

The model of academic staff development in the context of enhancing university autonomy and social responsibility

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ABSTRACT: *Under the impact of the socialist-oriented market economy and international integration, more and more autonomy has been assigned to public higher education institutions to encourage their appropriate and effective use of resources to improve training quality. In reviewing the model of human resource management and knowledge management based on the corporate social responsibility (CSR) approach, this paper presents a model built for developing academic staff under the consideration of several factors including external factors, internal factors, the autonomy and social responsibilities of the University for outputs, stakeholders (university administration board, investors, human resources units, university members) and the quality management of higher education institutions.*

KEYWORDS: Model; academic staff development; accountability; university social responsibility; human resource management; lecturer professional development.

→ Received 28/12/2019 → Revised manuscript received 18/5/2020 → Published 25/6/2020.

1. Introduction

In the context of globalization and the requirements of the Industrial Revolution 4.0, Vietnam's higher education has rapidly expanded its integration with the desire to approach advanced education in the world and to apply it in the practice of the socialist-oriented market economy, Vietnam has tended to change the way of managing public universities in order to promote their autonomy process. The autonomy and social responsibility of a university are based on three aspects including academic autonomy, staffing autonomy and financial autonomy of which the academic staff is one of the decisive factors to the quality of training since it is not only the central object of the administrator but also the active subject and the development motivation of the organization.

Aiming at contributing to building a scientific theoretical basis for forming a staff development model in accordance with the model of university administration in the direction of autonomy and social responsibility, the article proposes the staff development model including three parts: (1) Introducing the model of human resource management and knowledge management based on corporate social responsibility approach; (2) Specifying the necessity to apply to higher education institution governance; (3) Focusing on analyzing the teaching staff development

model in the context of increasing autonomy and social responsibility of higher education institutions and the operation mechanism of the model.

2. Methodology

In addition to the methods of analyzing, synthesizing and systemizing relevant documents better understand the theoretical basis of human resource management, university autonomy and academic staff development, we use the modeling method to study the elements, processes, and properties of the research subjects, thereby proposing a new model to apply to the current higher education practice.

3. Results

3.1. Human resource management models: Aspects of knowledge management and corporate social responsibility

The constant changes of science and technology have affected the attitude of people employed in organizations, their knowledge, intellectual capital and values, as well as social responsibility. For this reason, Lapiņa et al. (2014) proposed a model of *Human resource management Models: Aspects of knowledge management and corporate social responsibility* to analyze and evaluate the aspects of knowledge management, social responsibility of the businesses that use human resources and develop in other models of human resource management. To clearly

see the elements of the model, a number of concepts are introduced and analyzed as follows

a) Knowledge management – KM

In the era of the New Economy, knowledge has appeared as an asset to be valued and developed. Knowledge is defined as the ability to sustain the coordinated deployment of assets and capabilities in a way that helps the firm achieve its goals (Soliman, 2000). To the organization, knowledge is defined as what people know about customers, products, processes, mistakes and success (Bollinger & Smith, 2001; Ishak, Eze, & Ling, 2010) [7], [12]. According to Sumi (2011), “KM is a managerial philosophy, which is perceivable in the practices of different organizations. Utilizing KM, besides, can result in better performance of interaction between individuals or groups. To be efficient, KM requires the storage for information and knowledge, which is open to organization members for searching critical information, knowledge or the best practices. Thereby, KM is the learned method for sharing knowledge, interacting and distinguishing ways of organization and should be considered an organizational process, which is used to achieve better performance due to effective knowledge sharing and organizational learning, recognizing and developing competencies, and gaining from individually different skills and knowledge.” [18].

b) Corporate Social Responsibility – CSR

There are many different definitions of CSR. Davis and Blomstrom (1966, p.281), for example, defined social responsibility in the following way: “Social responsibility, therefore, refers to a person’s obligation to consider the effects of his decisions and actions on the whole social system. In so doing, they look beyond their firm’s narrow economic and technical interests” [9]. Meanwhile, Carroll (1979) extended the concept of CSR including four categories: economic, legal, ethical and discretionary responsibility [8]. On the other hand, Hopkins (1998) emphasized that CSR is concerned with treating the stakeholders (both within a firm and outside) of the firm ethically or in a socially responsible manner [11]. And Baker (2003) defined that CSR is about how companies manage the business processes to produce an overall positive impact on society.

c) Human Resource Management- HRM

In literature, as concerning to HRM, people think about human management. In the past, organizations considered the people as a labor source, focusing on their ability to perform their functions and duties. However, with the desire to implement the advanced science

and new technologies, the nature of the workforce has changed: Apart from higher requirements of qualifications as well as other skills and competencies, workers need to be involved in decision making. In the 21st century, the new concept of HRM introduced in the US by adopting the total quality management principle from Japan, recognizing that the organization’s employees identify human resources as the main resources. According to Armstrong (2006), Mathis and Jackson (2008), Snell and Bohlander (2011), HRM is considered as a strategy and coherent orientation to the management the people (or human talent) who are most valued asset of an organization whose individual and organizational contributions help the organization achieve its goals. [6]. Other authors such as Paauwe (2004) and Price (2007) argued that HRM includes attraction, selection, retention, development and using human resources to achieve both individual and organizational goals. According to these authors, the criteria of human resources outcomes is not only the economic rationality - the stakeholders’ interest (i.e., developing and maintaining sustainable relationships with all related members.) but also customers and shareholders [15], [16].

In addition to studies into HRM, the HRM model is also interested by many researchers in order to offer the most effective way of managing human resources, such as Harvard model ((Beer et al, 1984), Guest (1997) model, Becker and Huselid model (Becker, 1997), Paul and Anantharam (2003) model, Jackson and Schuler (2009) mode, etc. With different approaches to HRM, Lapiņa et al (year) compared the human resource management models, as shown in the following table.

According to the above comparison (see Table 1), some models represent the traditional approach, but the Harvard model, the Jackson and Schuler model illustrate the CSR approach, i.e., the satisfaction of stakeholders [13].

d) Knowledge and human resource management model towards corporate social responsibility

With the approaches of knowledge management, corporate social responsibility and research of HRM models, Lapiņa (2014) proposed Knowledge and Human resource management model towards corporate social responsibility as follows (see Fig.1) [13]:

Lapiņa created a model (see Fig.1) and concluded that the corporate social responsibility, HRM model should ensure achieving the organizational and employee’s individual objectives, taking into account the organization’s impact on the external and internal environments.

Social responsibility and knowledge management should be the foundation for the sustainable culture of

Table 1: Comparison of HRM models

Models	Outcomes
Harvard model (Beer, Spector, Lawrence, Mills & Walton, 1984)	HR outcomes: commitment, competence, congruence, cost-effectiveness. Long term consequences: individual wellbeing, organizational effectiveness, social wellbeing
Guest (1997) model	HRM outcomes: commitment, quality, flexibility Behavior outcomes: effort/motivation, cooperation, involvement, organizational citizenship Performance outcomes: High: productivity, quality, innovation Low: absence, labor turnover, conflict, customer complaints Financial outcomes: profits, return on investments (ROI)
Becker and Huselid model (Becker, Huselid, Pickus & Spartt, 1997)	HR outcomes: employee skills, employee motivation, job design & work structures Performance outcomes: productivity, creativity, discretionary effort, improved operating performance Financial outcomes: profits, growth, market value.
Paul and Anantharam (2003) model	Operating performance: employee retention, employee productivity, product quality, speed of delivery, operating cost Financial performance
Jackson and Schuler (2009) model	Stakeholder satisfaction Owners and investors: financial returns, corporate reputation, long-term survival Customers: quality, speed, responsiveness, low cost, innovation, convenience Society: legal compliance, social responsibility, ethical practices Other organizations: reliability, trustworthiness, collaborative problem-solving Organization members: Fairness, quality of work life, long-term employability
Armstrong (2009) model	HRM outcomes: engagement, commitment, motivation, skill Business outcomes: productivity, quality, customer satisfaction Financial performance: profit, sales, market share, market value

(Source: Inga Lapiņa et al, 2014)

the unit using the human resources (company). However, since every company operating in a socially responsible manner may have a different understanding of human resources and apply different HRM models, to gain highest efficiency levels, the companies should be able to adapt to different circumstances and changes in the external and internal environments and should consider the change and the knowledge management, thereby creating the HRM model best suited to any situation and environment.

HR plays a critical role in knowledge creation, retention, sharing and innovation inside the organizations. The influence of KM on HRM can be known as follow. The owners of the organizations attempt to facilitate the implementation of HR practices by applying information technology and KM in their organizations. KM provides a medium in which human resource managers will perform HR programmes and HR practices in a better way and with higher quality (Davoudi & Kaur, 2012). Previous studies have shown that appropriate HR practices influence organizational performance positively. Similarly, some studies argued about the positive influence of knowledge management on organizational outcomes. Davoudi and Kaur (2012) describe the integration of KM and HRM, which

gives a synergistic effect in the organization leads to organizational superior performance, efficiency, effectiveness, productivity and survival in today's competitive advantages which can be named as the ultimate goals of all organizations [10].

In general, this model (see Fig.1) shows that this is essentially a system image which shows how, by whom and in what direction to take steps in order to achieve the desired result. Companies can apply modeling to develop new ways of working which are more efficient and effective. The company, which builds for itself a proper human resource management system, gains competitive advantage. Such company can be socially responsible and develop its activities to the value that would be helpful and mutually beneficial to both the company and its stakeholders. Moreover, in order to gain a competitive edge and maintain competitive advantage, organizations need to use new business management strategies and HRM models that create a new culture in the organization and include both knowledge management and social responsibility aspects. Knowledge management and culture of social responsibility will therefore change the organization's thinking, perception and allow the organization to operate on a new level.

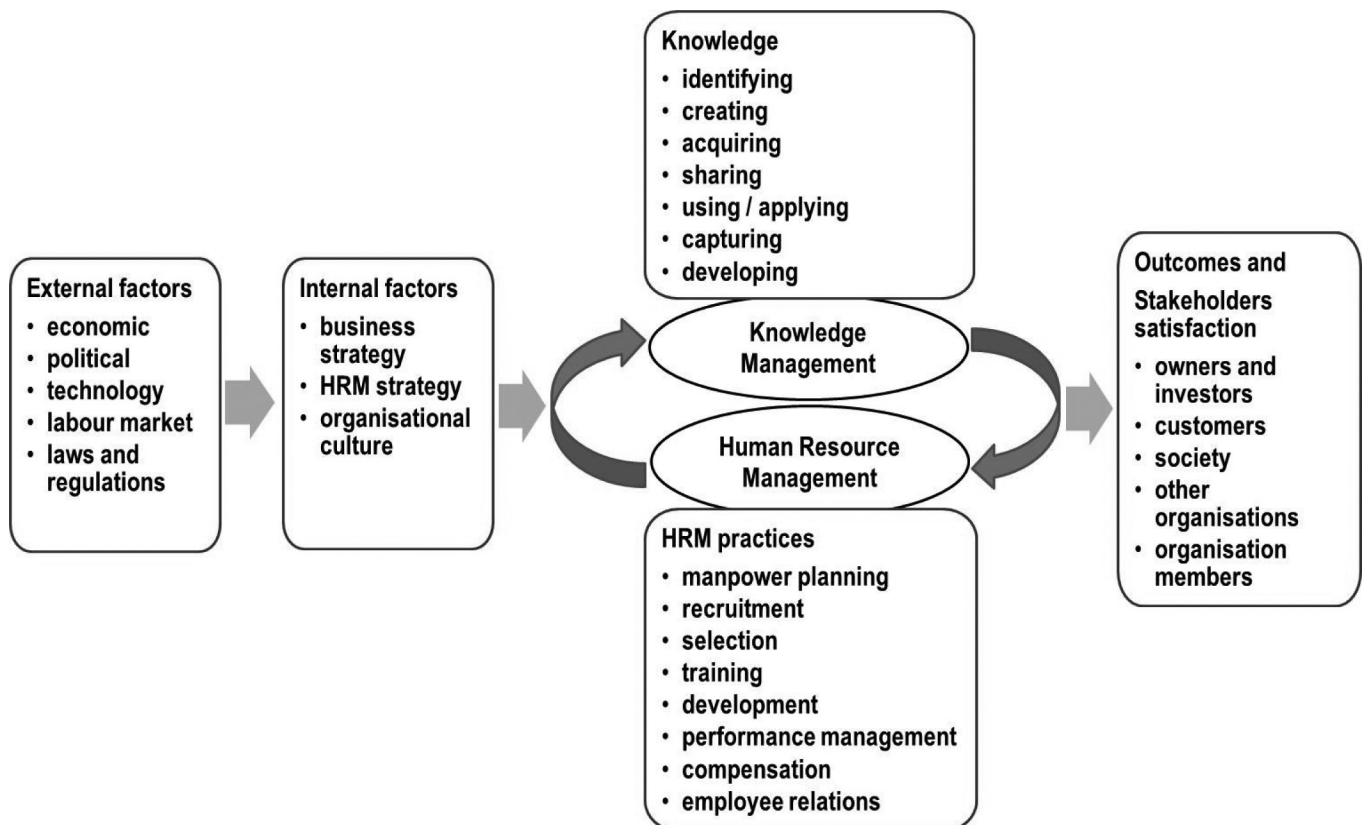


Figure 1: Knowledge and Human Resource Management model towards corporate social responsibility
 (Source: Inga Lapiņa, 2014, Human resource management Models: Aspects of knowledge management and corporate social responsibility)

3.2. The necessity to apply the model of human resource management and knowledge management based on the corporate social responsibility approach to higher education management

Nowadays, higher education institutions no longer merely operate isolately and independently, but expand their cooperation with both domestic and foreign organizations and enterprises, and therefore are under social supervision and evaluation. Higher education institutions are responsible for the society for their quality academic staffs, achievements in training, scientific research, technology transfer and outputs. Thereby, the universities mobilize resources for training, scientific research, reinforce capacity for managers, lecturers and researchers, and have conditions to innovate the organizational structure and management towards effective, timely adjustment, and to update the curriculum, teaching methods and scientific research in accordance with the actual needs of businesses and society. Bui Van Ga (2008) mentioned that “Vietnamese universities must apply a company-style management model” [1]. This shows that university leaders must consider themselves as businesses and regularly adjust their development strategies in the current competitive environment.

More especially, the requirements of the socialist-oriented market economy under the context of globalization and education innovation, require higher education institutions to apply the institutional rules and models of human resource management of enterprises to administer their universities, in which, the academic staff development is regarded the leading factor determining the quality of education, and also the only force to train human resources capable of realizing plans for the future, especially in the 21st century - the century of information technology and knowledge economy.

From these reasons, we hope to apply the model of human resource management based on the social responsibility approach of enterprises to build a model of academic staff development in the context of increasing university autonomy and responsibility because this not only could provide universities with strategies to develop academic staffs but also help ensure the achieving of their goals and sustainable direction enhancing the education quality and reputation. In other words, such higher education institutions would be the trustworthy place for both domestic and overseas companies in seeking for their potential employers.

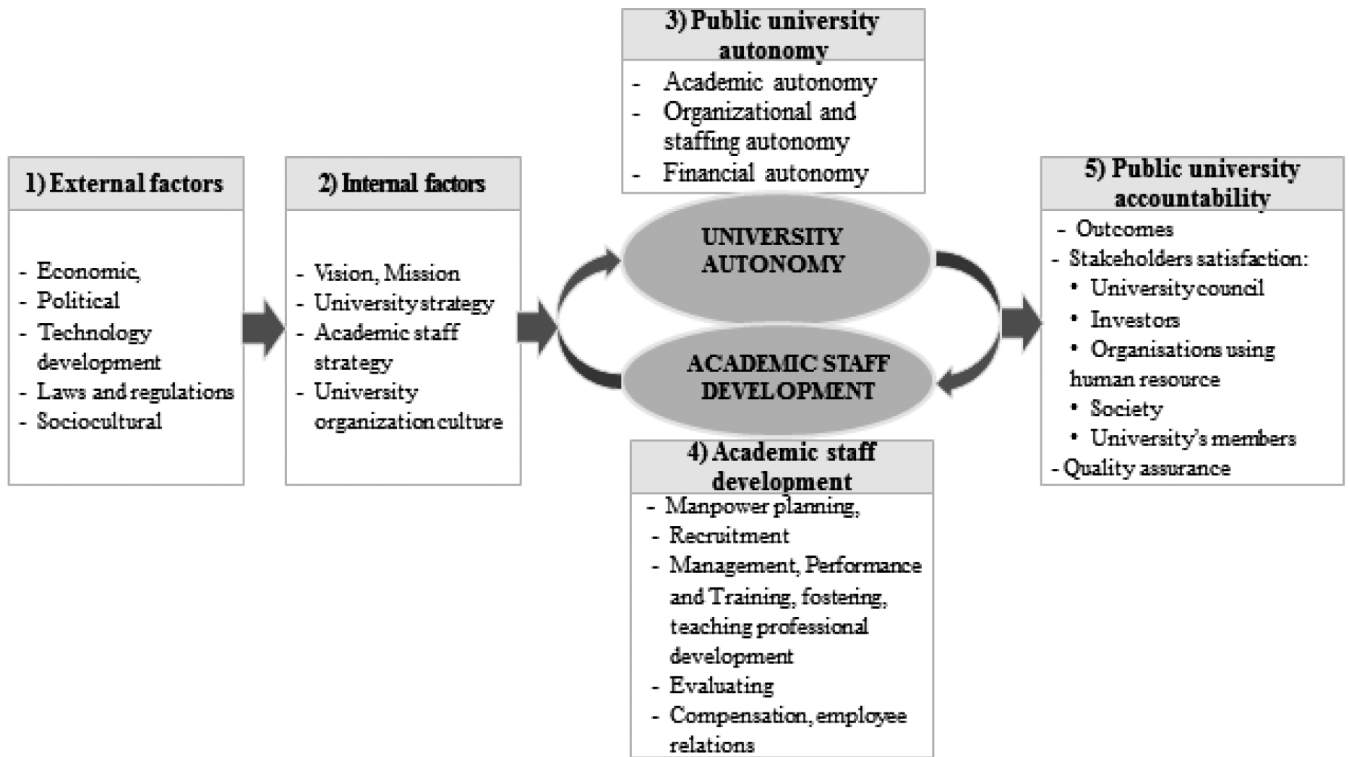


Figure 2: Academic staff development model in the context of increasing public higher education institutions' autonomy and social responsibility

3.3. Proposing a model of academic staff development in the context of increasing public higher education institutions' autonomy and social responsibility (named as Model)

3.3.1. Proposing the Model

As seen from the HRM model described above (see Fig. 1), and considering the necessity to apply this model to university administration, we propose a model of academic staff development in the context of increasing the autonomy and social responsibility for higher education institutions (Figure 2):

3.3.2. Analyzing factors of the Model

a) External factors

External factors include market economy, scientific and technological development, institutionalization and social culture.

The market economy is not only a mechanism but also an institution of socio-economic development affecting all aspects of economic and social fields including education. Education, on the other hand, operates in the market economy and is inevitably influenced by the market mechanism at all levels, with all the positive and negative aspects of the market economy of which the most clearly impacts are on: the formation of educational objectives, social value system and human values; the important changes in education contents, programs and methods; the association between education and the

needs of social life, economic and social development; the competition in the education and training system; the process of mobilizing all social resources to invest in the development of education and training; the expansion of democracy, publicity and transparency [5]. From these impacts, universities must consider and follow the rules of the market economy (the law of competition, supply and demand, value, etc.) during their development and improvement. More importantly, their academic staff development is required to meet the requirements of the market economy in general, the socialist-oriented market economy in particular.

The development of science and technology, particularly the Industrial Revolution 4.0 (IR 4.0) has brought many opportunities and challenges for people in many fields including education. Harkins (2008) named education in the era of digitized society as the Education 4.0 - a model related to the application of industry concepts 4.0 to education. Education is popular in places where people, things, and machines are connected to create personalized learning and completely decide on learning according to their needs. This new ecosystem transforms the educational organization into an ecosystem that creates innovation and creativity to improve labor productivity in the knowledge society. Obviously, creativity and innovation are the foundation of the

Education 4.0. The IR 4.0 which highly impacts on higher education institutions, on the one hand, asks for high-quality-trained human resources who are able to meet the requirements of knowledge, skills and quality, which are constantly changing in the new labor environment; and on the other hand, results in changes of the universities in their activities including training activities, curriculum innovation, teaching methods, testing methods and evaluating output standards.

Because of these impacts, higher education institutions are required to change the policy of teaching staff development through several approaches such as: Enhancing professional capacity (teachers participate in advanced forms of training, E-learning (Electronic learning) model, utilizing the teaching model in which classroom learning is combined with online collaborative learning and B-learning (Blended learning); Video conferencing (many people from remote conferences, through television exchanges, communicate with each other, a model of association between the school - managers - entrepreneurs, creating conditions for teachers and students (SV) innovation, creativity, linking theory with practice; Improving the capacity to use modern equipment and facilities in teaching; Fostering scientific research capacity (The first research results are applied to teaching, the lecture content will be in depth); Training and fostering foreign language skills to have the opportunity to absorb the quintessence of the world's knowledge. Thus, the faculty staff with the role of transmitting knowledge in the traditional way to the role of catalyst and coordination, organizing, guiding learners to receive knowledge, orientation, creating an environment for learners to have opportunities to develop their creativity.

Institutionalization: With the development of education in the context of Knowledge-based economy and IR 4.0, Vietnam has directed many orientational development for the whole education field which directly affects university autonomy and accountability activities as well as academic staff development through these following documents: Resolution 77/NQ-CP, dated 24 October 2014 of the Government on piloting the renovation of autonomy mechanism of public non-business units in which conducting financial autonomy and organizational structure and expertise in a number of universities and reviews of autonomy pilot results; The Higher Education Law No. 34/2018/QH14 on amending and supplementing a number of articles of the 2012 Higher Education Law has expanded the scope of autonomy of higher education institutions: Autonomy in academia, professional activities (industry opening, enrollment, ...); Autonomy in organization and personnel (organizational structure, regimes of each job position;

recruitment; ...); Autonomy in finance and assets (management and use of financial resources, assets; tuition policies, scholarships, ...); Resolution 29-NQ/TW dated November 4, 2013 states: Developing teachers and management staff, meeting the requirements of education and training renovation”; “Encouraging the contingent of teachers and administrators to raise their professional qualifications. To adopt policies to support young lecturers in accommodation, study and scientific research”; “Increasing the scale of overseas training with the state budget for teachers of basic and special sciences”; Decision No. 89/QĐ-TTg dated January 18, 2019 of the Prime Minister approving the Project on improving the capacity of academic staff, managers (administrators) of higher education institutions to meet the requirements of comprehensive radical renovation. education and training period 2019-2030 with the objective “Training doctoral degrees for about 10% of university lecturers, ensuring quality, reasonable structure ...” “Attracting at least 1,500 scientists, PhD students working abroad or working in the country and coordinating between Vietnamese universities and foreign universities meeting regional and world quality standards, ”; In addition, the other legal documents instructing higher education institutions to exercise autonomy for universities to create breakthrough development and measures to overcome difficulties of the universities such as Conclusion No. 51-KL/TW dated 5/30/2019; Directive No. 16/CT-TTg dated May 4, 2017 on strengthening the capacity to access the fourth industrial revolution; Official Letter No. 1891 / BGDĐT-GDĐH of the Ministry of Education and Training directing higher education institutions to train human resources capable of adapting to the IR 4.0, etc.

Culture and society greatly affect the academic staff development. Cultural constituents (language, religion, values and attitudes, behaviors and customs, material life, aesthetics and education) are often associated with each person's lifestyle, work and study. Therefore, proper analysing the nature, position, and roles of the cultural and social factors is an important base for administrators to develop strategies for developing universities and staff development. Cultural and social aspects (Ethics, aesthetics, lifestyle, occupation; Customs, practices, traditions; Social interests and priorities; Awareness level, general education of the society; ...) strongly influence the activities of higher education institutions. With the position of a lecturer - a person who directly educates the revolutionary ideals, ethics, lifestyle for the younger generation, encourages students to have a comprehensive development lifestyle; to consciously comply with the law; to have capabilities and bravery in international integration; Having good health, knowledge

and labor skills, life skills, etc. requires putting ourselves in the context of culture and society to have the right orientation, suitable for learners and their teaching activities.

From the theoretical and practical basis mentioned above, universities must really have comprehensive innovations from management, training, scientific research and transfer activities, technology and international cooperation in order to develop and increase competitiveness in a new context, especially in academic staff the development activities because they are one of the directly involved forces and play an important role in innovation who creates the quality of educational products (outcomes). Hence, it is required that the academic staff must have the ability to teach integrated knowledge, and be trained with teamwork skills, self-study, know how to search for documents and handle with information to turn into your own knowledge; change “teach what academia is available” to “teach what the market needs and will need”.

b) Internal factors

The internal factors of higher education institutions include vision, mission and targets of the university; the university development strategies; the academic staff development strategy; the university organizational culture which all directly affect the academic staff development activities.

Vision, mission, goals of the School: Each university declares its mission, vision and defines its targets. A mission statement is a “statement of an organization that convincingly presents the reason for its existence” (Komives, Lucas, & McMahon, 1998) [14]. The mission reflects the overall characteristics of the university while the vision reflects the school’s inspiration and aspirations (Pham Ly, 2016) [2]. Essentially, the mission statement should answer the questions: What will we do? How will we do? And who will be for? By answering those questions, the mission statement will clarify the focus of the university that making teachers and students understand how their needs will be met. Moreover, the school’s mission statement is not only aimed at teachers and students, but also towards to students’ parents, businesses and the social community. The vision statement helps the founders know not only what the university will basically be like, their maturity and values which are built and honored by the university, but also what the university contributes to the society and its country. The vision statement can be seen as a long-term goal and gives every member the confidence and the image of the university to reach in the future.

University Development strategy determines

the vision, mission, strategic goals, core values, educational philosophy and long-term development plan of organizational structure, human resources, training, Scientific research, international cooperation, management of learners and community service, quality assurance, ... This strategy is transferred into medium and short-term plans with KPIs performance indicators (Key Performance Indicator), criteria to strive for achieving university’s vision and mission.

The academic staff development strategy aims to build a team of teachers with good moral qualities, high professional qualifications, professional teaching and work style, appropriate structure, ensuring the continuous transition, be stable between teacher generations, meeting the requirements of building and developing the University in the context of education and training renovation. This strategy sets out the target to strive for the percentage of teachers get master and doctorate degrees; the percentage of teachers get title of professor and associate professor per the total number of teachers; % of teachers can teach in English; % of teachers achieving international standard English, etc.

Organizational culture of the university: The concept of organizational culture has received increasing attention in recent years both from academics and practitioners. According to Geert Hofstede (1991), organizational culture is a set of values, beliefs and intellectual behaviors of organizations that lead to a different between members of this organization with other one. Schein (2010) emphasized that organizational culture consists of a system of meanings, values, leading beliefs, perceptions and thinking methods that agreed by all members in organizations, extensive influence on the awareness and actions of each member [17].

From this definition, it can be seen that building an organizational culture is geared towards unifying awareness / consciousness between members in organizations and developing unified action / behavior for them to act. The basic characteristics of university culture positively influence the teacher’s morality that expressed in terms of values (perceptions of good / bad, right / wrong things), belief (belief in oneself, mutual trust of administrators, teachers, students, university relationships with parents, social community, university educational quality), standards and other support factors (ways working method, regulations, etc.).

In the context of integration and internationalization today, the key to changing the success of universities is not only by changing the organizational structure but also by changing the culture and branding for the university. School culture at higher education institutions contributes to the development of professional qualities

and competencies for teachers. Sincerely, there is a close connection between the university's culture and the development of academic staff. The university culture will create core values, not only attract highly qualified lecturers, but also be a lever to motivate teachers to work, so as to help them work long-term with the university and encourage their personal development as well that contributing to increase efficiency working and improving the quality of the university's training.

c) Public University Autonomy

University autonomy is considered as one of the important factors and conditions for the deployment and implementation of the advanced university governance method that helps reform and enhance the training quality. University autonomy is described as the comprehensive ability of the university to operate in the way it chooses to achieve the mission and goals set by itself. University autonomy is the initiative in management of the university based on three basic aspects:

Academic autonomy / academic freedom: The freedom of higher education institutions in deciding academic matters such as curriculum, teaching materials, pedagogy, and students' academic achievement assessment techniques. In essence, it is the initiative in training and scientific research activities of the university. Therefore, universities need to decide on not only their majors and curriculum, and academic and quality standards but also the number and mode of admission [4]. Academic freedom is the core value, and also the constant spirit of all activities in the university, including the freedom of research and the freedom of teaching.

Organizational autonomy, staffing autonomy: The freedom of educational institutions to arrange and organize events and relationship that relates to the planning, organization and coordination. Universities should be self-determined and proactive in building organizational structure, splitting up, establishing subordinate units, recruiting, appointing and treating talents while setting development strategies with a clear vision and direction. In essence, it is the initiative in how to manage the internal resources of the university in order to achieve its development goals in which the university council is an indispensable institution in giving autonomy to universities.

Financial autonomy: is the freedom of the institution to use financial resources according to the priority strategy chosen by the university including autonomy in allocating funds, voluntary financial provision, operational autonomy financial sector and accountability. At the core of financial autonomy is the establishment of diverse financial resources, the authority to use and generate revenue, with the right to

make independent decisions on the use of state-funded budgets to create financial autonomy as well as the right to create funds from other sources. In addition, universities should be self-determined and actively exploit and seek financial resources and work on how to use existing financial resources and assets to invest in future assets, or balance sources of revenue and expenditure to ensure a transparent financial system which is law-complying and non-profit guaranteed. In essence, financial autonomy (material) is the initiative in ensuring internal resources for training and scientific research activities of the university.

From the above aspects of university autonomy, it can be showed that the academic staff development will be impact by the degree of university autonomy. Normally, a university that is given financial autonomy will have enough resources and conditions to implement organizational and academic autonomy. However, our research has been approached under the reverse perspective as academic autonomy is a basic element of university autonomy. When higher education institutions increase autonomy in training, scientific research and international cooperation, they will operate better, attract a large number of learners, then increase the University's revenues and have ability to do the financial autonomy. At this time, the university will have adequate financial resources to strengthen facilities and equipment for training and funding and attract experienced and highly qualified lecturers, etc. for training activities.

d) Academic staff development

There are many perspectives on the academic staff development such as academic staff developing by focusing on teachers individually, academic staff developing by focusing on the university's development goals, academic staff developing basically harmonization between teachers' needs and interests and the university common targets. According to Meges (cited in Nguyen, 2015), academic staff development is aimed to further strengthen teachers' extensive development in their professional activities. Developing academic staff aims at not only ensuring the sufficiency in number, quality, and synchronized structure in order to implement the university's training plan but also creating an exciting and healthy atmosphere among staff so that all teachers feel excited, satisfied, attached to the university, and contribute to the development of the university; or having a material and spiritual compensation policy for teachers who have high qualifications and good professional capacity; Giving favorable conditions for teachers to assure working and fulfill their assigned tasks [4].

Synthesizing human resource management and human resource development approach, academic staff development can be conceived as follow: Academic staff development is a process in which the lecturers are attracted, selected, employed, maintained and motivated for professional development, skills, knowledge, capacity in management scientific research and community service in order to contribute positively to the goals of the University, individuals and the community.

According to human resource development perspective, academic staff development activities include planning, recruitment; management and use; training, fostering and teaching professional development; evaluating; compensation policies, remuneration and honors. These activities are all set in the context of university autonomy and accountability (social responsibility) and implemented according to the process and decentralization in accordance with the law and concretization of the University.

e) University Social Responsibility - USR

Social responsibility is the responsibility that the University should take to students and their' parents, employers, the general public and the State. This responsibility is concerned with the ensuring of training quality, the effective use of resources, the transparency of information and public accountability offering to students and community satisfaction (Pham Phu, 2011) [3].

USR is associated with the reporting, publicizing and being accountability toward the State, the University Council, investors, companies, university members, outputs and management activities.

More than ever before, being required by the market economy and globalization, higher education institutions ought to take responsibility for their quality graduated students (outcomes) to meet the value, competition rules and international standards. At the same time, the democratization and socialization of education; Resource sponsors (Government, companies, parents, etc.) require universities to be accountable to the stakeholders. Thus, social responsibility is an invisible limit tool of autonomy which must be associated with the university social responsibility toward the State, society and learners as well as for the teachers themselves who directly participate in training so that sustainable development could be resulted.

On the other hand, quality management is also a chosen method to ensure social responsibility and a tool to promote university autonomy and accountability. Higher education institutions will be evaluated by the ASEAN standards in order to enhance the mutual trust about

the quality of training between regional universities as well as with partner universities in the world, or by the standard set of Circular 12/2017/ TT-BGDĐT dated May 19, 2017 of the Ministry of Education and Training on accrediting higher education institutions to assess the quality of all higher education institution operations according to 25 standards, 111 criteria.

3.3.3. The interaction between elements of the Model

The model (Fig. 2) shows that the external, internal factors, level of autonomy and social responsibility of the university directly influence the academic staff development. The quality of academic staffs will determine the outputs. Careful analysis the external factors, higher education institutions will set out their vision, mission, core values and goals. From such goals, the university will set up its development strategy, academic staff development strategy and organizational culture. Based on this strategy, the specialized departments set out autonomy policies, thereby implementing the content of developing teaching staff in decentralization.

3.3.4. Operation mechanism of academic staff development model in the context of increasing autonomy and social responsibility of higher education institutions

The operating mechanism is the way to make the model operate on the basis of considering the impact of external factors, internal factors, and autonomy of public higher education institutions that govern the development of faculty staff. The quality of the team influences the quality of training reflected in the university's commitment, its public accountability of expected outputs, stakeholders and accredited by quality accreditation results. In order to develop the teaching staff to meet the requirements of the external context and achieve the vision and mission of the university, the paper proposes the operating mechanism of the model as follows.

Assigning autonomy;

Decentralized management: the process of transferring powers and responsibilities to lower management levels;

Develop and implement internal spending regulations and policies related to lecturers;

Develop a process of steps to implement the content of staff development;

Autonomy is associated with accountability and quality control;

Monitoring and evaluating the staff development activities.

4. Conclusions

The model of human resource management and knowledge management based on the approach of

corporate social responsibility has helped organizations achieve better performance, efficiency, effectiveness, productivity, and have many advantages in competing and adapting to changes in both the internal and external environment of the organization. Therefore, when applying this model to develop a model of academic staff development, higher education institutions will need to consider the activities of staff development (planning, recruiting, managing, using, training, fostering, developing professionally, evaluating, policies, remuneration,

honoring) by the influence of external, internal factors and the autonomy and socially responsible activities of the university to build a unified, coherent, flexible and sustainable staff development strategy and system of policies. As a result, higher education institutions could attract and develop high quality academic staff with not only high-quality qualifications and ability to adapt to the working environment but also their autonomy and creativity in teaching and participating in the university administration activities.

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