.

Organization image. Readily available information on the web portrays a positive image for the university, perhaps influencing potential staff and faculty to apply for a position. One web page reported on the relationship that TTU had with Rice University (Williams, 2014), which ranks 84th in the world (U.S. News, 2015). Another

page described the expansive campus (Huitt-Zollars, 2016), while another page is a public repository for unpublished lecturer papers (Academia, 2016). Several news articles summarized an accurate description of the university at the initial opening in the beginning of 2011, but the information is not up to date (ItaExpress, 2010; Lê Phương, 2011).

Legality and reliability. While legality and reliability may not seem to be a significant strength in other countries, it is definitely a strength in Vietnam. In 2012, at least five institutions offering international courses were forced to close due to unsuccessful negotiations with the Ministry of Education and Training regarding continued expansion of educational activities in the country (Ives, 2012). TTU has a university license and substantial financial backing from the largest industrial developer in the country (Tan Tao University, 2010; Thư Viện Pháp Luật, 2012).

Faculty salary and compensation package. According to a 2015 survey including educators living in the Ho Chi Minh City area, the average salary for a higher education lecturer is \$1600 plus group health insurance. It is not uncommon for faculty members to work at other schools or have alternative means of supplementary income. At TTU, the salary is slightly higher than average. Benefits include group health insurance, return airfare, one month paid leave, and paid summers off for research and self-study.

Corporate partners. The university has a host of potential corporate partners within the Tan Tao Group's industrial parks. Some of the companies have already been contacted, but others have not. While the university has successfully placed graduating students in appropriate positions of employment at various companies, the management of information related to continuous partnerships intermittent. Student affairs is responsible for this information, but is still newly formed and majorly unknown

to the rest of the university's departments. Corporate partners can become a great strength if relationships are strategically made and information is effectively handled.

Relating more specifically to employment and the recruitment of necessary lecturers, outsourcing of courses not offered at TTU has been successful, but the information about this remains isolated in tacit knowledge rather than shared explicit knowledge. Information on corporate partners remains isolated across departments and is not readily accessible to faculty members. KM structures need to be developed to take advantage of this information.

International education partners. The university has been collaborating with education partners abroad, especially in Korea. Much like the information related to corporate partners, the relationships are not readily available to faculty members for educational purposes, nor HR for recruitment purposes. This information can greatly strengthen the university if organized well.

International relationships. A few times per year, TTU will host educators and students from various countries or register its top-performing students to participate in overseas exhibitions and conferences. These venues and contacts can be utilized as recruitment sources. Also, the international faculty already at TTU may be a source for recruiting others.

Facilities. TTU is located on a vast green campus with more than sufficient buildings that house classrooms, lecture halls, and technology labs. If effectively utilized, these services and teacher housing can be a great incentive in recruitment.

Weaknesses. Among its most crucial weaknesses to resolve is its remote location and lack of brand awareness. These affect both enrollment and employment.

Organization image. While there is a positive school image in public view, potential faculty members may be disenchanted with some negative comments that

tend to surface during employment, primarily from disheartened students regarding abrupt financial policy changes in tuition and scholarships, and from the lack of properly maintaining certain facilities as classrooms, the cafeteria, and dormitories (Appendix A).

Program diversity. TTU aims to be a quality liberal arts university where students of any major or degree program have the opportunity to learn history, literature, creative writing, culture, religion, and other aspects of the humanities. Such a wide variety of courses makes finding and recruiting faculty a difficult task. Tan Tao University provides all necessary courses for students, even if it has to hire and host a visiting professor from abroad to work on a short-term contract, which is undoubtedly the highest cost associated with HR.

Faculty turnover rate. The number of faculty members who come and go has remained high due in part to TTU's location that requires travel, its lack of a standard hiring and orientation procedure, its lack of a career path and performance evaluations, and its top-down decision-making that does not typically include involvement from faculty and other frontline personnel.

Career pathway. The inherent beginning state of the university at this time allows for development and advancement for those who are self-motivated. However, there are no official structures in place for employee growth. Additionally, the annual performance reviews for faculty that should take place at the end of the fiscal year (Tan Tao University, 2013, p. 21) do not actually happen.

Academic reliability. Due to a lack of communication and uniform adherence to policy, students are often advised to take academic courses out of order. Schools within the university do not always adhere to certain academic policies, even something fundamental like the academic calendar. In addition to the lack of unity

among the departments is also the lack of a contextualized standard curriculum; in many cases, the course materials regarding the same course vary widely from one lecturer to another. This may be due to changes in faculty employment. When implementing standard performance reviews, faculty members currently working at TTU may need to be trained. New hires should qualify based on a standard hiring and orientation procedure.

Remote location. TTU is located approximately 30km from the city, which takes about 1.5 hours from the city center, considering the infrastructure between the city and the university. Being located in a province adjacent to the city puts limits on TTU and affects recruitment: (1) TTU has very little branding or marketing in the city. (2) Potential faculty members may not want to leave the city, so one factor in hiring would be the number of days per week faculty have to be present on campus; another factor would be the availability of clean and private teacher housing.

Bureaucratic. The implementation of new activities and procedures requires a long procedure of approval, but it has improved. While it may have taken two months to hire a new employee, that time has shortened significantly, but could still be shortened. The procedure of who on the board of trustees are responsible for various approvals may be clearly defined in various documents, but is not generally understood by employees. There is very little relationship or rapport with those from one department to the next, so some innovated ideas and projects may never get accomplished.

Facilities management. Each faculty member has a desk, computer, and basic stationary. There is a shared photocopying room. The classrooms generally have chalkboards and there are mobile carts for projectors and loudspeakers. Issues tend to be the inconsistency of room cleanings after their use, resulting in the next

class finding overfull trash bins and rubbish throughout. The chalkboards and desks are generally cleaned by students or teachers. On some occasions, there are not enough projectors when many classes are in session at the same time. Teachers have to use their own laptop, eraser, and chalk in the classroom. Finally, the air conditioning units are not cleaned routinely, resulting in leaking units and severe water stain on the carpet throughout the building, which may not greatly affect operations, but look tacky and unappealing, especially if the faculty member is new and just having arrived from the US.

General utilization of ICT. Not having a marketing department severely limits TTU in its ability to promote its products and services, as well as limits its ability to recruit suitable faculty members. ICT needs to become a priority in every aspect of the university's operations, including in HR.

Opportunities. TTU has the opportunity to cater to talented Vietnamese high school students studying in international programs. The university needs to capitalize on ICT in Vietnamese education.

Vietnamese international high school students. The international high school market typically caters to business people on contract in Vietnam who receive a corporate stipend for their children's education. Several of these high schools are located in Districts 2 and 7 of Ho Chi Minh City and have a tuition price of \$15,000-25,000 per year. Almost all of these students return to their home country for university education. The rise of more cost-efficient Vietnamese high schools that attempt to maintain certain international standards has also created a need for cost-efficient Vietnamese universities that offer some kind of international education. At the moment, some of these Vietnamese high schools do not have any college counseling for students or business relationships with universities. TTU has a great opportunity to

form relationships with these high schools as the amount of annual tuition (approximately \$5,000) and the type of customer base matches.

Faculty utilization of ICT. While virtual education is growing in the international marketplace, it still does not have a foothold in Vietnam. TTU's venture into virtual education techniques, such as blended classrooms and cutting edge ICT tools, could make it stand above any rising competition. New hires should be comfortable with extensive use of ICT on the job.

Threats. The significant threat is competition for faculty members between other schools and also for students. The university can overcome this with structured induction and orientation of faculty members, along with a career pathway or opportunities for self-improvement. This will help the university to stand out from the large number of private foreign investment colleges that typically only compensate faculty with an attractive salary.

Faculty credentials. Recruiting faculty members with required credentials according to NEASC, with desired experience, and with the appropriate behavioral competencies has proved challenging. As it is, at least one department, the School of Humanities and Languages, has had three deans in the past two years, and currently does not have one. None of the current faculty members in that particular school have the necessary credentials to lecture in most of the offered courses.

Future competition. TTU will not be the only one of its kind in Vietnam for very long. Others have attempted to establish a liberal arts university in Vietnam, but so far, they have not been successful. But it will inevitably happen, resulting in yet a smaller recruiting pool.

Change in labor law. Stricter immigration regulation from January, 2015, began to require all foreign workers enter Vietnam on a work visa with a government

approved invitation letter from the employer in-hand. This required all foreign workers in Vietnam to exit and re-enter the country for new visas and work permits. All foreigners coming to Vietnam must exit and re-enter if they later intent to work (Peregrine, 2015). Regulations have and still may become stricter, especially with those in education, as a number of locals, as well as foreigners work in Vietnam with fraudulent or unaccredited qualifications (Phạm, 2013).

Porter's five forces

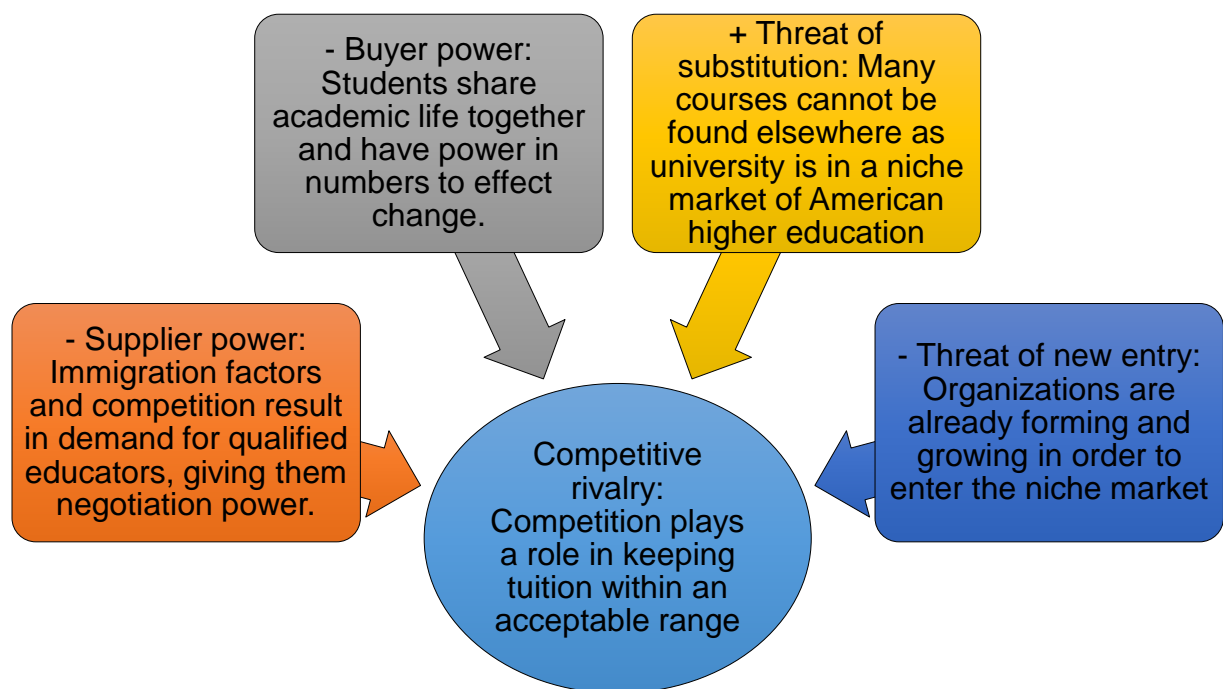


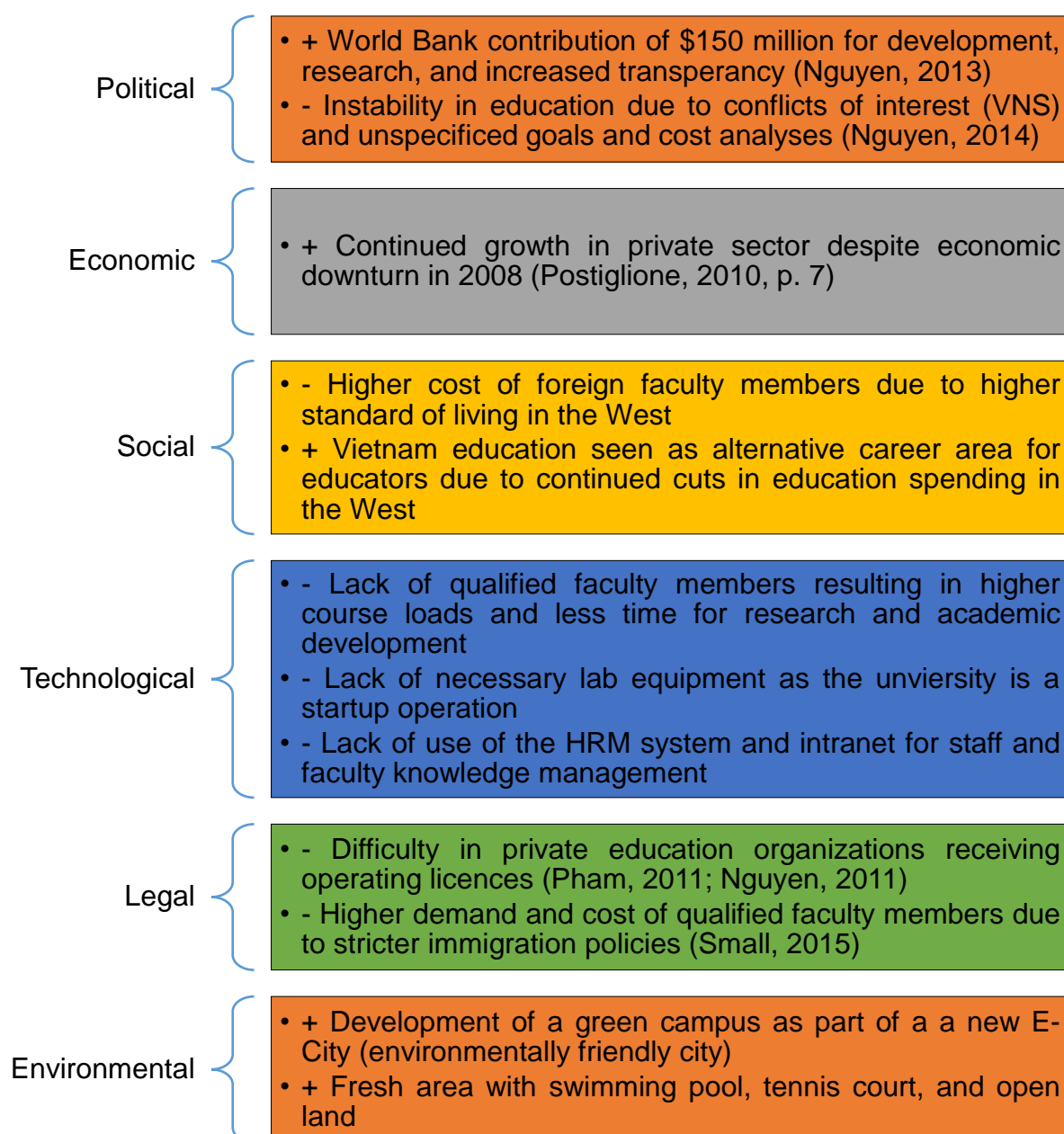
Figure 3: Porter's five forces chart

More than any other factor, the demand for faculty members having certain qualifications and experience seems to be a great competitive force affecting recruitment. The rural location of the university also plays a role in HR having to compete with other schools in the Ho Chi Minh City.

PESTLE

Each of the six environmental factors in the PESTLE chart can affect employment. For each factor, there is at least one positive (+) or negative (-) statement that explains the how the factor can affect university operations, especially in the area of employment. The legal factor of immigration and the expected living standard of foreign faculty members most likely have the greatest adverse effects on recruitment.

Figure 4: PESTLE chart



Summary of environmental analysis

From the SWOT, Porter's Five Forces, and the PESTLE charts, three factors greatly and positively affect recruitment and retention: salary and compensation package, facilities, and the surrounding green environment. Those factors that adversely affect recruitment, retention, and employee development costs are:

- Campus' remote location
- Shortage of qualified faculty members in a high-demand market
- Lack of a career pathway and professional development plan
- Higher costs associated with foreign faculty's expectations of higher living standards.

The conclusion for these adverse factors being most significant has been based primarily on anecdotal evidence, face-to-face dialogues with others, and my own experience at the university. I originally developed an employee exit survey that I intended to distribute to previous university employees (Appendix B); however, I was unable to collect the previous employees' information for this purpose, so perhaps this survey can be implemented for future use.

CHAPTER 2: BUSINESS QUALITY FRAMEWORKS

Quality approaches in higher education

Total Quality Management is “the process of continuous improvement using select tools” (Sims & Sims, 1995, p. 1). It is a “structural system for creating organization wide participation in planning and implementing a continuous improvement process” (Coate, 1990, p. 27). The fundamental aspects of TQM are written and recorded quality management systems, process control via statistics, and teamwork. These aspects can be used in higher education (Edwards, 1991; Papadimitriou, 2011, p. 22). Quality management in education has been described as “organized activities dedicated to improving and assuring educational quality” (Massy, 2003, p. 159; Papadimitriou, 2011, p. 21). It has been said that quality organizations write what they do and do what they have written.

In terms of formal recognition of steps toward quality, TTU is registered with the Ministry of Education and Training as an institution approved to award bachelor diplomas. Regarding other formal recognition, TTU had set a goal of being accredited by the New England Association of Schools and Colleges (NEASC) five years after it began its operations. However, this has been delayed to 2020, and in 2016, only one person was appointed responsible for starting this project – Mr. Jonathan Lankford. TTU may benefit from formal recognition from NEASC, but also from other associations like EQUIS for the business programs.

System	Focus	Application in higher education
Baldrige Award	Customer satisfaction	Student satisfaction and retention
Deming Prize	Statistical data	Institutional research
ISO	Documentation	Accreditation and evaluation

Figure 5: Quality frameworks in education, adapted from Papadimitriou (2011, p. 53)

The three frameworks listed in the table can contribute to education in different ways. The ISO-IWA2 standard, which was specifically written for higher education organizations, has been withdrawn and as of 2016, another ISO standard for education was under development. This new published version could be useful. The Malcom Baldrige Education Criteria for Performance Excellence focuses on the customer, but it does not include in its framework aspects of future competition and finances. Another framework that has been used in education but is not listed in the table is EFQM. EFQM awarded colleges and universities that have seen an increase in student satisfaction and employability through using the framework (EFQM).

Since it is stated in the guiding principles that TTU is American-style, NEASC accreditation should remain the priority. The column chart below illustrates that in one study, 46% of higher education organizations found regional accreditation from associations like NEASC to be a priority. Relatively few proceeded with a quality framework common in businesses, as the Baldrige method or a balanced scorecard. However, this does not mean a balanced scorecard cannot be adapted for governmental and nonprofit education organizations. A scorecard can benefit a university by helping to measure financial accountability, program products, quality in service delivery, customer demographics, key performance indicators (KPIs), and customer satisfaction (Niven, 2003, p. 30). TTU can draw insight from various frameworks as in structuring itself for NEASC accreditation.

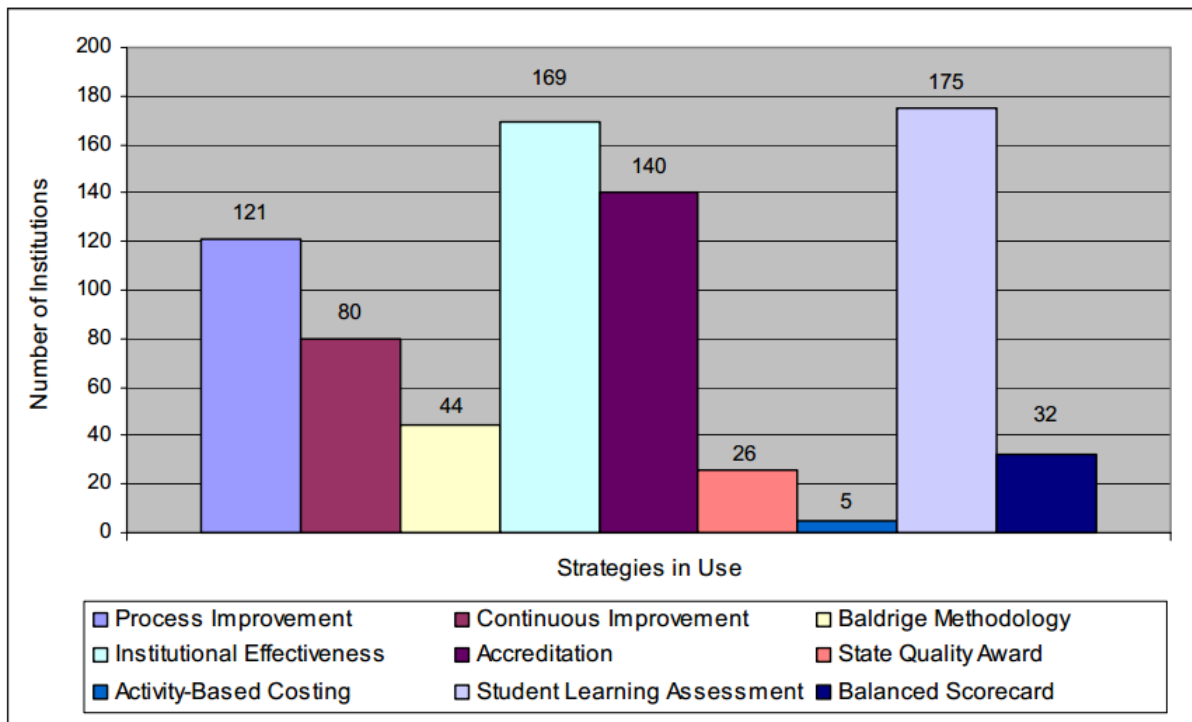


Figure 6: Management strategies of several US higher education organizations (Rice & Taylor, 2003, p. 7)

The typical balanced scorecard consists of a financial perspective, customer perspective, learning and growth perspective, and internal business processes perspective, as is shown in figure 3. The vision and strategy are at the center, with the financial perspective at the top. When adapted for nonprofit organizations, the mission rises to the top and the customer perspective replaces the financial perspective as the most important. Learning and growth remain at the foundation as key (figure 4). The perspectives of the balanced scorecard could change even further when strictly dealing with education (figure 5). How the balanced scorecard fits into the overall scheme of organization success does not need to change, though (figure 6).

Figure 7: Balanced scorecard (Kaplan & Norton, 1996, p. 76)

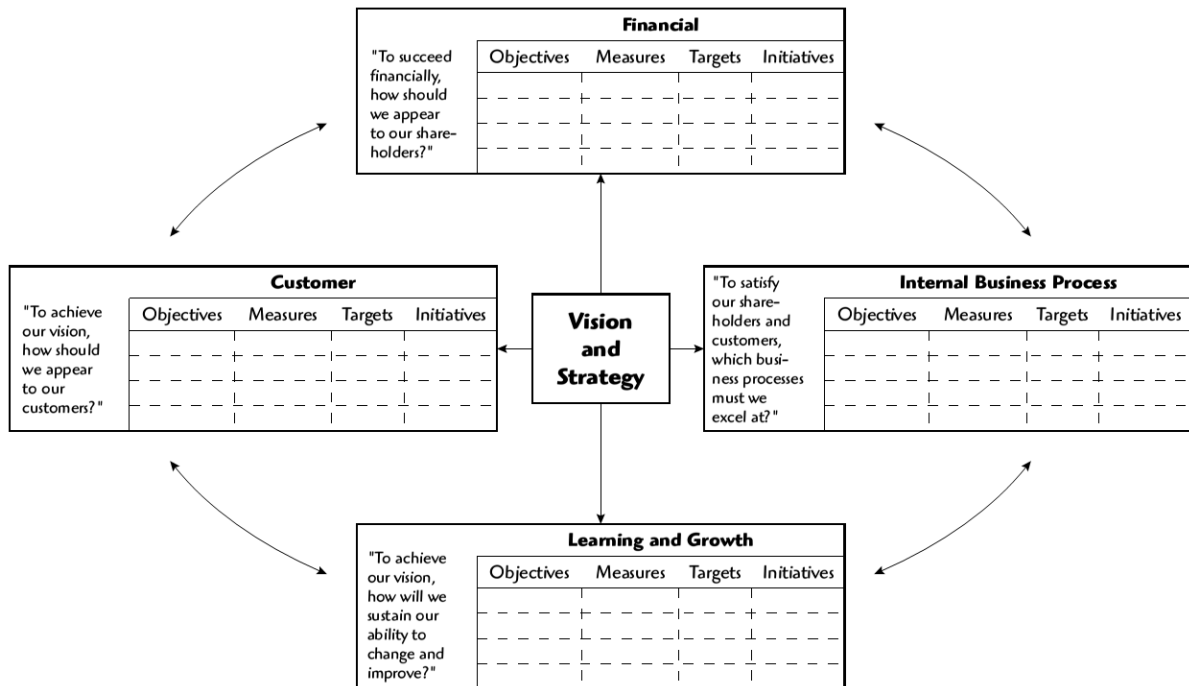


Figure 8: Balanced scorecard for the public and nonprofit sectors (Niven, 2003, 32)

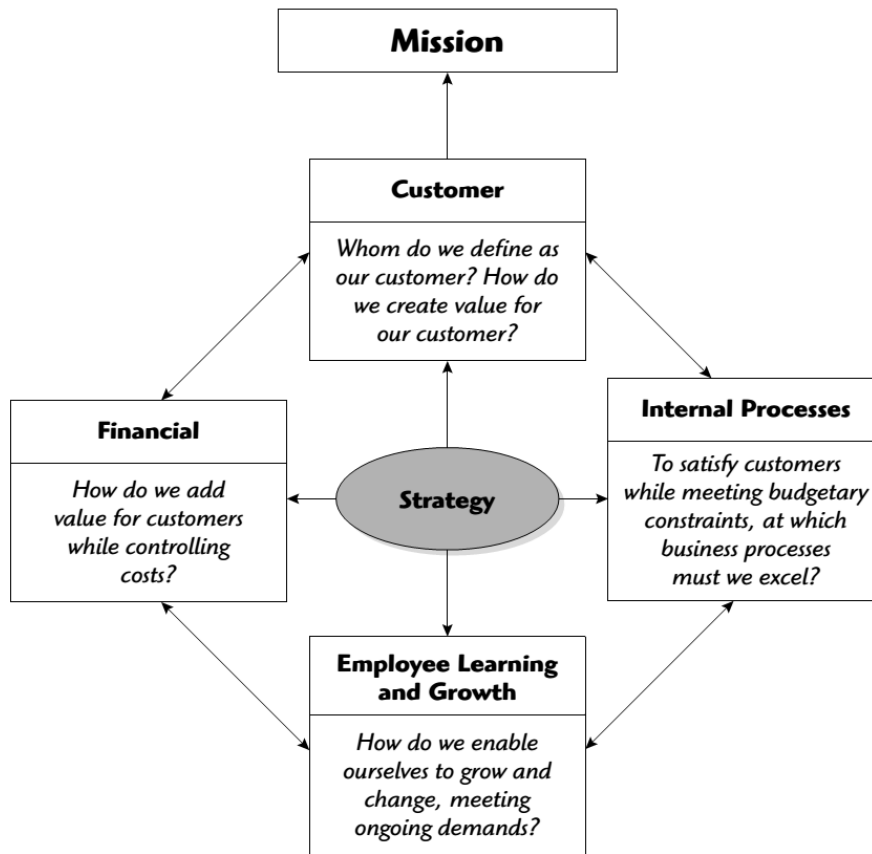


Figure 9: Balanced scorecard perspectives for education (Sallis, 2002, pp. 4-5)

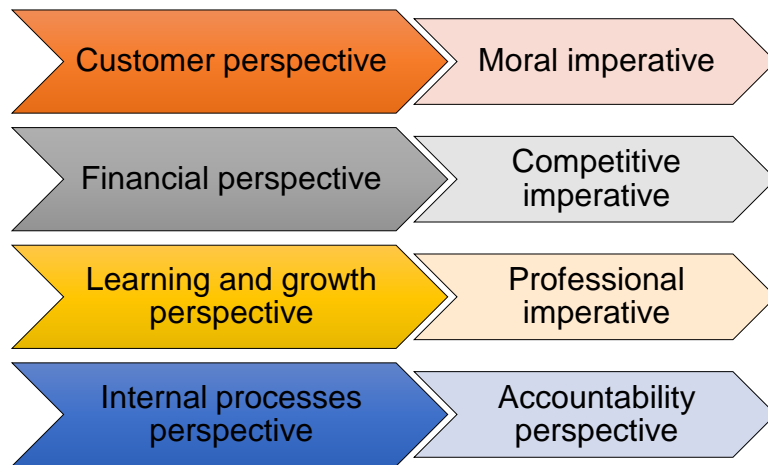
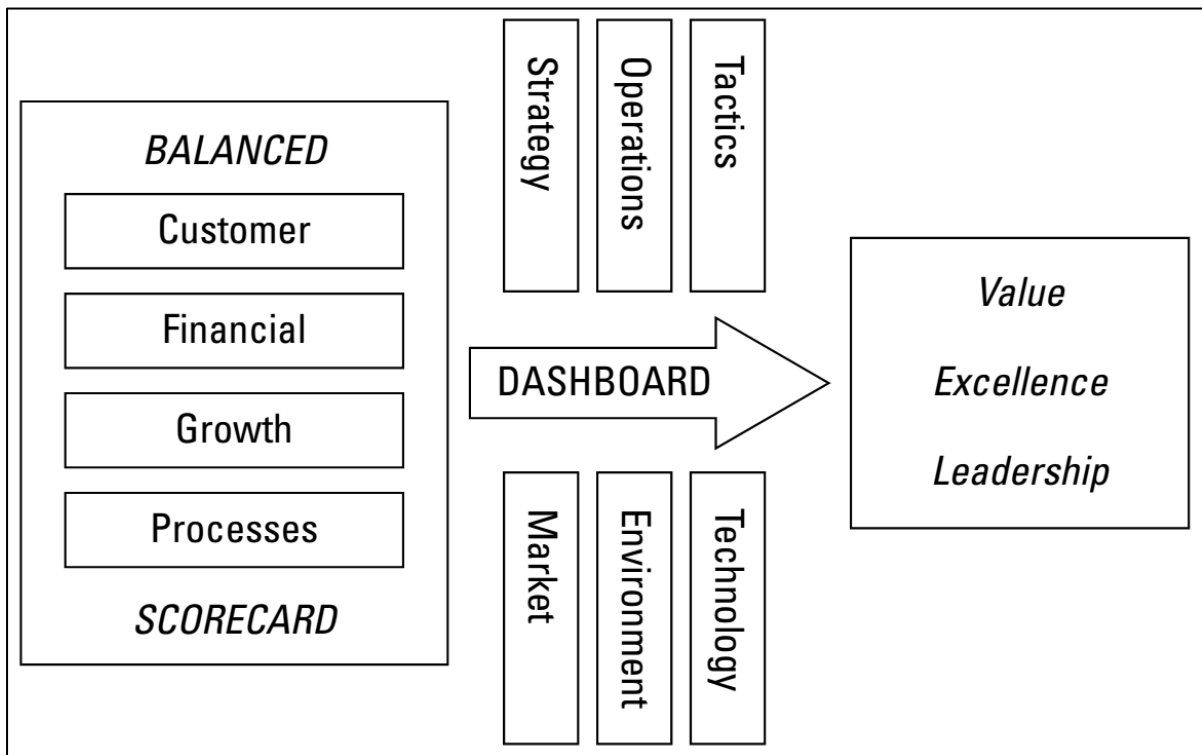


Figure 10: Balanced scorecard integration (Hannabarger, Buchman, & Economy, 2007, p. 26)

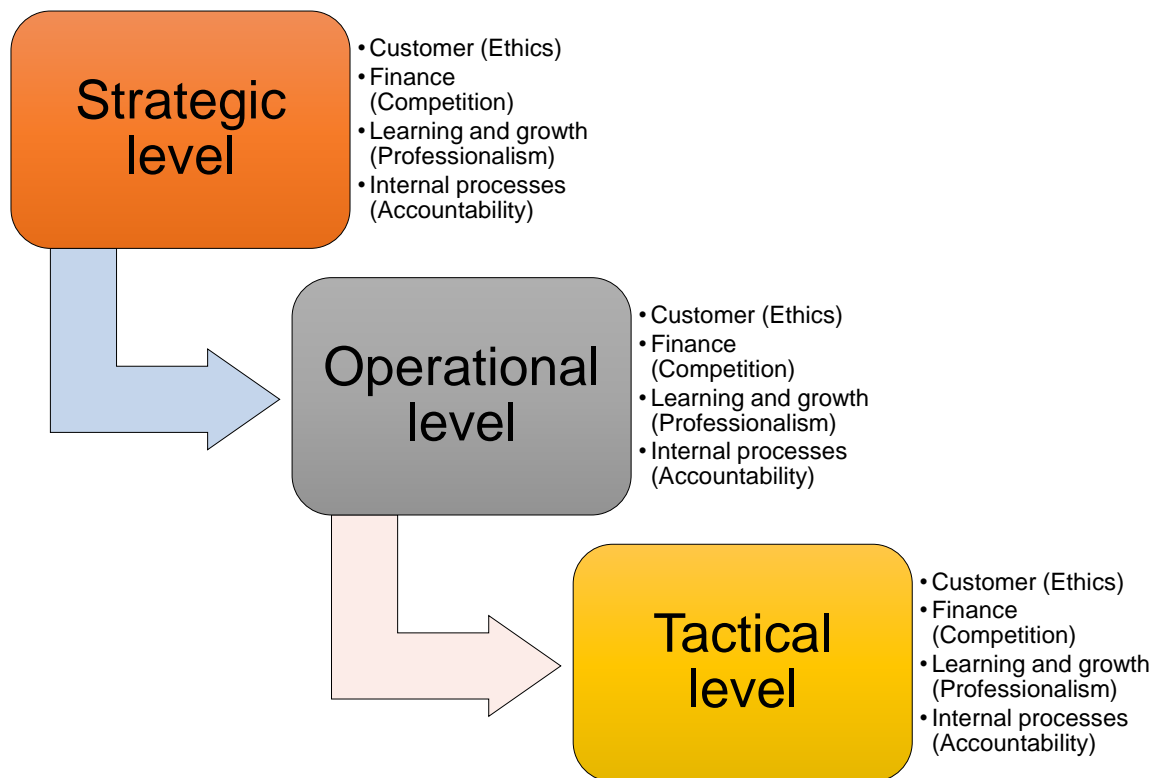


The general sequence of balanced scorecard development can be outlined as (Niven, 2003; Niven, 2006):

1. Assess the need for a balanced scorecard
2. Use vision, mission, guiding principles, and professional experience to establish organization values
3. Use organization values to write organization goals in each of the four perspectives of the balanced scorecard
4. Use the goals to draw the strategy map
5. For each goal, select a performance measure by which to judge the success
6. Provide historical information for each measure and set targets for the future
7. Develop initiatives that guide employee actions toward targets

Each organization may have up to three different levels of balanced scorecards, that fit together in a cascading nature. From the top, the strategic balanced scorecard sets KPIs that measure the overall success of the organization at maintaining its mission, reaching its vision, and operating within its values. Then each major process or team in the organization has its own balanced scorecard with KPIs also measuring success, many of which may be similar to the KPIs in top-level strategic balanced scorecard. Finally, perhaps individuals have their own tactical balanced scorecard.

Figure 11: Cascading nature of balanced scorecards using Sallis' (2002, pp. 4-5) terminology



This report demonstrates the general development of a strategic balanced scorecard for the university as a whole, and then develops certain structures necessary for recording KPIs in the learning and growth perspective, in other words, recruitment and training. The tasks of recruitment and training have traditionally been given to the HR unit, as is the case with TTU's current hierarchical structure (Appendix C). However, as everyone in Quality Management has learned, the company or organization should not be grouped by function but by process. As a result, the employee development activities not only involve HR, but also the registrar, the deans, and other key staff.

CHAPTER 3: BALANCED SCORECARD

Balanced scorecard for Tan Tao University

When developing an overall strategy, choosing KPIs that help the organization maintain its mission and move toward its vision is critical. After the strategic balanced scorecard has been agree upon, then teams in university departments – organized by key process rather than by function – can develop operational balanced scorecards that include KPIs also important to the strategic balanced scorecard. This section of the paper illustrates a strategic balanced scorecard and creates structures necessary for collecting information for the KPIs.

The cascading nature of balanced scorecards from strategic to tactical requires first that the university have a general strategy that can guide more detailed initiatives. Before the development of quality operations, the university needs a quality strategy. The quality strategy begins with a strategic scorecard for the university. That scorecard begins with a vision, mission, and guiding principles. From the mission, vision, and guiding principles, we can see the university values. From these values, the university can set strategic goals then draw a strategy map.

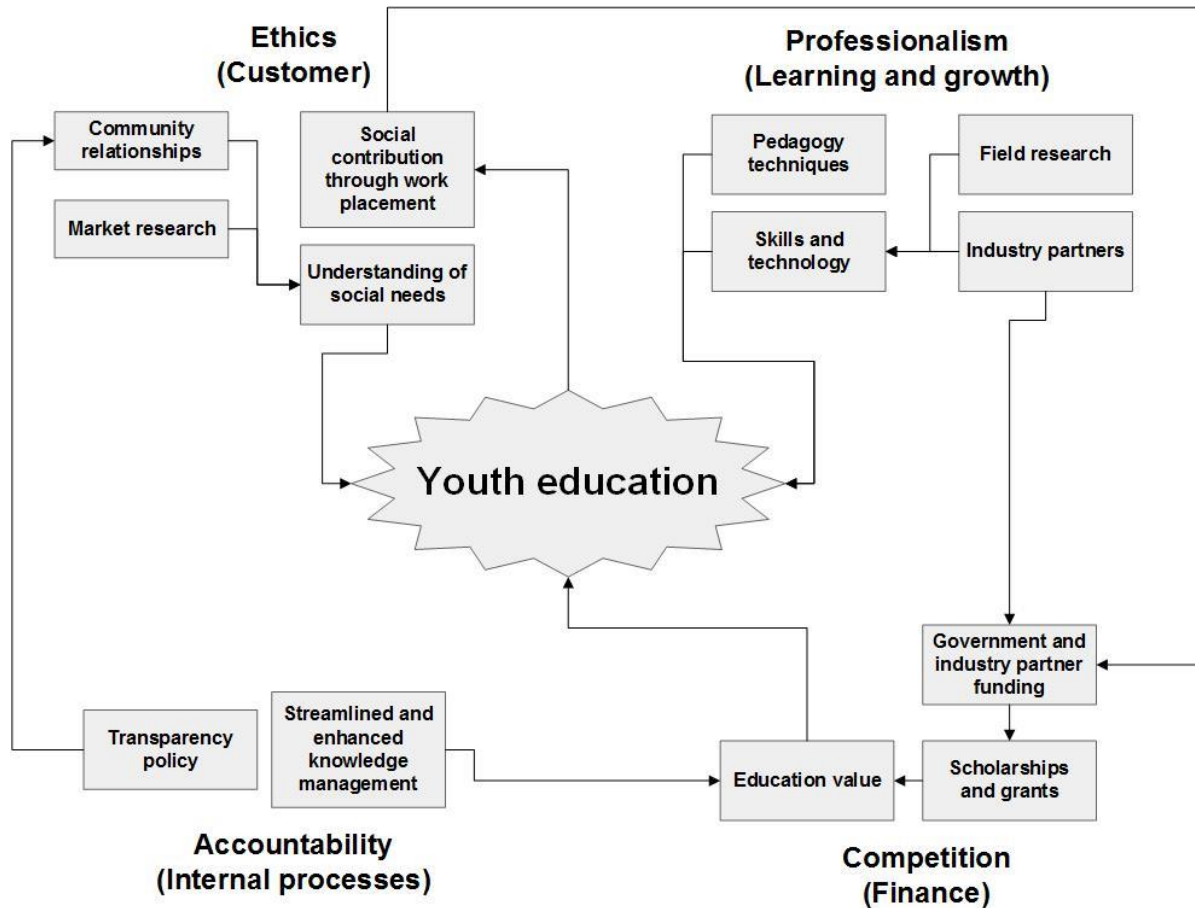
Vision	Tan Tao University aspires to become a globally distinguished educational institution, providing excellence in education, while participating in the advancement of knowledge through research and serving the people of Vietnam, Southeast Asia, and the world.
Mission	With an educational philosophy, standards, and practices based on the American liberal arts model of higher education, Tan Tao University encourages freedom of thought and expression and seeks to foster tolerance and respect for diversity and dialogue. It aspires to produce individuals committed to creative and critical thinking, life-long learning, personal integrity and civic responsibility, and leadership.
Guiding principles	<ol style="list-style-type: none"> 1. Establish a university campus, university facilities, and a university faculty equal to those found in top-ranked US institutions, including accreditation by one of the eight college and university accreditors recognized by the Council for Higher Education Accreditation of the United States of America. 2. Dedication to both top-notch research and excellence in teaching. 3. Conform to all laws and requirements established by appropriate entities of the government of Vietnam. 4. Establish of a need-blind admissions policy, seeking to admit the very best students regardless of their financial circumstances. 5. Seek to provide financial assistance to all admitted students up to the level of their demonstrated financial need. 6. Strive to be recognized as a model for higher education in the region and the world, Tan Tao University will pursue a vigorous policy of collaboration with other outstanding global universities.

Figure 12: Values and extrapolated goals for each balanced scorecard perspective

Values identified from vision, mission, and guiding principles	
Civic responsibility	Equal opportunity for students
Academic diversity	Academic research
American regional accreditation	International partnerships

Customer perspective (moral imperative or ethics)
<ul style="list-style-type: none"> • Accurately follow job market trends and understand social needs in order to increase student employability • Provide assistance to local residents, especially in education of youth
Financial perspective (competitive imperative)
<ul style="list-style-type: none"> • Provide financial assistance to students who need it most • Acquire funding from governments, foundations, and industry partners
Learning and growth perspective (professional imperative)
<ul style="list-style-type: none"> • Acquire cutting-edge skills and technology from industry leaders • Research in and improve upon fields of study • Review and enhance pedagogy techniques
Internal processes (accountability imperative)
<ul style="list-style-type: none"> • Enhance and streamline knowledge management • Transparency policy

Figure 13: Strategy map of Tan Tao University, using Sallis' (2002, pp. 4-5) terminology of the four balanced scorecard perspectives for education organizations



The purpose of the map is to create an easily understood visual of the key areas in the university that may benefit from the development and tracking of key processes, which focus on community improvement, academic improvement, and faculty improvement. From the goals, which are also the key concepts in the strategy map, we can choose key information that should be tracked and then decide what kind of metrics to use in order to track that information. After looking at any available historical information, goals can be set for the future, and initiatives can be proposed to meet those goals.

Figure 14: Goals, measures, targets, and initiatives for each perspective of the balanced scorecard

Ethics (customer)				
Goal	Measure	2015	2016	Initiative
Accurately follow job market trends and understand social needs in order to increase student employability	Alumni employment rate after set periods of time	90% ¹	93%	Student affairs to develop program for soft skills and conjuring entrepreneurial spirit in students
	Alumni employment satisfaction index after set periods of time	80% ²	85%	Develop structure to acquire data and take action response
Provide assistance to local residents, especially in education of youth	Index of perceived public approval after community education event immediately following event	No data	Grade C or greater	Develop community events and structure to acquire data
	Index of perceived public approval after community education event after a set period of time	No data	Grade C or greater	Develop community events and also structure to acquire data

¹ This number represents the first cohort to have finished at TTU in 2015.

² Due to a current lack of information, this number represents students before they graduated in 2015, not after they graduated.

Competition (financial perspective)				
Goal	Measure	2015	2016	Initiative
Provide financial assistance to students who need it most	Percent of students receiving financial aid	3%	5%	Facilitate student initiatives in raising education funds, such as crowdfunding.
	Average percent of tuition costs being subsidized by financial aid	25%	50%	
Acquire funding from governments, foundations, and industry partners	Sum of other financial contributions	6%	10%	Put a face on contributions by sharing profiles of students and how they can be assets to donors

Accountability (internal processes)				
Goal	Measure	2015	2016	Initiative
Enhance and streamline knowledge management	Grade from KM report	No data	Grade C or greater	Continue to develop report structure
Transparency policy	Percentage of on-time continuous improvement reports completed	No data	100%	Develop structure to acquire data
	Average teaching hours per week	12	Under 15	Target met
	Faculty turnover rate	Over 11% (3/27)	Under 8% (2/24)	Professional development plan
	Student retention rate	1% (5/439)	Under 1%	Target met

Professionalism (learning and growth)				
Goal	Measure	2015	2016	Initiative
Acquire cutting-edge skills and technology from industry leaders	Number of partnerships (LOIs, MOUs, contracts) acquired from other organizations	1	3	Actively promote partnerships by: - committing social media space to information about current partnerships (showing the customer) - include partnership information in TTU newsletters (showing students and reminding teachers) - include information in Faculty induction (showing teachers) - Identifying who should be specifically involved in finalizing agreements
Research in and improve upon fields of study	Percentage of full-time faculty members having a terminal degree who publish at least one research article per year	100%	100%	Actively search for organizations accepting research proposals deliver the information to faculty members; determine who will oversee this
Review and enhance pedagogy techniques	Faculty members' satisfaction from professional development workshops	No data	Grade C or greater	Development of professional development workshops; hold one per quarter
	Average of annual faculty evaluation scores	No data	Grade C or greater	Development of faculty performance evaluation procedure, conducted 1 month prior to end of contract

Learning and growth at Tan Tao University

As the balanced scorecard shows, learning and growth (or professionalism, according to Sallis) at TTU can benefit from specific initiatives that secure partnerships, conduct research in certain fields of study, and enhance pedagogy techniques. The most practical and direct way of making the most impact in learning and growth may be to focus on pedagogy techniques first. Proper initiatives can conjure community spirit, increase faculty morale, and enhance teaching techniques for even more student learning.

Faculty performance evaluation

Initiatives to enhance pedagogy techniques, in alignment with the professionalism (learning and growth) aspect of the balanced scorecard, include annual performance evaluations. While the whole of TTU employees could benefit from evaluations and professional development, the stated goal of the balanced scorecard for improving instruction and academic management limits the target personnel to faculty members.

In typical performance reviews in the US, as well as in the Compass 360 that is typically used in companies, feedback is collected from all of the people who have frequent interaction with the person being evaluated. For a faculty member, this includes other faculty members, the dean of the school, the staff in the registrar's office, and students. A feedback report of some sort from each of these positions in the university needs to be drafted using the same measuring tool so that the feedback from all the people involved can be easily allocated. The evaluation forms should have a brief introduction, can utilize a Likert scale, and result in a letter grade that matches the ranking of students' letter grade – a result that all faculty members are familiar with. Not putting the cart before the horse, the job descriptions, tasks, and any set

objectives for the faculty members need to be articulated and current in order to accurately draft feedback reports. Since TTU currently has very little information with regards to job descriptions, mapped tasks, and objectives, I have drafted preliminary objectives and behavioral competencies.

Objectives
1. Add significant value to the course syllabi, lesson plans, and materials for which he/she is currently responsible according to the direction of the dean
2. Effectively and efficiently utilize ICT (information and communication technology) in students' education and in their assessments
3. Show the creation of clear assessments that are valid, reliable, and fair for learners
4. Show knowledge of students' individual learning gaps through detailed feedback to students' assignments
5. Demonstrate the ability to successfully deliver lessons and facilitate outcome-based learning by achieving an average of C on multiple observation feedback reports
6. Demonstrate key behavioral competencies, work styles, and work values in order to achieve an average of C on multiple coworker feedback reports
7. Demonstrate key competencies in order to achieve an average of C on multiple student feedback reports

Figure 15: Faculty member job description objectives

Behavioral competencies
<p>Values productivity and development</p> <ol style="list-style-type: none">1. Committed to the department's goals2. Cooperates with other faculty members and academic staff to get results3. Sets realistic personal goals and work plans4. Sets scope and sequence of academic courses from the beginning and judiciously modifies course timeline to suit students' acquisition of material5. Demonstrates a student focus by seeking out, understanding, and responding to their individual education and professional needs6. Obtains information, utilizes resources effectively, and helps develop effective knowledge sharing methods where they are lacking7. Meets commitments with minimal oversight and able to work independently8. Takes the initiative to learn new skills that would benefit the department and the university9. Takes ownership of professional development
<p>Expresses creativity and demonstrates innovation</p> <ol style="list-style-type: none">10. Integrates new and old ideas to create academic innovations11. Actively seeks better ways of doing things and improving performance12. Prepared to experiment with new ways of operating and implementing academic work and courses
<p>Communicates and works with others effectively</p> <ol style="list-style-type: none">13. Communicates in an open, candid, and consistent manner14. Keeps others informed on the status of assigned work15. Keeps individuals informed about issues that may affect them16. Selectively communicates with and involves the right people for accomplishing the task or resolving issues17. Attempts direct and positive communication with those in disagreement18. Analyzes and solves problems by dealing with facts; avoids blaming others and unnecessary delegation of responsibility19. Is willing to change opinions with new information; accepts criticism20. Replies to emails sent directly to him/her within 24 hours; often offers input when emails are carbon copied to him/her

Figure 16: Faculty member job description behavioral competencies

From the objectives and desired behaviors of a faculty member, three reports can be written: (1) coworker feedback report (2) student feedback report (3) observation report. Each report will use the same Likert and grading scale.

Likert scale	Description	Grade	Result
5	Strongly agree	A	Contract renewal with increment and promotion consideration
4	Agree	B	Contract renewal with increment consideration
3	Undecided or not applicable	C	Contract renewal
2	Disagree	D	Probationary period
1	Strongly disagree	F	No contract renewal

Figure 17: Metric for faculty performance evaluation reports

The criteria for the first report, the coworker feedback report, can be copied exactly from all of the behavioral competencies previously listed and drafted in a Compass360 format. The second and third reports need to be drafted with criteria not yet established. I have written the following criteria for those reports, and they are the same for both the faculty member observing the lesson and the students involved. While the observation report applies to selected lessons that were observed, the student feedback report applies to the all of the lesson in general.

Observation report and student feedback report criteria
<ol style="list-style-type: none"> 1. Instructor had a clear and organized lesson plan. 2. Content aligned with stated learning outcomes in course syllabus. 3. Content was credible and included information from reliable sources. 4. Content was professionally designed and effectively communicated. 5. Students understood the practicality of the content and how to apply it. 6. Instructor gave clear instructions for self-study and communicated to students how they would be assessed. 7. Classroom environment (facilities, equipment, interactions) was conducive to learning.

Figure 18: Criteria for faculty performance evaluation reports

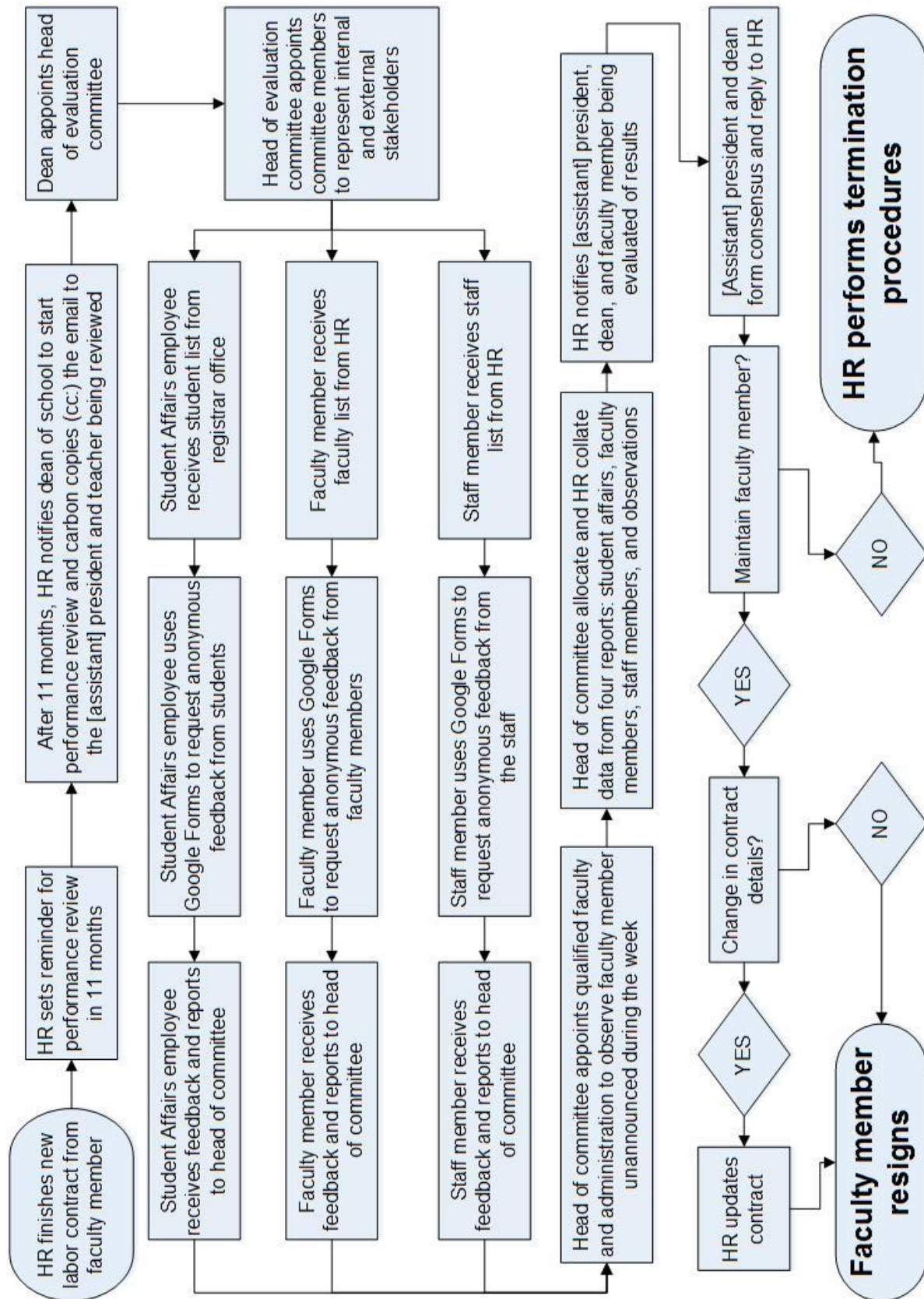
The information from all of the reports can be collated and averaged, and the level of fulfillment for the objectives can be judged by the dean or immediate qualifying supervisor. I have drafted the final faculty evaluation report as follows.

Final evaluation report grading scheme		
Assessment	Score	Weight
Dean’s average rating for objectives 1-4	____ / 5	30%
Coworker’s average rating on behavioral competencies	____ / 5	20%
Observation report average rating	____ / 5	20%
Student feedback report average rating	____ / 5	30%
Weighted average		
Letter grade		

Figure 19: Faculty performance evaluation grading scheme, overall

The procedure map for the faculty evaluations should be kept on file with HR and attached to the job description of the initiator, the dean and HR. It should also be kept on file in the library repository and attached to all previous materials that have been written regarding faculty evaluations.

Figure 20: Task map for faculty performance evaluations



Professional development workshops

The second initiative listed under the professionalism (learning and growth aspect) of the university's balanced scorecard is quarterly professional development workshops. While participation in the workshops should be voluntary in order to keep a positive atmosphere, active participation in the workshops will help to fulfill the faculty's objectives and behavioral competencies previously listed, and will therefore indirectly positively affect their annual performance evaluation. The workshops can be organized and conducted by faculty trainer, but other faculty members should be given opportunities to conduct training if they feel that they can contribute to learning and growth. The faculty members should be able to generate topics and offer suggested content for the workshops. Possible topics may include syllabus writing, teaching to outcomes, assessment strategies, teaching methods, accommodating students' learning styles, and dealing with special needs students. The faculty members should be able to evaluate the success of the workshop in general. I have drafted the professional development workshop criteria, Likert scale, and grading scale.

Likert scale	Description	Grade	Result
5	Strongly agree	A	Workshop was completely successful
4	Agree	B	Workshop was mostly successful
3	Undecided or not applicable	C	Workshop was successful but may be improved
2	Disagree	D	Workshop was mostly unsuccessful
1	Strongly disagree	F	Workshop was completely unsuccessful

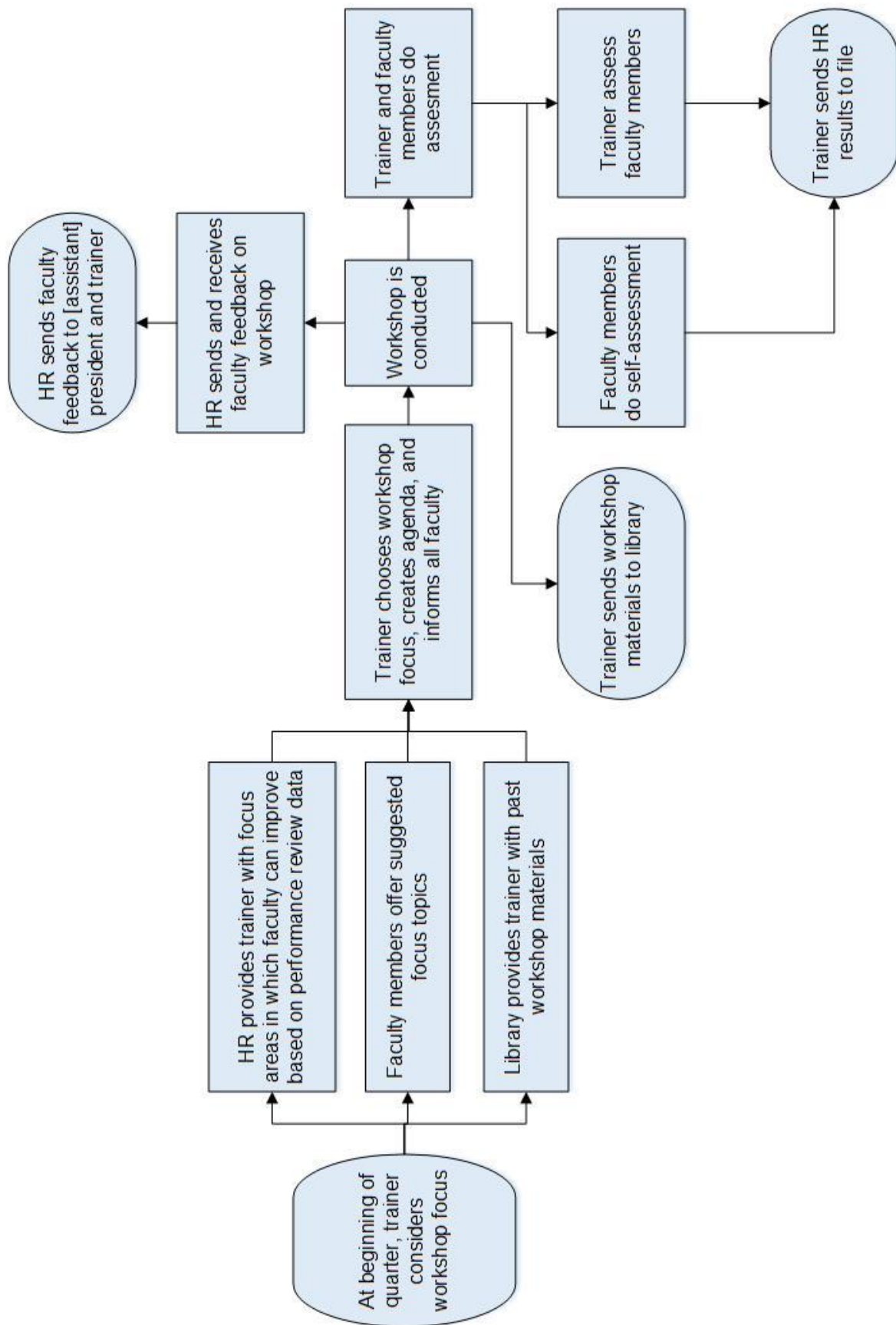
Figure 21: Metric for professional development workshop feedback reports

Workshop feedback report
<ol style="list-style-type: none">1. Workshop event was well-planned and executed in a timely fashion.2. It enriched my understanding of the topic.3. Content and materials were up to date and relevant.4. Trainer/facilitator provided practical ideas that I can apply in my academic work.5. Trainer allowed time for hands-on practice or collaboration with coworkers.6. Trainer offered a means of follow-up and tracking improvements.7. I would recommend this workshop to other coworkers that were not present.

Figure 22: Criteria for professional development workshop feedback reports

The procedure map for the workshops should be kept on file with HR and attached to the job description of the initiator, the trainer. It should also be kept on file in the library repository and attached to all previous materials that have been written regarding professional development workshops.

Figure 23: Task map for professional development workshops



Conclusion

This paper has presented sourced information regarding the university and education in Vietnam. While this paper has built upon this information in order to create practical steps for further development, it has not address all of the concerns related to employment and employee development. From the environmental analysis and the balanced scorecard, the university can take the following action steps for further development:

1. Identify the cause of faculty turnover and use university strengths to leverage their position and reduce the turnover
2. Utilize ICT and virtual education
3. Create relationships with Vietnamese international high schools and foreign universities

This paper has addressed two practical initiatives that can be undertaken in order to further faculty development. These and other actions steps can be taken based on this paper's focus of employment and employee development:

1. Review the balanced scorecard goals, edit them, and approve them.
2. Review the proposed strategy map, edit it, and approve it.
3. Review the KPIs and metrics, edit them, and approve them.
4. Draft job descriptions, objectives, and behavioral competencies for all positions.
5. Conduct faculty performance evaluations based on the job objectives and competencies
6. Hold professional development workshops
7. Develop a pay scale with ranges based upon qualifications, experience, and performance.

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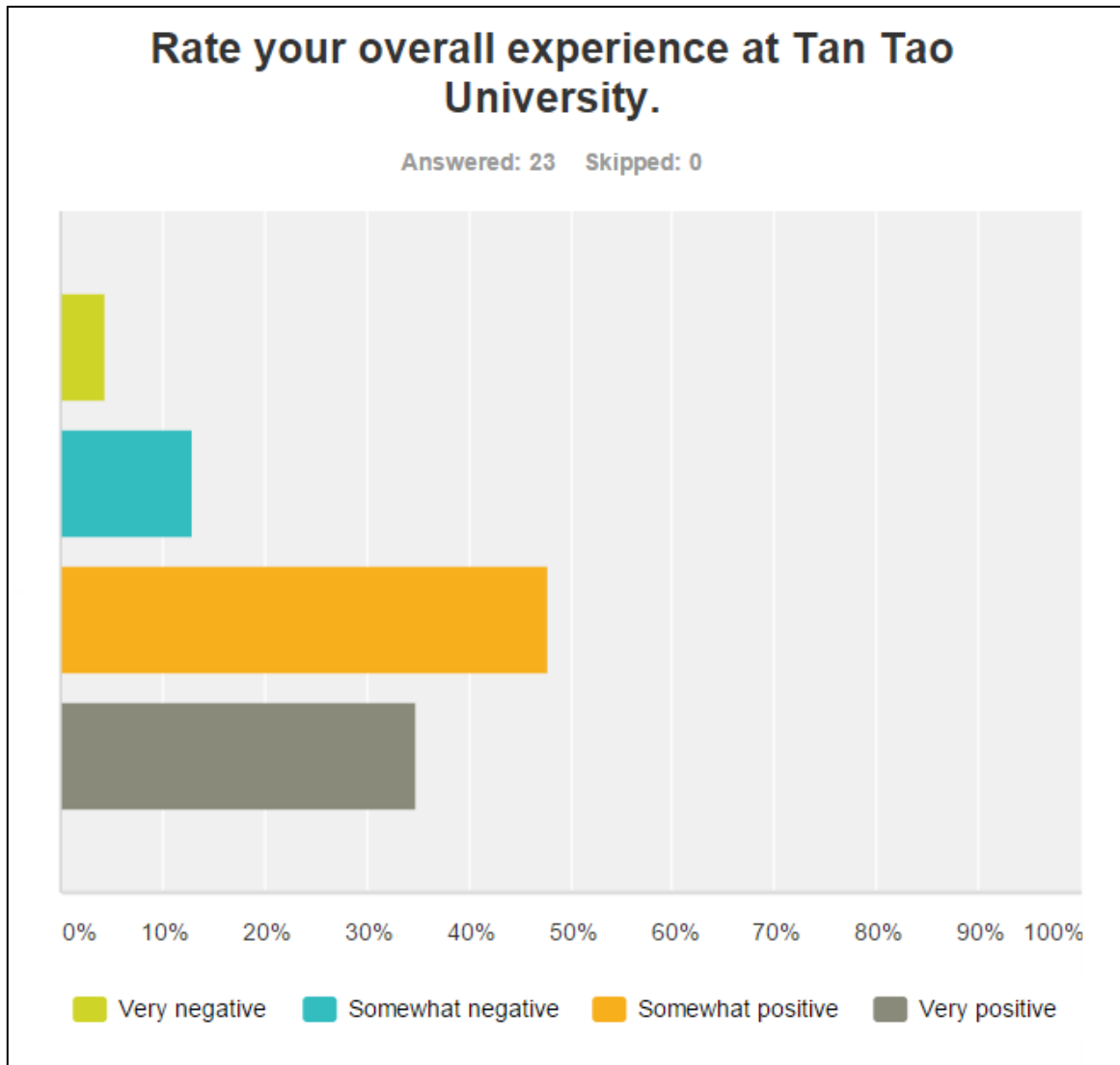
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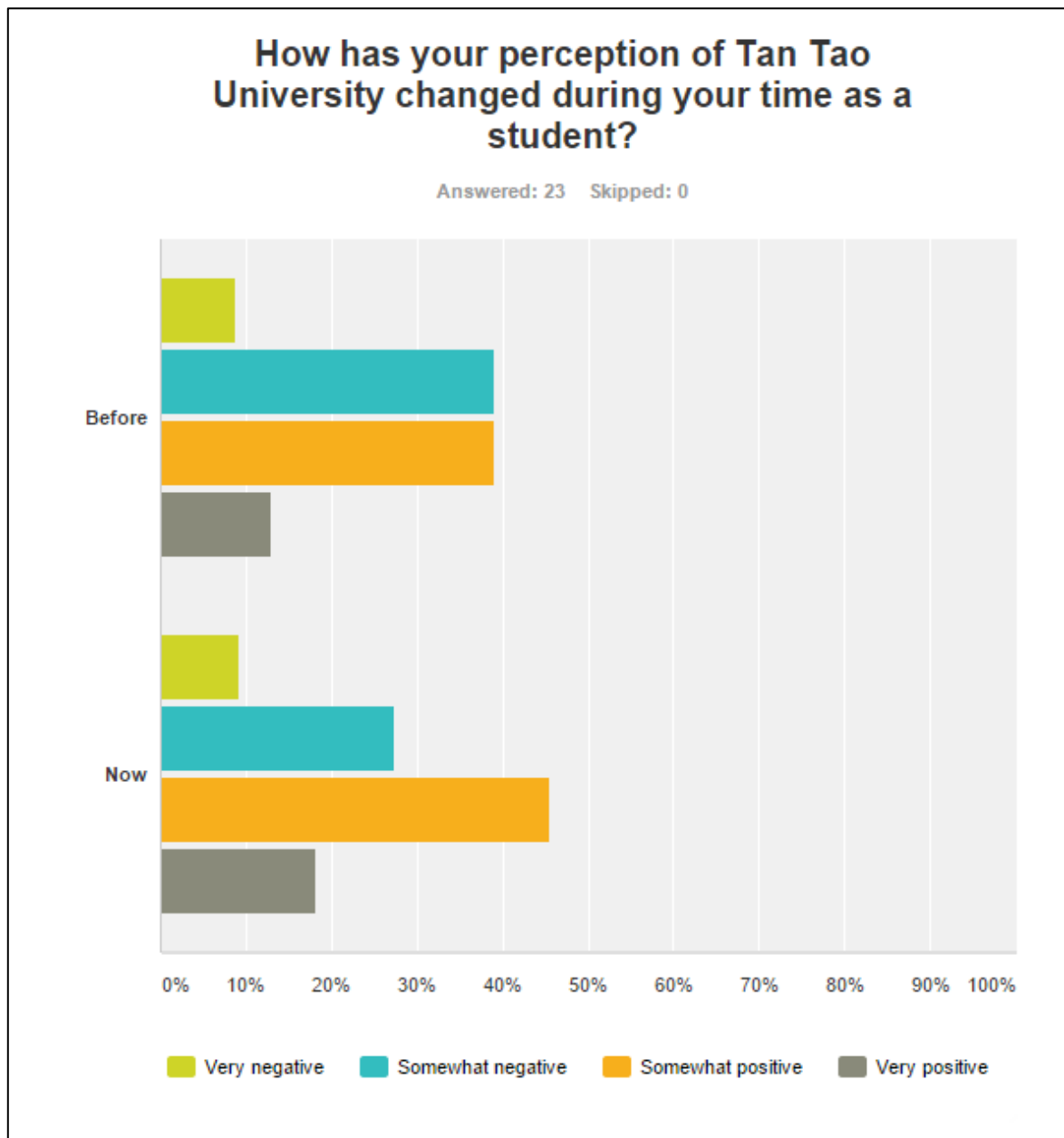
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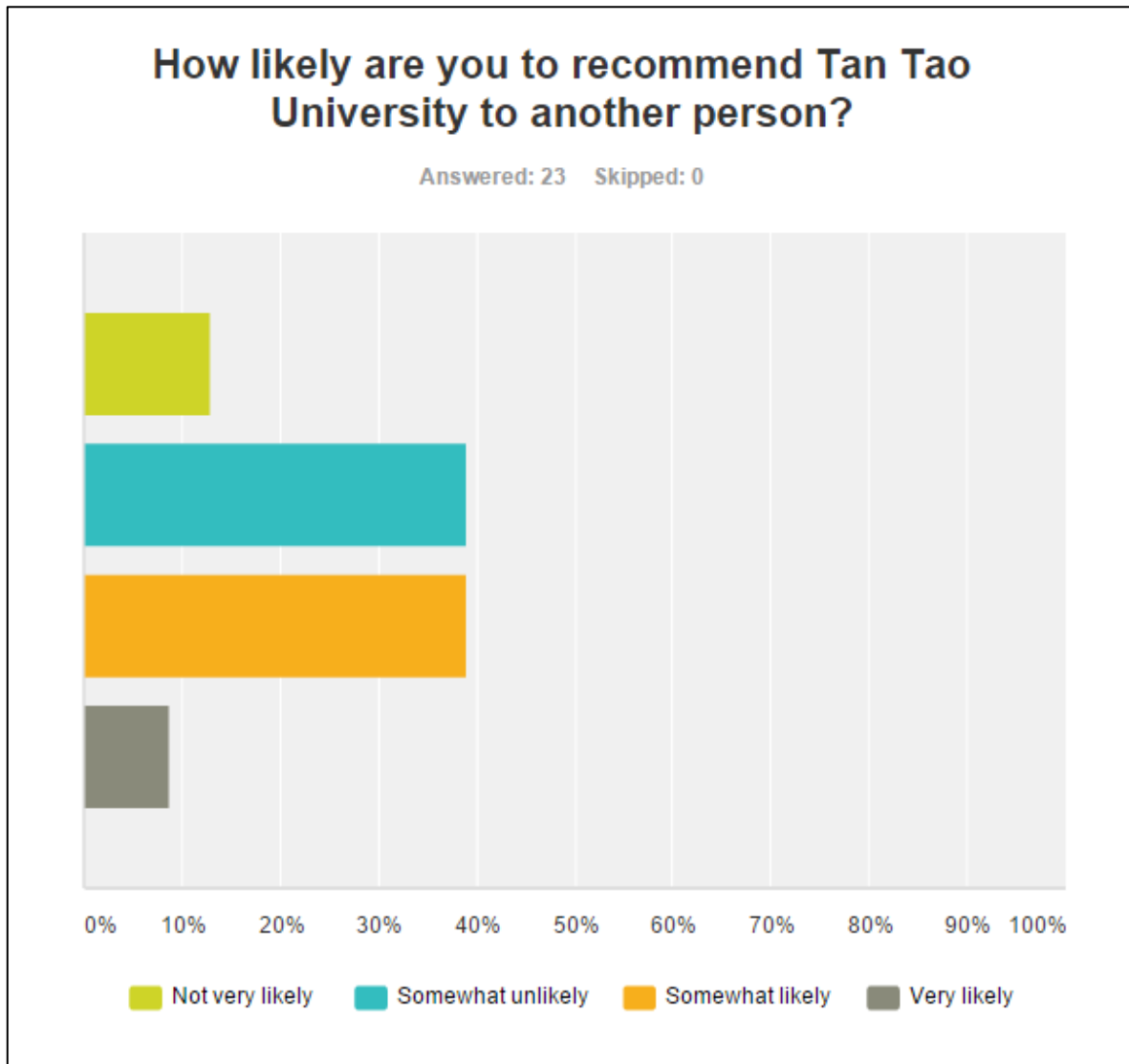
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Appendix A: 2015 Senior class student survey







Appendix B: Employee exit survey

1. What was your highest level of formal education upon starting at TTU?
 - a. Bachelors
 - b. Masters
 - c. Doctorate or terminal degree
2. How many years of experience did you have for your job position upon starting at TTU?
 - a. 1-3 years
 - b. 4-6 years
 - c. 7+ years
3. What was your original job status upon starting at TTU?
 - a. Full-time faculty
 - b. Part-time faculty
 - c. Temporary faculty
 - d. Full-time staff
 - e. Part-time staff
 - f. Temporary staff
4. Were your salary and compensation package purely negotiable or set by a pay scale?
 - a. Purely negotiable
 - b. Set by a pay scale
 - c. Unknown
5. What was your starting monthly salary? _____
6. Did you consider the salary and compensation package fair and competitive with other educational organizations in Vietnam, considering the type and amount of work you were expected to perform?
 - a. Yes
 - b. No

7. Please list prior employment details: (1) type of organization (2) job title (3) salary and compensation package.

Organization type	Job title	Salary and compensation

8. What was your job status upon leaving TTU?

- a. Full-time faculty
- b. Part-time faculty
- c. Temporary faculty
- d. Full-time staff
- e. Part-time staff
- f. Temporary staff

9. What was your monthly salary upon leaving TTU? _____

10. Please list employment details of your job following TTU: (1) type of organization (2) job title (3) salary and compensation package.

Organization type	Job title	Salary and compensation

11. On a scale from 1 to 5, 5 being the most likely, how likely are you to return to TTU for future employment, if asked? _____

12. On a scale from 1 to 5, 5 being the most likely, how likely are you to recommend employment at TTU to another person? _____

13. What was the reason for your leaving TTU?

- a. Temporary contract only
- b. Contract terms not negotiable
- c. Administrative issues
- d. Colleague (faculty and staff) issues
- e. Academic issues
- f. Campus environment
- g. Termination
- h. Other: _____

14. Rate your experience with the administration from 1 to 5, 5 being very positive.

15. Rate your experience with faculty from 1 to 5, 5 being very positive. _____

16. Rate your experience with the staff from 1 to 5, 5 being very positive. _____

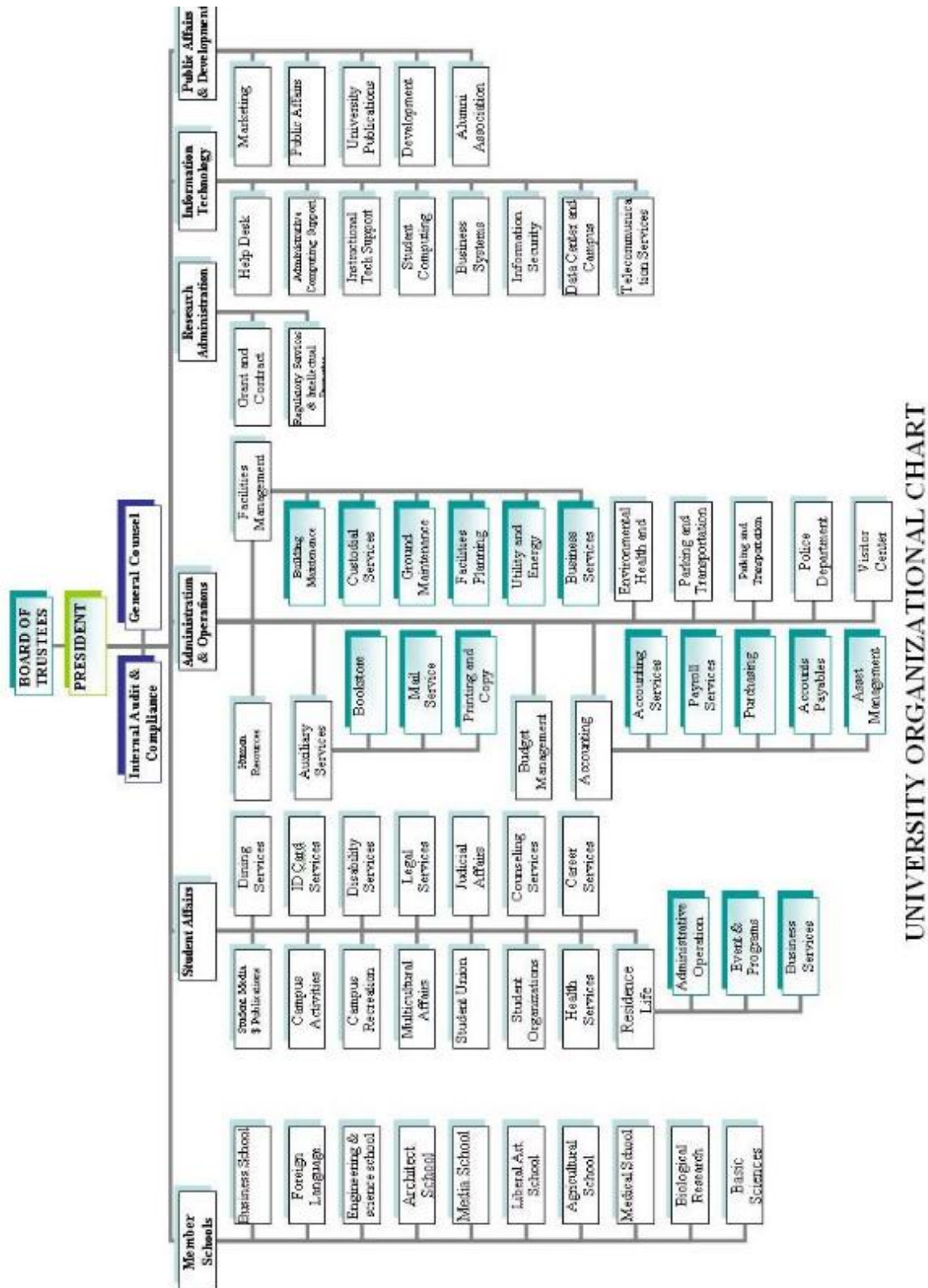
17. Rate the campus environment and facilities from 1 to 5, 5 being the most pleasant. _____

18. Please specify the primary reason for leaving TTU.

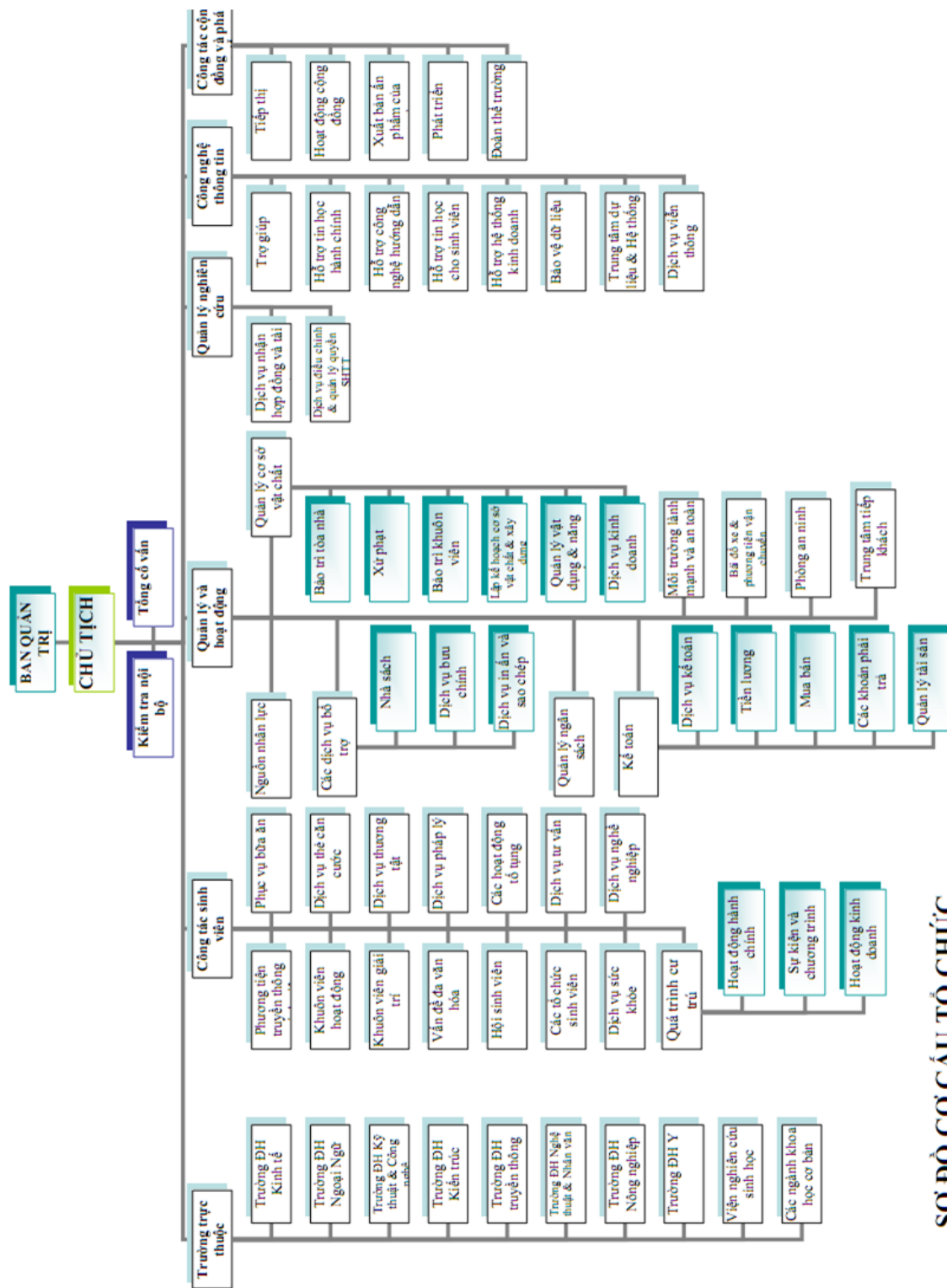
19. Please add any other comments you wish to make regarding your experience at TTU.

If you wish to give your name and contact details, please leave them here.

Appendix C: Organization chart (English and Vietnamese)



UNIVERSITY ORGANIZATIONAL CHART



SƠ ĐỒ CƠ CẤU TỔ CHỨC