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# **CSR in Universities Around the World**

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## Definition of CSR

The Green Paper of the European Commission (July 2001) defines *Corporate Social Responsibility (CSR)* as "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis". CSR advantages for enterprises include:

- contributes to creating and maintaining a high profile
- guarantees strong relationships with *stakeholders*
- creates a better, safer and more stimulating work environment
- improves business management efficiency
- protects from boycott actions
- makes access to funding easier
- allows to benefit from fiscal advantages and administrative facilitation
- reduces enterprise risk contributes to increasing shareholder value in the markets where ethical indexes are adopted as given at Fig.1 (Anon 2002).

Persuading human society "to live in ways that protect basic values and to provide their capacity of sustainability for the needs and aspirations of current and future generations" must be the mission for all people. CSR necessity is certainly a growing movement across the world. While most of its advocates recognize a continuing need for considerable outside assistance (public and private), community building's central theme is to obliterate feelings of dependency and to replace them with attitudes of *self-reliance, self-confidence, and responsibility*, working hard to create new possibilities that enhance people's lives by transforming the way the world communicates. Along the way, to help make the world a little better, must be the main target for all scientists. The science of behaviour and cultural analysis has much to offer to organizations and movements interested in social justice and human rights, who are "*acting to save the world*" as Skinner said in 1987. Behaviour analysts are strongly encouraged to work with and join the following networks, and to contribute what they know in respectful ways to these efforts (Topal 2005).

## Current Quality and CSR Approaches at Academic Education Level

Education has a strategic importance in the current era; meanwhile it can be viewed as a systematic strategy which is used to create desired changes in individual behaviour in society for the benefit of all. At the same time education is liberating for the individual and creates life chances. Education produces basic properties and services for meeting the vital needs of a nation like health, security, education, defence, communication and cultural development. As in all institutional applications, a government comprehension that exists for its nation and assumes team spirit, must absorb the basic theories to catch national quality and to carry it into universal dimensions. Thus the citizen, who is the customer of the government, is an individual cross-section of the mass, which must be pleased. Consequently all citizens must be assumed as a basic community that deserve qualified life and improve their expectations continuously, without making any language, religion, race or sect differentiations (Topal and Crowther, 2005).

The popular argument for university education (Crowther 2003) is based upon the creation of a potential for economic capital inherent in the acquisition of tertiary education, and this is considered to be sufficient justification in its own right. Universities are concerned however with a different type of capital which they jealously guard and this is intellectual capital. Many within higher education would argue that one of the purposes of a university is to create intellectual capital. Indeed universities seek to appropriate ownership of this intellectual capital and one of the sources of dispute in universities is concerned with who owns this intellectual capital – academics or the universities as their employers. This

intellectual capital is seen as a source of economic capital in the future but considerably less attention is paid to imbuing students with such intellectual capital.

Generally speaking the more circumstances in which we are able to act appropriately the greater is the amount of social capital which we possess. Social capital comes initially from our family and our upbringing but it is also acquired through experience and practice and the more we possess then the wider range of situations in which we feel comfortable. Also cultural capital refers to the range of people who we know and can contact. In essence therefore cultural capital equates to our social network. It knows people who have different networks which largely do not overlap which provide us with cultural capital because this enables us to expand our own social network. It is also important to remember that the more influential – in whatever terms or spheres are important to us – the people in our social network are then the more cultural capital this gives us. Our cultural capital comes from our ability to make use of our social network in ways which are beneficial to us. Possessing a social network, and thereby cultural capital, is not of course solely concerned with being able to use this to our own advantage as others in our network are also seeking to make use of it to assist them. So essentially a social network is a mechanism whereby people can help each other to pursue their individual aims and objectives. This assisting each other strengthens the network and at the same time increases the amount of cultural capital which we, as individuals, possess.

To some extent cultural capital also comes from our family and our upbringing but it is also acquired at university. This is why students from wealthy and influential backgrounds start life with an advantage – they have more cultural capital which can be used later in life. And more prestigious universities – which tend to be attended by those already in possession of more cultural capital – extend this advantage. Economic capital comes in two forms – wealth and income. Although wealth, in whatever form, can be inherited this is not true of income. This must be obtained by our own efforts. Social capital can be converted into cultural capital because if we understand how to behave appropriately in a wide range of circumstances then we can expand our social network and thereby increase the amount of cultural capital which we possess. Similarly we can make use of the cultural capital which we possess to provide us with opportunities to secure more advantageous employment or better opportunities to acquire income and wealth. In this way our economic capital can be increased. Part of the role of the government is to foster this capital creation. The creation of a national synergy scale for reaching success by a total approach will be enabled by Synergic Management, which can be summarized as realizing great diversity in a short time. It is also described as a technique to be saved from crisis. Synergy that is created by government policies and applications will totally develop by the basic elements and relations and show a national completeness. By this way, applications that charge participating and contemporary staff at work is a principal theory. Wide spread communication in all organizational / institutional structures, determining the responsibilities and distributing it right and without showing favour, developing the team spirit and constituting quality circle, establishing net of self-performance level – giving information and education for having sustainable systems. The values that can carry countries into contemporary levels are “education and scientific improvements” and this can be obtained by the developments in academic substructure and level (Topal and Crowther 2005).

Instead of development events being taken from the agenda by classical bureaucratic approaches and frequently changed government staff, “continual development strategy” periods must be applied and strengthened. A planned development strategy must be followed where the government managements offering stability, supply confidence, do not allow impropriety acts and political personnel policy and the managers respect the rights and the liberties of their team and the society and apply a developing national dimensioned team spirit. National gains provided by managements focused on contemporary, transparent and

focused to citizens' happiness and participating approaches and passing to specification of perfection models must be followed with each cause (Topal, 2000a).

### **Education and Academic Life Interactions for Universities**

Contemporary civilization levels intends academic levels of education and scientific policies that states "Research - Development (R&D)" studies must be gained and the sources / mental tendency must be increased to cover the increases in level improvement and necessities" must be followed. Thus, accelerating in passing through to knowledge society is proposed. Essentially, R&D and manpower levels must be thought together by their qualitative and quantitative properties. But, the profile that become no reason but result relationship by the source restricts approach in our country, stated below is observed (Topal and Crowther 2005).

Improving their cultural levels and social relations, strengthening their knowledge and experiences in academic life; the basic movement point is pulling, sharing and participation to the top level by "*win – win*" principle. In this range, to obtain the happiness happens from covering the expectations when demanding education and instruction services. Educating in aspects of reaching self development and maturity in individuals by knowledge-ability-responsibility comprehension, all universities and academicians must be in relations with each other and proceed with a developed association culture, and service comprehension must be a basic approach. Students and other shareholders are also our social partners sharing a common happiness, they are the indicators for our work results, productivity and success and they must be utilized as our performance evaluation criteria. An organization which believes in (principles + values) unity, can be successful on CSR principles and applications.

Thus, the reality about the strategic applications containing "trust relations" of the teams authorized for academic studies and the interactivity between such perfections like "knowledge accumulation, ability, behaviour and capability" in individual activities appears as the way to proceed. With these properties completed by "principles and values" and in aspects of "mission, vision, strategies, target performance criteria development and application", it is necessary to know that this approach can be materialized like "students, associations and foundations and society" collaborated with environment and "happiness of capable partners". The approach expressing that all these necessities in aspects of values like premises as targets and indicators, and successor as planned budget foresights, must become a united whole with collaborative and coordinated strategies, consumer and process (production, knowledge, work) strategies and learning processes (Human Resources Processes) (Topal 2000b).

It is a necessity to bring a quality and CSR approach into this professional process that is turned into a life style that takes the happiness of all educators and learners who are the social partners of academic life as a base: essentially, the reality of all living beings having the basic right to find quality in every field of their life. Rising academic life quality is possible with the contribution, interaction and sharing of responsible academicians' and managers' to social life. Their responsibilities and basic necessities are given as wide spreading individual, team worker, institutional, national and universal dimensions, entering the period with stronger and pretentious targets, wide spreading this approach to social layers (Topal 2000c, Topal and Crowther 2005).

Again today, in many platforms, a good education, reading habits and widening vision is attracting attention, the relation and importance of "passing away over him – be reaching excellence / perfection" is emphasized. The key to success is exposed as "for making the best on a work, it is necessary to have the knowledge, trophy to good, to enjoy the work and to work hard". As the contribution of responsible citizens to social life, in the importance of high life quality, individual values to be in the most important place in

academic life are discussed, in academic life where sharing is important, mathematical evaluation of quality is a very important concept, in aspects of exposing produced values. In this direction, "team work" is taken as a principle for providing possibilities to solve problems before they occur. There is an important linear relation in between knowledge accumulation, experience levels and excellence and we must strengthen it by passing over communication defects that also exist in our social pathologies. The place of an academic life, which is founded on strong communication channels in social quality, is in a dimension that cannot be despised.

To the distinction of the target also must be attached importance. The importance of being unprejudiced, being closer, open to communication, knowing how to understand – listen, transferring and comprehending the knowledge is repeated in every platform for academicians. The experiences about the whole meaning of fitting the necessities without abstracting from the realities of social life are in various connections (Topal 2000b, Topal and Crowther 2005).

### **Ethical Values and Academic Life**

As this honorable and enjoyable profession (being an academic) needs self-sacrifice and patience, including an intensive working tempo and forces mental performance, only the ones to stand this tempo can continue sharing this platform. Here, the ones venturing all these realities, choose this profession and acquire the target of lightening future generations, are the values that deserve a special and respected place in / out of this community realized by their interior / exterior obligations about protecting and exalting the esteemed principle.

In the process of humans creating and catching humane life conditions, an academic life where "moral values" are to keep on being applied and obeyed without making concessions, has a special pleasure in the universal values. Between them coincides individual habits, behaviours and moral rules; theories must be taken as a base. Scientific or academic life includes all basic values that need to be applied in between the "partners" of a team formed by all academicians. In other words, it includes the protection and application obligation of the academic level and ethic, when researching, publicizing, evaluating and managing due to prepare general conditions and possibilities to create an order. Social and scientific responsibilities in limits of science liberty are in obligations, which all partners must carry and obey (Topal 2001, Topal and Crowther 2005).

In this platform, managerial privileges are only tools for providing the formal cycle. The main aims are to protect the CSR value quality superiorities of scientific studies, to obtain a top level for individual performance and productivity, to motivate individuals to produce superior values and transmit this into a superiority, which transcends national borders and provides common values in an international level. A healthy self-criticism must also be done when discussing the applications of ethic in academic life. Depending on the current approach assumed by all civilized countries, "CSR systems for living safely and happily" must be accommodated. Thus, people are adapted to "principle centered focuses instead of self-centered focuses" and the basic necessities of this. According to this, regularity is settled when all academicians have the obligations to act before all with a team spirit and a leader approach according to ethical rules. So the managers in all layers are taught to perform their responsibilities with an objective approach where individual benefits are not allowed and are far from feelings (Topal and Crowther 2005).

All around the world scientific evaluations are made on one's own and in the special tracks separated by expertise branches. In this context, every individual must be imbued with the respect approach and comprehension to every colleague on humanity, scientific values and liberties and evaluations. There are certain defined and assumed rules for making, publicizing and evaluating scientific knowledge. As is known, all humans sharing academic life, work hard and systematically for long years, produce and publicize for all

society to benefit and then make applications to come into some specific phases and in aspects of basic criteria of defined principles and rules. In all these phases, they have to show a particular performance and wait for being evaluated according to these criteria. Every scientist has an obligation to be fair and objective in criticism. This is both a legal and an ethical limitation and attaches both sides with legal rules. The general result is certain; it cannot be discussed or made subject to a polemic. These applications are at least the compatibles in nearness of corresponding "scientific and social ethic" for academic life partners. An academic manner is inside the ethic rules that obligate academicians to respect each other and be unprejudiced, objective and away from individual benefit and worries in a quality frame. The community that includes people who are mature and have principles must be sovereign and widespread. In this aspect, academicians must behave more careful in related concepts and create esteem in them. Competitions shoulder to shoulder are a virtue and the number of people doing this by digesting and applying is not that less. If qualified and esteemed education is wanted, this approach/strategy must be sovereign. The vicious circles that reflect to universities as to public must be ended in a short period of time. Education associations are to be kept more esteemed than everything and everywhere, to be protected and to be claimed. They are the future insurances of nations and universe and must be taken pains as to keep that way (Topal 2001, Topal and Crowther 2005).

### **For Improving of Academic Life Responsibility**

An academic study is supported by qualified and contemporarily targeted, free, unconditional, open to criticism, productive, unrestrained individuals – associations and systems are made in an environment where the structure that is participating, creative and having mature responsibility is settled and with partners that share the comprehension can undertake being the future guarantee of happy individuals and nations. The action plans must be formed and precautions must be taken as a base for preventing the negative effects of the public associations and foundations and their managers on society and environment. It has been argued (Davies & Crowther 1995) that there is an unquestioning acceptance within the discourse that the subject matters being taught are appropriate for the needs of students. Consequently the only topic for debate within the discourse is the mechanisms for transferring the knowledge contained within these subjects from the holders of that knowledge (the academics in higher education) to the persons desirous of receiving that knowledge (the students). Higher education provides an imperative for universities to attract students by creating courses which are popular without any necessary regard for academic rigour. For academics as a comparable occurrence, it is imperative to develop their own research specialism as a mechanism for career progression (Crowther & Carter 2002, Topal and Crowther 2005).

Within the paradigm of modernity, within which this view of higher education operates, acceptance of this is unquestioning and each discipline continues to distance itself from other disciplines, continues to fragment into sub-disciplines (which eventually become new disciplines in their own right), and continues to legitimate each as a discrete discipline without regard to the legitimation of other parts of the business environment. The enlightenment values of modernity therefore require serious academic disciplines to legitimate themselves by adopting a scientific philosophy. This legitimation is sought partly by developing a body of theory which is specific and unique to the discipline itself and partly by reference to, and building upon, the theory of older disciplines, which have greater perceived legitimacy. Leaving to one side the philosophical and culture - centred arguments concerning the value of education, irrespective of discipline, as beneficial per se, it is often argued that management education is only of value in itself if this education feeds through into practice in the form of improved performance, by whatever means that performance might be determined. To achieve this requires a dialogue between research and practice

with researchers drawing upon current practice for their analysis, synthesis and theorising but also feeding back to that practice suggestions for change. The localisation of focus for academics as far as teaching is concerned can be seen to be manifest in the increasing number of disciplines studied, researched and taught in business schools, together with the increasing separation of these disciplines from each other. Increasingly these disciplines are taught as discrete subjects, with little or no overlap between them, and with little perceived relationship and relevance of one to another. At the same time however the courses taught in business schools are constructed from components made up of segments of these discrete disciplines and the discourse, adopting the modernist meta-narrative of the whole uniting the parts, assumes that this form of aggregation provides a learning vehicle for students which is implicitly useful and relevant to these students and the organisations who will eventually employ the successful outputs (ie graduates) of the business school courses. There is little questioning of this relevance within the discourse even though an examination of the market place demonstrates that this is not the case (Topal and Crowther 2005).

Summarized knowledge about "social responsibility and higher education" can be given as the acceptance of a stakeholder approach to organisations and the existence of multiple perspectives upon the objectives of an organisation inevitably imply a rejection of a monistic view of those organisations (Crowther 2002). Thus there can be no one single view of the objectives of the organisation and consequently no one single evaluation of the performance of that organisation. It is therefore inevitable within this paradigm that if monism is rejected as a view of organisations then this implies that the economic rationality view of organisations and their behaviour must also be rejected. The central argument of this paper is that by treating higher education as a commodity which can best be managed by the operations of the market, and rewarding the decision makers accordingly, the objectives of such education have been betrayed and lost within a drive for growth – on the unquestioned assumption that more equates to better. Thus the socially responsible ethos of higher education has been subordinated to the forces of marketisation and both society and the participants in such education are the poorer for it. Essentially, globalization approach in universal dimensions changed and developed in last years and this added another dimension and importance to the subject in aspects of reaching qualified life and obligated harmony to these activities. In a top level approach developed in all organizations of the country, a sharing management that becomes a united whole with the assistance of all partners, a team that makes their work with pride and responsibility and an academic environment approach with a system that is proud of it's individuals and rewards by taking them into consideration is a kind of urgent necessities as all as civilized in the world. As academicians who are kneaded with the desire of this seeking, we expect to unite and gain the right to reach our desires and see and show the beauty in superior academic level are our near future dreams (Topal and Crowther 2005).

### **Training, Education and Development**

The fact that we have the authority to shape our lives, that is, the power to do something, does not mean that it should be done. It is helpful to organize the SKUA point ("SKUA" means that all four circles overlap; lay the skills, knowledge, understanding and attitudes) is necessary for shared purposes to be achieved, informed choices to be made, authority to be exercised, and learning and growth to occur. Together, the SKUA is essential for the necessary systemic thinking and dialogue to occur. The role of ethical leadership, then, is to bring together the required capacities and competencies through training, education and development.

It is necessary for shared purposes to be achieved into eight elements of ethics and policy integration (Johnson 2005, Hopkins 2004):

- Caring: consciousness, awareness, commitment, and/or compassion

- Comprehensive thinking: critical, creative, and systemic thinking; choosing, judgment
- Communicating: dialogue involving feelings and ideas
- Cooperating: inquiry and action
- Exercising authority: leadership, followership, participation
- Knowledge: surfacing, capturing, sharing knowledge, including that which is tacit; knowing what you know, and what you don't know
- Pride: self-esteem; stakeholder satisfaction and loyalty; and community sense of being
- Time: time preference, time frame, time available.

Visualizing such a matrix, there is for each of the eight elements a package of training, education, and development to build and shape the SKUA required being competent. Moreover, for ethics and policy to be integrated toward systemic thinking and dialogue and cooperative inquiry, action, and learning, these SKUA need to be developed at all levels of society: individual, family, organizational, community, nation, and global. So we need serious, concerted efforts to integrate applied ethics and social responsibility at all levels, especially health care ethics at all levels. The Applied Ethics & Policy Integration Model provides a foundation for the ethics and policy leader, academic, health care provider, and others. It allows them to take a formal structural approach toward integrating ethic with its essential social responsibilities, and those of other key stakeholders in the health care system, including the environment (Hopkins 2004).

### **Implications for the Future of Education**

We need serious, concerted efforts to integrate applied ethics and social responsibility at all levels, especially education ethics at all levels. The "Applied Ethics & Policy Integration Model" provides a foundation for the ethics and policy leader, academic, health care provider, and others. It allows them to take a formal structural approach toward integrating educational and organizational ethics with its essential social responsibilities, and those of other key stakeholders in the academic system, including all components. Ideal education system has established and integrated an organizational corporate ethics, social purpose, environmental ethics, and social responsibility functions and also in academic level for Universities. Committees of responsible people would be formed for each discipline and meet as often as appropriate. Representatives from each academic committee might meet monthly, integrate their perspectives, and present their views. This is a great start toward dealing with ethical complexity, by giving essential knowledge on social responsibility and accounting, marketing, engineering, and environmental and environmental ethics. But this system needs formal voices as well as the more commonly heard voices of social purpose and, to a lesser degree, organizational ethics. At education in university level, hopes for building sustainable communities—socially, culturally, and physically—most are founded on learning to think and dialogue systemically. The Applied Ethics & Policy Integration Model provides a framework bringing together the remarkable work that has been done in ethics and policy toward that end. It is founded, in turn, on the four fundamental concepts of shared purpose, informed choice, responsibility, and learning and growth (Hopkins 2004).

### **Why a CSR Process as a Kind of Proposal for a University**

Corporate Social Responsibility (CSR) is a comprehensive community-change initiative (CCI). By design, CCIs create community-level change through the active and comprehensive involvement of key community players. Shared resources and expertise help communities to identify key community issues; set ambitious goals; and foster policies, programs and services that can strengthen individuals, families and communities. CSR seeks to build

community capacity and improve the quality of life in communities. Through comprehensive efforts and targeted action plans, communities can improve educational outcomes, employment, and health and well-being of community residents. CSR is a driving force in strengthening the process skills of individuals in the community, enabling people to work together toward common goals and objectives (Rausch and Patton 2004).

CSR is committed to supporting positive community change at the individual, family, neighbourhood, and community level. As same as these areas, it is essential for Universities and their education systems in academic level. The first step is the identification of risk factors such as illegal applications, unhappy partners, insufficient academic personal or other sub-conditions, insufficient student care and protective factors such as perceived self-efficacy, meaningful connections between adults, and positive role models in the perfected. Then, resources can be mobilized to reduce and eliminate those risk factors that threaten academic stability and growth while fostering partnership protective factors and resources (e.g., law enforcement and rehabilitation programs, work readiness programs) that can enhance programs, services, and opportunities (Rausch and Patton 2004).

Comprehensive community change initiatives are exciting and active ventures, but there are some challenges. Recognition of potential challenges at the outset can help CSR teams plan, address, and move beyond barriers. The composition of the CSR team is a vital component of CSR. A strong CSR team is a group of individuals committed to working together and sharing resources and expertise to get the job done. Team members should work well together, share common goals and ideas, and be willing to give equally to the process. CSR team members must identify community issues through a community needs assessment. Moving forward without a clear sense of direction is like driving a car blindfolded – you can't see where you are going nor avoid the obstacles. The CSR team should work closely with campus supports to assess community needs before moving forward. Many challenges CSR teams encounter surround issues of sustainability and commitment among CSR team and coalition members. Key to sustainability is the building of commitment through active involvement and a plan for addressing strategic changes (Rausch and Patton 2004).

### **Major Process Areas and an Overview**

For a comprehensive community such as universities, change through the CSR process is based on a set of guiding principles:

- CSR is a grassroots, community-based initiative.
- Community ownership and responsibility is essential.
- The community is expert in guiding its own destiny.
- Campus partnership supports community efforts.
- Community collaborations support shared resources.
- Youth are active participants in community change.
- Assessment and response is dynamic and ever changing.

Recommended CSR team is the driving force behind the broader community-change initiative. CSR team members should include Extension shareholders or his/her appointee. Additional CSR team members may include teachers, neighborhood residents, community service providers, employers, government officials, or members of the Chamber of Commerce, development commission, or community foundation. The membership is unlimited. Key to sustaining a strong CSR team is the ability for team members to work together toward common goals to achieve targeted objectives identified through a community needs assessment process. Team members must be willing to share the glory and the responsibilities that come with enacting community change. First and foremost, the

CSR team must be committed to working together to guide comprehensive Universities' community change (Rausch and Patton 2004).

### **Partnership with University's Campus - Community**

Universities are mostly campus-based communities and the CSR philosophy must be developed for all the team, mainly for managers. CSR applications can work better by a "CSR team". According to this reality, the CSR team guides the coalition, facilitating linkages between campus-based experts and programs and community efforts. The CSR team oversees the community needs assessment and the evaluation of projects, programs, and initiatives. After all, communities' effort will need to show impact to (Rausch and Patton, 2004):

- a) Keep communities invested and involved,
- b) Demonstrate effectiveness, supporting the CSR team's ability to seek funds to promote and sustain ongoing efforts. Guiding principles for developing and sustaining a strong CSR team include:
  - Extension, law enforcement, and judge are committed.
  - CSR training supports the community change process.
  - A community needs assessment guides team efforts.
  - A larger community coalition implements change.
  - Flexibility and accountability sustain efforts.

The campus-community partnership is essential to helping the CSR team assess community needs and identify and implement research-based programs and services. Campus-based specialists offer training to help the CSR team establish and sustain community change efforts, and can assist teams in conducting a comprehensive community needs assessment. Once a CSR team understands community needs, educational and academic necessities, campus specialists can help the team identify research-based programs and services that have been effective in addressing individual, worker, and community-level issues. Campus-based specialists can assist in training community partners, building state (top down) partnerships, and supporting fund raising / governmental efforts. Guiding principles for establishing and sustaining campus-community partnerships include (Rausch and Patton 2004):

- Campus-community partnerships support CSR efforts.
- Campus specialists offer training/expertise to CSR teams.
- CSR teams are experts on community needs.
- Specialists support the community assessment process.
- Partnerships support local and state-level change.
- Campus-community partnerships support fund-raising.

The Universities' community needs assessment is one of the most important steps the CSR team will take in implementing a community change process. Identification of risk and protective factors will guide the community change process, offering direction and planned action. The needs assessment involves the gathering of information from key community leaders to understand what is going well, what could be going better, and what resources and services are available. Information from the needs assessment helps the CSR team identify those issues most in need of attention, guiding a targeted plan of action. Understanding of community issues and resources will support the development of the larger CSR community coalition. Guiding principles surrounding the needs assessments include (Rausch and Patton 2004):

- Knowledge of community risk and protective factors guides efforts.
- Needs assessment includes input from key stakeholders.

- Identification of community needs informs coalition membership.
- Needs assessment guides targeted interventions.

### **Conducting a Community Needs Assessment**

The CSR team is the guiding force behind the community change process, but the community coalition is essential to the identification of community change strategies and implementation of programs and services to address community risk and protective factors. The CSR community coalition is comprised of key stakeholders with resources and expertise. Coalition members are directly or indirectly connected to the risk and protective factors identified in the community needs assessment. For example, if a community has problems with insufficient research activities or antidemocratic management approaches, the coalition may include staff from rehabilitation or counseling centers dealing with addictions, or individuals from these centers dealing with employment issues. The community coalition identifies strategies for community change and establishes action plans that move targeted efforts forward. The CSR team coordinates and guides the efforts of the coalition, but the work of the CSR team/community coalition partnership actually brings about change through joint efforts. The guiding principles behind the community coalition include (Rausch and Patton 2004):

- The coalition is made up of key community stakeholders.
- Coalition membership is informed by the community needs assessment.
- Coalition members act through planned action.
- Outcomes are achieved through targeted efforts.
- The CSR team guides and coordinates the efforts of the coalition.

### **Creating a Community Coalition Systemwide Response Mobilizing Community Efforts and Developing an Action Plan**

A community change process is quite an undertaking. We can see that a central CSR team initiates the process, attends training, and moves forward to identify community needs through completion of a community needs assessment. The community needs assessment helps to inform the membership of the CSR community coalition, and the community coalition identifies strategies for community change. These strategies are achieved through targeted action plans that guide the coalition through specific steps to achieve particular outcomes. The action plan identifies the key strategies, goals, action steps, and outcomes the committee wants to achieve. The plan also identifies roles and responsibilities of coalition members. Members can agree to assist in areas consistent with their strengths and expertise, with each coalition member participating actively in the efforts of the coalition. This action plan process allows the coalition to target efforts, plan steps for achieving goals, share tasks and responsibilities, and work collaboratively toward a common vision and goals. Guiding principles to action plan development and implementation include (Rausch and Patton 2004):

- Key strategies and goals guide coalition efforts.
- Action steps support goal achievement.
- Coalition members share roles and responsibilities.
- Action plans build on the strengths and expertise of the coalition members.

Documenting efforts and keeping accurate records of CSR team and coalition meetings and activities can promote sustainability, inform progress, guide future efforts, and facilitate funding development to support Universities' community change. The CSR community change process as a continuous, ever changing, long-term process used to continually assess and address community risk and protective factors that affect the quality of life in

communities. Documentation of efforts and record keeping, such as meeting minutes, correspondence to committee members, outreach efforts, and accomplishments, provides a rich history for current and new committee members. Records can document past successes and challenges, keep the coalition efforts moving forward effectively, and encourage accountability of CSR team and coalition members.

Working with campus specialists and other experts, CSR team members can identify best practices for addressing particular community risk factors or enhancing protective factors. Using resources that have already been evaluated is a great way to save resources and promote efficient and effective community change efforts. Some resources might already be in the community. Other resources may be available on the Internet or at little to no cost through other universities, Cooperative Extension offices, or government agencies. Guiding principles surrounding best practices include (Rausch and Patton 2004):

- Determine desired outcomes or program needs.
- Identify resources currently available.
- Research best practices.
- Gather resources from local, state, and national partners.
- Adopt and adapt best practices whenever possible.

CSR teams will probably find that their efforts in the first year can be sustained through committed involvement of key community stakeholders and partnerships with university specialists. However, once a team has completed the needs assessment and identified key strategies and plans of action, the team may begin thinking about ways to fund current and future community initiatives. Funds for community initiatives may come from coalition members.

### **Main Roles of CSR Applications at Universities**

First of all, "Understanding Human Subjects" is the main strategy of CSR activities. For solving this approach "collecting information procedures" are the basic. The community needs assessment tools include for this approved procedures by the survey questions. Notice that the community needs assessment tools are approved. This means is that the University Institutional Review Board (the committee that oversees the rights of human subjects in research) has reviewed the procedures, the consent forms, and the survey questions to safeguard the rights and welfare of subjects involved in research. The CSR team members will want to carefully review the handout *Human Subjects: What It Is? and Why It Is So Important?*. Invite the state CSR coordinator to meet with the CSR team to discuss assessment tools and methods of data collection. Most importantly, the CSR team will want to make sure it is collecting factual information that can inform the CSR effort while ensuring the privacy, safety, welfare, and rights of human subjects. The CSR team may wish to review the handout *Checklist for Assessing Community Needs*. The checklist will help the CSR team think through the critical steps in the assessment. Individuals to identify ways they would like to be recognized and rewarded for their efforts, sharing that it is important to the CSR team and coalition that efforts are recognized and that people realize the important contribution they make to the CSR initiative. Finally, ask CSR members and volunteers to share additional ways that the CSR team and coalition could positively influence the level of satisfaction of those involved with CSR, and frequently ask about and assess the CSR members' level of fulfillment (Rausch and Patton 2004).

Second important matter constitutes "Understanding CSR Coalition Commitment" as a matter, due to the voluntary nature of the CSR initiative. These two elements are turnover and change the CSR team must endure. It is essential to frequently gauge coalition morale and commitment. Commitment can wane for any number of reasons. One reason might be that coalition members do not feel that their voices are heard. When people do not feel

heard, they do not feel valued. People often say that to be heard, to have someone really listen and show a true interest, is key to feeling like a valuable member of a group. Individuals also report that it is important to know what is expected of them and to have clear goals and guidelines regarding tasks that need to be completed or expectations that need to be. Every CSR coalition and team should ask, are we fulfilling the needs of our CSR team and coalition members? Does the person sitting next to me truly feel valued, supported, and involved in a meaningful way in our CSR efforts? If every CSR team or coalition member cannot answer yes to these questions, it is time to check out how people are really feeling. Plan an informal meeting around a carry-in meal to put people at ease. Tell coalition members that the meeting is called to enjoy one another, to evaluate how everyone thinks the CSR initiative is going, and to talk about membership commitment. Remind everyone that sharing is voluntary and no one is forced to talk, but the information shared will be used to improve morale and commitment among the CSR coalition members, for having related handout.

Third of CSR necessities is "Strategies for Rejuvenation" and also once everyone has had the opportunity to share and discuss their answers, pass out the handouts and read through each of the discussion points. The membership committee can also determine recognition strategies and ways to identify and reward outstanding contributions of time, resources, or funds. Keep records of the meeting, issues that arose, strategies suggested and implemented, and a few period later, revisit the discussion, assessing the effectiveness of the strategies the coalition implemented to enhance commitment for being more creative. The CSR coalition should understand the ideas of best practices to ensure that CSR is promoting initiatives proven to work and do what they are intended to do and find "best practices" conditions (Rausch and Patton 2004).

Fourth matter is "*Funding Community Initiatives*" and there are three main sources of funds – gifts and donations, discretionary grants, and competitive grants – and it might take all three to grow and sustain our CSR efforts. We may receive fund from one source to carry out some programs and donations from another to support CSR efforts. We can tie all these resources together throughout the CSR development, growth, and sustainability stages. Also we should always be selling what CSR can do, what it does, and what it is to anyone who will listen. Don't be surprised if resources often come from unexpected sources. We may get a phone call one day from someone we spoke to a few weeks ago who thought our idea was something they wanted to fund. Or, maybe they communicated our idea to someone else who wants to fund our project.

Best practices mains are those programs, services, and resources that have been shown through research and evaluation to be effective in a particular area. Deemed effective for preventing or delaying substance abuse a program must be occurred best practice. Scientific-based research indicates effective realities for preventing or delaying substance abuse among a particular population. Most programs have been tried with other populations as well, and often the same results are achieved no matter who participates in the program. Guiding principles for identifying and selecting best practices are varied, yet all are designed to identify promising practices or *best* practices. Promising practices are those programs that are not scientifically proven, but which show some empirical promise. Best practices refer to those programs, strategies, or approaches that have been shown to be effective in a particular area based on scientific research and evaluation. This is not to say that promising programs may not one day be found to be best practices, but to date, they have not been proven through scientific research to be effective in a particular area. The CSR team will want to identify best practices programs whenever possible, understanding that these programs have been evaluated and found to be effective based on scientific inquiry and assessment. The CSR team may also want to identify a committee specifically responsible for seeking out best practices programs and approaches consistent with the

needs in the community. Also they share the handout as an *Identifying Best Practices* (Rausch and Patton 2004).

The programs and approaches implemented should address identified risk factors found in the community and/or protective factors found missing in the community. The CSR team and coalition should know the outcome they wish to achieve and the results they wish to promote through their efforts. Thoughtful search and research with input from experts identifies best practices and approaches to improve community life. As a CSR coalition or team, familiarize us with the different types of resources available, identifying potential sources that can help CSR meet the needs of the community. Read through the handout, *Funding Strategies: Finding CSR Resources* and discuss potential sources in each of the areas identified (Rausch and Patton 2004).

In addition to these, making a case for funding involves identifying need, convincing the funder that CSR has an effective way to address the need and the expertise to carry off the project, and that the outcome of efforts is effective, measurable, and reasonable. Consider a project or initiative the CSR team and coalition want to pursue to improve the lives of youth and families in the community. Use the handout as, "*Making a Case for Funding*" to practice outlining the critical pieces of the project in such a way that the funder can actually see and feel the need and the outcome of your efforts.

Once the CSR team or coalition has completely outlined the project, they are ready to make a pitch to a potential funder. Making a pitch is all about knowing our project inside and out; believing in the true merit of the project, and helping the funder see and feel the great outcome that will result from the project. Keep in mind that the funder is there to hear our ideas and to find those project that fit best with the mission and goals of the organization. Don't forget to do our homework – go online, or visit the library and find out something about the funding agency before making contact. How does our project fit into their mission and goals, what projects have they funded in the past – is our budget in line with the funds they typically reward? What about eligibility, does the funder only support not-for-profit organizations? If so, and if our CSR does not have such a status, consider who we can partner with in the community to achieve the successes together (Rausch and Patton 2004).

### **The Power of Partnerships at University**

More and more funding agencies and organizations are asking communities to work together to address community needs through comprehensive efforts. Community partnerships support shared resources and expertise, while reducing the likelihood of unnecessary duplication of services. CSR is in a uniquely positive position to garner support from funding agencies interested in comprehensive community collaborations. After all, the entire philosophy driving the CSR initiative is the power of grassroots, community-based collaborations working together to assess community needs and address University's community issues, enhance resources, and support a better quality of life for community residents. When soliciting support from funding agencies through grants, gifts, or donations, highlight the partnerships established through the CSR initiative. Document how long organizations have acted in partnership, previous collaborations and successes, and the history of positive projects and outcomes for the community.

As a CSR coalition, break into small groups and complete the handout *The Power of Partnerships*. If we ask that, each person to identify individuals or organizations they have partnered with in the past, identifying dates, activities, and outcomes of such efforts. And once all groups have completed their handouts, share the responses and compile all responses into one final report. These documented efforts will come in handy as the CSR group moves forward to secure funds to support community efforts. The final handout in the lesson provides the CSR team and coalition with a checklist for funding development. As a group, walk through the handout *Checklist for Funding Development*. Answers to the

questions will help the CSR team identify gaps in knowledge or information it needs to fill before pursuing funds from an agency. Remember, knowing our project inside and out and knowing the issues we are addressing and the outcomes we anticipate will help for speak passionately and convincingly to others whose support we need to grow and sustain the CSR effort. This will be an important document for CSR trials application at University (Rausch and Patton 2004).

### **Description and Analyses of CSR for Academic Life with Technological Achievement and Quality of Life Data**

The technology revolution and the digital divide along with a theoretical discussion of the research objectives. Findings show comparisons across technology achievement categories and closes with suggestions for abridging the digital divide and research implications for macro-marketing. Joseph Stiglitz reported at 2002 that; "Globalization can be reshaped, and when it is, when it is properly, fairly run, with all countries having a voice in policies affecting them, there is a possibility that it will help create a new global economy in which growth is not only more sustainable and less volatile but the fruits of this growth are more equitably shared". The sweeping technological changes of the late twentieth century have affected consumers worldwide. Spawned by the convergence of the computer and telecommunications industries, the development of the World Wide Web, and the globalization of markets and consumer culture, the network age has dramatically increased the diffusion of knowledge across national and geographic boundaries. Citizens of even the least developed nations have access to information that was unavailable to the richest individuals in the wealthiest countries as recently as a century ago. The development and expansion of the World Wide Web, often referred to in common parlance as the Internet, was exponential during the 1990s because of these trends. "It is important to examine how the increasing presence and importance of the Internet in the everyday lives of those with access separates others from the ongoing social, economic, and commercial activity the internet supports and creates." For example, in a global community where fewer than half of all people have used a telephone, the ability to access the Web is a remote possibility for many. These consumers typically reside within developed Western nations, which contain (Hill and Dhanda 2004).

Finally, human skills are measured by mean years of schooling within a nation along with gross enrolment at the tertiary level in science, mathematics, and engineering. The UN measures human development through an index composed of longevity (life expectancy), knowledge dissemination (adult literacy and school enrolments), and standard of living. Explores technology creation, diffusion, and use among nations and the findings reveal great differences between developed and developing countries, with the least developed nations facing acute deficits in technological advancement. Inequalities of consumption opportunities in a society are reduced with increased technological achievement, suggesting that the digital divide may exacerbate the plight of the impoverished in nations without the capacity to create or disseminate basic and/or advanced technology. In addition, equity in human development capabilities between men and women improves with technological achievement, which may be the result of educational and employment options that transcend traditional gender roles and boundaries. These findings reveal that globalization and technological achievement are a mixed bag that has positive economic and social benefits along with serious consequences. Results suggest that the creation and diffusion of technology associated with the Internet contribute to the advancement of vulnerable consumers within developed countries. As a consequence, the Internet only is widely available to the wealthiest consumers in much of the developing world. On a larger level, it may be an appropriate time for macro-marketing scholars to reconsider construct (Hill and Dhanda 2004).

For many would-be participants in higher education from many countries around the world the opportunity to study at a university is desirable but the opportunity to study at a university in the Western world is even more desirable and the limiting factor to the achievement of this desire is the cost involved. Nevertheless a significant and increasing number, of young people do manage to achieve this desire. This inevitable means of course that wealth is one factor in access to higher education. Those lacking this wealth tend to study at universities in their own country – provided of course that they have the necessary wealth to even do this. For those without the financial resources to study at a university in this manner there is recourse to other options. Access to university education therefore has expanded dramatically and access has been given to many who previously could never aspire to this form of education, and the ensuing benefits which can be obtained therefrom. For a variety of reasons universities have been placed in a market situation in which they must compete for students and for the ensuing income. Implicit in this reasoning is the assumption that there exists a superior mode of organising. The managerialist discourse is located in, exercises power over, and provides the theory and practice to enable an organisation to meet the expectations of its' owners. Effectively universities are on the road towards privatisation – where the best will succeed beyond their wildest dreams and the less efficient will at best struggle to survive and at worst cease to exist (Hill and Dhanda 2004).

### **The Ethics of Organizational Academic Life**

The Ethics of Organizational Life or Organizational Ethics, is the domain of the ethics and compliance structures, systems, practices, procedures, and protocols necessary. Here, for a body of people having shared purposes employ organizational design and development to to achieve shared visions in accordance with the organization's purpose, its core values, social responsibility, and core organizational culture. It is not specific for academic life, but also a kind of obligation for all organizations. Organizational ethics applies to all organizational life, regardless of specific social purpose. The thrust of organizational ethics is to increase human authority, energy, knowledge, and trust—, and to drive out fear. Organizational ethics applies to all organizational life, regardless of specific social purpose. It shapes the conditions of organizational life, the content of dialogue or conflict resolution, and the context for the ethical framing, communicating, choosing, learning, and actingons of the other circles. It is where ethical leadership may perhaps best be exercised, again at all levels (Johnson 2005).

Additional bureaucracy, with rising costs for observance, costs of operation could rise above those required for continued profitability and sustainability. Critics already argue that the CSR of companies is simply to make a profit, and legislation would increase the vocalization of these concerns. Reporting criteria vary so much by company, sector and country, and they are in constant evolution. It would help to avoid the excessive exploitation of labour, bribery and corruption. These are the minuses of CSR regulation. Companies would know what is expected of them, thereby promoting a level playingm field. Many aspects of CSR behaviour are good for business (such as reputation, human resources, branding and making it easier to locate in new communities) and legislation could help to improve profitability, growth and sustainability. Some areas, such as downsizing, could help to redress the balance between companies and their employees. Rogue companies would find it more difficult to compete through lower standards. The wider community would benefit as companies reach out to the key issue of underdevelopment around the world. Also these are the pluses of CSR regulation (Hopkins 2004).

### **DEVELOPING PERSONAL and SOCIAL RESPONSIBILITY**

For having improved public image, personal and social responsibility must be at developing processes. This will be the results of "Community Action" as given in a special book (<http://www.nssc1.org/books/dpsr.jpg>). Human nature, all too often, seeks the lowest level of responsibility while seeking the highest expression of freedom and rights. When left unchecked, this often translates into disobedience, disruption, violence, truancy and, in general, a lack of appropriate self-control and motivation in young people. Schools can play important leadership roles with students, parents and the community in teaching responsibility skills. The ideas, suggestions and model curricula set forth in Developing Personal and Social Responsibility are designed to serve as a framework on which to build successful programs aimed at training young people to be responsible citizens. CSR is an instrument of positive change taking place in organisations and businesses. It sets the framework and defines the method in which organisations and businesses must operate to be able to meet the ethical, legal, commercial and public expectations that a society has of any organisation. This means that *"they will need to undergo a major mind-shift and culture change to become socially, environmentally and economically responsible towards their employees, shareholders and the stakeholders involved"* (Hopkins, 2004).

Corporate Social Responsibility (CSR) is also an approach to be taken into account the social impact an organisation like University, has on the community both local and global. The main aim of the concept is to bring together all sectors (public, voluntary and business) and work together to eliminate the old idea that economic and environmental issues are in conflict. By transforming the way any business is conducted — internally and externally — companies can now maintain their success and growth and achieve sustainability. The business case for CSR is dependant on the type and size of organisation involved. However, the outcome of committing to the concept is both beneficial and worthwhile for all sizes. Organisations and businesses that are strict in adopting and implementing corporate governance practices, standards and measures will see improvement in their financial performance, an increased level of public and market trust in their products and a reduced risk of bad decision making and lack of personal accountability. CSR is a fertile ground for innovation, creativity and challenges old ideas and working practices by allowing a voice for all stakeholders. The result is that CSR is emerging as a powerful channel to ensure positive development for organisations of all sizes. Faced with increasing social and environmental challenges tomorrow's managers will be expected to combine skills that go well beyond what traditional business teaching currently provides. Universities are a kind mirror, for seeing the reflections and gaining these experiences from the special side of students (Hopkins 2004).

Rogerson and Gotterbarn (2005) were showed that; "research done in the UK, New Zealand and the USA indicates that these inherent problems of existing *risk analysis* can be addressed in several ways including":

- expanding the list of generic risks
- maintaining focus on the broader project goals
- extending the list of considered project stakeholders

Also for a development project to succeed, risk resolution should consider:

- the delivered project type, consisting of sector and application
  - the sector within which the software will be used
  - the type of application that is to be addressed
  - the surrounding circumstances of the application
- project impacts on all stakeholders
  - direct stakeholders: developers, customers, and others with a business interest indicating intra-project risks
  - indirect stakeholders: users, others whose life circumstances may be impacted by the product, and the social and natural environment indicating extra-project risks

- the different stakeholder expectations regarding how to judge a project as a success or a failure.

So that responsible risk analysis requires categorisation and description of the delivered project, and the associated direct and indirect stakeholders. The extension of risk analysis to a broader range of stakeholders is a necessary but not sufficient condition of adequate risk analysis. Limiting analysis to purely quantifiable risks would still miss many potentially negative impacts which cannot be easily quantified. There is a need to also focus on the broader impacts of the software and this type of process consists of four stages:

1. The identification of the project type together with immediate and extended stakeholders in a project
2. The identification of the tasks in a particular phase of a software development project
3. The association of every task with every stakeholder using structured questions to determine the possibility of specific project risks generated by that particular association
4. Completing the analysis by stating the concern and the severity of the risk to the project and the stakeholder, and recording a possible risk mitigation or risk avoidance strategy (Rogerson and Gotterbarn 2005).

### **A comparative assessment on the state of teachers and education quality**

A comparative assessment on the state of teachers and education quality based on a wide range of data sources, including school censuses, assessments of student and teacher knowledge, and statutory teacher data. It uses these data to highlight trends in teacher quantity and quality and explores the policy implications of bridging the gap between the two, especially in developing countries. It compares the strengths and shortcomings in the recruitment and deployment of teachers in countries around the world. The report examines the recruitment and training of new teachers to better understand the trade-offs between increasing teacher supply and lowering educational standards. It also examines a set of policy variables associated with teacher deployment and working conditions – namely instructional hours, class size and salary structure – that can be adjusted to accommodate more pupils (UNESCO 2006).

#### ***Teachers and minimum qualification standards***

There are two issues that make the development of cross-nationally comparable indicators of teacher quality difficult: availability of data and uncertainty about the measurable characteristics of effective teachers. The types of data on teachers, including teachers' academic credentials and whether or not they are certified to teach, are only weakly linked to student achievement in countries where this relationship has been studied. The teacher quality indicator most often collected is the proportion of trained teachers, or those who have received the minimum organized teacher-training (pre-service or in-service) required by a given country.

Through a collaborative approach, will devise relevant action strategies with national representatives, coordinators, heads of teacher training institutions and other decision-makers, as well as bilateral. At the national level, assistance is focused on the relevance and quality of teacher education programmes, steps to professionalise teachers, and the review or adjustment of national policies to improve the status of teachers and reverse teacher attrition (UNESCO 2006).

According to same source CSR's research achievements include some main respects those are given below (<http://www.csr.city.ac.uk/about-csr.html>):

- Developing novel techniques and tools for assessing software reliability
- Providing a formal foundation for the software metrics area
- Defining the limits for evaluating systems with ultra-high reliability requirements

- Developing models of common-mode failures in diverse and redundant systems
- Developing novel mechanisms for software fault-tolerance
- Producing a comprehensive framework for software data collection
- Developing a widely-used method for assessing efficacy of software standards and methods.

Most of CSR's research has been supported in recent years by funding from the some of governmental / national councils, from industry, also sometimes from Department of Trade and Industry. CSR is one of the world's major players in dependability research, and has collaborated with most of the others over the years. CSR prides itself on its close links with industry, which provide both a source of new technical problems and a test-bed for the new techniques that it develops. CSR's research goal is to offer industry sound methods for evaluating and predicting, as well as achieving software dependability. CSR has extensive experience in technology transfer and also interchange of problems and ideas between industry and academia. CSR staff work with various advisory and standards committees and governmental bodies (UNESCO 2006).

A new CSR alliance has been formed to offer consultancy services and strategic advice to help companies improve their accountability and communicate CSR performance. Their activities include:

- Researching the social and environmental issues that affect organizations,
- Benchmarking corporate responsibility programmes against best practice and peer group practice across worldwide,
- Developing CSR strategies that span global supply chains and product lifecycles,
- Designing stakeholder engagement programmes and facilitating stakeholder dialogue,
- Creating effective CSR and sustainability reporting systems,
- Providing independent assurance of CSR reports and programmes.

CSR Values can respond rapidly to client requirements and operates. Between different national issues, understanding of regulatory regimes and cultures and actively monitor the views of stakeholder groups across the continent. In its sustainability activities, "considers sustainable development a strategic factor in its business". Like "*Leading lights*" appears justified, in the year the University was in renewable energy in terms of operational capacity, and increased energy generated from renewable sources (Korthals and Bogers 2005).

### **Why Moving Away is Important for Students**

For some, getting away from home is reason enough to go to university – sometimes the further away the better! It may used to be the norm that most students went to live on or near campus and there is still a strong tradition of moving away to study for a degree. In some cases, the preferred course may be at a specific university or college, in which case it may make good sense to move. Some students also value the experience of living in student halls of residence, or in shared accommodation, as an important part of university life. Others want the opportunity to experience living in a different part of the country (Korthals and Bogers 2005).

So "Moving away":

- Gives you more independence,
- Allows you to discover a different part of the country,
- Brings you close to campus,
- Gives you greater choice of courses,
- Gives you the chance to live with other students,

Consequently:

- You will be further away from home and family,

- It may be more expensive,
- You may have to live with other students!

This preference / obligation is a decision that very much depends on your personality and the kind of experience you want. It is inevitable that friends who have studied about the choices they made, or get involved in online student forums, where accommodation is a popular topic of discussion (Korthals and Bogers 2005).

### **Why Bother with CSR?**

Corporate Social Responsibility is all about a company knowing, managing and improving its impact on the economy, the environment and society. Increasingly, people with a stake in that company, eg. clients, suppliers, employees, funding organisations, advocacy groups, the community, (and more), expect a company to be doing this. They also, increasingly, are expecting a company to go beyond simply 'what is required', legislation and complying with rules and regulations. They want to see that a company is (Radley 2005) transparent in its communication of its performance, has ethical status, well managed, and has strong Governance procedures, responsive to the needs and views of its stakeholders, responsible in its actions, attitudes and values, and able to be trusted.

Too many companies and also organizations (like Universities), are seen as 'all too hard' and just another thing to distract them from – in their eyes - conducting the business of business: making a profit still sadly. What they don't realise is that:

- they are often already conducting corporate social responsibility, to some extent – and therefore the transition to doing this in a structured way is not as great as anticipated,
- as well as benefiting the economy, the environment and society, there is a business case in engaging with CSR for the company itself. The top ten reasons for engaging with CSR are given below as defined by **csrnetwork** and Yeldar (2005).

#### **1) Increased profit**

Several academic studies have shown a direct correlation between socially responsible business practices and positive financial performance:

- Some of the findings shown that, companies/organizations with a defined corporate commitment to ethical principles do better financially (based on annual sales/revenues) than companies that don't.
- "Stakeholder-balanced" companies showed four times the growth rate and eight times the employment growth when compared to companies that are shareholder-only focused during 11-year at Harvard University as a study founds.

#### **2) Access to capital**

Companies/ organizations that are committed to CSR often have access to capital that would not otherwise be available, due to the increase in Socially Responsible Investment (SRI). A 2001 study showed that 12% of total investment in the USA was of a socially responsible nature. Likewise, there were 313 green, social and ethical funds operating in Europe in June 2003, showing a 12% increase in the last eighteen months.

#### **3) Reduced operating costs/increased operational efficiency**

Contrary to widely-held opinion, improved environmental management systems do not automatically result in greater cost. Over time, they improve operational efficiency by reducing waste production and water usage, increasing energy efficiency and in some cases, selling recycled materials. There are also company specific ways of reducing operating costs. By considering impacts, a company's/ organization's actions can result in environmental, social and economic benefits.

#### **4) Enhanced brand image and reputation**

A good reputation is often very hard to build – and yet can be destroyed in less than a day. So much of a company's / organization's reputation results from 'trust' by stakeholders. A strong reputation in environmental and social responsibility can help a company build this trust. However, it needs to result from real practices and policies and integrity towards the companies responsibilities. Stakeholders are not stupid and can see through 'fluff'. Non Government Organisations (NGOs) and local communities are far more willing to not take action as a result of an environmentally-damaging incident if it is evident that the company has genuinely worked hard to prevent it happening in the first place, and has in place solid management practices for rectifying the situation – quickly – and for learning and improving to prevent an repeat occurrence.

#### **5) Increased sales and customer loyalty**

Research has shown that consumers not only want good and safe products, but they also want to know that what they buy was produced in a socially and environmentally responsible way. CSR can lead to new University and it's students lines. As Dr Steckel and Simons pointed out in their book *'Doing Best by Doing Good'* and *'The National Trust benefits by receiving operating income from the royalties'*.

#### **6) Increased productivity and quality**

Business for Social Responsibility is a membership organisation based that helps companies / organizations improve their CSR learning, management and activities. Main mentality points out *"Company efforts to improve working conditions, lessen environmental impacts or increase employee involvement in decision-making often lead to increased productivity and reduced error rate. For example, improve working conditions and labour practices among their suppliers often experience a decrease in merchandise that is defective or can't be gain."*

#### **7) Increased ability to attract and retain employees**

A company's/ organization's dedication to CSR can help to attract and retain employees. People want to work for an organization that is in accordance with their own values and beliefs. Employees are not just worried about promotion and salary any more. According to the experiences; Launched Values in Action programme which aligns the business objectives with sustainable development, having seen a 5% drop in staff turnover. Again *"generally, 78% of employees would rather work for an ethical and reputable company than receive a higher salary."*

#### **8) Potentially, reduced regulatory oversight**

The more a company/ organization shows it is committed to CSR by complying with and going beyond legislation, the more lenient governments and regulators may be with the company. They may be given preferential treatment when applying for permits or permission to do something, and if an accident occurs, will be regarded more favourably if they have been transparent and socially responsible in the period running up the accident/incident.

#### **9) Reducing risk, and increased risk management**

The more a company / organization is committed to CSR, the less they are exposing themselves to business risk. This could be reputational risk following bad press, e.g. the highly publicised, financial risk or environmental risk. Fund Management companies are becoming more vocal and assertive about their own expectations regarding a company's / organization's evidence of responsibility in order to reduce risk.

#### **10) 'Keeping up' with competitors and where the educational platform is.**

This is where business/ education are heading: the world over, regardless of the regional culture. Coming to mind immediately when discussing whether and how companies / organizations are embracing the concepts of corporate social responsibility. There are others. For all, the starting points are often different, some are driven by regulations and legislation and others are driven by self-regulation. Governments, investors, local communities and suppliers are all putting pressure on companies / organizations to live up to their expectations of an organization in society and in the environment. For enlightened

companies, embracing corporate social responsibility makes good business sense. Getting 'left behind' are also missing organizational opportunities, competitor advantage and improved management opportunities. By NOT engaging in CSR, companies / organizations are not only under-managing their impact on society and the environment, they are under-managing their own economic self-interest.

Universities are the most important academic and educational organizations. For an university however the objectives of equipping students for their future life and thereby benefiting society must not be forgotten in the drive for marketisation. Growth in student numbers and / or turnover are not objectives in their own right for a university. Indeed this sort of objective, and concomitant performance measure, are not wholly subscribed to in the untrammelled free market of the commercial organisation. Along the way, to help make the world a little better, must be main target for all scientists. The science of behavior and cultural analysis has much to offer to organizations and movements interested in social justice and human rights, who are "*acting to save the world*" (Skinner 1987). Behavior analysts are strongly encouraged to work with and join the following networks, and to contribute what they know in respectful ways to these efforts. Ethical leadership is difficult. Hopes for building sustainable communities—socially, culturally, and physically—most are founded on learning to think and dialogue systemically. The Applied Ethics & Policy Integration Model provides a framework bringing together the remarkable work that has been done in ethics and policy toward that end. Scientists are the heart of the Universities and are the key their studies to this competitive success in a global world. Their energy, intelligence and knowledge of networks are what differentiate from the other competitors. Equally, specially academic employees need to have a voice, to have their views listened to and their ideas acted upon for having synergic process an products. Leaders proactively seek and listen to these employees' views, as well as share information on the status of the company's attainment of academic goals. This is done in a myriad of ways. For monitoring of progress towards accomplishing the most business strategy, performance criteria include both financial and non-financial measures, such as customer or students satisfaction.

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