Talent Development for Faculty: The Case of Vietnam

Tam T. Phuong[1]
and Dae Seok Chai[2]

Abstract
The Problem
With the rise of a globalized knowledge-based economy, the Vietnamese government has demonstrated a determination to build world-class universities by making higher education development one of the top national priorities. The Vietnamese higher education system is an interesting case of a latecomer's development in an emerging market economy regulated by a single-party socialist state espousing communism. Although they have invested in higher education for decades, the system is still in a trial phase. For example, only two national universities cracked the top 150 in the Asian region, not in the world. Although the faculty talent pool can significantly help achieve the goals of the Vietnamese higher education system, the quality of Vietnamese faculty members is a key limitation. Furthermore, literature on talent development (TD) for faculty in the Vietnamese context is rare.
The Solution
This study aims to explore faculty TD trends and issues in the Vietnamese higher education system. This comprehensive review of the literature (a) provides an overview of the Vietnamese higher education system; (b) presents findings on the scope, foci, activities, and outcomes of faculty TD activities, and (c) provides implications for policy, practice, and further research on TD for faculty in Vietnam. As few published reviews of faculty TD in Vietnamese universities are available, the current comprehensive literature review can set the foundation for more effective practices and further research on TD and human resources development (HRD) for faculty in Vietnam.
The Stakeholders
The recommendations provided from this study will help HRD practitioners, institutional and ministerial decision makers, and faculty members in Vietnam.

[1]Texas A&M University, College Station, USA
[2]Colorado State University, Fort Collins, USA

Corresponding Author:
Dae Seok Chai, Colorado State University, 1588 Campus Delivery Dr., 204 Education Building, Fort Collins, CO 80523, USA.
Email: daeseok.chai@colostate.edu

With the rise of a globalized knowledge-based economy, human resources (HR) practices have been shown to secure and develop the current and future supply of talent to meet organizational strategies (Garavan, Carbery, & Rock, 2012). Thus, institutions and organizations need to invest in their talent development (TD) to ensure that their talented staff have the necessary competencies to fulfill their roles and help implement the business strategies (Garavan et al., 2012). In the field of higher education, TD also plays a significant role in developing academic competencies and careers for faculty and in promoting organizational change, which may affect the competitiveness of higher education institutions (HEIs; Steinert, 2014). In emerging markets, the TD strategy for faculty is even more critical because their higher education systems have undergone significant reforms, requiring constant revisions in their national and institutional strategies.

Despite the importance and growing attention given to TD in practice and the substantial attention given to talent management in the HR literature, relatively little research has focused on TD (Garavan et al., 2012), especially TD for faculty in the higher education context. While TD mostly focuses on the organizational strategies and practices (Garavan et al., 2012), the literature on faculty development has primarily emphasized the critical role of self-directed learning in professional development (Steinert et al., 2006). Therefore, it is important to conduct further research to apply knowledge of TD to promote faculty development from an organizational perspective, and thus, enhance HEIs' vitality and commitment to developing their talented faculty. Research also expands the scope of TD to higher education research and practice at all levels, from the individual to international levels.

Vietnam, an emerging Asian market, has a government-controlled higher education system based on its political system. The Vietnamese government recognizes its increasing need for qualified faculty and administrators in HEIs as developing faculty is a key factor for national industrialization, modernization, and internationalization (Ban Chấp hành Trung Ương [PCEC], 2013). Compared with their colleagues in Southeast Asian countries, Vietnam has an urgent need to change the status quo due to the general faculty's low quantity, quality, and qualifications and a lack of talented faculty groups in research (Do, 2014; Do & Do, 2014). For example, faculty in Vietnam has produced a relatively small number of peer-review publications in English (Scimago, 2017) that is two fifths of Thailand, one third of Indonesia, and one fifth of Malaysia. More importantly, HR functions that support TD for individual faculty are almost absent in Vietnamese HEIs (World Bank, 2008). In this context, HEIs need to act as agents of change that are committed to TD for faculty in alignment with the national and organization HR strategy in Vietnam. Therefore, applying theories and practices of TD to develop faculty in Vietnamese HEIs would be beneficial for various stakeholders in this system.

This study aimed to understand the TD practices for faculty in the Vietnamese higher education system. We adapted Garavan et al.'s (2012) key dimensions of TD (i.e., definition, scope, activities, and outcomes) as the guidelines for our research. To meet the research objective, an integrative literature review was conducted to synthesize various types of studies and documents from international and local Vietnamese databases. While knowledge about professional development for faculty has mostly been housed in North American higher education (Austin & Sorcinelli, 2013), information about Vietnamese higher education would shed light on the uniqueness of TD for faculty in Vietnam. In addition, the findings could contribute to the literature of TD for faculty in emerging markets like Vietnam where research on this topic is underinvestigated and published primarily in the local language.

Vietnamese Higher Education Context

The Vietnamese higher education system has gone through complex changes with an inconsistent and unstable development process. For historical reasons, the system has been shaped and reshaped by an overlap of foreign educational philosophies and models from the Chinese, French, and Russians (H. T. M. Nguyen & Hall, 2017). In 1986, a profound socioeconomic transformation took place in Vietnam with the introduction of the "Đổi Mới" policy [Open Door Renovation policy]. Since then, the Vietnamese government has continued to reform its higher education system (Dang, 2009) through policies and directions guiding teaching, learning, quality evaluations, curriculum changes, and teacher training (L. T. Tran, Le, & Nguyen, 2014). It has moved (a) from the domination of mono-disciplinary universities to multiple disciplinary universities, (b) from a highly centralized system to a more market-oriented system, and (c) from a separation of teaching in universities and research in research institutes to an integration of research in universities (T. H. T. Pham, 2011).

Throughout the transformation, Vietnamese higher education has witnessed impressive growth in terms of student enrollment, the number of universities, and demand for higher education (L. Pham, 2015; World Bank, 2016). However, despite the noteworthy quantitative expansion, Vietnamese higher education is still in the trial phase and is experiencing many unexpected changes and a quality crisis (L. T. Tran, Ngo, Nguyen, & Dang, 2017). Furthermore, despite the decades of reform and the explicit advocacy to prioritize education, the higher education system has failed to develop enough talent to meet its socioeconomic and developmental needs. The shortage of qualified Vietnamese faculty with high-quality doctoral education and work experience in industry has hampered their ability to engage in international collaborative projects (L. T. Tran & Marginson, 2014).

Conceptual Framework

To achieve the purpose of this study in understanding TD for faculty in the Vietnamese higher education system, key dimensions of TD developed by Garavan et al. (2012) were adapted as the framework for this study. Their framework was chosen because it provides

Table 1. Framework for the current study.

Dimensions	Key questions
Defining talent	Which approaches have been used to define talent for the purpose of faculty development in Vietnam?
	How are different talent pools among faculty categorized in Vietnam?
Scope	What are the levels of authority and responsibilities of TD for faculty in 'Vietnam?
	What have been the foci of TD for faculty in Vietnam?
Activities and outcomes	What are the common TD activities for faculty in Vietnam?
	What are the outcomes of TD activities in Vietnam?
Recommendations	What are suggestions for the success of the implementation of talent development programs for faculty in Vietnam?

Note. The questions were adapted from Garavan et al. (2012). TD = talent development.

comprehensive dimensions and key questions in the context of TD (see Table 1), which can be used to guide the review process of the current study in the Vietnamese higher education system.

Method

To answer the questions in the conceptual framework, an integrative literature review was conducted for the following reasons. An integrative research design is appropriate to investigate TD for faculty in Vietnam as it is an unfamiliar concept and an underexplored context of higher education in Vietnam. Answering these questions can contribute to a new understanding and conceptualization of the phenomenon (Rocco & Plakhotnik, 2009). In addition, this method allows for the inclusion of studies using diverse data collection methods and a variety of data sources (Whittemore & Knafl, 2005).

Data Collection

We searched three bodies of literature, namely, TD, faculty development, and Vietnamese higher education, for documents published from 2006 to 2017. The beginning year 2006 was chosen because (a) we did not want to collect outdated data and (b) the Vietnamese government launched a fundamental and comprehensive reform of Vietnamese higher education in 2006 (Chính Phủ, 2005). The lead author conducted the search in both English and Vietnamese. Eligible documents for inclusion were those published in either English or Vietnamese with full-text access. We searched English documents from the following databases: Education Resources Information Center (ERIC; EBSCO), the Education Full Text, PsycINFO, and Academic Search Complete. The search contained terms related to faculty development or lecturer development and Vietnamese higher education or university. In addition, we used

Google Scholar to generate authoritative research reports and books from international organizations and scholars published about the topic. Google and Google Scholar were the databases for the search in Vietnamese with equivalent keywords in Vietnamese. The search was also conducted on government websites, including but not limited to the Ministry of Education and Training (MOET) and Ministry of Internal Affairs, and official news press. The research also used a snowballing technique to search for documents that had cited other literature relevant to the review (Callahan, 2014).

Data Screening and Analysis

As documents came from both academic and nonacademic sources with a variety of research designs and in different types, we had to read all the documents in full text using the domains in the framework (i.e., definitions, scope, activities, outcomes, and recommendations) to guide the screening process. After reading each document carefully, we extracted the date and recorded it in Excel with key dimensions of TD. Based on the extracted data, themes under each dimension were generated for synthesis. Data collection and analyses were ongoing processes until the data were saturated.

Findings

Based on the dimensions and questions in the conceptual framework, TD for Vietnamese faculty was analyzed according to the following dimensions: defining talent for development, scope, activities, and outcomes of TD.

Defining Talent

In the literature, three approaches (i.e., inclusive, exclusive, and hybrid) have been primarily used to describe talent (Garavan et al., 2012). The inclusive approach perceives talent as an individual faculty member's potential, which is applied to the general pool of faculty. The exclusive approach focuses on a pool of talented faculty, categorized by the national faculty development strategy, including those who hold overseas doctoral degrees. They are expected to transform the higher education system as change agents using their acquired advanced competencies (H. V. Tran, 2016). The hybrid approach is applied to describe TD in the Vietnamese higher education system combining both inclusive and exclusive approaches.

Scope

By segmenting the *talent* into several talent pools, the scope of TD for faculty was expanded to cover not only the development of individuals but also institutional and national strategies for HR development. The following questions help us understand the concept of TD for faculty in Vietnam: *What are the levels of authority and responsibility for TD for faculty?* and *What have been the foci of TD for faculty?*

Authority and responsibility. In Vietnam, TD for faculty is practiced at three levels: the statewide macro level (e.g., the National Assembly, the central and local governments, and relevant ministries), the meso level (e.g., HEIs and joint collaborative training programs/projects), and the micro level (e.g., individual faculty members). As the Vietnamese government sets the national objectives, issues, policies, and procedures, and approves funding for implementation, it has the authority and responsibility for faculty TD. The Vietnamese MOET primarily collaborates with other ministries to issue documents and executes decisions regarding the faculty TD (National Assembly, 2012).

Under the Higher Education Law of 2012 (National Assembly, 2012), HEIs at the meso level have the rights and responsibilities to recruit, manage, and develop their faculty and administrators. However, HEIs have limited accountability in management and development of their faculty as the Vietnamese MOET has the dominant power and authority over every aspect of HEIs (Brooks, 2010). Despite the clear statement of institutional autonomy of HEIs in the Higher Education Law of 2012 (National Assembly, 2012), the government has not issued any sublaw documents guiding the implementation process and providing substantive autonomy to HEIs (Phan, n.d.; D. V. Tran, 2017). Consequently, HEIs face a dilemma between compliance with the government's rules and regulations and insufficient guidelines for performance. For example, HEIs have limited autonomy in implementing effective HR strategies as they must follow the government's rules that regulate faculty members' low, insufficient salary and compensation (Do, 2014; World Bank, 2008).

At the micro level, the Higher Education Law of 2012 (National Assembly, 2012) also regulates faculty members' individual key responsibilities and rights in relation to their professional development with periodic participation in training activities, teaching, research, and service. Paradoxically, the effectiveness of TD for individual faculty is a concern. In addition, individual faculty members find it difficult to commit to development because they need to supplement their low, insufficient official salary with part-time jobs (Anh & Hayden, 2017; Phuong & McLean, 2016).

Foci. Improving the qualifications and competency of faculty members has been the focus of TD for the general faculty inclusively, with additional TD efforts for several potentially talented faculty pools exclusively. Inclusively, the majority of the current faculty entered academia in their early 20s with only a bachelor's degree, so an ongoing need since the "Đổi Mới" policy in 1986 has been the increasingly significant demand for qualified faculty with master's or doctoral degrees (Dang, 2009; Do & Do, 2014). The Higher Education Reform Agenda 2006-2020 (Chính Phủ, 2005) has a goal of 35% of faculty holding doctoral degrees by 2020, which is about 20,000 faculty members.

Competency-based TD for faculty has recently received attention from policy makers, scholars, and practitioners. MOET announced competency-based qualification requirements for faculty in disciplines, pedagogy, research, and service in institutions, organizations, and communities (MOET, 2014a). Although foreign languages and

information technology application are currently optional competencies for faculty, they have become new foci for faculty TD in response to the internationalization of Vietnamese HEIs (Phuong, Duong, & McLean, 2015; L. T. Tran & Marginson, 2018). Nevertheless, there has been no evidence of implementing these policies in practice.

Exclusively, the focus on improving faculty qualifications and competency has been applied to several specific pools of talent. First, thousands of potential talented faculty members have been sponsored to study in PhD programs in developed countries for the last few decades. This talent pool with global standard qualifications and competencies are expected to be the key talent of the nation's political, educational, and socioeconomic development ("*Đề án 322*" ["Project 322"], 2011). The second group including educational administrators and leaders has recently received special attention from the government. For example, the government has paid attention to the development of "exceptional leaders with not only first-class educational backgrounds but also excellent managerial skills" (T. L. H. Nguyen, 2012, p. 313). However, like other stated objectives, there is limited follow-up to implement the laws, policies, practices, and programs.

To reduce expenses and reliance on overseas training programs, the Vietnamese government has also recently decided to improve the capability of HEIs as a TD strategy. In particular, the government has paid more attention to enhancing the capacity and involvement of HEIs by improving their governance, autonomy, and accountability in practice (MOET, 2014b; National Assembly, 2012). These emerging foci could significantly influence the institutional TD strategies for faculty.

Types of Activities

As most Vietnamese faculty members start their careers without a graduate education, degree advancement programs have been a dominant and integral type of TD for overseas, domestic, and collaborative programs. The MOET has also approved many collaboration programs in the form of local cooperation with foreign universities and local universities with a short practicum in foreign universities (MOET, 2014a, 2014b).

Unfortunately, few other types of TD activities are provided by the HEIs (Phuong & McLean, 2016). Self-directed learning from a faculty member's individual perspective was found to be one of the most common professional development activities (Phuong et al., 2015). Except for a small percentage of faculty holding overseas doctoral degrees, most faculty have struggled with effective self-learning because of their lack of strong foundational academic, information technology, and English language competencies (L. T. Tran & Marginson, 2018). They struggle due to the poor and outdated higher education system with no quality assurance system (Anh & Hayden, 2017). Furthermore, learning on the job with limited support from HEIs and developmental relationships with colleague faculty members were reported as means to promote skill acquisition related to faculty roles (Vo & Nguyen, 2010). However, few other programs have been found in the literature in Vietnamese and English.

Outcomes

Assessing the effectiveness of TD activities for faculty has been a challenge due to the lack of a general assessment system in Vietnam (Anh & Hayden, 2017; H. L. Nguyen, n.d.). Nevertheless, based on the foci and types of TD activities for faculty, the outcomes from TD activities can be summarized as follows. First, formal advanced degree programs have helped increase the number of faculty members with appropriate qualifications to teach in HEIs. For example, from 2005 to 2012, the number of faculty members holding doctoral and master's degrees increased by 54% and 134%, respectively (World Bank & Ministry of Planning and Investment of Vietnam, 2016).

Second, the increased quality of potential talented faculty holding doctoral degrees from foreign universities and collaborative programs has also contributed to the quality improvement of the faculty members in HEIs ("Đề án 322" ["Project 322"], 2011). The positive impacts have been particularly acknowledged in faculty members' pedagogical improvement and research capabilities (Phuong & McLean, 2016). However, those who hold doctoral degrees from Vietnamese universities have not had significant positive outcomes due to poor quality graduate education (Anh & Hayden, 2017; Do & Do, 2014). According to the Deputy Minister of Education and Training, Bui Van Ga, the quality of domestic doctoral training has failed to meet the demand to produce high-quality faculty for HEIs and research institutes (Vietnam.net, 2016).

Third, although self-directed learning is critical for faculty development, few empirical studies have reported on the limited outcomes in both Vietnamese and English. The level of faculty commitment to and motivation for their own learning and development has been low due to low salaries and a lack of institutional strategies (World Bank, 2008; World Bank & Ministry of Planning and Investment of Vietnam, 2016). Furthermore, without high-quality doctoral training and necessary competencies, faculty members are not well equipped with core competencies (e.g., learning-to-learn, English language proficiency, and Internet usage) to ensure the effectiveness of lifelong and self-directed learning and professional development (Peeraer & Van Petegem, 2012). These limitations prevent faculty from continuing to acquire new knowledge and skills, developing a new mind-set and practices (Kay Harman, cited in Sheridan, 2010), conducting research that meets international standards, and especially integrating into the global communities of their professions (Phuong & McLean, 2016).

Finally, TD programs for exclusively talented faculty pools as a national strategy have not been as successful as expected in Vietnam. Vietnamese leaders have acknowledged that the lack of policies and procedures and a supportive working environment in the higher education system have caused ineffective utilization of this talented faculty pool upon their return from foreign universities (Vietnam.net, 2016). In addition, according to Nguyen Xuan Vang, former Head of the Foreign Division in the MOET, no official report exists on the effectiveness of Project 322 (i.e., national longitudinal TD strategy sponsoring potential talented faculty for overseas graduate programs between 2000 and 2011).

Discussion and Implications

The study's key findings were discussed with the main points in the Garavan and colleagues' (2012) framework. First, Vietnam applied a hybrid approach to defining talent for faculty development. While the exclusive faculty pool has been developed under the national development strategy, the inclusive pool has viewed talent as an individual asset. Furthermore, while the TD was seen as the institutional strategy (Garavan et al., 2012), TD for faculty in Vietnam has been practiced at all three levels of government, institutional, and individual.

Second, Garavan and colleagues (2012) pointed out that TD refers to "a part of a wider talent management process," focusing on the planning and implementation of TD development strategies (p. 1). In Vietnam, although the government expresses its commitment to the development of the faculty in legal documents, there has been a wide gap between policy at the micro level and practice at the institutional and individual levels. The faculty TD in Vietnam was regarded as a self-directed learning process with unclear institutional TD strategies, making the professional development for faculty fragmented. Thus, the individuals could not reap the most benefits from the process.

Third, except for a small percentage of faculty holding overseas doctoral degrees, a majority of the faculty reported a struggle with effective self-learning in the profession. This is because of their lack of strong foundational academic, information technology, and English language competencies (Tran & Marginson, 2014). Their professional competency and academic capability have been the direct consequences of a poor and outdated higher education system with ineffective quality assurance system (Anh & Hayden, 2017).

Finally, the Vietnamese government has the exclusive national development strategy for potential faculty by sponsoring them to study in overseas graduate programs for the past almost 20 years. Although no comprehensive official report on the effectiveness of the national strategy has been released, its impacts are an open question. Nevertheless, there is a brain drain among the talented faculty due to low academic cultural fit between the overseas and local academia, lack of national and institutional leaders' accountability for ongoing TD, and the insufficient low salary and benefit system set by the government (Anh & Hayden, 2017).

Implications for Policy and Practice

In the Vietnamese higher education system, which is controlled by the central government, autonomy at all levels needs to be distributed and balanced. The following implications can be used both for policy and practice. Institutional autonomy does not mean removing external control, but empowering educational institutions with more rights and responsibilities (De La Rosa, 2007). Although the Vietnamese government has given institutional autonomy to HEIs in documents, insufficient sublaw documents and the bureaucratic administrative structure have limited the autonomy of HEIs and individual faculty in exercising their roles (Do & Do, 2014; Phan, n.d.; D. V.

Tran, 2017), including TD practices. Solutions include continuous support and willingness from the government and more talented change agents who can lead this transformation to change the practices of a long history of a centralized system (McGinn & Welsh, 1999; T. T. Tran, 2014). HEIs also need to secure talented faculty and administrators with experience and leadership to prepare their institutions for full autonomy (Phan, n.d.).

Gandz (2006) recommended a TD pipeline architecture that requires the development of a competency framework for TD that would be a good suggestion for the Vietnamese centralized higher education system. This competency framework needs detailed guidelines and directions for HEIs and faculty to initiate and implement TD activities at various levels, depending on their vision, mission, and specific context. It is also necessary to develop TD frameworks for exclusive faculty pools, such as elite faculty in teaching and research, potential high performers, and potential leaders and managers. A standardized competency framework for TD for faculty needs to be developed to maximize and evaluate faculty performance through talent management and strategic TD. To improve the competency framework, effective human resources development (HRD) systems should be established to support the selection, assessment, compensation, and development of talent (Garavan et al., 2012) at the national and institutional levels.

As various international organizations and foreign institutions have collaborated with Vietnamese HEIs and governmental agencies (N. Nguyen & Tran, 2017), hybridity could lead to better TD for faculty. Hybridity in the Vietnamese context, a combination of its traditional values/practices and foreign influence (L. T. Tran et al., 2017), could help develop the roles faculty hold, such as instruction, curriculum development, and advising/mentoring students. L. T. Tran et al. (2017) also highlighted HEIs' and the government's need to collaborate with foreign and international partners to adapt the hybridity. Thus, to ensure sustainable development of these projects and other programs, it is vital for the universities to establish a TD or professional development center for faculty on campus as a suggested start. This center would be responsible for designing and implementing comprehensive TD for the general faculty pool and specific talented pools in alignment with the intuitional human development strategy. These centers should be led by professional faculty developers who can contextualize successful international models and practices in the Vietnamese context.

As World Bank (2012) pointed out, the Vietnam higher education system has experienced isolation from the vocational system, research institutions, industries, and business. There should be a systemwide connection (Do, 2014) in which the university is the knowledge generation and development entity. Faculty members should have opportunities to develop and apply their individual talents in society to benefit multiple stakeholders. This ecosystem model would also allow faculty to utilize their competencies in academic and practical settings for self-improvement and income increase, which, in return, would enhance their commitment to professional development.

Garavan et al. (2012) also suggested providing blended TD programs in four categories to enable TD. Once a standardized competency framework is established, more formal TD programs should be initially provided, including research competency

workshops, feedback-based development interventions, and action-focused development interventions (Conger, 2010). Degree advancement programs must also be improved and continuously provided to exclusive talent pools. Relationship-based TD interventions could also be offered to both faculty members in general and exclusive talent pools (Balkundi & Kilduff, 2006) to enhance their career advancement, technical competency, and general competency. For exclusive talent pools, mentoring with experienced and high performers would be helpful. In turn, they could become mentors who help develop talent throughout the institutions. Through these interventions, talent could experience both informal and incidental learning (Marsick & Watkins, 2001).

The American Institutes for Research developed "The TD framework for 21st-century educators," which highlights the alignment and coherence of state policy and practice. This is an appropriate suggestion for faculty TD in Vietnam. With adaption, the government and related ministries could generate a framework for talented faculty. In particular, this government framework could help construct a path toward integrated policy coherence at the national and ministerial levels, providing guidance for institutional regulations and practices. The key interdependent clusters of this framework include attracting, preparing, and developing, supporting, and retaining. The cohesion and integration of national policy and institutional practices of these clusters would form an effective TD system to cultivate resources at all levels.

After reviewing higher education systems in the Asia-Pacific region, Marginson (2011) suggested a Confucian model, which includes four interdependent elements, but Vietnam lacks two major elements: (a) a strong nation-state shaping of structures, funding, and priorities and (b) accelerated public investment in research and "world-class" universities. In addition, the Vietnamese government invests limited resources in education compared with other Asian countries (Marginson, 2011). As faculty cannot live on the low salary provided by the government, faculty generally have second jobs, which significantly drains time and energy that could be dedicated to further TD engagement (Phuong & McLean, 2016). Furthermore, the current low level of support for talent and TD could lead to a brain-drain movement of faculty out of Vietnamese institutions and the country (Phuong & McLean, 2016). To avoid such an exodus, the government needs to commit more resources to higher education as they have clearly stated in several governmental documents. Regarding TD approaches, relationship-based TD interventions, such as coaching and mentoring, could also benefit and retain these talented groups.

Recommendations for Further Research

This literature review is one of few studies on professional development from the faculty perspective, in general, and in Vietnam, in particular. The limited access to quality documents is a limitation due to the few available publications on this topic in both local and international journals, scarce government assessment reports, and limited information on websites of government entities and HEIs.

Thus, continued quantitative and qualitative empirical examination would support possible suggestions to identify both effective and ineffective TD practices and determine what improvements are needed. Another direction for further TD research is to focus on the influence of the Vietnamese cultural, historical, and socioeconomic factors on national and institutional strategies to develop and retain talented faculty members. Finally, a systematic literature review should be conducted on professional development frameworks for faculty in the context of emerging markets. The findings from this review are a solid foundation to develop future frameworks that best match the academic culture in developing countries.

Declaration of Conflicting Interests

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Author Biographies

Tam T. Phuong is a doctoral candidate of human resource development at Texas A&M University. She was a faculty member in a Vietnamese university before she started her PhD program at Texas A&M University. She was involved in designing and facilitating a number of professional development activities for faculty members in Vietnam and for teaching assistants in Texas A&M University. Her research interests include professional development for faculty members, leaders, and teaching assistants, and adult learning.

Dae Seok Chai, PhD, is an assistant professor of Organizational Learning, Performance and Change in the School of Education at Colorado State University. Dr. Chai has been a proactive and passionate researcher with three research interests: expatriation effectiveness, human resource development (HRD) in an international context, and leadership in diverse cultural contexts. Dr. Chai was involved in designing and delivering various training programs as a HRD practitioner and consultant in South Korea and the U.S.