

CSR ACTIVITIES AT UNIVERSITIES: THE CASE OF HANOI UNIVERSITY OF INDUSTRY

THỰC HIỆN TRÁCH NHIỆM XÃ HỘI TẠI TRƯỜNG ĐẠI HỌC:
NGHIÊN CỨU TRƯỜNG HỢP ĐẠI HỌC CÔNG NGHIỆP HÀ NỘI

Nguyễn Thị Vân Khánh^{1*}, Đỗ Huyền Cu¹

ABSTRACT

Applying qualitative research, this paper reports findings of a study exploring if Corporate Social Responsibilities (CSR) is conducted at Universities, and the case of Hanoi University of Industry (HaUI). The findings based on secondary data reveal that HaUI are conducting a variety of CSR activities covering four areas namely (i) *human rights*, (ii) *labour practice*, (iii) *environment* and (iv) *anti-corruption*. This study consists of an exploratory approach comprised of a critical review of the scholarly and refereed literature, with an emphasis on identifying the social responsibilities of an educational institution today, basing on its printed and electronic documents. The study opens a number of topics for further research such as the CSR perceptions of staff and managers or effectiveness of single/groups of CSR activities and their effects on organisational performance.

Keywords: *CSR activities; Hanoi University of Industry*

TÓM TẮT

Áp dụng phương pháp nghiên cứu định tính, nghiên cứu này được thực hiện nhằm tìm hiểu việc thực hiện trách nhiệm xã hội của trường đại học thông qua phân tích dữ liệu thứ cấp thu thập được từ trường hợp Đại học Công nghiệp Hà Nội. Kết quả nghiên cứu cho thấy, Đại học Công nghiệp Hà Nội đang thực hiện các hoạt động trách nhiệm xã hội theo bốn lĩnh vực, đó là: (i) *nhân quyền*, (ii) *lao động*, (iii) *môi trường* và (iv) *chống tham nhũng*. Dựa vào kết quả phân tích, đánh giá thực trạng về thực hiện trách nhiệm xã hội tại Đại học Công nghiệp Hà Nội, nghiên cứu này cũng chỉ ra một số chủ đề cho các nghiên cứu sâu hơn trong tương lai, như: nghiên cứu nhận thức về trách nhiệm xã hội của nhân viên và nhà quản lý tại trường đại học hoặc tính hiệu quả của các hoạt động trách nhiệm xã hội và ảnh hưởng của chúng đối với hoạt động của tổ chức.

Từ khóa: *hoạt động trách nhiệm xã hội; Đại học Công nghiệp Hà Nội*

¹ Đại học Công nghiệp Hà Nội

* E-mail: vankhanh@hau.edu.vn

Ngày nhận bài: 22/01/2018

Ngày nhận bài sửa sau phản biện: 18/04/2018

Ngày chấp nhận đăng: 15/06/2018

1. INTRODUCTION

CSR has not been anything new in the business world. Many studies, as reviewed by Mozes, Josman and Yaniv (2011), have proven the positive correlation between CSR and the reputation and image of an organisation. CSR could increase investor interest and customer purchasing, according to Mozes et al. CSR activities can improve financial performance in many Chinese enterprises (Chen and Wang, 2011). Banks in Thailand would gain higher

customer loyalty with their CSR initiatives (Mandhachitara and Poolthong, 2011).

However, CSR differs from place to place, industry to industry, and from time to time. It is increasingly accepted that in order to define precisely what social responsibility means to a company, it needs to engage with its stakeholders and take into account their needs and aspirations when designing CSR strategies and programs. It is difficult to define CSR precisely because it will always have a location-specific context. This stresses the vitality of the understandings and consideration of what stakeholders consider their priorities.

Universities are often looked upon to take a leadership role within societies as said Farah at the networking event entitled "Corporate Social Responsibility (CSR) in Times of Uncertainty" on March 2013 (Anon, 2002), universities should therefore be the leader in the practice of CSR. This can be done firstly by promoting a true culture of CSR throughout their organizations. This view is also advocated by United Nations Global Compact.

This paper will provide the review on CSR in general, CSR at universities and the findings about CSR practice at HaUI.

2. LITERATURE REVIEW

What is CSR?

Hardly any viewers in Vietnam avoid at least a TV commercial during a single TV program. This so-called annoyance actually contains positive messages such as environmental friendly vehicles, charitable fundraising products. Many TVCs broadcasted on Vietnam national TV channels promise their subtle givings. Vinamilk and Acecook food products are examples of this kind, they have announced the campaign '6 millions glasses of milk' for rural kids and 'For your heart' for young children suffering from heart related diseases respectively.

Social activists around the world could not agree more that increasing positive contribution of advertised products is not the trend in Vietnam only. It started in the late 1990s when O'Rourke noted that "...shareholder activists linking their environmental or social issue to financial performance and/or risks faced by the company". By claiming that environmental and social issues have a direct effect on shareholder value, shareholder activists are moving the rhetoric of their activism out of the realm of "ethics" or good versus bad behavior, and into that of traditional issues of profitability, risk and shareholder value (O'Rourke, 2003: 230).

In fact, the integration of the protection of the environment or humanitarian activities into business strategies and activities has seen an upward trend in a wide range of business regardless of their size, field or nationality. Together with selling products and service, businesses are conducting their CSR, which can be defined as “the fundamental responsibility of any business in a free-enterprise system is to make a profit while conforming to the basic rules of society, both those embodied in the law and those embodied in ethical customs” by Carroll (1979). Carroll (1983) says that “corporate social responsibility involves the conduct of a business so that it is economically profitable, law abiding, ethical and socially supportive. To be socially responsible then means that profitability and obedience to the law are foremost conditions when discussing the firm’s ethics and the extent to which it supports the society in which it exists with contributions of money, time and talent”.

The economy has witnessed a decline led to many difficulties for businesses, especially small and medium companies. In such difficult conditions why are these companies still interested in CSR? As consumers, investors, policymakers and non-government organizations worldwide are increasingly concerned over the impact of globalization on worker’s rights, environment and community welfare. Businesses that fail to comply with CSR can no longer access to international market. It would seem that any company that seeks to achieve its organizational goals in an increasingly globalized marketplace must pay careful attention to how it is perceived by its customers and potential customers (Arias and Patterson, 2009). This view, shared with the stakeholder theory by Freeman (2004), or Friedman (2006), maintains that corporations must recognize their responsibilities to various stakeholder groups in society, beyond just their own stockholders. In this regard, Pava (1999), illustrates corporate responsibilities towards customers with high-quality products at reasonable prices; suppliers with honest and integrated treatment; staff (both grassroots and managers) with profitable work opportunities and open rewards; communities as good citizens and other shareholders and creditors with a fair return on their invested capital. The World Business Council for Sustainable Development’s definition of CSR: Corporate Social Responsibility is the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large (Arias and Patterson, 2009).

When a formal and universally acceptable definition of CSR was yet to emerge, Idowu et al. (2009), cited the WBCSD that CSR means “ethical behavior of a company towards society... management acting responsibly in its relationships with other stakeholders who have a legitimate interest in the business”. Bhagwat (2011), advocates Carroll (1979)’s 04 main components of CSR namely economic, legal, ethical and discretionary expectations that society has of a company, and in their

strategy development, companies should determine which of those components to focus on. Ethical part is an important part in leadership strategies for companies, as guided in the book by Dess et al. (2010).

Why is CSR?

Companies earn a number of benefits from their commitment to CSR such as meeting customers’ expectations, demonstrating commitment to environmental responsibility, improved environmental performance, staying ahead of legislation, and increased employee motivation (Zairi et al., 2001). Researches on links between CSR and organisational outcomes include Chesen and Wang (2011), Arias and Patterson (2009), or have already mentioned early in this paper. The ethical aspect of CSR is an important part of leadership strategies. Dubrin (2015), advocates Edwin H. Locke that ethics is the core of leadership as the goal of a rational leader is to take the interests of all parties into consideration and ensure that both relevant individuals and the organization benefit. Enron, in energy industry, Kenneth Lay and other in the management board inflated profit and hidden debts and exaggerated revenues, consequently the company collapsed and about 4000 workers laid off. CEO of WorldCom Bernard Ebbers, borrowed hundreds of millions from the company and produced improper accounting documents then forced the company into bankruptcy (Dess et al., 2010). These are examples of how failure in building ethics could fail a company.

CSR may benefit companies in one or some of the following ways: creating and maintaining a high profile; maintaining strong relationships with stakeholders; making a workplace better, safer and more stimulating; improving business management efficiency; preventing boycott actions; finding funding and investment easier; increasing benefit from fiscal advantages and administrative support; increasing shareholder value in the markets (Anon, 2002).

How is CSR conducted?

Companies or businesses that are interested in CSR could follow a United Nations link [3] for information, guidance and sharings on four CSR areas: human rights, labor, environment and anti-corruption. CSR activities are varied within each area, and they are also different according to specific business fields and other variables. CSR could be evaluated basing on the percentage of origins of employees, of genders diversity, training for staff or insurance and sick leave, family-friendly benefits and so on.

CSR at universities

Management in educational sector is not a standalone business. What is practiced and implied for businesses is also practically important issues for School, college or university management (Gumpert, 2000; Goia and Thomas, 1996; Atakan and Eker, 2007; Stensaker, 2007).

Once CSR has become a competitive advantage and leadership strategies for business (Porter et al., 2006; Smith, 2007), there have been studies which offer guidelines for managers in educational systems as well. Just like business

consultant Richard Goossen also suggests that CSR can strengthen the competitive advantage for an educational institution and influence its stakeholders including alumni, new students, business supporters. Dahan (2012), pointed out that CSR strategies do benefit the university where they are implemented. CSR practices lead to good reputation and strong competitive advantage. Moreover, successful implementation needs voluntary participation of staff as well as involvement of management. As reviewed by Topal (2009), there are multidimensional proposals for CSR applications at universities, involving students, teachers and businesses. Rausch and Patton (2004), recommend that CSR team, whose willing participants can be teachers and students, is the driving force for the broader community-change initiative. This is a key to success for the Waste Management project in Mexico (Amijo de Vega et al., 2003). Or in Oman, Sultan Qaboos University student's volunteerism and activism represents the way CSR contribute to voicing national histories, hence, national identities (Mehta, 2011). Universities are presently open to promote a sustainable growth strategy (Leitao et al., 2007). For Hong Kong, the research by Welford (2007), reported that the quite traditional areas of CSR including environmental performance, health and safety, good governance and human resource management and employment practices still dominate the concerns of both business and their stakeholders. But the 5 most important factors in CSR in the Universities sector are Corruption, Governance, Environment, Product responsibility, the fifth importance is given to Health and safety and HRM. In the scope of the survey, responses from 34 universities point out that they all appreciate the importance of CSR practice.

CSR should be practised at universities not simply because CSR brings similar numbers of tangible benefits to all of their participants, regardless of whether they are educational institutions, non-governmental organisations, small businesses or multinational corporations, as written in a UN guide (Armijo et al., 2003), but for higher educational institutions (HEIs), CSR even bares double dimension of responsibility. Firstly, Each HEI works as an entity itself having direct and immediate influences on society and the environment. The broader responsibility lies in the framing and disseminating knowledge and capabilities concerning both positive (e.g., employment) and negative (e.g., discrimination, pollution) externalities. And responsibility goes beyond current students each HEI is holding. Couple of years at a university builds up behavior and actions of alumni. Notably, schoolyears contribute to the shape the behavior and decisions of future professionals, from short-term corporate visions to a broader, multi-stakeholder focus.

From the Guide, examples of CSR Practices at universities include: (i) Relative tuition cost (basing on World Bank analysis) at Educatis University (Switzerland); (ii) CSR projects at State University of New York, Istanbul Bilgi University's (Turkey); (iii) Employment terms and conditions

for staff at La Trobe University; (iv) Disability support at Universidad Politecnica Madrid (Spain) and Bentley University's (USA). However, Academic entities are not among the UN Global Compact's LEAD participants. In other words, they are not the leaders in the practice of CSR, according to UNGB's criteria. Nejati et al (2011) studied content of the official websites of 10 world class universities Harvard University (US), University of Cambridge (UK), Yale University (US), University College London (UK), Imperial College London (UK), University of Oxford (UK), University of Chicago (US), Princeton University (US), Massachusetts Institute of Technology (US), and California Institute of Technology (US) and evaluated seven CSR core areas of organizational governance, human rights, labor practices, the environment, fair operating practices, consumer issues, and. The researchers confirmed that all the core areas are presented on their websites except for the area of "community involvement and development", could be found in 80% of all the websites. The findings confirm greater roles of universities in the society. They are not simply the providers of knowledge but the place for the training of employability skills, of responsible humans who are ready to join the labour market, to apply their cutting-edge knowledge to solve both local and global issues so that the whole community enjoys the benefits.

In Vietnam, there have been articles about CSR at universities. With the focus on financial management and control, Le (2009), mentions the reasons of doing social responsibilities and how universities can do CSR in general. There have been no specific discussions about how a university is practising CSR.

Briefing of Hanoi University of Industry

HaUI has been nationally recognised as one of the leaders in technical engineering majors such as Automobile, Mechanical or Electronics and so forth. This schoolyear, the total admission numbers into all of the multi-leveled courses offered by HaUI reaches 40 thousand-odd. The latest vision of the university reads that HaUI is to be a world class university. In order to go that far, HaUI leaders have developed that a number of strategies which are not limited to quality assurance, effective and efficient use of resources, transparent and accountable governance, and students and public satisfaction.

Just like other business, HaUI has a large number of stakeholders including more than 1700 employees (both teaching and administrative staff), 40000-odd students and their families, government bodies, suppliers, customers, and the community. Being an educational institution, HaUI main stakeholders are Staff, Students, and the Society.

3. RESEARCH METHOD

Guided by some researches, this research studied the content of HaUI official websites <https://www.haui.edu.vn>, its manual on organisational policy and procedure, organisational annual reports, the student handbooks, and other accessible documents.

CSR Issues	Evidence of Presence at HaUI
Student Admissions: + Relative tuition + Admission practices	To be admitted into HaUI, Students first must take part in the National Entrance Exams. According to regulation from the Ministry of Education and Training, the admission results based on students' background such as place of birth, ethnicity, and other family issues. Generally, students will get extra points if they are from rural and remote areas. Either or both of their parents are minority ethnic. Tuition fee will vary correspondent with the courses. Tuition fee is open to the public, easily found on the Website. For students living in hardship, tuition fees are waived and scholarships are given through Nguyen Thanh Binh Fund.
Student apprenticeship	During Student Apprenticeship, students are sent to real work places. Wages differ from one enterprise to another.
Student Employment orientation and introduction	- Job Fair - Clubs: English speaking, IT, etc. - Workshops where keynote speakers are managers/CEO from enterprises. - Bridge between employers and students.
Diversity and Non-discrimination:	No reports on discrimination have been found at HaUI. Disable students are supported and encouraged. They are entitled to tuition reduction.
Merit-based opportunities	- Rewards for Outstanding staff - Salary leaps (from 1 to 4 quarters ahead).
Organisational Health and Safety	Annual Organisation of General Health Examinations for all Students and Staff. Provision of Safety Uniform for workshops; fire-fighting instruments and guideline and Safety regulations in laboratories. Provision of Air-conditioners, ventilation, lightings, power points.
Freedom of expression and association	Staff is free to choose to join HaUI Trade Union or Communist Party. Students are free to choose to join Youth Union or Students Association. Some are able to join the Communist Party. Staff and students forum are available. Staff may response directly to each memos or notices from the leaders/managers.
Transparency in elections	All staff are eligible to Votes for Managing Positions and Awards.
Process with respect to accusations	HaUI Inspection Panel.
Respect of cultures	Celebrate Tet/National Independence Day for Laotian students.
Employment benefits and compensations(salary scales, classifications, benefits and entitlements)	- Sick leave, - HaUI traditional days, HaUI anniversaries, - Summer and Tet holidays - Other national days: Teachers' day, May Day, Women's day, etc. - Gift on wedding parties - Training for newly recruited lecturers, - Professional Development grants, - Insurances - Travel and accommodation covers during business trip. - Guidelines on payments are printed in a Manual, sent to each department/faculty.
Work/life Balance	- Maximum avoidance of meetings at weekends or holidays. - Video conferences/meetings. - Sports playground indoors and outdoors for staff: Tennis club.
Family Sharings	- Staffs' Children: Gifts given to mark their good academic results, on Children's festivals or on their births. - Sharings when staff or family member(s) suffers from sickness or Death. - Organisation of swimming class for children of staff.
Design of programs	Depending on courses, students and staff might work on shifts: morning, afternoon and night. This is similar to many workplaces.
Science research	- Robocon participants (Robot manufacturing competition) - Compilation of course materials - Research Projects are encouraged and conducted among staff and students. - Journal of Science and Technology is published every two months bilingually. A large number of projects are financed and recognised by the Ministry of Industry, a few by other Ministries. The rest are financed by HaUI. The research themes are varied in accordance with the wide range of majors provided at HaUI and relevant to many workplaces.
Learning and development	- Methodology courses are organised regularly, - Master and Doctoral courses are financially supported and time re-allocated annually.
Waste removal	There is no information found out about how waste is collected and removed at the campuses. However, there are related modules for students in the faculty of Chemical Engineering. The qualification can lead graduates to jobs relating to waste disposal/processing systems.
Health care	A clinic is basically equipped at every campus to serve Staff and students in general. This is in charge of general medical check-up, campus's environmental hygiene and Propaganda campaigns.

The illustrative issues on four CSR areas in the UN checklist, to explore if HaUI has had CSR practices. Other guidelines are used to form main items of the HaUI CSR items are adapted from Nejati et al. (2011).

In a study by Mohan as reviewed by McWilliams et al. (2006), there are four dimensions of CSR: employee, customer, environment, and community. These terms definitely share some common point with the 3S in this study: employee-staff, customer-students, community-society. In Mohan's study, she compares across companies, across sectors, across levels, and across dimensions. This study, however, just makes comparison of activities conducted at HaUI against what is listed as CSR activities.

The research will look at mentioned 3S stakeholders, adding the other S: self-management.

4. FINDINGS AND DISCUSSIONS

CSR at universities has had a long debate with significant growth of number of theories, approaches and terminologies. Although, this takes place or not, CSR, in some way or another, has been performed at universities where contribution to knowledge and well-being of society is of great importance. Specially, in leading universities, CSR has been taken seriously and announced clearly (Nejati et al., 2011).

After thorough search on secondary data, the authors have found that CSR have been in practice at HaUI for years. Details are provided in the following tables.

For Staff and Students: Human Right and Labour Practices

By law, policies in workplace ensure adequate actions against all forms of discrimination, both in the workplace or in the recruitment process. In other words, universities have to be socially responsible for requirements placed on it legally ranging from securities regulations to labor, environmental and even criminal law. Employees, staff members and students considered as internal stakeholders (Ezekiel et al., 2013) play vital roles in the sustainable development of universities. They influence what the organization does, almost at the same time they are being influenced by organizational practices. That is the reason why stakeholder theories of CSR assert that universities should be responsible for their stakeholders. This law has been well pursued at HaUI.

During the time working and studying at HaUI, employees and students are provided with accommodation and healthcare to ensure their welfare and sufficient protection in the campuses. The university also offers activities through sporting center, student union, student affairs office, youth union, clubs and union of workers to encourage transactions and interaction among employees and students. There is also playground for those who would like to do science researches and get further training. Annual robot contest (Robocon), for example, is not only the intellectual playground for students but also the connection of technology lovers. HaUI maintains its co-operations with hundreds of enterprises who can offer further training, innovation implementation for employees and apprenticeship and even employment for students. Other projects funded by Japanese and Chinese groups also create opportunities for employees and students to carry out their researches in the fields of interest. Those who perform well will have chance to get promotion and scholarship. It is proved

that CSR activities will be more effective if they are communicated with stakeholders. Apart from website, internal network, workshops, reports, HaUI also holds conferences for employees and students to raise their ideas so that the university can adjust their policies and plans.

As cited by Nejati et al. (2011), human rights are basic rights to which all human beings are entitled because they are human beings, with an intrinsic desire for freedom, peace, health, and happiness. Labor practices encompass all policies and practices relating to work performed within, by or on behalf of the organization. Labor practices include the recruitment and promotion of workers, disciplinary and grievance procedures, the transfer and relocation of workers, termination of employment, training and skills development, health, safety and industrial hygiene, and any policy or practice affecting conditions of work, in particular working time and remuneration.

Evidence below shows that CSR performance at HaUI ensures almost aspects of human rights and labor practices.

Society: social and natural environment

The university itself is considered as a small town with over 40 thousands of citizens. Its activities and operations have impacts on the natural environment regardless of its location. The impacts may be associated with the use of resources, high consumption of materials, expressive movement of vehicles and people, the pollution and waste generation and so on. Therefore, in order to preserve the environment, the university has launched action plans, programs and campaigns for both employees, member staff, students and other stakeholders. This is believed to be the key to the sustainable development of society and environment thus ensuring the sustainable growth of the university. More than that, this contributes to the sustainable growth of the country and the environment in general as the implemented programs at HaUI may lead a generation to be leaders of environment protection and social activists in the future.

One of the most prominent activities at HaUI is 5S – Japanese principles at workplace - being done weekly and monthly for years. As can be seen easily when coming to the campuses, the environment is much cleaner than before. Tools, equipments and facilities in the offices, classrooms, and labs are in order. Much attention is now paid to safety practices at workplace and on fire-fighting. Still, the authors cannot find any evidence of the policies and actions in using renewable energy, reducing water consumption in order to decrease the impact on the environment of the university. Up to the date, there have been no official studies on the effectiveness of 5S application at HaUI, but it has been reported to have great influence on raising teachers' and students' awareness of environment protection and work safety. HaUI is also acknowledged and highly appreciated by other stakeholders and visitors when coming to visit the campuses. Undoubtedly, environmental issues are closely linked to human rights, community involvement and development.

CSR Issues	Evidence of Presence at HaUI
Environmental Program Transportation and travel	The application of Japanese 5S principles (<i>seiri, seiton, seiso, seiketsu, and shitsuke</i> - sorting, set in order, systematic cleaning, standardizing, and sustaining) - Commuter for staff teaching at the 3 rd campus, 100km from Hanoi. - There is policy for using organisational vehicles including reimbursement for public transport when a staff goes on business trip.
Energy preservation	- Timer for air-conditioners in office areas. - Paper savings: Recycling papers for printing and Electronic information and communication system (egov.haui.edu.vn)
Green Campus	- "Green Day" - 5S
Community involvement	"Annual summer campaigns for volunteers": Support students during National Entrance Exams, Training on basic IT, cleaning up residential areas, "Uống nước nhớ nguồn, đến on đáp nghĩa" (which can be translated as "be grateful") - a charitable activity: givings to the disadvantaged: households, students, etc or national and international people suffering from national disasters with donations from students and staff.
CSR promotion: Environmental or social Campaigns/ propagandas	Many campaigns are organised under the intructions of higher authorities or in collaboration with external organisation. They are not limited to the followings: - Earth Hour, - Environment day - 5S - Competition for "Electricity saving" - Blood donation: the latest is Pink Spring hosted by Vietnam National Institute of Hematology and Blood Transfusion. - and other national historical days. - Anti-drug addiction campaign, specially for students living in HaUI dormitories - Traffic Law: training and Driving competition (both driving practice and traffic law tested) - Social Evils Awareness
High Quality "Product"	The supply of special and high quality products to labour market: Competent workers. The term competence has been defined as the combination of knowledge, skill and attitude. This has been communicated and practiced throughout the university. For employers, they make big savings for training or retraining of new employees. Job-seekers once having found a job means fewer burdens for their family and society. This, in return, brings good reputation for the university as an ideal destination for both students and employers. More students mean more secured jobs for HaUI staff.
Transparency	- Triple transparency: Commitment to Quality, Announcement of Facilities, and Financial Disclosure. - Annual reports disclosed to all staff through different communication channels: through the organisational mail system, through annual departmental meetings and organisational annual general meetings.
Recruitment and Admissions + Students: + Staff:	Students admission strictly follow regulations governed by the Ministry of Education and Training. Staff recruitment notice is announced on Haui official website. Selection procedures are varied for different positions but the same for teaching staff of the same faculty. Shortlistings are communicated through haui.edu.vn
Exams	There are procedures to assure test validity and reliability and a fair environment. - Teaching and testing are separated to avoid bribery. - Testing is organised in specific area of the campus. - Computers are equipped for Multiple choice tests. - 2 persons are assigned for 1 test room or marking of 1 paper.
Transparency in Promotion and Tenure	- Annual votes for manager Accountability. - Votes for new managing positions (the lowest position required votes is Vice Dean or equivalent) - 5 year Tenure is for position of Dean and upwards, votes by subordinates are required for re-assignment.

Apart from obligations to preserve the environment, the university also engages in philanthropic responsibilities which go above and beyond what is simply required or what the organization believes is right. These involve making an effort to benefit society, for example, by donating services and performing charitable activities to community. This is indicated in previous researches including Ellen et al. (2006), as a tool for organizations to measure their reputation and public image. Last but not least, HaUI commits to supply competent workers who can meet the demands of to the labor market in terms of skills, knowledge and attitude. This is published in the website of the university as a commitment toward society. Details can be seen in the following table.

Self-management: anti-corruption

Recruitment and admissions at HaUI is performed under regulations ensuring publicity, transparency and fairness stated as its core values. Those values are published in the website of the university and communicated with employees through recruitment, professional development, promotion opportunities, conferences, annual reports and meetings. To ensure the transparency, HaUI also communicates its values with students by involving them in activities, projects and establishing quality assurance systems which assure test validity and reliability and a fair environment.

CSR has grown and developed worldwide. This document-based study at HaUI shows that CSR can be found in its strategies and daily activities.

In theory, by improving working conditions and partially raising the quality of lives for staff, HaUI might enrich the asset for itself. Qualified staffs produce high quality products, creating benefits for all stakeholders: students find jobs, employers find employees, the university attracts more students, staff have secured jobs, and ultimately reducing burden on the whole society. The practice of CSR more or less leads to positive gains for the environment especially when students build 5S into their habit. In other words, this does not enable sustainable development for the university alone but to Vietnam in general. Such sustainable development promises a vision fulfilled: some HaUI's training courses earn national and international recognition.

Retranslated Baldrige in Pham Thi Lan Phuong (2009), at "If universities do not know what they are doing, usually they do not know how to do it". The findings proved HaUI is doing CSR. In this specific case, CSR may not only stand for Corporate Social Responsibilities but also College Social Responsibilities.

5. CONCLUSION

The rapid changes in aspects especially science and technology, has led universities to question about their roles. They are now expected to do more than just comply with the law. Universities are no longer just institutions of higher education and research, which grant academic degrees in a variety of subjects, but rather, they are turning into ones which train responsible people, and create cutting edge knowledge to solve the social issues and problems. Therefore, they need to pay great attention to both strategies and practices of human rights, labour practice, environment and anti-corruption.

For business enterprises, performing CSR helps to create a good reputation and competitive advantage. Since having stated that students are the "customers" of the university, HaUI should behave in a business-like manner. Therefore, implementing CSR activities should also be considered the way to gain a competitive advantage and good reputation for HaUI especially now not alone HaUI is facing challenges the biggest of which is the increasing competitiveness among universities. In this view, CSR at universities/ colleges can read as either Corporate Social Responsibilities or College Social Responsibilities.

The study shows that HaUI is conducting CSR activities but it is questionable if HaUI leaders, staff and other stakeholders have any perceptions about CSR, or if all CSR activities and programs are implemented in an effective and efficient manner. This is a considerable limitation of the study, which calls for further researches. Further researches might also examine CSR practices at other educational and training units.

The authors have also failed to get any evidence of any policy for payment for students who join the production/ manufacturing process during their apprenticeship. This is an important issue in human rights that need further investigation. Mozes et al. (2011)m concluded that higher

level of work motivation result in higher level of employee CSR involvement. Further study at HaUI should be other factors that increase staff involvement in CSR. It is also suggested that research to be conducted on relationship between CSR and the performance of individual programs/ departments as well as the entire organisation./.

REFERENCES

- [1]. Anon, 2002. Corporate Social Commitment for - A New Welfare System Bocconi University. Report From CSR to Social Commitment the Project of the Italian Government for the EU Presidency CSR advantages for enterprises. Milan. 13 December 2002.
- [2]. Arias, J.C., Patterson K., 2009. Relationships between Corporate Social Responsibilities' Promotion and Corporate Performance in the Multinational Corporations. DOAJ.
- [3]. Armijo de Vega C., Ojeda-Benitez S. and Ramirez-Barreto E., 2003. Maxican Educational institutions and waste management programs: a University case study, Resources, Conservation and Recycling. 39: 283-296.
- [4]. Bhagwat P., 2011. Corporate Social Responsibility and sustainable development. Conference on Inclusive & Sustainable Growth, Role of Industry, Government and Society. Conference Proceedings.
- [5]. Carroll, A.B., 1979. A three-dimensional conceptual model of corporate social performance. Academy of Management Review, 4: 497-505.
- [6]. Carroll, A.B., 1983. Corporate social responsibility: Will industry respond to cut-backs in social program funding? Vital Speeches of the Day, 49: 604-608.
- [7]. Chen H. and Wang X., 2011. Corporate social responsibility and corporate financial performance in China: an empirical research from Chinese firms, Corporate Governance: The international journal of business in society, Vol. 11, Issue 4: 361-370.
- [8]. Dess, G.G; Lumpkin G.T., Eisner A. B., 2010. Strategic management: text and cases. 5th ed. McGraw-Hill.
- [9]. Dubrin, 2015. Leadership: Research Findings, Practice, and Skills. Cengage Learning.
- [10]. Freeman, R.E., 2004. A Stakeholder Theory of Modern Corporations, Ethical Theory and Business, 7th edn.
- [11]. Ellen, P.S., Webb, D.J. and Mohr, L.A., 2006. Building corporate associations: consumer attributions for corporate socially responsible programmes. Journal of the Academy of Marketing Science. Vol. 34(2).
- [12]. Friedman, A.L. and Miles, S., 2006. Stakeholders: Theory and Practice, Oxford University Press.
- [13]. Gresi Sanje Dahan, Isil Senol, 2012. PhD Corporate Social Responsibility in Higher Education Institutions: Istanbul Bilgi University Case, American International Journal of Contemporary Research, Vol. 2, No. 3.
- [14]. Gumpert, P.J., 2000. Academic Restructuring: Organizational Change and Institutional Imperatives. Higher Education, 39: 67-91.
- [15]. J.C. Arias and Kate Patterson, 2009. Relationships between corporate social responsibilities' promotion and corporate performance in the multinational corporations. Business Intelligence Journal.
- [16]. Idowu S.O. and Filho W.L., 2009. Global Practices of Corporate Social Responsibility, Springer Verlag Berlin Heidelberg.
- [17]. Le Duc Ngoc, 2009. Bàn về quyền tự chủ và chịu trách nhiệm của các cơ sở giáo dục đại học. Hội thảo khoa học Vấn đề tự chủ - tự chịu trách nhiệm ở các trường đại học và cao đẳng Việt Nam. VNU.
- [18]. Leitão J. and Silva. M. J., 2007. CSR and Social Marketing: What is the desired Role for Universities in fostering Public Policies?
- [19]. Mc Williams A., Siegel D.S. and Wright P.M., 2006. Corporate Social Responsibility: International Perspectives. Rensselaer Working Papers in

Economics. Rensselaer Polytechnic Institute. NY.

[20]. Mehta S.R., 2011. Corporate Social Responsibility (CSR) and Universities: Towards an Integrative Approach. *International Journal of Social Science and Humanity*, Vol. 1, No. 4.

[21]. MPRA paper 2954. Available: <http://ideas.repec.org/f/psi236.html>

[22]. Mozes, M., Josman, Z. and Yaniv, E., 2011, Corporate social responsibility organisational identification and motivation, *Social responsibility Journal*, vol.7: 310-325.

[23]. Mandhachitara and Poolthong, 2011, A model of customer loyalty and corporate social responsibility, *Journal of Services Marketing*, vol.25/2: 122-133.

[24]. Nejati M., Shafaei A., Salamzadeh Y. and Daraei M., 2012. Responsibility and Universities: A Study of Top 10 World Universities' Websites. *African Journal of Business Management*, Vol. 5, No. 2: 440-447.

[25]. O'Rourke, A 2003, A new politics of engagement: shareholder activism for corporate social responsibility, *Business Strategy and the Environment*, vol. 12: 227-39.

[26]. Pava, M. L., 1999. *The search for meaning in organizations: Seven practical questions for ethical managers*. Westport, CT: Quorum Books.

[27]. Phạm Thị Lan Phương, 2009. Mô hình quản lý trường đại học và vấn đề tự chủ cơ sở tại Việt Nam. Hội thảo khoa học: Vấn đề tự chủ - tự chịu trách nhiệm ở các trường đại học và cao đẳng Việt Nam. VNU.

[28]. Porter, M.E. and Kramer, M.R. (2006). *Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility*. *Harvard Business Review* December R0612D: 1-15.

[29]. Reiser, J., 2007. *Managing University Social Responsibility (USR)*. *International Sustainable Campus Network: Best Practices - Future Challenges*, Zurich, Switzerland, April 25-27: 2.

[30]. Smith, A.D., 2007. Making the Case for the Competitive Advantage of Corporate Social Responsibility. *Business Strategy*, Series 8 (3): 186-195.

[31]. Stensaker, B., 2007. The Relationship between Branding and Organizational Change. *Higher Education Management and Policy* 19 (1): 13-29.

[32]. Topal R.S., 2009. *CSR in Universities Around the World*, *Social Responsibility Research Network UK*.

[33]. Zairi, M. and Peters, J., 2001, The impact of social responsibility on business performance, *Proceedings of the 6th International Conference on ISO 9000 and TQM*, Paisley Business School, Paisley, pp. 123-9.

[34]. Welford R. Chan C. and Man M., 2007. *Summary Report: Priorities for Corporate Social Responsibility: A Survey of Businesses and their Stakeholders*. http://www.csr-asia.com/upload/priorities_for_csr.pdf. Accessed on 22nd June 2017

[35]. http://www.lau.edu.lb/news-events/news/archive/responsible_business_practices/ Accessed on 22nd June 2017

[36]. <http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html> Accessed on 22nd June 2017

[37]. http://www.unglobalcompact.org/docs/issues_doc/PRME/Practical_Guide_HEI.pdf Accessed on 22nd June 2017

[38]. <http://avantage.com/content/universities-and-corporate-social-responsibility-competitive-advantage> Accessed on 13th 12 2017