THE DEVELOPMENT OF UNIVERSITY SOCIAL ENGAGEMENT
MISSION THROUGH COMMUNITY ACADEMIC OUTREACH
FOR ENHANCING UNIVERSITY UNIQUENESS:
A CASE STUDY OF KASETSART UNIVERSITY

Kanyarat Chiewvech

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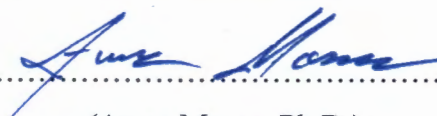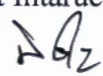### Kanyarat Chiewvech
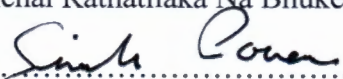### School of Social and Environmental Development

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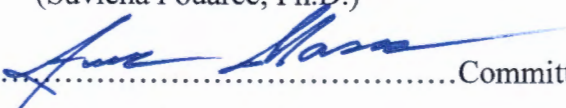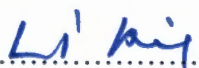
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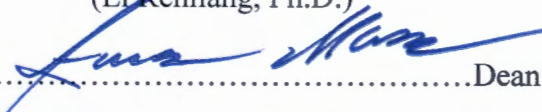
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ABSTRACT

Title of Dissertation	The Development of University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University
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This research aimed at investigating the university uniqueness, characteristics of academic outreach, the context of local people's participation in academic outreach programs/ activities, local community members' opinions toward academic outreach undertaken by the university, university community outreach programs/activities through the application of a university social engagement concept as well as responses of target communities and guidelines for developing university social engagement missions through community outreach programs. The study sites were composed of Kasetsart University main office at Bang Khen and 3 satellite campuses: Kampaengsaen Campus; Si Racha Campus; and Chalermprakiat Sakon Nakhon Province Campus. The qualitative research method was primarily employed in the investigation in which data collection was done through in-depth interviews with 63 key informants drawn from 3 groups: university councils and administrative committee; social engagement experts, and leaders of selected local communities. This was supplemented with the quantitative research method in which a survey of members of selected local communities was undertaken with the sample size of 610. The purpose of this survey was to find out their opinions about the university outreach programs/activities and social engagement missions.

The results reveal that university uniqueness is embracing the principles of His Majesty King Bhumibol Adulyadej's work, together with the international sciences of

the university and community sciences. However, there has not been an apparent process for strengthening and maintaining the uniqueness of the university. Yet, there are instruments to maintain the uniqueness and strength of the university through various activities. The outstanding university outreach programs are those related to agricultural occupation, which are concerned with the application of the bodies of knowledge that Kasetsart University has developed and accumulated over a long period of time. Even though there appears to be some applications of the social engagement concept in past outreach programs, they were not operated adequately systematic. Nevertheless, the long-standing reputation of the university, with respect to its work in the field of agricultural development, leads to highly positive responses from communities and society. However, the development of university social engagement missions should consider the importance of holistic development in certain areas and disciplines. At the same time, it should correspond to community problems and needs.

Therefore, the university should be ready to develop its capacities of both administrators and staff to correspond to the advancement of the university social engagement missions as well as the career paths of its staff. The results are useful for the development of university social engagement missions through community outreach programs for appropriate university and community environments.

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problems

The agricultural sector is still of great importance to Thailand's development. Although, nowadays agricultural production does not contribute much to the country economy since the major revenue and export products are mostly from industrial and service sectors. However, it has been found that most of development policies give agriculture a high priority. As during past 50 years agriculture has been continually mentioned on the country development policy but was differentiated on how to adapt to the new context of the world and the country circumstances. If we consider since Thailand started to use the first National Economic Development Plan (1961-1966) which was the time that the country development focused growth beginning with improving infrastructures, its economy depended highly on agricultural production. Some important product included such as rice, rubber, teak, etc. The second to forth National Economic and Social Development Plan (1967-1981) still emphasized on enhancing growth, but they also gave the social development a high priority. In addition, decentralization and rural development in which agriculture represented and important part were also included. Later, during the fifth to seventh National Economic and Social Development Plan (1982-1996), the main concept of development was changed significantly as the main focus was on poverty reduction. By the time of developing the seventh National Economic and Social Development Plan, the concept of sustainable development emphasizing on natural resources and environmental issue was brought in together with the concept of quality of life (Office of the National Economics and Social Development Council, 1960, 1963, 1966, 1971, 1976, 1981, 1987, 1992). However, when reaching the eighth National Economic and Social Development Plan (1997 - 2001) the development concept behind the plan was changed again since Thailand faced the great economic

crisis in late 1996s. This led to the consideration of using the Philosophy of Sufficiency Economy as a basis of the country development by placing importance on "people" as the center of development in order to create balance between human, economic, social and environmental development. In this sense, people were encouraged to participate in the community development and the role civil society was recognized. This could be considered as a paradigm shift in the development planning of Thailand. This development paradigm was still carried on in the ninth and tenth National Economic and Social Development Plan (2002-2015) which gave precedence to stability of agricultural productivity while aiming efficient growth by attempting to introduce value-added technologies into the development of agriculture, food and energy. However, this effort should conform to safety standard, environment friendly principle and meet demand of the market as well as the need to improve quality of life, job security and farmers' income. The main aims were to strengthen local communities and promote self-reliance of household and agricultural organization by adhering to balance and sustainability principles (Office of the National Economics and Social Development Council, 1996, 2001, 2006, 2011, 2016)

The main reason that Thailand has been continually giving agricultural development policy high priority is because the way of life of the country population is strongly connected to agriculture since their own ancestors, especially in the rural area. Even today, there is still a large proportion of the population derives their livelihood and income from the agricultural sector as compared to other countries that are in the same stage of economic development. Furthermore, the agricultural sector in rural area forms a main basis of food production that feeds the population in the country as well as the global population (Knowledge Network Institute of Thailand, 2011: 10-29). In the report entitled "The Agriculture Scenario for Thailand in the Future 2020", the farmers were divided into 3 groups in comparing with the growth of the tree as related to environmental changes and adaptation as follows. 1) The farmer group that is like a fallen tree which can be compared with the agricultural sector as a dead tree in the forest which could not compete against others even if there are some supported policies from the government, but it is unable stand in the midst of a dramatically change of the world economy as well as having no heir to inherit their business. There is a concern that the commencement of the ASEAN economic community would bring a significant effect

on this farmer group as they are unable to adapt themselves and eventually they will be controlled by the capitalists. 2) The farmer group that is like a planted tree which can be compared with a well-cared plant. As this type of the tree is growth under good conditions, the farmers of this type tend to be received a good care from the government through supporting budget and relevant development projects. This farmer group is likely adapt the pattern of production to become a farm business by producing quality products through efficient farm management. This group of farmers emerge along with the trend of growing interest in this career among members of new generation. This is to support the new trend of consuming the quality food safe from chemical contamination. Nevertheless, this group does not have the internal strength. 3) The farmer group that is like a wild tree which compare the farmer group with a tree in an ecological system. The system provides an environment in which a single tree can be protected by varieties of plants with various sizes even in the cause of disaster. This is a type of farmers that can help each other by forming a network to support their strength. They have knowledge to use technology and intellect to help shift them to become farm entrepreneurs. Through networking they can create bargaining power with traders, which is the most desirable characteristic.

Community strength is a very important factor related to agricultural development in Thailand and contributes in making farmers to be comparable with wild trees an ecological system that can survive under supporting conditions which are promising for sustainability. This foundation will connect to other aspects of development as well according to a report by the study of Pesigan and Asahi (2004: 1-6) showing that the community strength affects the efficiency of health management issue under an urgent situation and is also applicable at the international level.

Moreover, the strength of farming communities in the rural area form a primary base for producing agricultural goods to support urban population. Therefore, if rural communities can develop themselves considerably to become strengthened communities, it will drive Thailand toward a global leader in of agricultural good production. For this reason, related development policies and strategies should place their importance on community-based approach by focusing on the promotion of community strength, especially among rural communities in which agriculture still play the major role in their economy. In doing so the government should support all useful information, encourage

human resource development, and promote programs or projects with risk management control in rural communities, exchange knowledge to build community strength in a form of networking. Supports from many organizations is also crucial in developing these communities in various aspects as it is often challenging for them to seek the best solutions for enhancing cooperation between farmers, communities, state related institutions and non-state organizations. According to the cooperation concept, local people participation and joined activities between outside organizations and target communities are instrumental in making organizations' efforts effective. This can be seen in the case of the private sector that applies the concept of Corporate Social Responsibility (CSR) in doing business with ethical and corporate governance consideration which leads to sustainability. Besides, the new concept called "Social Engagement" is also useful in creating commitment between target communities and development organizations. This concept emphasizes highly on people's participation in community development by means of two-way communication that makes the final decision corresponds the needs of people in each target community. This indicates that a community can be strengthened by working together between community members and development organizations.

In order to build community strength, besides seeking cooperation and development commitment among various parties, learning of people in each target community is also important as it forms the best tool to upgrade the quality of human resources in the community to become a value asset that is helpful for social development at various levels starting from household level to nation level. Nowadays, higher educational institutions or universities play an important role in knowledge sharing to various levels of society by passing on knowledge, ideas and procedures from research conducted by academic staff to farmers who are accurate and proper membership aiming at enhancing agricultural communities to be able to develop, solve their problems and manage their resources efficiently. For this reason, the role and responsibility of universities should not be limited only to teaching their students, but various units within each university such as faculty, college, research center, etc., may perform various duties. For examples, conducting research, providing academic outreach, promoting art and culture, providing training and technical assistant related to environmental conservation in order to promote sustainability at various societal

levels. In addition, it will expend the community duties widely into university institution. This bring about the interdependence relationship between universities and surrounding communities as Ampon Senanarong (1999: 216) reported that higher educational institutions are capable of solving problems or crises faced by societies by adapting their roles from only "providing training for academic degrees"to encouraging students to learn both of academic and real-life lessons. In order to make university graduates ready to adapt and keep them up with the times, universities has to work together with other institutions, as well as local communities.

Due to the above reason, Kasetsart University, the first university in Thailand has been providing training and conducting research widely related to crop science, animal science, fishery, forestry, and natural resource and environment management since 1943. Over the last 70 years Kasetsart University at Bangkhen, Bangkok, which is the main campus, is the primary base to set the policy, strategy and management support for its own and other 3 supported campuses including Kamphaengsaen Campus in Nakhon Pathom, Si Racha Campus in Chonburi and Chalearmphrakiat Sakon Nakhon Province Campus in Sakon Nakhon. As the university's policy has been placing its importance on agricultural development throughout its lifetime, its lead to have its own uniqueness as "the university with the primary aim to create knowledge of the land and for the national well-being". The knowledge mentioned is multi-disciplinary involving agriculture, natural resource management and human resource development. This multi-disciplinary knowledge is applied to enhance economic growth, community strengthening, environment equilibrium and national security, especially with respect to food security. Therefore, Kasetsart University uniqueness is not related only to teaching, but also other missions such as doing research, providing academic outreach, promoting and conserving art and culture including using active approach-based between institutions. As the image of institution places importance on academic outreach to target communities in order to enable them to stand on one's own feet, the concept of social engagement is increasingly applied in the operation of universities both in Thailand and internationally. That is the University Social Engagement or Socially Engaged Scholarship. The form of mission can be categorized as Internal Engagement and External Engagement which connect to some tasks of each university. The operation involves cooperation of various groups, in order to unite as one and

connects every part of university and society. This because higher educational institutions can provide guidelines to various levels of society while facing a serious crisis. Nevertheless, it may be noticed that the academic outreach of the Kasetsart University in the past was not driven according to community desire. Additionally, local communities may not participate actively in brainstorming, deciding, and taking benefits from activities or projects run by the university. This is probably because most and strategies related to academic outreach of Kasetsart University are formulated by the university itself or in cooperation with other institutions that hire the university as a consultant. Academic outreach that operate based on the needs of communities are rare and do not show a clear link with research conducted by the staff of the university.

Under challenging circumstance the benefit of University Social Engagement mission that associates with Kasetsart University's tasks should not be overlooked, especially to improve he linkage between teaching, research and academic outreach to local communities. This improvement leads to the development system and increasing university's functions which is proficient for improving agricultural productivity, creating community strength and promoting food security in Thailand. Kasetsart University has a determination statement should be a leading higher educational institution that introduce good direction for the Thai society to live, grow and to be a civilized nation, especially with respect to agricultural development at various levels, from local community to nation level for the purpose of strengthening and sustaining their economies. However, there has been no previous study found about the university social engagement through academic outreach of Kasetsart University. At the same time, it is suspicious that to what extend the concept of university social engagement means to university uniqueness, and how does it associate with the academic outreach of the university. Additionally, once the concept is adopted and its related missions are implemented, how does it affect communities that receive the academic outreach the university? To answer these questions, this study was conducted with the expectation that its findings can be applied for improving the planning of Kasetsart University and related institutions which emphasizes the importance of social engagement in providing academic outreach. This improvement should also lead to the preservation of the university uniqueness.

1.2 Research Questions

1) What is the main point for promoting university uniqueness? What is the relevant theory? How much the university social engagement mission means to Kasetsart University?

2) How does the current context influence outreach programs/activities of each campus of Kasetsart University in local communities?

3) What kind of university's programs/ activities were participated in by local communities? What the outcomes? What community member's opinion about the academic outreach of Kasetsart University? And how committed to the university social engagement mission are they?

4) What kind and direction of academic outreach provided by Kasetsart University? How does it use the pattern and related to the university social engagement mission?

5) How does the university social engagement link to Kasetsart University's academic outreach? What does the development of university social engagement mission through academic outreach affect surrounded university?

1.3 The Purpose of Research

1) To investigate preservation of the Kasetsart University uniqueness and the method of applying the university social engagement concept to strengthen this uniqueness.

2) To identify type of Kasetsart University's academic outreach in local communities and their link with the university social engagement concept.

3) To analyzed the context, characteristics and outcomes of local community involvement in academic outreach programs/activities of Kasetsart University.

4) To find out opinions of local community members' on academic outreach provided by Kasetsart University and their links with university social engagement mission.

5) To find the approaches to develop the university social engagement mission through academic outreach in local communities which enable strengthening Kasetsart University uniqueness.

1.4 Expected Benefits from the Research Project

1) Kasetsart University will gain knowledge and understanding the way to improve the university social engagement mission through academic outreach provision which can enhance the university uniqueness preservation.

2) Kasetsart University is able to formulate policies that support university social engagement mission by integrating the regular operation and real experiences in providing academic outreach to local communities suitable for current situations of Kasetsart University and target communities.

3) Kasetsart University can apply the university social engagement concept to preserve its uniqueness concerning utilization of knowledge related to agricultural development, natural and human resources management which support local community strengthening.

4) Other universities can combine the university social engagement concept with academic outreach in working with local communities that match their own uniqueness.

1.5 Scope of Study

1.5.1 Scope of the Content

The content of this research covers the following areas.

1.5.1.1 The study of the Kasetsart University uniqueness, its acquisition, creating procedure, preservation, and methods of applying the university social engagement mission to strengthen its uniqueness.

1.5.1.2 The investigation of academic outreach of faculty, college, institution and staff of Kasetsart University which focus on academic outreach provision to local communities where a large proportion of population derives their livelihood from agricultural sector and its link with the university social engagement.

1.5.1.3 The identification of the context of local communities involved in academic outreach programs/ activities undertaken by Kasetsart University, form of participation, outcomes and members opinions as related to academic outreach provided by Kasetsart University and the university social engagement mission.

1.5.1.4 The identification patterns and methods of university social engagement mission developed through academic outreach provision to local communities which place importance on the way to strengthen the university uniqueness.

1.5.2 Scope of the Study Area

This study selected 1 main office and 3 campuses of Kasetsart University which included the main campus at Bangkhen in Banngkok, Kamphaengsaen campus in Nakhon Pathom, Chalermphakiat Sakon Nakhon province campus in Sakon Nakhon and Si Racha campus in Chonburi. Moreover, the study was also done in local communities that participated in academic outreach of Kasetsart University of different campuses in order to analyze the context, development process, effects on local people's lifestyle, responses of local people on the university outreach programs/ activities.

1.5.3 Scope of Target Group

The study focuses on 2 target groups differentiated by two approaches of investigation: the quantitative approach and qualitative approach. The target group for qualitative investigation was the people involved in academic outreach of the university including members of the university council, members of the administrative committee of university, staff knowledgeable about the university social engagement mission and leaders of local communities who experienced with academic outreach programs/activities provided by various campuses of Kasetsart University. The target group for quantitative investigation members of local communities selected as cases of communities that experienced with academic outreach programs/ activities provided by different campuses of Kasetsart University. Numbers of local communities selected were 4 in total.

CHAPTER 2

CONCEPTS, THEORIES, AND RELATED RESEARCH

The research termed "The Development of University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University" was studied and revised various concepts, theories, and related research to develop the conceptual framework in 7 parts as follows:

2.1 Concept of Enhancing Corporate Uniqueness

2.2 Concept of University Social Engagement Mission

2.3 Concept of Community Academic Outreach of the University

2.4 Concept of Community Development and Strengthening

2.5 Concept of Project Management

2.6 Relevant Research

2.7 Core Concept of the Study

2.1 Concept of Enhancing Corporate Uniqueness

2.1.1 Definition and Importance of Enhancing Corporate Uniqueness

Nowadays, a large information network has been rapidly linked all over the world through the advancement of technology, innovation, and online communication. Intense competition significantly affects organizations, so they must be compatible and adapt to changes. Due to this fact, "Corporate Uniqueness" has become a sustainable strategy to strengthen an organization's production line and management, including the use of concept framework, logo positioning, and also fame and public image. The well-planned and systematic development of corporate uniqueness could build stability and strength for an organization as well as its products and services. In terms of the human dimension, personal uniqueness involves the specific characteristics of each person employed by the organization. Personal uniqueness normally depends on contextual norms. For example, family harmony brings interpersonal similarity instead of personal uniqueness

forever (Curie, Caussade, and Hajjar, 1986; Hui, 1988 quoted in Causse and Félonneau, 2014: 115-125). In the aspect of nationality, uniqueness has been stated to concern the specialty and goodness of each country since ancient times until the present day, which then leads to the standards of quality for society such as morals, wisdom, learning, harmony, kindness, and pride to extend historical culture. As mentioned above, all features have been shaped together, becoming the uniqueness that can support and develop the country (Regulations of the Office of the Prime Minister on Enhancing National Identity B.E.2549, 2006:1).

From the perspective of an organization, the culture and story-telling about an organization have been used to highlight its uniqueness. Thus, corporate uniqueness means the outstanding features of working, such as potential communication media, which is an important element to promoting uniqueness and agreement in society. It also shows the power of technological advancement through releasing the creative idea and attractive news of the organization. To summarize, corporate uniqueness implies similar or specific characteristics that are unlike anything else in comparison to other organizations, allowing customers to recognize, trust, and also have a positive attitude towards the organization. If the organization has a good story, its image would be good as well. In contrast, if there is bad news about the organization, corporate uniqueness would turn negative and also cause non-value adding for the employees (Martin, Feldman, Hatch, and Sitkin, 1983: 438-453; Office of Quality Assurance of Kasetsart University, 2011b).

2.1.2 Corporate Uniqueness Promotion

2.1.2.1 Brand and Corporate Uniqueness Promotion

Branding is an important instrument to promote corporate uniqueness. Actually, the definition of "Branding" has a deeper meaning than just the name or logo of a product. It is about the recognition and perception of customers towards a product's characteristics and standpoint, including the relationship with the production company. Therefore, branding has become vital to make customers recognize the value of a product or service and that it is worth buying (Guntalee Ruenrom, 2013: 14-21). All the brands, logos, images, and fame of the organization are related to its uniqueness. We can say that those things have been indicated as the innovation components that help promote

the organization's corporate uniqueness, so "Brand" has usually been used to identify corporate uniqueness to gain a competitive advantage in the highly competitive market. A strong brand would tie the product value and uniqueness together to enhance customer perception. Thus, corporate uniqueness promotion has usually been determined along with branding. However, a brand could be influenced by changes in society, the economy, politics, technology, and the environment.

These days, customers are interested in corporate brands as well as the brand of the actual products. The components of a corporate brand are mentioned as

1) Corporate history: This is the background of the company to demonstrate how the company was founded and the obstacles or problems the organization faced in the past. Generally, a company with a long history tends to give priority to its story by building a museum or exhibiting the background of a product along with its innovation.

2) Organization's leader and vision: The characteristics of the company are usually represented in the same way as its leader's personality. Based on the leader's point of view, the organization's vision, value, and work management can be reflected.

3) Executive board: It is an important component owing to the members' duty for policy formulation, strategy planning, and determination. Thus, the executive board's knowledge, competency, and personality could affect the image of the organization.

4) Organization's mission: It demonstrates the activity that the company has to do to achieve its goal. If the mission is clear in terms of what to do and for whom, it would indicate the workability of the present and the future organization. This leads to the value of the corporate brand.

5) Organization's policy: It defines the company's guidelines for employees to accept and exercise as work principles.

6) Organization's goal and objective: This represents the company's direction or what the organization needs in the future. If the organization could reach its goal, it would affect corporate brand directly.

7) Employees' skills: This is about the competency of executives and human resources-related work, which leads the company to success.

8)   Product and service: The company could launch a product or service which responds to customers' needs, including product development that is one of the factors influencing company success.

9)   Product price: Acceptable product pricing could definitely affect customers making purchasing decisions faster. There are many pricing strategies. For example, the value-based pricing strategy would set higher prices to reflect more product value, while the cost-based pricing strategy would calculate the price depending on the cost of production.

10) Organization location: This is important to the image of the company because the location reflects its working system and the potential for business expansion.

11) Marketing promotion: The marketing promotion could attract customers to the product or service such as through communication, advertising, public relations, sales promotions, salesmanship, and direct marketing.

12) Human resources: The staff must have good training, realize the importance of customers, and take responsibility. The customers' impressions and satisfaction can positively or negatively affect the image of the organization.

13) Target group: The product and service must respond to the target customers' needs. Most organizations conduct marketing research to find out the best answers for the target group.

14) Customers and corporate social responsibility: Nowadays, customers expect more from a company and its working system, which should be based on honesty, morality, a good conscience, and taking responsibility for its customers, people, and society.

15) Innovation: This means product development and includes the launching of new products and services to differentiate from competitors. Innovation could make customers' lives better and also make a corporate brand more famous.

16) Investors or stockholders: The organization and its investors always have been related because the company gets capital investment by these people. Besides, investors with a good image could affect the reliability of the corporate brand.

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17) Image of relevant organizations: Where there is an organization, there will always be another organization. It is called the supply chain. The image of a relevant company could be related to the corporate brand, so the business should be run together carefully to protect the corporate brand.

In a quality assurance system such as ISO 9000, a brand is considered to be a measure of product reliability. Customers are more willing to purchase a product and service when they trust in the brand. At present, the system for quality assurance has emphasized the customer, product and corporate brand. The quality of a product or service has been developed by understanding product nature, customers' needs, product details, the ability to manage variables in a production line, and maintaining product standards (Teare, Davies and Sandelands, 1998: 306-307).

As mentioned above, the components of corporate brand not only focus on developing corporate performance but also emphasizing the customers and marketing to support corporate uniqueness.

2.1.2.2 Corporate Uniqueness Process

Corporate uniqueness has always been determined by the organization; even when it does not intend to manage its uniqueness, the outside environment of the organization would reflect its corporate uniqueness anyway. Most successful companies have ways of communicating, clarifying, and reminding others about their corporate uniqueness. The corporate uniqueness process can be divided by the purpose of operation following the work of Morgan, Levitt, and Malek, tr. (2007: 63-71).

1) Uniqueness strength test: It involves considering corporate uniqueness by asking the company staff and outsiders about the characteristics of the organization. The keywords, which have been quoted more often, represent the corporate uniqueness by the people outside as well. The survey results could be used as criteria for considering various matters in the company. In the case of too many different answers, the company has to communicate and clarify its corporate uniqueness to remind people as well as modify perceptions.

2) Corporate Uniqueness Renew: This could happen in the case of an organization that faces operating more various activities and then the corporate uniqueness might have been changed or new uniqueness identified to support

activities in the future. The company should set up executive meetings to discuss the problems and find resolutions to the obscured uniqueness.

3) Clarifying Uniqueness: In an organization, the most common problem is that the employees do not recognize the new corporate uniqueness and don't realize its effect on the company. Thus, there should be guidelines to clarify the uniqueness and study the concept of the company's activities. This could help the organizational culture, working process, structure and skills of human resource to become exceedingly efficient.

With all of these factors, we can see that there are many ways to promote corporate uniqueness. However, it depends on the clarification of corporate uniqueness. The process could start with uniqueness strength testing, followed by renewing corporate uniqueness. Finally, the uniqueness must be clarified.

2.2 Concept of University Social Engagement Mission

2.2.1 Social Engagement

2.2.1.1 Definition and Importance of "Engagement" in Management

The word "Engagement" was the first time used in the science of psychology to study the state of mind when characterizing behavior (Vivek, Beatty and Morgan, 2012: 128). It was used later in other fields such as marketing, organization management, sociality, education, youth and child (Arnold, Dolenc and Wells, 2008:56-65). In terms of marketing, the word "Engagement" is used to create good relationships with customers (Customer Engagement) in order to improve business. It could bind customers with a brand. Customer relationship management is the highest level to evoke customers' emotional attachment. Customers can fall in love with a brand and feel like being a part of that brand. With all of these factors, it would absolutely influence the consumer's next purchasing decision. Further, they would be willing to suggest the product to their friends. There are many steps to building relationships with customers. First of all, the company must always keep its promises and standards to make the customers feel "Confident" about the product or service. The second step involves "Integrity" by giving customers sincerity, honesty, and an impressive way of resolving issues. The third step is to make the customers express "Pride" for using the

product and be proud to present the product to their friends. The last step is to create "Passion"; passionate customers cannot imagine a world without a certain brand. To create passion, which is the highest level of emotional engagement, there must be many integrated strategies such as customer relationship management (CRM) and customer experience management (CEM). If the customers are satisfied and impressed with a brand, then there will be customer engagement (CRM+CEM = CE) (Wilert Puriwat, 2012: 6).

Frawley (2015: 41-46) explains that customer relationship management is focused on customers' behavior when interacting with products, both offline and online markets. The customers' experience and brand engagement tend to affect their purchasing decisions, posting messages, tweets, following, or other actions towards that product. The combination of customers' experience and brand engagement is not only 1+1=2, but the reflection increasing 5 times. The effect of experience and engagement could be related to proper timing, frequency, and long-term point of view. By the way, Chamluk Khunpolkaew (2008: 37-41) divided the relationship between customers and brands into 3 levels. The lowest level is satisfaction; customers expect minimum requirements from their service providers. The next level is a delight; providers could exceed customers' expectations so they feel trust in the products and brand. In contrast, if the quality standards seem lower or the competitors look beyond, the customers may change their minds to other brands. The highest level is appreciation; the customers become spokespersons for the company. This means they are willing to persuade other people to use the same products or not support other brands. According to research by Chanapa Noonark (2013: 1-10), the measurement of customer engagement in service brands between Starbucks and AIS found that customers were more engaged with Starbucks than AIS because of Starbucks' positioning of the brand as a representative of tangible action service and hedonic needs. Customers could have experience with the brand such as impressive service mind, scent influencing the purchasing decision, and the uniqueness of the product brand. All the points mentioned above could be important to promote customer engagement.

Customer engagement could also be found in a business consulting service. It is to develop customer engagement and clients' trust by providing reliability based on professional competence and personal integrity, participation, listening to

customers' opinions, being knowledgeable, analytical ability, solving problems by questioning instead of answering; or being a trusted advisor who prefers to be a controller more than a participant, a speaker rather than a listener, analyzing and solving problems with answers (Sheth and Sobel, tr., 2000: 9-18). However, the obstacles to building customer engagement are dependent on current and new databases. Besides, the complicated customer relationship could be a barrier for working operation, taking advantage, and the business integration process (Bijmolt et al., 2010: 350-351).

Sheth and Sobel, tr. (2000: 25-30) stated that the keywords that define a good relationship with customers include reliability, shared values, loyalty, chemical component, etc. The relevant factors would help an organization to learn about the needs, satisfaction, and habits of customers as well. This could provide deep knowledge and suggestions instead of normal information. The qualifications of a business consultant to create powerful customer relationship consist of 7 attributes:

1) Selfless independence: a delicate balance between client dedication and detachment to develop the collaborative aspects of the relationship.

2) Empathy: an ability to tune into a client's feelings and thoughts.

3) Knowledge depth: a professional with a passion for learning, who has expertise in one subject, but also deep knowledge about his clients and the business functions that influence his work.

4) Synthesis: a strong power of analyzis and synthesis by identifying critical issues, seeing the whole picture, and then using a variety of tools for synthesis.

5) Judgment: carefully blending facts, experience, and personal values to arrive at sound decisions.

6) Conviction: an extraordinary performance rooted in deeply held beliefs and values, as well as an accompanying sense of mission.

7) Integrity: a professional demonstrates solid integrity based on discretion, reliability, consistency, and a clear understanding of right and wrong as well as competence.

If these seven attributes are out of balance, each attribute gets transformed (Sheth and Sobel, tr., 2000: 307), as shown in Table 2.1 below.

Table 2.1 Qualifications at Imbalance

Qualification	Out of Balance Becomes	
	Too Little	**Too much**
Selfless independence	Subservience	Aloofness
Empathy	Insensitivity	Over identification
Knowledge depth	Overspecialization	Superficiality
Synthesis	Narrowness	Generic advice
Judgment	Paralysis	Hip-shooting
Conviction	Insecurity	Overconfidence
Integrity	Dishonesty	Rigidity

Source: Sheth and Sobel, tr., 2000: 307.

The prize of "Thailand Quality Award - TQA" could prove that customer engagement has become an important element for business. Office of Thailand Quality Award, Thailand Productivity Institute (2015: 35-40) described the definition of "Customer Engagement" as involving a reinforcement of customers to interact with corporate brand and products, customers' loyalty, customers' maintenance, and including clients' willingness to recommend products and service to others. In terms of customer engagement methods, successful long-term marketing includes listening to the voices of customers, interacting with clients via online media, product offerings, and customer support, as well as customer relationships management. With all of these aspects, it could generate more new customers, promote the company image along with the product brand, and maintain good relationships with clients, as well as enable the handling of any complaint. According to the study of Saldana and Chamberlain (2012: 334-346), the Community Development Team (CDT) approach has been developed to assist countries in developing their peer networks. The project leader has an important role to make primary decisions concerning problem-solving and carrying out to the target group.

For the definition of "Engagement" from the aspect of organization management, Karsan and Kruse (2011: 133-136) define employee engagement as the extent to which employees are motivated to contribute to organizational success. Such engagement is built on Pride, Satisfaction, Advocacy, Retention, and Harmonization between employees and executives. Employee engagement could drive harmonization as well, while "Alignment" functions as a guideline to gather everybody to head in the same direction and also be a part of boosting productivity and sales profits.

2.2.1.2 Social Engagement

In social science, the word "Engagement" is used to develop society. It is called "Social Engagement", which is in contrast to egocentrism or incompatibility with other people (Berghuijs, Bakker and Pieper, 2013: 778). In the aspect of community development, "Community Engagement" is the coordination between educational institutions and the community, including communities at local, regional, national, and also international levels. Its goal aims to coordinate between relevant organizations about knowledge and resources to strengthen the democratic system and social responsibility (Knowledge Network Institute of Thailand, 2018: 27-28). In the United Kingdom, "Public Engagement" describes a myriad of ways in which the activity and benefits of higher education and research can be shared with the public (Vicharn Panich, 2017 quoted in Knowledge Network Institute of Thailand, 2018: 6) However, the principles of social engagement consist of community organization, fairness, justice, empowerment, participation, and self-determination (McCloseket et al., 2011: 4-7). Social engagement could be operated in various patterns such as at the small group, organization, or individual levels. Coordination could make relationships possible with other segments and step up to a higher level of business (Vicharn Panich, 2008: 151). As mentioned above, it could be said that community engagement is seen as a continuum of community involvement. The first stage of engagement is characterized as outreach, while the last is shared leadership. There is an increasing level of community involvement, impact, trust, and communication flow separated into 5 steps as follows (McClosekey et al., 2011: 8) (Figure 2.1).

1) The level of "Outreach" is a primary step for community involvement. It applies to programs that provide information and services within the community.

2)   The level of "Consult" implies a higher step. It provides information to the community and also takes solicit feedback. This step leads to good relationships to develop the community together.

3)   The level of "Involve" implies a higher step. The community participates in more activities. Communication emphasises participation, so this step seems a bit more tangible.

4)   The level of "Collaborate" is about the partnership and sharing power. The organization and community work together to solve problems. It is two-way communication in this step. Besides participation, it is found that people in the community trust the organization.

5)   The level of "Shared Leadership" is a higher level of community engagement. Shared leadership is based on the idea of sharing the information needed. Such cooperation leads to good results. It contributes to the sharing process, shared responsibility, and shared leadership. Shared leadership appears in teamwork, complicated work, or a project that needs more skills and knowledge (Kinicki and Kreitner, 2009: 365). At this stage, the relationship between the organization and the community becomes very strong. The final decision always depends on the community. In terms of "Partnership Structure", Clayton, Bringle, Senor, Huq, and Morrison (2010 quoted in Britner, 2012: 73) describe that "Partnership" is a kind of close relationship involving implied equality and honesty with each other. This kind of relationship has been developed from the Transformational Relationship; which came from the competency of the leader who could change people's attitudes and beliefs to achieve the goal. Then it turns to Transactional Relationship; both parties get benefits together, while the project advantage covers the whole community and builds more trust in the community.

Increasing Level of Community Involvement, Impact, Trust, and Communication flow				
Outreach	**Consult**	**Involve**	**Collaborate**	**Shared Leadership**
Some Community Involvement	More Community Involvement	Better Community Involvement	Community Involvement	Strong Bidirectional Relationship
Communication flows from one to the other, to inform	Communication flows to the community and then back, answer seeking.	Communication flows both ways, participatory form of communication.	Communication flow is bidirectional	Final decision making is at the community level.
Entities Coexist	Get information or feedback from the community.	Involves more participation with the community on issues.	Form partnerships with the community on each aspect of a project from development to solution.	Entities have formed strong partnership structures.
Outcomes: Optimally, establishes communication channels and channels for outreach.	Outcomes: Develops connections.	Entities cooperate with each other.	Entities form bidirectional communication channels.	Outcomes: Broader health outcome affecting the broader community. Strong bidirectional trust built.
		Outcomes: Visibility of partnership established with increased cooperation.	Outcomes: Partnership building, trust building.	

Figure 2.1 Increasing Levels of Social Engagement

Source: McCloskey et al., 2011: 8.

In aspect of social science, there is "Social Bond". According to Suvit Rungvisai (1989: 2-6), he states that social bond is created by the power of social beyond the individual. It implies cultivating good moral traits, taking social responsibility, and behaving under the rules such as culture, tradition, and law. There is engagement, there is obligation. The engagement could be characterized into 2 types as follows; 1) The emotional engagement implies the bond under instinct or consciousness such as mom's love to her kid, and 2) The behavioral engagement relates to the duty depending on owns status such as mom's duty to teach her kid to be good person. The social bond is needed for human's living by 4 main reasons as the followings.

1) Dependency: Human beings cannot live alone, so they need someone to raise them and teach them good morals. This is why engagement still exists.

2) Social Animal: Human beings are social animals. People fear things by nature, so they need to stay in groups to feel secure. The research of Gardner (2014: 1252-1256), on the topic of studying social bond's roles with identity in the social movement of elders, found that identity is related to a social bond. It is an important factor influencing social movement. It contributes to the motivation for elders to fight sickness or undesirable conditions.

3) Social Contract: Humans live together, so there is social contract working for the regulations and guidelines for living.

4) Love: Love contributes a bond to respect or follow without question.

Nowadays, the role of technology in society has been increasing. The 90-9-1 Rule explains about the engagement of users and social media by classifying online user engagement into 3 groups as follows: Group 1 is called "Lurker". In most online communities, 90% of users are lurkers who never contribute. Group 2 is called "Contributor", with 9% of users contributing a little from time to time. Group 3 is the "Participant", with 1% of users participating a lot and accounting for the most contribution (Connor, 2009: 9).

2.2.1.3 Process of Social Engagement

Referring to the principles of social engagement, it indicates the process and method for social engagement (McClosekey et al., 2011: 46-52), as follows.

    1) Before the Process

        (1) The target community should understand the objectives of the social engagement mission. There must be communication to make the community feel motivated to participate in the project. The organization should arrange a meeting to explain the project purposes and discuss them with local people. The work operation process may be various and have different ways depending on each specific area. For example, certain laws must be used in some areas or there might be community management in other places.

        (2) The context and aspect of each community influence the beginning of social engagement mission. Before beginning the mission, it should learn the community's culture, economic conditions, society network, political situation, authority structure, history, and working experience with outsiders. Such learning could help to better understand the physical environment, society, culture, community behavior, as well as separate the weaknesses and strengths of the community. Then, a framework to coordinate with the community could be developed.

    2) In the Process of social engagement mission

        (1) The organization must get into the community to build the relationship, reliability, formal and informal leaders, and to make agreement to drive the social movement in a better way. The social engagement mission is based on community support, so each segment must respect each other. Meeting, discussion, and knowledge exchange could foster a good relationship between both parties. To achieve the mission, the operator must stand for the ethics and for community benefits as a first priority.

        (2) The concept of community empowerment constitutes acceptance of one's intentions for taking social responsibility, the maintaining of the community's rights, and analyzing and solving the community's problems.

    3) After Success of the Process of social engagement mission

        (1) To be the partnership with community aims to create equality for change and improvement. The social engagement mission contributes

empathy for each other in the aspects of thoughts, beliefs, way of life, culture, tradition, etc. (Weena Thiangtham, Sunee Lagampan and Arpaporn Powwattana, 2015: 77). Every related segment takes its own responsibility to achieve the goal together.

(2) The point of view of social engagement would remind and respect the variety of the community. The realization of different cultures and other influencing factors becomes the most important thing in the process because the various components could affect approaching the individuals and community.

(3) The social engagement mission could make sustainability in community's self-discovery and properties' movement in the community, such as facilities, raw materials, skills, and the power of the economy. The research results of Jang, Mortimer, Haley and Graves (2004: 266-278) found that those with disabilities take less participation in social activities than normal persons because they have more satisfaction in their lives.

(4) The organization desires to build a relationship with the community and also individuals in order to control and develop better things properly.

(5) Participation contributes long-term agreement in the community by developing relationships between the organization and other segments.

From the aspect of Human Ecology Paradigm and Resource Dependency, the organization could adjust itself to handle change by emphasizing behavior and relationships with other segments. Every organization must have proper relationships with the outside environment for survival. Also, resource seeking contributes interdependence between two parties (Phichai Ratnatilaka Na Bhuket, 2009: 42-43). It needs strong intention and patience to be successful in building relationships with the community, so the factors of timing and virtue are needed for the social engagement process. This is a strategy to develop the community in the long term besides the concept of co-benefits between the organization and community (Connor, 2009: 3).

2.2.2 University Social Engagement

Nowadays, the university realizes its duty and role, which has been changing due to social evolution. In the past, parents acted as teachers for their children. In the present, they cannot do it anymore because of technology advancement, so they send their kids to school. In the same way, the university is expected by society to be a good

role model for other educational institutes since it provides education to produce graduates and develop quality people for society. Expectation leads to university social engagement (Suvit Rungvisai, 1989: 93-101). From the aspect of the university as an organization, Phichai Ratnatilaka Na Bhuket (2009: 84-87) states that customers have been categorised in the group of specific environment of the organization where the environment affects company competency directly. However, customer analyzis should be surveyed continually so that the organization can adjust its strategy to develop a product, policy, and others to approach target clients. If the organization does not understand customer needs such as attitude, satisfaction, values, and expectation, it could lead to failure.

In the aspect of total quality management in higher education, clients could be divided into two categories: internal customers and external customers (Lewis and Smith, 1994: 93).

2.2.2.1 Internal Customers

1) Customers with academic goals: They are university students. These customers need knowledge, skills, competency, academic professionalism, and information exchange.

2) Customers for service: They are students, graduates, academic staff, and people from other segments in university. These customers need the information service and also the coordination of departments when they have questions.

2.2.2.2 External Customers

1) Direct Customers: They are persons and other institutes who need to use the graduates' work, including learning potential and research at a higher level.

2) Indirect Customers: They are government, community, organization, alumni, and sponsors who need the university to participate in service community, respond to regulations and policy, and be moral leaders and active citizens to make other people proud of the institution.

As mentioned above, a community is categorised as an indirect customer of the university. Teare, Davies and Sandelands (1998: 307-308) have linked the quality assurance system ISO 9000 with educational management. They explain that the

branding strategy of the university is unsuccessful from customers' perspectives; while as the university focus on strengthen the potential of organization influencing to internal customers than external customers. Pokpong Junvith (Editor, 2002: 145-153) brings up the attitude of Prof. Puey Ungphakorn to state a university's roles associated with society. University professors work for the country by applying their knowledge to create social development such as knowledge exchange programs between a university and government, meetings, seminars, being advisors or a committee in the community. The good relationship between the university and community contributes advancement in academics, which responds to community needs immediately. Also, the community's role for the university is important. The community should facilitate and support the academic staff. The framework of the university is different from that of the government. Activity emphasises educational practice, training or knowledge exchange. Different classes of hierarchy and status still exist in Thailand. If the university focuses on a group of people based on being in the same class, there is no development of thought. Thus, the university aims to pass on knowledge to people and develop fair community living.

The issue of higher education for society is mentioned as a pathway to development. This is the concept of "Ideal Society", which is related to Buddhist principles; "Taan" means giving, sharing, and coordinating. It is in contrast to the present society that products or service could be exchanged by money or shared benefits only, so the economic structure emphasises productivity instead. By the way, if the concept of "Taan" has been used in university, the economic pattern would turn to non-profit activity. It also works as the medium of human-to-nature, human-to-human, and as a tool for developing one's self. The university framework must be controlled by social standards, which is called university social engagement. (Prawate Wasee, Saneh Jamrik, Sulak Sivaraksa and Phra Paisal Visalo, 2004: 143-154). According to the framework of the second 15-years long range plan on higher education (2008-2022), it is to relate higher education development to social development. In the plan, it mentions that there must be development of knowledge and innovation in higher education to create more competitive advantage by 2022, besides upgrading the level of educational quality to produce human resources with potential. The important purpose aims to support the long-term development of Thai society by operating

a strategy of good governance, finance, standards, and higher education network based on independent academics, variety, and system integrity. To build the university connection, there should be motivation for supporting work in the system of higher education to develop the community. This is the government strategy to strengthen and prepare for decentralization by corporations between community leaders and the civil society (Office of the Higher Education Commission, 2008: 23-41).

With all of these factors, the concept of social engagement becomes an innovation of the university mission. For example, higher education institutes in the United States have been categorised by the method of Carnegie Foundation Elective Community Engagement Classification since 2005. The New England Resource Center for Higher Education (NERCHE)-College of Education and Human Development, University of Massachusetts Boston, is an organization which encourages the university launching Curricular Engagement (CE), as well as participating in the community (Outreach and Partnership: O&P). In the United Kingdom, the National Coordinating Center for Public Engagement (NCCPE) was founded to be a center for coordinating with universities to work for social development. It urges changing organizational culture to be more associated with the community, increasing university potential to work for society, and motivating social engagement for the university mission. This is supported by the Higher Education Funding Council for England (HEFCE), UK Higher Education Funding Councils, Research Councils UK, and the Welcome Trust (Knowledge Network Institute of Thailand, 2018: 27-28, 47-48). Vicharn Panich (2014: 5-16) states that university social engagement mission is one of the academic services which involve the integration of the university and community, such as the production of graduates, research, academic services, and culture maintenance. This becomes the new process of learning. Academic staffers have encouragement to work more for the community. This relates to the concept of Total Quality in Higher Education, representing the engagement and motive that could drive the organization to its goal. Besides, the coordination and communication of staff could lead to success and achieve the purpose (Lewis and Smith, 1994: 129).

According to the study of DeLugan, Roussos and Skram (2014: 155-166), the issue of university research has the desire to link academics with the community to build social engagement. To operate social engagement, they must understand the

competency of the university and community, after which they can set up a shared purpose and arrange tools or methods to achieve the goal. Moreover, Wichit Srisa-an (2014: 3-8) suggests that the way to manage the university social engagement mission is by contributing Community Engagement (especially for disadvantaged people) and Office of Engagement (to connect every segment in the university with community). Social engagement may relate to just one university mission, though there might be more collaborators from both inside and outside the university. For example, Tulane University in the United States founded the Center for Public Service under the renewal plan after Hurricane Katrina in 2005. The center provides community services such as community research and career training (Ilustre, López and Moely, 2012: 129-156).

As mentioned above, the pattern of university social engagement could be done inside a university (such as between the mission, staff and students, and the organization) and also outside the university (such as local community, industry segment, government, alumni, and international organization). In the case study of University of Bristol in the UK, the social engagement mission is put in the curriculum of the bachelor's and master's degree programs. It also encourages students to participate as volunteers in community activities. This leads to the success of the "Bristol Green Capital Partnership" (BGCP) project to develop Bristol City into a "Green City" (Vicharn Panich, 2017 quoted in the Knowledge Network Institute of Thailand, 2018: 30-31). In the future, the social, economic, political, and environment factors must be changed. Higher education management becomes an option for the local community, not only the university government or coping from western style, but mainly holding on local wisdom and community learning. There are 5 ways of action as follows: 1) To create an open society by supporting new ideas and freedom of thought; 2) To make a revolution of learning by review of identity, knowledge, history, culture, and self-learning; 3) To create a culture of questioning instead of answering; 4) To analyze the paradigm of knowledge and learning; 5) To expand the connection of higher education in the community to the regional level (Prawate Wasee, Saneh Jamrik, Sulak Sivaraksa and Phra Paisal Visalo, 2004: 41-62). Also, research by Leong (2013: 220-231) studied university social engagement through the library services of universities in Canada, the US, and China. In the 21st century, it is apparent that community relationships could be built from human relationships, using resources and

transmitting knowledge to the community through many methods such as visiting, school activities, and training courses in the community (Sidorko and Yang, 2011: 385-397).

In Thailand, there has been a network of universities called "Engagement Thailand" to operate social engagement missions since 2013. The Knowledge Network Institute of Thailand works as the center for coordination. Nowadays, the members include 56 organizations and 16 persons. The principles consist of 4 items including 1) Partnership: Coordination between the university and community, 2) Mutual Benefits: Shared Benefits, 3) Knowledge Sharing and Scholarship: Shared knowledge and learning process, and 4) Measurable Social Impact (Engagement Thailand, 2016: 3). The definition of Socially-engaged Scholarship (SeS) is specified in 2nd Higher Educational Policy Formulation 2010 by using the words "University Social Responsibility: USR". It is the integration of academic services, learning processes and other work in order to respond to the community's needs (Piyawat Boon-Long, Kanchana Kaewthep and Borworn Papasratorn, 2016: 5).

Besides, the study of the Knowledge Network Institute of Thailand (2018: 33-36, 51-67) found that many universities overseas have used the tool to measure the level of university social engagement. In the United States of America, the Carnegie Foundation Elective Community Engagement Classification uses the method of documentation reviews as a tool to manage higher education institutes and the overseas universities that participate in the mission. In the United Kingdom, the National Coordinating Center for Public Engagement (NCCPE) uses the EDGE Tools (Embryonic, Developing, Gripping, and Embedding) to estimate self-assessment in the management of university social engagement for 3 groups. The tool has 9 focal points that form a self-assessment matrix to allow assessing the institute's progress at 4 levels including Embryonic, Developing, Gripping, and Embedding. The below description identifies the critical focal points that are explored.

1) Purpose: Mission, leadership, and communication.
2) Process: Support, learning, and recognition
3) People: Staff, student, and public

However, the NCCPE uses the result of estimation to support and award prizes for the university associated with social engagement. There are 4 levels of award,

each relating to a different stage that an institution has reached in its support for public engagement, as follows.

Bronze Award is for the institution's support of public engagement. Currently, it is in the early stage of embryonic and developing, but there is a clear commitment to enhance and develop it and a clear understanding of the institution's current strengths and weakness in this area. Also, there is an action plan with appropriate resources allocation.

Silver Award is for the institution that has made progress in addressing its level of support for public engagement in the developing and gripping EDGE tools categories. There is a future plan for appropriate resource allocation to solve problems and accelerate momentum in other areas. Clear success measures have been identified and there is a high level of institutional commitment to further improvements.

Gold Award is for the institutions that are beacons of excellence in the support offered for public engagement. It is in the stage of gripping and embedding. The institution is ambitious to build on its success and to address residual areas, where development has been identified as necessary. Also, it has a strong commitment to sharing its expertise with others.

Platinum Award is the highest prize. After 3 years, the institutions with gold awards can apply for platinum. Also, the institution must be advanced in the practice of engagement, its evolution and impact, challenge and inspire other institutions to value engagement as a critical part of their work.

To summarize, university social engagement contributes to customer relationships, including relationships with academic staffers. There are 4 components of engagement as follows: 1) Thinking system associated with feelings, emotions, shared values, respect, and trust; 2) Method emphasized on shared thoughts, knowledge exchange, expertise, and community service of university; 3) Shared benefits; 4) Social impact by the university social engagement mission leading to self-reliance, strength of community, and partnership of community development. At present, many universities around the world have created measurement tools to assess the university social missions to support universities' public projects and activities.

2.3 Concept of Community Academic Outreach of the University

2.3.1   Importance of Community Academic Outreach of the University

The university is an educational organization which aims to provide community academic outreach; it is always related to other organizations such as family association, health organization, economics organization, political organization, and religious organization (Sanit Samakakarn, 1987: 757-757). Freire (1972 quoted in Ledwith, 2011: 99-101; 1986 quoted in Somsak Samukkethum, 2011: 41-50) indicates that the education system needs to be changed from the method of banking concept of education, pedagogy of the oppressed, culture of silence, or one-way-teaching method, to be the method of Conscientization that the students could have freedom of thought. Weber (2000) quoted in the Ministry of University Affairs, Office of Permanent Secretary for Education (2003: 4) mentions that there are 2 kinds of university missions: 1) Responsible and 2) Responsive. This means that the university must take responsibility for its areas to respond to the community's needs concerning the economy and society. In the past, the university emphasized only the basic mission, which was to transfer knowledge to the next generation; society supported the university because they believed that community academic outreach could enhance the state of human life (Ministry of University Affairs, Office of Permanent Secretary for Education, 2003: 4-5). The word "Outreach" is used in different contexts such as projects or activities about community academic outreach (Suchat Wattanachai, 2005: 18). The mission of community academic outreach is not often mentioned due to there being too many universities. The target group of the university is students. Increasing numbers of students cause more competitive curriculum development and information outreach, so the university has less response to society's needs (Ministry of University Affairs, Office of Permanent Secretary for Education, 2003: 17). At present, academic outreach is an investment for the university which is gathered from professionals.

According to the Higher Education Commission, academic outreach at both the private and government levels is considered to be part of the university mission. Sommai Chanruang (2001: 89) explains that community academic outreach is one social activity that could build a good image for institutions and also be an advantage for the community. Moreover, service learning is put into the curriculum

of every faculty; the students have learned to develop themselves by participating in community service directly. For example, the case studies of Academic Outreach: Health Careers Enhancement Program for Minorities of Phillips and Wile (1990: 841-846), the students of Case Western Reserve University (CWRU) School of Medicine have opportunity to provide healthcare service to community. This case implies that the students could improve their communication and community relationship skills before graduation. At the same time, the academic outreach of the university could connect to community members who never knew about the university services or even applied their children to the university. It changes the community's perspective to accept the university mission (Schneider, 2003: 203). This case study is related to the research of Geller, Zuckerman and Seidel (2014: 151-175), who found that service learning is a method to create community relationship as well as understand more about community potential.

Generally, there are departments working for community service such as the departments that provide information service, serve as academic outreach, and serve as advisors for community research. Besides, the university indicates that every faculty has to manage their own academic outreach mission to the community. This is part of the sustainable development of the country. To conclude, academic outreach is important to the community, society, and country. It also enhances new knowledge and innovation for the university.

2.3.2 Description of Academic Outreach of University

Thinapan Nakata (2003: 125) explains the description for academic outreach of the university in that it covers extra teaching, seminars, surveys, design, invention, giving advice, and study possibility. Moreover, the Education Criteria for Performance Excellence (EdPEx) 2015-2018 defines academic outreach as a part of "Service" and also includes other kinds of service such as research, healthcare services, advisors, and the products that are associated with the university mission (Bureau of Higher Education Standards and Evaluation, 2016: 104). However, academic outreach could be arranged as the activity outside or inside the university, although outside persons could receive services (Office of Quality Assurance of Kasetsart University, 2011a: 24). The study of library service by Schneider (2003: 200) categorised 2 parts as follows: 1)

academic service coordination with a library located in the same area; 2) academic service relating to organizations such as museums, government agencies, and community service departments. Besides, the research results of Toce and Schofield (2011: 312-321) identified an academic outreach strategy for library service, which indicated that the library should make a strategic plan and develop duty role on community academic outreach other than publishing service to students in university. This is done in order to contribute the sharing of benefits and develop the community together.

In terms of the description for academic outreach of the university in Thailand, it was found that the Office for National Education Standards and Quality Assessment classified the academic service of university into 10 groups as follows (Office of Quality Assurance of Kasetsart University, 2011a: 24):

1) Service to analyze, test, verify, and resolve

2) Service of providing educational tools

3) Service of training courses, seminars, workshops with registration fees

4) Service of free training courses, seminars, and workshops

5) Service of training courses, seminars, and workshops by hiring

6) Service of healthcare other than the responsibility of related organizations

7) Service of education, research, survey, planning, and management

8) Service of study appropriate for projects affecting the environment

9) Service of building systems, design, creation, innovation, and production

10) Other services

Nowadays, the services of academic outreach have been changed due to the growth of the community and environment. The services usually begin with giving priority to family, neighbours, and the community near the university (Gee, 2010: 7) as a form of partnership creation. The goal is to create a connection for good relationships in terms of academic, community service, knowledge development, competency among academic staff and students, and also university resource management (Murray, Crain, Meyer, McDonough and Schweiss, 2010: 252). This is a strategy to succeed in academic outreach (Killeen, Ruby, Delaney, Kleinpell, Hinch and Barginere, 2015: 57-59). The study of Murray, Schappe, Kreienkamp, Loyd and Buck (2010: 295-299) concenred

partnerships in community service to improve the potential of students in the Faculty of Nursing. The study found that community activities during study lessons caused positive results for the students before starting work. It helps to increase the number of student registrations in the Faculty of Nursing as well as because the community's attitude towards the faculty becomes more positive. This is associated with the research results of Perilla (2010: 97-110). Prawate Wasee (2014: 98-101) sees that the strength of the university is academic service, which could develop the community and society. He suggests that the university should participate more in community engagement. Also, Mbah (2016: 1-14) states that the social relationship could drive the progress of the university. There should be guidelines and encouragement for sharing activities. The method mentioned above is associated with community academic outreach, as follows.

1) The executives of the university have to build community trust by getting into the community more.

2) A lesson for communication education should be implemented into the curriculum and emphasise more on workshops so the students can learn more about community needs and be connectors between the university and community.

3) There should be support for teachers to produce research that supports community strength.

4) It is to support information survey in the community.

5) It is to support provincial projects such as information survey in the province, targeting the purpose and shared vision of the province, academic supporting, developing competency of human resource, self-development and driving movement in the province, and helping communication inside and outside the province.

As mentioned above, it can be concluded that the job description of academic outreach service of the university has various details and is expressed as providing services to people other than academic students. At present, the services of academic outreach usually emphasise customer relationships, especially those customers in the community. This is the method to create sustainable relationships between the university and the community in its area. Also, academic outreach could be useful to the community for real change.

2.4 Concept of Community Development and Strengthening

2.4.1 Concept of Community Development

2.4.1.1 Concept of Development

The concept of "Development" has existed since ancient times. In terms of academics, however, it was first found in the 19th century due to the changing of European society. After World War II, the concept of "Development" became widely known and has had various evolutions in different periods since then. Human beings are social animals by nature, so they prefer living together in a society. The smallest group is the "Family", then bigger is the "Tribe Society". The biggest is the "Nation State". In the past, nature was fertile and needed by humans, so it was very important for humanity's living and prosperity. When people lived together, there was a group leader who controlled, managed, communicated, fought, and battled to maintain the peace and happiness of the community (Supannee Chaiumporn and Sanit Samakkarn, 1999: 3). In terms of development, the leader is considered a "Developer" and the action "Development". In the past, development was not complicated because of less people. At present, however, there are more people and the community is getting bigger, so they spend more resources. Natural resources have been destroyed by humans, hence the pattern of development has changed as well. The leaders or developers try to support local wisdom to solve the problems and identify the guideline development. As we know, some kinds of natural resources no longer exist. Therefore, humans have tried to defeat nature by using less natural resources and creating high-technology instead, such as weather forecasting, dam building, electricity power generating, etc. Humans have more knowledge and experience, so they could defeat nature finally. Humans take advantage from nature. Thus, life has been changed for the better in many ways, which has helped for increasing activities and faster production (Wiruch Wiruchnipawa, 1989: 45-46).

Many academic professors have defined the word "Development". Rogers (1995 quoed in Chintawee Kasemsuk, 2014: 3-4) states that development helps the solving of problems and makes life better in a community. The concept of development has to be contained in the government plan by identifying the purposes of development to respond to community needs. Wirunch Wiruchnipawan (1989: 2) gives

the description of "Development" in that it is the change that is affected by an action plan in advance. Further, that change must happen in a better direction. Sontaya Phonsri (1990: 3-8) concludes that overall development means improvement in a way that responds to social needs. From the aspect of economics, development refers to a social process which could produce a tangible or measurable model by economic criteria. However, next-generation economists describe the meaning of "development" more broadly from the aspect of the social process, politics, and organization of human culture. Moreover, Parichart Valaisathien et al. (2000: 2-3) explains that development evolves from suffering and seeking a way to be free from suffering. In the past, development was managed by authorised persons, leaders, professors, and other related persons from various departments. Currently, the purpose of development has been changed to focus on developing personal competency to be free in designing one's own way of life. It balances mind-to-body, human-to-human, and human-to-nature. Therefore, the relationship model of development has to be changed to partnerships because the change is complicated. Development is considered to be everybody's mission to specify the way of changing the relationship with each other.

Besides the concept of development, there are more words used to describe making a better way. The meaning is very close to the word "Development", such as "Change" (to exchange one thing for another thing), "Growth" (to increase size, weight, or power), "Progression" (to have better direction), "Evolution" (a gradual process of change), "Reformation" (the act of changing structure of something), "Revolution" (fast change of an important thing), "Innovation" (different acts), and "Modernisation" (Moving from old to new-fashion). However, the definitions of the words mentioned above do not mean development in the actual sense; it is sometimes confusing to use these words (Wirunch Wirunchnipawan, 1989: 35-45; Sontaya Phonsri, 1990: 9-10).

To summarise, "development" has various meanings depending on the field using the term. Generally, the overall meaning concerns changing things to find a better way and eliminate problems.

2.4.1.2   Community and Development

The researchers or related persons of community projects have to learn and understand the structure or characteristics of society to adjust the proper development process for the community at best. Naphaporn Hawanon et al. (2007b: 34) explain that a community has deeper meaning than individuals living together. It implies that the individuals have lived together by creating relationships, regulating shared rules, sharing ideology and beliefs; all of these contribute to the community. The community is considered a tool to inspire the members to achieve any purpose. Besides, the community may manage its own activities independently or rely on other communities. Under the mentioned relationship above, the community has to respond to members' needs and solve problems.

There is one problem about the meaning of community, however. Most developers focus on the community in the area of the administration district, so the community is usually restricted by a managed area. In fact, some communities have a long history and culture, along with sharing resources with other communities. Therefore, the community should emphasise the spiritual aspect and be conscious about working together to achieve shared purposes (Parichart Valaisathien et al., 2000: 4). The concept of community development conforms to Vichit Nantasuwan and Chamnong Raekphinit (1998: 4-5), who stated that the definition and importance of community is not only limited to living together under physical conditions, but also other dimensions such as population, family, relatives, production, religion, social, and culture. The community improves from the people living together in it so that they have the same way of life, good relationships, shared activities, and interrelationship management. It may be caused by national interest, traditions, rituals, beliefs, and similar thought. The community structure consists of difference characters of each person, but they have interaction in one way or another. They may also have status, roles in the community, a social system, social institutions and social classification. The venerable Phra Thammapidok et al. (2001: 40) pointed out that the perfect community is the community grouped by human beings. In contrast, a community built from the government is not considered a community because of public power. As stated above, there are 2 definitions for "Community". Firstly, the meaning in terms of geography

focuses on the area under management. The second explains that the meaning is related to social relationships and social interaction.

With all of these aspects, the meaning of community is very close to "Society". The difference is that a community is a smaller group than a society; it is a part of society. The people in a community have interests on a narrower scale. The economy of a community is more associated with sufficiency economy. The community also has more meetings or parties than a society. The community could be categorised by different conditions as follows (Sontaya Phonsri, 2007: 76-90):

1) Categorised by population size in the area such as hamlet, village, town, small city, middle city, metropolis, large metropolis.

2) Categorised by evolutionary economics or divided by careers and community living since the past until now, such as a community of hunter gatherers and foragers, community of agriculture, community of industry, community of commerce and service, etc.

3) Categorised by sociology or by community relationships such as a rural community, urban community, or suburban community.

4) Categorised by the level of violent problems and the ability to resolve them, such as a weak community, self-reliant community, recovery community, or global community.

5) Categorised by level of development: this is to classify from the least to the most development, such as underdeveloped community (old-fashion, believing in holy creature, living with nature), ready-to-develop community (to begin studying and accept in science, technology, leaders, groups and organization), developing community (all members help each other working for the public by appropriate development process), accelerate developed community (the next community after being a developing community), developed community (a community which achieves the purpose by its competency).

6) Categorised by department of government: this is considered by area and the density of the population in each country. The community in a provincial area has many community levels such as village, district, sub-district, and province. The local community is classified by area of administration such as Sub-

district, Administrative Organization, Provincial Administrative Organization, Sub-district Municipality, Town Municipality, City Municipality, Pattaya City, and Bangkok.

For community evolution in Thailand, Chattip Natsupa (2014: 150-167) studied the concept of community and classified the communities in Thailand into 4 stages, referred to as the history of evolution.

Stage 1: The community concept of Phra Sriaraya believed in the feudal system (Ancient Time-1932). This concept was associated with local Buddhism. It covered some areas, but not all over the country. By the way, this belief was suppressed by the government because during that time they believed that the King was divine, a holy god with entire authority. Thus, the thoughts or any ceremony was usually held in the center at the King's palace. An example of this kind of community is as follows; Isan holy man resistant movement or benefactor rebel (1902-1903), a case study of Kru Ba Sri Wichai in the North (1878-1938).

Stage 2: The community concept of nationalism after the political change (1932-1947). It was the idea of Pridi Phanomyong for a cooperative system that the municipal is the base of administration to decentralise, to manage the healthcare service and education by itself, and has the cooperative to practice soldiers for the general people. However, this concept was banned by the People's Party because they preferred the system of nationalism, which is the idea that comes with a democratic system. This concept gives priority to the government's role more than community organization or local administration.

Stage 3: This period involves the beginning of the community culture concept (Decade 1977-1997). It is the idea of developers who are eager about the people's roles after the situation on October 14, 1973. This idea realizes that there is a community system and a system of community culture, as the center in Thai society. The background of Thai society is a community system, not capitalism, which brought Thailand to Tom Yum Kung Crisis. The concept of community culture benefits the Thai population, most of whom are villagers and local people.

Stage 4: The concept of economy and community culture is based on the idea of a parallel concept between modernisation and traditionalism (1997- present). This concept came after the crisis in Thailand such as extreme capitalism effecting natural resource destruction, the abandonment of agricultural economy, and the Tom

Yum Kung Crisis caused by a faulty policy. Therefore, the concept of economy and community culture has been used extensively. The community has its own economic management, rules itself and also develops the concept of self-reliance to the idea of a "Civil Society".

The community has the ability to gather members, cooperation, relationship, resources, skills, and community preservation. It is also called 'community capacity' (Sontaya Phonsri, 2007: 70-73; Kowit Kangsanan, 2013: 1-17), including several characteristics as follows.

1) Inclusion: There are several methods to stay together depending on different areas, various types of mankind, groups of people, activities that encourage community learning and creating a system of thought to support a developing community.

2) Cooperation: This could inspire people to have spirituality in their group or community because of a shared purpose, action, learning, communication, and kindness. In addition, there must be a true community leader who has wisdom, prefers public benefit first, and is accepted by the community.

3) Civic Consciousness: People or community emphasise, give priority to public advantages, and follow the rules, values, trust, and respect. It contributes to helping each other and avoiding conflict.

4) Bond: This is based on the cooperation and participation of the community by real consciousness. The organization and network comprise the process of people's power, assembly and development.

5) Relation: Due to the inability of the people in a community to live alone, they make relationships with other communities, supporting each community activity, and sharing information and knowledge.

6) Knowledge: The ability of knowledge management implies the characteristics of the community, which create and collect knowledge to solve the community's problems. It is an adjustment between existing and new knowledge, and also between inside and outside knowledge, which could then be used and passed on as knowledge appropriately.

7) Learning Community: The community is ready to learn from other organizations by sharing activities. The people in the community could

exchange knowledge and experiences. There will be specific knowledge of the community, which then leads to the feeling of cherishing and being an owner in community.

8) Continuous Activity: Continuous activity encourages the community is learn eagerly, all the time.

9) Public Communication and Network: Effective public communication and network contributes to the strong process of information delivery. The people in the community could receive modern information from inside and outside the community rapidly by the strong network.

10) Community Management: This is used to manage the community by expressing participation between members to create strong relationships and encourage people to have public consciousness.

In summary, the concept of community and development from the past to the present has an interesting evolution and is different in each community context. In Thailand, most communities are rural. Still, the main development is based on industry development, so the community's point of view usually comes from the concept of self-reliance and depends on natural resources besides help from the government to develop potential community and survive through self-learning as well as roles adjustment.

Due to the various definitions of "Community Development", the framework of community development is divided into 4 groups (Parichart Valaisathien, 2008: 29-54) as below.

1) As a Process and Method: It is used to create change from place to place, or work as a tool for change and achieve the goal, such as technical assistance, self-help, and conflict approaches.

2) As a program of specified action: This is used to arrange the priority of activities, which is development with specific topics such as the acceptance of agriculture innovation and building of living place.

3) As an Outcome: This is the development that needs the result after finishing the project, such as work-hired, able to approach the healthcare service, and civil engagement.

4) As an Ideology of Action: It has restructure, normative order, and economic order to achieve the final destination.

2.4.1.3   Principles of Community Development

Community development began in the United Kingdom around 1944. It comes from the words "Mass Education". The educational advisory committees for the Minister of the Ministry of Foreign Affairs did a report about mass education in African society, which was colonised by England at that time. The report suggested the British Government give opportunity for the people to participate in the community's activity, which would encourage love and respect for the community. However, "Mass Education" was not popular in 1948. In a meeting of management and governance in Africans public by the specialists at Cambridge University in England, the words "Community Development" were used for the first time and then more widely used (Sontaya Phonsri, 2007: 94). However, community development expressed in the change of individual or people in the community more than material development. This specific idea is popular in economic development. Moreover, the knowledge is used as a strategy to strengthen social conditions (Sanit Samakakarn, 2006: 135). At present, the concepts of planning, management, human resource management, community potential, and also knowledge management, are used as the tools to encourage people to understand the community context based on the research integrating by science and sociology together for supporting community development (Patcharin Sirasoonthorn, 2007: 34-36).

Community development is a work process involving coordination. It is not dependent on who is doing what. Rather, it is the coordination between the community and other organizations along with the community's voice and communication (Mbah, 2016: 1-14). Rural community development needs to hold on to the development principles to prevent failures and achieve the goal. By the way, the true principle aims to give priority to people. It could be said that it begins with people, working with people, and holding on to people's benefits as a priority. This purpose intends to develop the process of thinking and mind-set of community to be generous, self-reliance, good relationship in community, teamwork, and develop human living at most comfortable (Niran Jongwutiwes, 2007: 47). Thus, community development emphasises the concept of "Community of Interest" with asset-based leadership for sustainability (Kowit Kangsanan, 2013: 1-17).

There are 4 important principles to develop the community as follows:

1) Learning: It is the basic principle of development. Human could improve and develop by their knowledge. The most important thing of learning implies the "Consciousness" and "Perception" through the 5 senses. When human has interaction with environment, they record information deep down in the memory or consciousness and translate it by comparison of existing as well as new knowledge. In the past, human learning seemed to be a one-way thinking system. For example, the agricultural society had been focusing only on survival, so there were culture, tradition, and religion consequently. In the past 400-500 years ago, humans were more interested in science, so the thinking system had more detail, accuracy, and obviousness. However, it was not related to other concepts, so the learning had been only focused on enriching money and power. Nowadays, a new kind of learning is based on the balance as follows; right view or right understanding (Sammadtithi) and right thought (Sammasnkappa). It could be said that good morals have been associated with sustainable development (Siriluk Yimprasatporn, 2005: 62-66). In this chapter, Niran Jongwutiwes (2007: 24-25) explains that the learning process is the reaction of knowledge transfer, learning network, and knowledge application. Knowledge transfer needs the potential of accumulating and accessing knowledge by trial and error, adapting knowledge to community context, and also tangible learning process. With all of these facts, members in the community would have better skills and also more positive attitudes towards the community leader. The learning network is necessary to the learning process in the community. The internal community network consists of a leader, connection, group, and other organizations. The external network composes of regional segment, local department, and private organization. These connections support development organization in the community as follows; groups of agriculture and environment (such as water user association, natural resource conservation group), economic group (such as saving group, group of seeking production factor), quality of life group (such as child development center, funeral assistance association, elderly group). The knowledge transfer and learning network could be a tangible process by integrating knowledge with persons or organizations to practice sustainably. Vicharn Panich (2008: 100) mentions knowledge sharing in that it is a required process inserted in every department of the organization. This is the power to create a deeper relationship

between the members of the organization, making them respect, trust, and be kind to each other.

2)   Participation: This type of development principle has more roles in the present. Participation is considered a process (Means) and purpose (Ends) in a developing community. From the aspect of the method of community development, people would have an opportunity to participate in the community activity. There will be the coordinating and relating of any resources in the community. In contrast, if people have full participation to identify a policy along with appropriate practice control, it will be associated with a thinking system and people's reaction to the consideration of any issues as sharing between community owners (Parichart Sathapitanon et al., 2006: 25-26). To the participation principles of people in activities, Singhal (2001 quoted in Chintawee Kasemsuk, 2014: 12-13) uses the principles of "6 Cs" as a guideline to classify activity processing as follows; "Co-operation" as the process of working together to development, "Compliance" as an action of complying with command, "Consultation" as an action or process of formally consulting or discussing through two-way communication and horizontal communication, "Cooperation" as the participation of the insiders and outsiders to achieve the purpose, "Co-learning" as learning together to exchange knowledge and sharing understanding, "Collective Action" as doing and developing the community together.

3) Self Reliance: This principle focuses on the local community to be able to draw the future by itself as a planner, learner, analyzer of problems and needs based on the attitude, belief, and community competency. However, the community would accept all the following reactions by its own choice (Irawee Weeraphanpong, 2014: 61). Anu Sa-Nga Ruengrit (2006: 13) refers to the speech of Mr. Prayong Ronnarong (who has won Magsaysay Award as "Community Leadership" 2004 and also National Smart Farmers Award in the branch of Community Leadership 2008) that if people could not be self-reliant, they will lose 3 big things as follows: 1) People would face the loss of trust and pride; 2) The community relationship has been broken, so people cannot help each other. Only money can be used as exchange; 3) The community cannot manage its internal community system.

Besides, Irawee Weeraphanpong (2014: 66-67) studied the factors that affect self-reliance in Klongladmayom community in Talingchan District,

Bangkok. The results of self-reliance in Klongladmayom community reflect that the community could solve problems for housing estate projects, the environment, financial debt, and conflict of tradition and culture. Also, the community was able to make decisions about which activities they should conduct for their community to approach the sustainable self-reliance community. There are internal factors composed of community leader, technology capital, resource, aggregation and reliance in community value, religion, culture and uniqueness. The external factors comprise government agencies and other organizations.

4) Strong Community: This concept is based on life background, culture, reliance, value, wisdom, leadership, action plan, environment, resource, and social process, related to helping each other in the community (Niran Jongwutiwes, 2007: 27). Sontaya Phonsri (2007: 109-110) states the character of a strong community in that people in the community have the consciousness and souls to love and devote themselves to the community. At the same time, the community must have good management in community learning, strong community organization, community network, leadership, self-reliance, peaceful and sustainable community. In addition, Naphaporn Hawanon and others (2007a: 34-35) indicated that the index of community strength is the overall reflection of a strong community in the dimensions of economy, society, culture, and politics. To summarise, a strong community implies that all members in the community can live on their own safely in life, property, and have passion for the community. Also, it could involve the vision for future problems and resolutions.

As mentioned above, the principles of community development consist of learning, participation, self-reliance, and strong communication. Community development in Thailand is considered the index of community development. The basic village information in 2015 shows that there are indicators for 7 parts to measure community development. It was found that there are 2 parts associated with the principles stated above. The first is the part of knowledge and education. There are 3 indicators as follows: 1) attending school, 2) rate of continue studying, and 3) level of graduation. The second one is participation and strong community with 5 indicators as follows: 1) learning by community, 2) social protection, 3) participation, 4) aggregation, and 5) approaching the capital of community. According to the collective data, it was

found that there are 4 indicators for all 8 indicators in these 2 parts. The top 10 important problems needed immediate resolutions, stating that the 1st problems was learning by community (45.41%), the 3rd is attending schools (44.7%), the 4th is approaching to capital of community (44.62%), and the 10th is aggregation (10.47%) (Steering Committee of People's Quality of Life Development, 2015: 58-68, 133).

In the trend of community development management of Thailand in the future, it should develop two things. Firstly, the policy level should be developed by renew the vision of community development management, using a related concept to support the development, such as the ideas of sufficiency-economy, self-reliance, community strengthening, supporting participation, and sustainable development. Besides, people should have opportunity in developing together. Other organizations should support and encourage learning in the community so that people can solve problems by themselves. However, there are agreements with other organizations which support the integration community development based on coordination and knowledge exchange in the community. Another form of community development management suggests improvement at the operation level. It should encourage community improvement by itself through knowledge exchange, learning opportunity, analyzing problems, planning, and finding the way out together. Also, it should be linked between groups to solve problems together (Naratton Sritong, 2011: 346). By the way, Prawate Wasee (2014: 86-97) indicates that it is difficult to coordinate with other segments to develop each part, so it should link all 8 parts for development together, as follows: economy, psychology, society, culture, environment, health, education, and democracy. All must be connected in both vertical and horizontal relationships by the structure of the Ministry. Ayres and Silvis (2011: 155-163) mentioned that coordination for community development needs "Mind-Set" and knowledge skills based on solving and considering together. It gives the most priority to people in the community. People should be respected and willing to share benefits. However, different points of view could inspire new, effective resolutions. Also, the good management of power could increase the power of community, communication and sharing information.

To conclude, community development cannot be successful by itself, but through coordination with other departments to enhance knowledge exchange and

gain skills. Especially, the community is an important driver in the movement of community management. Thus, it realizes the importance of real development.

2.4.2 Concept of Community Strengthening

According to the study of purposes in community development, it was found that community development aims to 1) develop happiness for the community, 2) strengthen the community. Siriluk Yimprasatporn (2005: 62-69) states that "strengthening" is not "teaching", but involves a supporting learning system in the community by focusing on the community rather than an individual or family. This is because the segment of family or individual is too small for globalization change. In contrast, the community has proper size and power to be strategy of development. Community is like the internal body system. If the internal system is imbalanced, the body would be in trouble. The community works as a cell's wall, which scans everything before getting into the community. A strong community could handle all situations. The future world of the community would be connected with other organizations as a big network, such as being compatible with environment, balancing and integrating development. For example, in the case of a strong community, such as Ban Jam Rung Community located in Neon Kho Sub-district, Klaeng District, Rayong Province, it won the award for sufficient-economy philosophy in 2006. The community has proposed development as "Eat well, live well, be happy". This purpose aims to make people happy under the concept of sufficient-economy. There are 6 parts of development as follows: 1) Developing human resources to have consciousness of passion, responsibility, and participation towards the community, 2) Developing the environment to solve the problems of trash in the community and adjusting behavior from using chemical products to using natural products instead, 3) Developing and maintaining the local wisdom, culture, tradition to encourage people to join the activity together and adding-value to local products, 4) Developing the quality of life by making safe food, healthcare, and setting up the capital of the community, 5) Developing community welfare covered under all terms, such as giving birth, sickness, funeral, health, entertainment, education, and careers and 6) Developing income through the working process of community enterprise and product transformation to manage as welfare for the community (Chintawee Kasemsuk , 2014: 39-41). In the case of a strong community,

if there are problems and bad effect to the community, such as advancement of technology, outside culture moves into the community, and other movement that could destroy the community uniqueness, then the power of the community needs a strong base to help community management consisting of 4 bases as follows (Silaporn Buasai, 2004: 10-34).

2.4.2.1 Resource Base: There are various resources relating to the ecosystem such as forest, river, resources of water-animals, seashore resources, etc. It contributes to the knowledge system and then knowledge transfer for the next generation. If the resource base, which is the main base of the community's living, is destroyed, there will be no more knowledge system. The next effect seems to be the immigration of community people to survive because the knowledge of resource base cannot be used. Consequently, people need to seek new knowledge at a new place. A new beginning might be risky.

2.4.2.2 Social Network: The important heart of community movement is a better way for the relationship. It makes people help each other and also be labourers in agriculture to contribute the guarantee of security of life, such as helping each other to harvest or digging the canal to use together. The relationship as relatives creates the trust system widely, and then there is culture of community and patronizing system affecting more benefits. Besides, there is a term of quality of for social relationships, which reflects community uniqueness. It could be said that the higher the social relationship, the higher the community uniqueness. The relationship as face-to-face interaction may happen in the way of sharing activity, meeting, and listening to sermons. All of these could strengthen the community.

2.4.2.3 Knowledge System: This is an important component for strengthening the community. A community with more power could adapt the existing with new knowledge better than a community with less power. However, the strengthening of the community depends on the local community's knowledge level because most communities have been associated with careers in agriculture. Moreover, the knowledge about society and culture is considered the movement power of community change due to its specific knowledge only in the community. It is the local knowledge automatically transferring to the next generation. As people say, "You'll know it soon" such as the relatives of families in the community, the savant, leader of

nature, etc. The process of knowledge creating and transferring usually has been accessed by trial and error. The problem analyzis skill, about the experience in living and careers, does not come from the education or books; so that the knowledge management becomes the necessary factor contributing power of community. The members in the community must manage knowledge by themselves. Still, there are schools which work as the device of bringing external knowledge into the community. It seems to not be related to the community's context. Therefore, there should be a process to link the educational system to the local knowledge system. The teachers and executives must negotiate their attitudes to accept the existing local knowledge of villagers. Also, there might be relationship building between teachers and villagers equally to do activities together.

2.4.2.4 Value and Belief System: This is like the element for bonding the hearts in the community together. It is also like the equipment to conduct or control the behaviors of the members in the community. The specific character of belief system in Thai local community refers to the belief of ghost and mystery in the dimensions of respect and fear towards supernatural things. This kind of belief sometimes leads to the relation of the soul, which could control the behaviors of members in the community as well. The process of value and belief transfer usually occurs in the ceremony or books as tools through movement such as a religious place, group of the elders, and performing a ceremony, etc.

The importance of community base, as mentioned above, has been related to the description of Pitthaya Wongkul (1999: 127-130). At present, the resolution by the old development plan of Thai society could not advance the direction, purpose, thinking process, and philosophy, mainly due to the problems of Thai society rising from the community structure. If the community has a strong structure, it could survive and get through all obstacles. Thus, the new development process needs the balancing of the thinking platform and related community. Nowadays, the new strategy of community development consists of 6 structures, including 1) The structure of holistic community development: This structure refers to the community economy in the concept of self-reliance. 2) The structure of multilateral development: There are both internal and external partnerships to support the community development based on the advantages to the community as the first priority. 3) The structure of civil society:

It emphasises the duty and roles of the community, participation and community development plan. 4) The structure of community knowledge platform: There is prompt communication supporting the community change. 5) The structure of wisdom, learning system, culture and tradition of society. 6) The structure of network administration of the community organizations: It aims to help each other, to update information, to exchange knowledge, and to plan a strategy in the community. These strategies are related to the research of Awae Masae (2015: 89-110), which found that sustainable-living in rural areas, by the process of community development, is based on proper resources and wisdom system, continually development process, supporting of government and other organizations, and also participation. All of these contribute to sustainable community development.

Besides, the strength of the community in dimensions of economy, politic, social, culture, and environment, accumulates from the adjustment process by facing problems and finding out the resolution for the community. However, the main condition of this adjustment process is the characteristic of community such as aggregation, brainstorm, problem analyzis, consideration, and activity arrangement to solve problems through the learning process by themselves. Also, a strong leader with good morals, ethics, devotion, and dedication could help in developing the community. Other organizations or academic professors are associated in the roles of supporting activities (Naphaporn Hawanon et al., 2007b: 77-86; Ampawan Visavateeranon; Siriwan Wiboonma, 2016: 182-194). The dimensions of strength could be described as follows.

1) Economy: Well-living, having power to negotiate with investors, freedom of resources management in the community, out of debt, capital reserve, sufficiency-resources, ability to use resources, ability to add-value the products, self-reliance, community business management, riskless of production.

2) Politics: Power to force the government or protect the community benefits from other organizations.

3) Society and Culture: Harmony, trust, participation, public consciousness, good moral, sharing, confidence of community potential, sacrifice, self-reliance, interdependence, learning process, the ability of culture and wisdom adaption, as well as safety in life and property.

4) Environment: Good environment, environmental management, good consciousness of natural resource and environment protection.

The guidelines to develop a sustainable community consist of 10 community systems, as shown in Figure 2.2. However, it could not create every system in one community, but rather creates a coordinating network in the community to replace the missing system (Vichit Nantasuwan and Chamnong Raekphinit, 1998: 14-17).
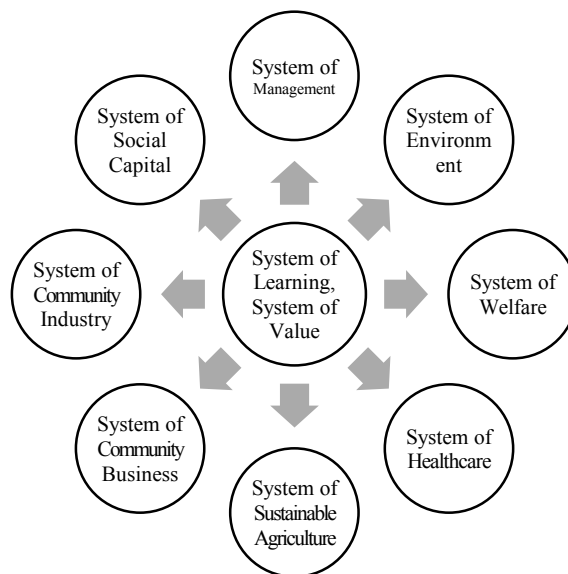
Figure 2.2 System of Sustainable Community

Source: Vichit Nantasuwan and Chamnong Raekphinit, 1998: 16.

1) System of Value: This is a kind of intangible system. The main purpose of this system is humans living together as a community. Thus, it stresses relationship management for human-to-human, human-to-nature, human-to-moral connections (Vichit Nantasuwan and Chamnong Raekphinit, 1998: 14-17; Somboon Tumlangka, 2013: 58-66). Therefore, the system of value usually appears in the rules and regulations in the community.

2) System of Learning: The center system of all systems which connected the explicit knowledge and local wisdom to global knowledge and also develop new knowledge appropriating with community's living (Vichit Nanthasuwan and Chamnong Raekphinit, 1998: 14-17 and Somboon Tumlangka, 2013: 58-66).

3) System of Sustainable Agriculture: This is the system which considers the natural circle or ecology. There are various models of sustainable

agriculture such as organic farming, agroforestry, and integrated farming. By the way, the main objective is to consume and share or exchange surplus products with others.

4) System of Social Capital: In this system, the process of culture takes its role to manage the community as well as specify the regulations and rules.

5) System of Community Business: This system is used to manage marketing to reduce the payment of consumer goods which the community could not produce itself.

6) System of Community Industry: It is the parallel system of community business system. There are innovation and technology using in the production process in community.

7) System of Environment: This system gives priority to natural resources and the environment, which relates to community living.

8) System of Welfare: This system contributes to guaranteeing the security and life of the community by managing welfare funds for the people, such as medical fees, funeral expenses, and educational scholarships.

9) System of Healthcare: This system emphasises good health. It gives importance to consumption that should conform to herbal medicines. The system of healthcare has always been related to the system of sustainable agriculture and the system of environment in the community.

10) System of Community Management: This system implies that the community must manage itself to digest all systems mentioned above in the proposed direction.

In the case of Korea from 1971 to 1979, the government of Park Chung Hee is an example of community development by the movement of people in the community. It is called Saemaul Undong Movement or New Community Movement in a developing country to abandon poverty and income inequality between the industry and agriculture segments, then step on being a developed country sustainably. The ideology of self-help, trust, diligence, or working hard is based on people's attitudes. There are 3 important standards of community development as follows: diligence, self-help, and cooperative spirit. All of the processes stated before could be classified into 3 steps (Asian Development Bank, 2012: 18-25) as follows.

Step 1 Infrastructure Rehabilitation and Income Generation (1971-1973): It is the period of recovery the basic structure of society and economy in rural community. The villagers adjust better environment in community such as streets in the village, building canals for agriculture, and increasing income from agriculture production.

Step 2 Advanced Projects and Geographic Coverage (1974-1976): This step is used to expand the project from the village area to manage zoning by geographic and society, such as hill tribe villages, fishing villages, and expansion agriculture production to agriculture business.

Step 3 Urban Saemaul Undong Movement (1977-1979): It is the period of developing thinking system and supporting Saemaul Undong method in to the schools to raise up the concept of spirit, and the role of Saemaul Undong for students, and also the entrepreneur which focuses on good value, reasonable trust, and good relationships with colleagues.

The thinking system mentioned above encouraged the economic growth of Korea in 1978 compared to 1971. The gross national product per person (Per Capita GNP) increased from 275 USD to be 1,242 USD. The annual income per farming family increased from 735 USD to be 3,885 USD (Korean Overseas Information Service, 1979: 11-17, 49-50).

In summary, there must be a management system to integrate all necessary parts together to develop a sustainable community. A strong community is identified as one having sustainable development goals. The leaders of 193 countries have agreed with that purpose. In a meeting of United Nations General Assembly (UNGA), it has been considered as the development term for 15 years in the future (2016-2030). The second goal includes to stop hunger, to be wealthy in food, to upgrade nutrition, to support sustainable agriculture, and to give importance to the sustainable food production process. The fifteenth goal emphasises the environment system in order to protect, recover, and encourage using the land ecology, manage forest system sustainably, fight desert transformation, stop soil decay and recover it, as well as stop the loss of biological diversity (United Nations, 2015).

2.5 Concept of Project Management

2.5.1 Definition and Type of Project

In many processes of an organization, "Project" is one of the organization activities. It is the process of creating products, services, or something else special. The projects for each society can be different and various (Meredith and Mantel, 2012: 10). However, the project is an impermanent activity, or work which always has an ending (Newton, 2006: 3), to make the existing resources at most advantages. Also, a project must always be successful and identify the exact end date under the condition of limited resources, time, budget, work quality, internal and external environment of the organization or community (Mayaree Anumanrajadhon, 2005: 2; Turner, Huemann, Anbari and Bredillet, 2010: 14). In business terms, a project is considered a developing strategy. There are factors for project planning and processing as follows: other explicit knowledge such as resource management plan, risk plan, and materials management plan (Morris and Pinto, 2007: 44-47). Thus, the project could be described as an activity associated with any related plan or group of people who work together in the same period (Duffy, tr., 2006: 23). By the way, the characteristics of the project could be defined as below (Newton, tr., 2008: 70-71; Wisoot Jiradamkerng, 2012: 2-9).

2.5.1.1 It is complicated work that is more specific than general work, and not too small to manage as a project.

2.5.1.2 It could identify the objectives and desired result.

2.5.1.3 It must identify obvious starting and ending times.

2.5.1.4 It must have an exact working schedule.

2.5.1.5 It must operate in conditions of budget, timing, quality of work.

2.5.2 Project Life Cycle

Most projects have similar a beginning and ending. It consists of the project manager, project team, resources, and prepared activity for the project (Meredith and Mantel, 2012: 18-20). The path of the project is taken from the beginning to its end and generally refers to the "project life cycle", which consists of 4 phases as follows: defining and planning, preparing, implementing, and closure. Each phase is important but different depending on the reason and working period of the project. Besides, the

pre-project and post-project are also important to the organization and project. The pre-project suggests a good time to considering opportunity and proper budget for the project. At the same time, the post-project would show up the result of the project. With all of these aspects, it is called "Change Life Cycle", as shown in Figure 2.3 below.
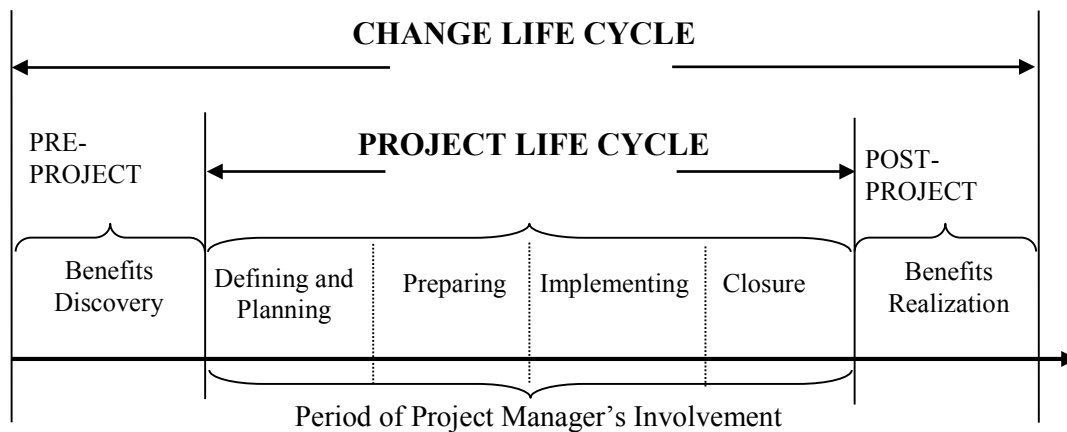
Figure 2.3 Change Life Cycle
Source: Adapted from Robert, 2011: 8.

Phase 1 Defining and Planning: This is the beginning of the project such as project consideration, stakeholders' identification, purposes and objectives specification, project presentation, and planning of work period, cost, quality, and management. This step is used to specify all related work and study the project's details before beginning the project. The planning could predict future problems and then prepare a resolution. Also, it could reveal additional information and prepare the criteria to follow, investigate, and evaluate (Duffy, tr., 2006: 99-103).

Phase 2 Preparation: This is the step of preparing the project. In this step, the team identifies all of the work to be done, such as creating the proper team by choosing the right man for the right project, making the project procedure manual, planning a milestone schedule, preparing an action plan and project communication plan (Duffy, tr., 2006: 59-71; Wisoot Jiradamkueng, 2012: 256-273).

Phase 3 Implementing: The project plan is put into motion and the work of the project is performed. The project team has an important role to coordinate with every related department to operate in the same direction. During implementation, the project team must follow, investigate, conduct work, resolve conflicts, and also

report the progress of the project to the stakeholders (Duffy, tr., 2006: 91-107; Wisoot Jiradamkerng, 2012: 256-273).

Phase 4 Closuring: This is the completion phase. It is used to conduct, revise, and evaluate the purpose of the project. The emphasis is on releasing the final deliverables to the customers, handing over the problems to make customers accept the product or service. The pattern of the project closure may be different, such as finishing the project on the closuring schedule, finishing the project and adding it as an additional part of the organization, finishing the project completely and not continuing the project anymore, or finishing the project during the implementing process. After the closure process, it should evaluate the project to understand more about the result and problem for making better projects in the future (Duffy, tr., 2006: 127-137; Wisoot Jiradamkerng, 2012: 368-369).

The change after the project or project's output does not mean only launching new assets, but the project also needs the project's outcome. This implies beneficial change, creating new things and new capabilities. Then it could be said that the project achieves its goal. Moreover, the value evaluation of the project could be considered by the benefit of the project (Turner et al., 2010: 17-19).

2.5.3 Types of Projects

The types of projects could be classified by many factors such as size, timing, segment of customers and service, and age of the project. Pakorn Priyakorn (2010: 6-7) classified projects by the situation into 3 types as follows: 1) Improvement Project: This project is needed to resolve a problem; 2) Innovative Project: This project is needed to launch a new product or change the new process to respond to customer needs and accept rapid change; 3) Research and Development Project: This project emphasises building or accumulating new knowledge, creating academic work, and perhaps expanding the project's result to develop other activities such as a pilot project or experiment project.

2.5.4   Role of Project Manager

The project manager has an important role to drive the achievement of the project. The project manager and team have to understand the components of the project management system such as its objectives and goals as well as customer satisfaction. In a small project, the project manager and project operator are usually the same person, but there is a project team for each phase of the project on a bigger project. The project manager must able to operate the project as well (Newton, 2006: 5). With all of these factors, the project manager needs to choose the proper tool or technique to manage the project (Pakorn Priyakorn, 2010: 139-145).

2.5.4.1   Knowing the project's objective and goal is needed for the project manager. The manager has to realize and understand the mission of the project, especially the project's purpose and goal to integrate the project's outcome with other projects. The manager could take the concept of logical framework or details specified in the project plan as a tool and technique to manage the project.

2.5.4.2   The manager must know the framework and understand the project's purpose in terms of timing, area, group of people, quantity and quality of work. The manager could take the technique of work breakdown structure using separating the main activity and project activity package to realize the framework.

2.5.4.3   The type of project management must be conformed to its framework by emphasis on the type of work, working process, used resources and necessary technology, as well as the planned behavior of workers. Thus, the manager should supervise the organization by function, project task force, and matrix to consider the project framework.

2.5.4.4   The manager should have the authority and function to manage the controlling system's time, resources, quality, and quantity. The project should be done by its scheduled plan. There are many kinds of tools or techniques to control the project. It depends on which part of the project such as using technique of Gantt charts or network diagram (PERT/CPM) to control the timing, using cost and specification (C/SPEC) or cost and schedule to control project's expense, and using total quality management (TQM) to control quality.

2.5.4.5 It is used to learn the satisfaction of customers or service users because the acceptance of customers in using the project's outcome could reflect the success of the project.

Moreover, the qualifications of an effective manager consist of respect, being smart, leadership, good morals, and the ability to manage stress (Meredith and Mantel, 2012: 118-122). Müller (2009: 60) classified the levels of project managers into 4 levels as follows:

Level 1: This project manager is at the level of program framework, which is considered the lowest level that the manager could be associated with in terms of the planning and process of finding a resolution for a problem in the past.

Level 2: This project manager is at the level of a manager who could be able to change or adjust the work plan most effectively in order to resolve problems during the project implementation to prevent effects to the organization.

Level 3: The project manager in this level is focused on success, which is the project's output at a higher level of the work plan. The manager must have more skills to manage the project as it plans such as social intelligence, which is the ability to make good relationships with others, to form agreement together, to create inspiration, to find gifted persons, and to plan in case of an emergency.

Level 4: The project manager in the level of strategy development is the highest level. The project manager can perform various kinds of roles to run the project effectively. The leadership and work inspiration could adjust the environment properly, achieve the project's goal, and also show the project plan related to external context.

As stated previously, it could be said that the project manager is very important to the project in order to drive the project's success, objectives and purposes. Thus, the project manager must be intelligent, cautious, and have good relationships with colleagues and customers.

2.5.5 Relationship between Strategic Management and Project

The strategic management is a guideline for business analyzes of the internal and external environment of the organization. The specification of the organization's direction and appropriate strategy could be integrated with an action plan and be

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controlled for work evaluation. There are 2 related components of strategic management as follows: Strategic Planning and Strategic Implementation. Nowadays, strategic management emphasises effective strategic management and implementation management. The project is used to manage the topics mentioned above for more comfort (Morris and Pinto, 2007: 66-67).

If it considers the beginning of a project, it might be found that the project concept usually comes from 2 factors as follows: problems and opportunity. Problems force the organization find a resolution. Also, the opportunity is compatible with the main purpose of the organization. It leads to the need for launching new products or services, then there is a project to follow the needs (Wisoot Jiradamkerng, 2012: 22-23). The project management should be related to the policy, working plan, and program. Policy implies a framework or purposeful direction, which the organization has specified in advance. A plan is a process of working to achieve a specific goal. The plan may be classified into many types such as a strategic plan, development plan, short plan, or long plan. Each plan consists of many small activities called "Programs" that aim to manage the system and identify the objectives. A project is a kind of task or activity (Pichit Ritcharoon, 2012: 1-2). Besides the policy and plan considered as the cause for creating a project, there are more factors forced project happens such as problem and needs of standards department (standards of evaluation, standards of program, etc.), and also the evaluation's results of policy, program, and project could be the proper reason of doing the project (Pichit Ritcharoon, 2012: 5). In the operation department, the project is considered an important workpiece or activity to respond to the policy and purpose of the organization. All of these aspects must be related (Pichit Ritcharoon, 2012: 1-2). The development of a project strategy has to be done under the context of strategic management because the project cannot be done alone. However, it is a part of beginning other kinds of organization work. Thus, the project strategy has to be developed to support the plan of organization (Morris and Pinto, 2007: 69).

The project could respond to strategic management in the organization by emphasizing project governance. Each organization has different conditions to classify the level of priority for each project. It also depends on the project paradigm. Müller (2009: 10-13) suggests 4 processes using the project paradigm as follows: 1) Shareholder Orientation, 2) Stakeholder Orientation, 3) Outcome Control Focus, and 4) Behavior

Control Focus. If those processes have been related or matched, there will be four governance paradigms as follows:

2.5.5.1 Flexible Economist Paradigm: This achieves the highest possible Return on Investment (ROI) for the organization's shareholders through the optimisation of the management project. This is done by establishing the project as core management under specific resources properly.

2.5.5.2 Conformist Paradigm: This maximises shareholder return by strictly applying existing development methodologies. Also, it utilises strict compliance with existing processes, rules and policies to attempt to ensure the lowest project costs in environments with a relatively homogeneous set of projects.

2.5.5.3 Versatile Artist Paradigm: The emphasis is on the importance of the project's stakeholders and controlling the end result. The highest purpose aims to maximise benefits through balancing the qualitative and quantitative requirements of a wide range of stakeholders. This is achieved through selection or tailoring of project management methods for different projects.

2.5.5.4 Agile Pragmatist Paradigm: This paradigm has emphasis on the importance of the project's stakeholders and controlling the resulting behavior. It aims for maximisation of technical usability, often through a time-phased approach to the development and product release of functionality over a period of time.

According to the four choices for governance paradigm, it can be implied that the organization choosing one paradigm to develop a department in the organization will reflect the objectives specified in the strategic goal. The privileges of leaders, market's needs, and specific project management impacts the growth of the organization. Also, paradigm selection affects the project management in broad terms.

2.6 Relevant Research

Johnson et al. (2019: 469-491) studied the academic service of a university, which implies a challenge for academic professors of the university in terms of academic community outreach. In the UK, it was found that the role of academic services, other than producing graduates or research publishing, has changed. The university supports specialists to participate in the connection, resources, and movement to encourage

academic activity. The specialists are depressed, usually by participation in the academic outreach of the university. This research collected information from 25 academic specialists from 18 faculties at 18 universities. As for the challenge of the academic service, the UK has been facing the concept of academic service, funding, perception, working management, relationship with both internal and external partners, ability competency, commercial benefits, and teaching methods as well as content. Also, the integration of academic services to curriculum and project evaluation is another of the challenges in academic outreach development for specialists.

Kanyarat Chiewvech (2015: 1029-1036) studied social capital in the dimensions of culture for agricultural community development in Baan Khao Wat (alias) to be stronger. It is a strong community of agriculture. The methodology comprised interviews of members who knew important information, investigation, and studying from documents. The research found that the community was strong because social capital was used in 3 levels, as follows: 1) Individual level implies belief of religion and sacred things working as regulations or traditions and value; 2) Organization level is used for forming relationships with internal and external organizations. The aggregation, network, and leader with vision could enable benefits for the organization; 3) Community level needs the structure of relatives' relationship to develop the community. The research suggests that members in the community should be developed in both physical and mental ways. The enhancing organization's role is a required process to strengthen the community and develop community potential to be the learning center for the preservation of local wisdom and knowledge.

Mbah (2016: 1228-1241) studied the university concept to relate the sustainable community development in the area of Sub-Saharan Africa, a case study of Cameroon context. The method involved interviewing and conversation with the participants of a university and the community's activities. The results found that the development competency of the university could expand wider connections in the community. However, it needed supporting clarity for working together, decentralization, and the value of democracy to form a creative framework in the university as well as in the community.

Pattanapong Sukitpaneenit (2010: 50-57) studied social capital to adapt in developing countries in 3 dimensions including economy, society, and environment by analyzis of the relationships in social capital in 3 levels: micro level, middle level, and macro level through the Structural Equation Model. It was found that social capital at the micro level is caused by close relationships, which then leads to the value or sharing standards. This could develop the community through helping, supporting, protecting, investigating and managing the resources of the community fairly. Social capital at the middle level supports national development in terms of the economy, society, and environment. This is because it is the main factor for the exchange of knowledge, wisdom, and process of development. It leads to changes in the thinking system, belief, activities in the community, various production segments, service and social segments. In terms of social capital at the macro level, it was found that there is no obvious relationship for country development.

Ponnuswamy and Manohar (2016: 21-36) studied the effects of organizational culture learning to enhance the efficiency of educational institutes by using the Dimensions of Learning Organization Questionnaire (DLOQ) to educate the perception of staffers towards learning organizational culture in an Indian university with 700 persons. It uses the technique of purposive sampling. The research results found that there is a positive and significant relationship between the learning structure of organizational culture and research results. In addition, it was found that knowledge efficiency has statistical significance. Therefore, this study would lead to literature review in the learning process of organizational culture for educational institutes, especially the prediction of India's picture-in-future.

Schumpe, Herzberg, and Erb (2015: 231-237) did an evaluation of uniqueness. It validates a German scale to assess the Need for Uniqueness (NfU-G). The NfU is used to study social psychology and is related to the study topic such as customers behavior, social effects on difference of culture and individuals. It studies 4 parts to prove the reliability and accuracy of the NfU-G scale. It was found that there are five characteristics. Besides, the research realizes that NfU is related to a signature's size and external evaluation. Finally, the study of the relationship for the hypothesis between NfU and risk found that there is statistical significance.

Somboon Tumlangka (2013: 58-66) studied the model for strengthening of community based on using local wisdom in Chiang Rai Province. It involves developing the model of strengthening community and managing the strategy through local wisdom as the basis. The research results found that the community in Chiang Rai is strong. It has a relative relationship and a social structure that is vertical and horizontal. Also, decentralization is covered over all small communities. Moreover, there are cultures, traditions, beliefs, and ceremonies existent from the past. In terms of economy, the most production is from the agriculture segment because of having a wealth of natural resources. The model development for strengthening the community through local wisdom has the factors of the learning process in the community, connection system and relationships in the community, and local wisdom as a specification of the model to strengthen the community. The strategy includes community management, community participation, the learning process, connections, and a strategy for increasing the consciousness to love the hometown.

Somjinda Chompunud and Wanpen Inkaew (2017: 24-36) studied academic service integration with the teaching and learning of the Practicum of Selected Nursing Area: Community Health Nursing Course. This was done to compare nursing practice competencies, attitudes on health service, and working in the community before and after participating in the project of academic service integration with teaching and learning of the Practicum of Selected Nursing Area: Community Health Nursing Course. The sample comprised 18 fourth-year nursing students who enrolled in the Practicum of Selected Nursing Area: Community Health Nursing Course. The results of the research revealed that nursing practice competencies averaged an overall score of 4.58 by the nursing students after participating in the course, which was higher than before participation. The attitudes on health services and working in community average overall score was 4.29. By the way, the nursing students' average overall score for practice competencies on each item and overall were significantly higher than prior to participation at the lower 0.01 level ($p < .01$) and the average overall score on attitudes on health services and working in the community were significantly higher than prior to participation at the lower 0.001 level ($p < .001$).

Thomas (2011: 1428-1435) conducted research concerning gender differences, social bonds, and limits in the end of life, both for physical and wisdom conditions in a group of elders in the United States. The research tool was Structural Equation Modelling: SEM states the frequency of participation in a social activity, especially activity which affects the health of American elders at the age of 60 years and up. In 1986, 1989, and 1994, the study found that female elders had more social bonds which were lowered by limited physical condition and wisdom. At the same time, male elders had increasing changes in limited physical condition and wisdom, but social bond was not decreased.

According to previous related research, it can be concluded that there is a correlation between the concept and theory studying of "The Development of University Social Engagement Mission through Community-academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University", as shown in Table 2.2 below.

Table 2.2 Research Summary Related to the Study Topic

Author	Research Topic	Result	Relation of Concept and Strategic Study
Johnson et al. (2019)	Higher Education Outreach: Examining Key Challenges for Academics	The key challenges for academic service in university is the change of concepts about academic service, fund, perception, academic outreach management, partners relationship management, competency of commercial benefits, integration of teaching method, academic work and project evaluation.	Academic community outreach of university and project management
Kanyarat Chiewvech (2015)	Social Capital in Dimensions of Culture and Agricultural Community Development	Community becomes stronger because of using social capital in 3 levels of 1) Individual level, 2) Organizational level and 3) Community level.	Community development and strengthening community

Table 2.2 (Continued)

Author	Research Topic	Result	Relation of Concept and Strategic Study
Mbah (2016)	Towards the Idea of the Interconnected University for Sustainable Community Development	Competency of university could expand wider connections in the community by supporting clarity on working, decentralization, and the value of democracy.	University social engagement mission
Pattanapong Sukitpaneenit (2010)	Social Capital and Country Development	Social capital in micro level leads to value or sharing standards, middle level supports development in terms of economy, society, environment, and there is no any relation to country development in macro level.	Community development and strengthening community
Ponnuswamy and Manohar (2016)	Impact of Learning Organization Culture on Performance in Higher Education Institutions	The relationship has significance between structure of cultural learning, knowledge, and research result.	Enhancing Organization's Uniqueness

Table 2.2 (Continued)

Author	Research Topic	Result	Relation of Concept and Strategic Study
Somboon Tumlangka (2013)	Model of Strengthening Community Based on Using Local Wisdom in Chiang Rai Province	The development model has been made through learning process in community, connection system and relationship in community, and local wisdom as specification of model to strengthen the community. The strategy includes community management, community participation, learning process, connections, and strategy of rising consciousness to love the hometown.	Community development and strengthening community

Table 2.2 (Continued)

Author	Research Topic	Result	Relation of Concept and Strategic Study
Somjinda Chompunud and WanpenInkaew (2017)	Academic Service Integration with Teaching and Learning of the Practicum of Selected Nursing Area: Community Health Nursing Course	After participation in Academic service integration with teaching and learning of the Practicum of Selected Nursing Area: Community Health Nursing Course, the perception of nursing practice competencies is higher including the attitudes on health service and working in community.	Community-academic outreach
Schumpe, Herzberg, and Erb (2015)	Assessing the Need for Uniqueness: Validation of the German NfU-G Scale	To build uniqueness, NfU is used to study social psychology and related studying topic such as customers' behavior, social effects on difference of culture and individual.	Enhancing the Organization's Uniqueness

Table 2.2 (Continued)

Author	Research Topic	Result	Relation of Concept and Strategic Study
Thomas (2011)	Gender, Social Engagement, and Limitations in Late Life	Female elders had higher social bond and lower by limited of physical and wisdom. While male elders had increasing change on limited of-physical and wisdom but social bond was not decreased.	University social engagement mission

2.7 Core Concept of the Study

According to the study of concepts and theory about enhancing the organization's uniqueness, mission, university social engagement mission, academic community outreach of university, community development and community strengthening, and the relevant research, this study has gathered concepts and theories related to organization uniqueness in the context of Kasetsart University as follows: uniqueness, vision of organization and executives. Also, it includes the main mission of the university such as producing new graduates, research, academic outreaches, culture preservation, and resources management. Specifically, the concepts and theories are related to academic community outreach, which reflect the readiness of the university to respond to customer needs by providing academic outreaches. The types of academic services by the university may be classified as academic outreaches free of charge, non-profit academic outreaches, and commercial academic outreaches.

The academic outreaches lead to the university social engagement mission, which emphasises 4 principles including 1) Thinking system, feeling, emotion, and shared value; 2) Operation, participation and learning exchange; 3) Shared benefits; 4) Social impacts. However, the university social engagement mission usually affects university

uniqueness the same as community development and community strengthening in terms of the economy, politics, society and culture, environment, and relationships with external departments. Therefore, it concludes the core concept used for studying "The Development of University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University", as in Figure 2.4 below.
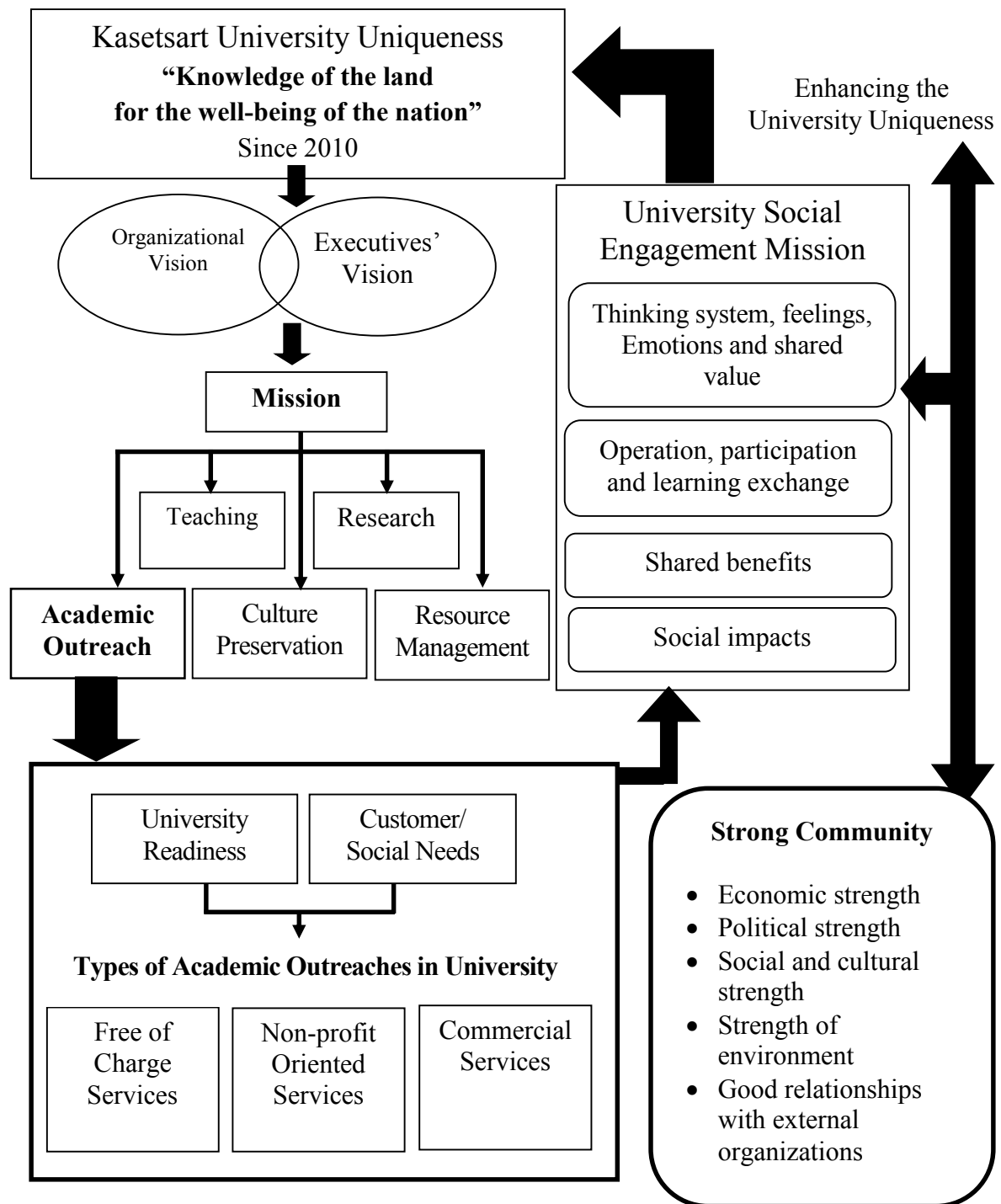
Figure 2.4 Core Concept of the Study

CHAPTER 3

RESEARCH METHODOLOGY

The study on the development of university social engagement mission development through academic outreaches to community for strengthening the university uniqueness: a case study of Kasetsart University, employed mixed method in which qualitative research and quantitative research were combined following an exploratory sequential design. It began with the qualitative research to study phenomena and related issues. The outcomes from qualitative research were then used as a guideline to formulate questions or tools to collect the quantitative data in order to support the qualitative data. After that the analysis was conducted and conclusions were made from both types of data to cover various dimensions of social reality, of which empirical evidences were used to confirm some part of conclusion (Creswell, 2014: 224-225). Details of research methodology followed by this study are presented below.

3.1 Selecting Research Sites

In this research, all campuses of Kasetsart University were selected including main office at Bangkhen in Bangkok together with 3 campuses located in different regions of the country; Kamphaengsaen Campus in Nakhon Pathom, Chalermphrakiat Sakon Nakhon Province Campus in Sakon Nakhon and Si Racha Campus in Chonburi. Further investigation was also conducted in 4 local communities which different campuses of Kasetsart University provided academic outreaches through related programs or activities. Selection of these communities were made purposively by focusing at the communities that had a strong tie with each campus.

3.2 Target Groups

The target groups for this research were the people involved in academic outreaches provided by all campuses of Kasetart University. This covered both staff of the university and members of local communities selected. The university staff included members of the Kasetsart University council, administrative committee of the university, and staff of the academic outreach office of the university. They were selected purposively and used as key informants. The selection based on the following criteria: the must be employees of the university involved in the university social engagement mission. For members of the local communities, there were divided in two categories. The first category was drawn from community leaders who experienced participation in academic outreach programs/ activities provided by various campuses of Kasetsart University. These community leaders were used as key informants. The second category was drawn from general members of each local community selected as sample for quantitative investigation.

3.2.1   Key Informants

These key informants were used for collecting data through in-depth interview. This was done by means of purposive selection. The total number of key informants selected in this study were 63 members which were drawn from 3 groups as details below.

3.2.1.1 Members of Kasetsart University council and administrative committee. Selection of these key informants were considered based on their management positions related to academic outreaches such as president or committee of the university council, president or vice president of academic outreach office, vice president of the campus, deans of related faculties and directors of institutions involved in academic outreach. There were 31 key informants selected in this group in total.

3.2.1.2 Qualified persons. This group covered those who were experienced, skillful and/ or held positions concerned with the university social engagement mission to local communities. There were 3 key informants selected in this group.

3.2.1.3 Community leaders who participated in academic outreach programs/activities provided by related units of various campuses of Kasetsart University. The total number of key informants in this group was 29.

3.2.2 Sample Drawn from Local Community Members

This sample was chosen randomly from members of selected local communities who participated in academic outreach programs/ activities provided by Kasetsart various campuses of Kasetsary University. This sample was used for quantitative data. The sample size was calculated proportionally based on probability sampling rule. The result was 610. The sample was then selected using simple random sampling technique.

3.3 Data Collection Tools

Tools used for data collection in this research were as follows.

3.3.1 In-depth Interview Guideline

The in-depth interview guideline was used in this research to collect qualitative data by means of in-depth interview. This tool was developed by the researcher based on related concept, theory and previous research work. It is composed of a few points extended from the research objectives allowed for further development with some flexibilities during the interview. This in- depth interview guideline was used for interviewing all 3 groups of key informants as mentioned earlier.

3.3.2 Data Record Form

The data record form was developed by the researcher to be used in recording data while observing in the field. It covers important issues to be recorded such as context of the study area, reaction of target groups while conducting the research.

3.3.3 The Structured Questionnaire for Evaluating Views of Community Members towards Academic Outreaches

This structured questionnaire was designed to be used in collecting quantitative data. The questionnaire development was done by the researcher based mainly on related concepts and research. Additionally, the researcher also made use major finding from qualitative investigation as the guideline for formulating some questions. This questionnaire contained both of open-ended question and close-ended question which were divided into 5 parts as followings.

Part 1: General Information of respondent. This part contains 5 questions regarding gender, age, education, primary occupation, and role in the community.

Part 2: Academic outreach receiving from Kasetsart University. This part contains 3 questions covering types of academic outreach program/activity participated in, frequency of participation, and attitude about Kasetsart University.

Part 3: Opinion towards academic outreach provided by Kasetsart University. There are 24 questions in this part, which are divided into 2 sub-sections: 1) opinion towards the preparedness of academic outreach provision of Kasetsart University containing 8 questions; and 2) needs and outcomes which occurred to service receiver and community containing 16 questions.

Part 4: Opinion towards the development of university social engagement mission. This part contains 14 questions, which classified into 4 subsections: 1) thinking system, feeling, mood and values (5 questions); 2) procedure, brainstorming and knowledge exchange (3 questions); 3) benefits (3 questions); and 4) impacts on society (3 questions).

Part 5: Recommendation on the development of the university social engagement mission through academic outreach of Kasetsart University. This part contains 3 questions including recommendations related to academic outreach development of Kasetsart University, recommendations related to relationship between Kasetsart University and local communities, and any problems facing building trust between Kasetsart University and local communities.

3.4 Validation of Research Tools

The following methods were employed d to validate the research tools.

3.4.1   Validation of the In-Depth Interview Guideline

The content validity method was used to improve the language usage in the interview guideline. This was done through seeking suggestions from the research adviser and qualified persons who were not among key informants. The aim of this validation was to make the interview guideline reasonable appropriate for on collecting required data that matches with the objectives of the study.

3.4.2   Validation of the Questionnaire on Community Members' Opinion towards Academic Outreaches Provided by Kasetsart University and the University Social Engagement Mission

The following techniques were used to validate the questionnaire on community members' opinion towards academic outreaches of Kasetsart University and the university social engagement mission.

3.4.2.1 Objective and content validity. This was done by asking 5 qualified persons/ experts to evaluate. This was done following the Index of Item Objective Congruence (IOC) on every question in the questionnaire based on the following scores:

+1 point = confident that the question responds to the content and objectives of the study.

0 point = not confident that the question responds to the content and objectives of the study.

-1 point = confident that the question does not responds to the content and objective of the study. After that, the scores given from the qualified persons/experts to calculate the Index of Item Objective Congruence: on each question by using the formula given below.

$$IOC = \frac{\sum R}{N}$$

R   =   the score from qualified persons/experts

$\sum R$ =   the sum of score from qualified persons / experts

N   =   number of qualified persons/ experts

Once the IOC score was calculated, the consonance between list of questions and objective of measurement was considered. The result was used to determine and the acceptability of each question either to accept or improve by using the criteria as below (Araya Ongiem and Phongthara Vichitvejpaisal, 2018: 39).

IOC below 0.50   means that the question does not follow the main objective and should improve or cut out of the questionnaires.

IOC between 0.50 – 1.00   means that the question corresponds the main objective which is able to use.

The results of objective and content validity of questionnaire from 5 qualified persons were based on the Index of Item Objective Congruence (IOC) used to evaluate every question in the questionnaire. The questionnaire consists 0f 80 questions classified into 2 parts: the community members' opinion on academic outreaches provided by Kasetsart University and the community members' opinion on the development of university social engagement mission between university and community which can be summarized as the following (details are shown in appendix C).

1)   There were 24 questions out of 54 questions corresponding to the research objectives and can be used as related to community members' opinion on academic outreaches provided by Kasetsart University.

2)   There were 18 questions out of 26 questions corresponding to the research objectives and can be used as related to community members' opinion on the development of university social engagement mission.

3.4.2.2 Tryout of the questionnaire. After finding the Index of Item Objective Congruence (IOC) and improving the questionnaire, it was then tried out with similar group of respondents covering with the sample size of 43 drawn from residents

of Thung Kraphanghom Sub-district, Kamphaeng Saen District, Nakhon Pathom. This tryout aimed at testing the reliability of the questionnaire, both at item level and for the entirely questionnaire. After trying out, a revision was made again based on the following criteria (Suttanu Srisai, 2008).

        1) The total correlation coefficient value of corrected items must be more than 0.2 for the appropriate questions that can be used with the target group.

        2) The overall Alpha coefficient value after deletion of inappropriate items must be more than 0.8 in order to use for collecting data with the target group.

        The detail results of the reliability test of tryout were as follows.

        1) There were 24 questions that could be used for surveying the community members' opinion on academic outreaches provided by Kasetsart University. The overall Alpha coefficient value was 0.968, more than 0.2 from the Coefficient of Corrected Item Total Correlation and more than 0.8 from the Alpha Coefficient Value from the total of 29 questions.

        2) There were 14 questions that could be used for surveying the community members' opinion on the development of university social engagement mission between the university and community with the overall Alpha Coefficient value of 0.938, more than 0.2 from the Coefficient of Corrected Item Total Correlation and more than 0.8 from the Alpha Coefficient value from the total of 18 questions.

3.5 Data Collection Method

All data collected in this study are primary data from the fieldwork. Data collection process started with in-depth interview with 3 groups of key informants: Kasetsart University council and administrative committee; staff of the university associated with the university social engagement mission; and leaders of selected local communities who have experience in participating in academic outreach programs /activities provided by Kasetsart University. The total numbers of key informants from all 3 groups mentioned were 63 persons. Additional to this in-depth interview, direct

observation method was also employed together with informal interview when necessary in order to fill the gap. All these methods were used in gathering qualitative data. Some of these qualitative data were considered together with related concepts, theories and findings from previous research in designing questionnaires to be used for investigating the opinion of members of local communities toward academic outreaches provided by Kasetsart University and the university social engagement mission. Data from the latter investigation were of quantitative type. They were collected from samples drawn from members of selected local communities via simple random sampling covering the total number of 610 in 4 communities.

3.6 Data Analysis

Data analysis in this research were divided into 2 parts. The first part was qualitative data analysis and the second part was quantitative data analysis. The details of methods used are as followings.

3.6.1 Qualitative Data Analysis

Qualitative data analysis was conducted both during the fieldwork parallel with data collection and after the completion of the fieldwork. All data from the field were read in order to clearly under their meanings. After that they were coded and then classified into various topics and issues based on the core concept proposed earlier. This was done according to the typological analysis method. After classifying into various topics and issues, data description was made for each of these topics and issues. Then attempts were made to find connections between topics/ issues based on logical reasoning. Data interpretation was also to interpret the findings both by referring to related concepts or theories and contexts of the study areas. During the analysis process, validity of the data was tested using the triangulation methods according to the following techniques.

3.6.1.1 Data Triangulation. This technique was used to check from different sources, especially data from various key informants, in order to verify their consistency leading to finding firm conclusions.

3.6.1.2 Investigator Triangulation. This technique was used to check data gathered different members of the research team to seek their agreements and contradictions in order to clarify and make firm conclusions based on their agreements.

3.6.1.3 Methodological Triangulation, This technique was employed to check data gathered using different collection methods, such as in-depth interview and observation whether to consider their similarities which would lead to make firm conclusions.

3.6.2 Quantitative Data Analysis

Quantitative data analysis was made based descriptive statistics. The focus of this analysis was on the measurement of community members' views on academic outreaches provided by Kasetsart University and the university social engagement mission. Data from the survey of sampling members from selected local communities were analyzed. Descriptive statistics used included frequency, percentage, mean and standard deviation (S.D.). They were used with all groups of data from the survey

Data on opinion towards academic outreaches provided by Kasetsart University and data on opinion towards the university social engagement mission of the university were measured using mean based on the given scores corresponding to the following rating scales.

Lowest	=	1
Low	=	2
Moderate	=	3
High	=	4
Highest	=	5

The standard meaning was then used to interpret the acceptance of community members' opinion based on mean score of each question and the average score of each section corresponding to the interval below.

Mean score range 1.00 – 1.80 = strongly disagree

Mean score range 1.81 – 2.60 = disagree

Mean score range 2.61 – 3.40 = quite agree

Mean score range 3.41 – 4.20 = agree

Mean score range 4.21 – 5.00 = strongly agree

CHAPTER 4

RESULTS

The research entitled "The Development of University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University" was investigated through in-depth interviews with 63 key informants and questionnaires distributed to 610 respondents drawn from members of selected communities that have been involved with academic outreach programmes/activities organized by Kasetsart University. The study results are presented through the following six topics:

    4.1 Key Informant Basic Information

    4.2 Kasetsart University Uniqueness

    4.3 Kasetsart University's Community Academic Outreach

    4.4 Kasetsart University's Community Context to Reach Community Service

    4.5 Community Member Opinion on Kasetsart University's Academic Outreach

    4.6 Problems, Obstacles, and Pathways to the Development of the University Social Engagement Mission through Community Academic Outreach to Enhance University Uniqueness

4.1 Key Informant Basic Information

In-depth interviews were undertaken with 63 key informants selected from the following three target groups. The first group is council committee and administrative committee at Kasetsart University, which included 31 people (49.20 %). Some key informants used to study at Kasetsart University, so the study results are presented in two dimensions as: 1) the whole picture of the university's policy with respect to academic outreach, developing the university social engagement mission from council committee; and 2) experience of project operation or academic outreach activity, including the university social engagement mission from Kasetsart University's

administrative committee. The second group included qualified persons or specialists with knowledge, skills, experience, and associated with university social engagement by supporting and being connector between academic professors and university researchers to exchange the experience and thoughts about university social engagement; 3 persons in total or 4.75%. 3) They are community leaders or the representatives who have participated in the project of academic outreach by faculty, institution or university; 29 persons in total or 46.05 %.

The in-depth interviews covered Kasetsart University's academic outreach, at Bangkhen (the main office), Kamphaengsaen Campus in Nakhon Pathom, Si Racha Campus in Chonburi, and Chalermphrakiate Sakon Nakhon Province Campus in Sakon Nakhon. The key informants' basic information is given as follows: 40 males (63.5 %) between 51-60 years old (46.05 %), with an average age of 51 years old. The youngest was 25 years old and the oldest 71 years old. Of the key informants, 28 were doctoral degree graduates (44.40 %).

In terms of clarifying a positioning statement in the university and community, the results imply that there are 22 males (70.65 %) out of 31 people in the university council committee and the administrative committee, aged between 51-60 years old (41.15 %), which is the highest score by average age at 52 years old, the youngest was 40 years old and the oldest 71 years old, 25 key informants (80.65 %) graduated with a doctoral degree, and six with a master's degree (19.35 %). For the qualified people that were associated with university social engagement, of the three two are male (66.70 %) and aged over 61 (66.70 %) with an average age of 62 years old, the youngest was 58 years old, and oldest was 66. All graduated with a doctoral degree. There were 29 group leaders or community representatives who had participated in an academic outreach by a faculty, institution, or university). Of these, 16 were male (55.20 %) and aged between 51-60 years old (48.25 % as highest proportion), with an average age of 49, the youngest was 25 and the oldest was 60 years old. The largest proportion (44.80 %) graduated with a bachelor's degree, and eight with a high school diploma (27.60 %) (Table 4.1).

Table 4.1 Key Informant Basic Information

n = 63

Basic Information	KU Council Committee and Administrative Committee		Qualified Persons in Social Engagement Mission		Group Leaders or Community Representatives		Results	
	Number (Person) (31)	% (49.20)	Number (Person) (3)	% (4.75)	Number (Person) (29)	% (46.05)	Number (Person) (63)	% (100)
Sex								
Male	22	70.95	2	66.70	16	55.20	40	63.50
Female	9	29.05	1	33.30	13	44.80	23	36.50
Age Range								
<40	1	3.25	0	0	7	24.15	8	12.70
41-50	12	38.70	0	0	8	27.60	20	31.75
51-60	14	45.15	1	33.30	14	48.25	29	46.05
>61	4	12.90	2	66.70	0	0.00	6	9.50
	Lowest = 40		Lowest = 58		Lowest = 25		Lowest = 25	
	Highest = 71		Highest = 66		Highest = 60		Highest = 71	
	Average = 52		Average = 62		Average = 49		Average = 51	
Education								
Uneducated	0	0	0	0	4	13.80	5	7.95
Lower High School	0	0	0	0	1	3.45	8	12.70
High School/ Vocational Certificate	0	0	0	0	8	27.60	1	1.60
High Vocational Certificate	0	0	0	0	1	3.45	13	20.65
Bachelor's degree	0	0	0	0	13	44.80	8	12.70
Master's degree	6	19.35	0	0	2	6.90	28	44.40
Doctoral Degree	25	80.65	3	100.00	0	0.00		

4.2 Kasetsart University Uniqueness

The first purpose of this research was to investigate preservation of the Kasetsart University uniqueness and the method of applying the university social engagement concept to strengthen this uniqueness. The researcher studied secondary data such as documents and reports published by Kasetsart University, in addition to primary data from interviewing the key informants. The research results are presented below.

4.2.1   Kasetsart University History and Its Impact

The key informants explained Kasetsart University's history, highlighting that it was Thailand's first agricultural university. The university was developed from the School of Sericulture, found by the Ministry of Agriculture in 1904. According to the university's historical documents, the educational curriculum offered a two-year program studying sericulture. In 1906, the program was extended into a three-year course, and farming and veterinary subjects were added. In addition, the School of Sericulture was renamed to the School of Agriculture. In 1908, the school merged with three schools: the School of Surveying; the School of Irrigation; and the School of Agriculture, to become collectively known as the "School of Ministry of Agriculture". The school aimed to produce staff for the Ministry of Agriculture. Thailand's first tertiary-level agricultural curriculum began offering courses in 1909. In 1917-1934, the agricultural subject was determined to set in a kind of training school for primary education agricultural teacher, as list below.

1) 1917: Horwang Training School for Primary Education Agricultural Teacher, in Pathumwan District, Bangkok.

2) 1918: Wat Phra Prathon Training School for Primary Education Agricultural Teacher, Nakhon Pathom Province.

3) 1924: Bang Saphan Yai Training School for Primary Education Agricultural Teacher, Prachuap Khiri Khan Province.

4) 1926: Tub Kwang Training School for Primary Education Agricultural Teacher, Saraburi Province.

5) 1932: Wat Noan Wat Training School for Primary Education Agricultural Teacher, Nakhon Ratchasima Province.

6) 1934: The Southern Region Training School for Primary Education Agricultural Teacher, Hat Yai District, Songkhla Province, and the Northern Mae Jo Training School for Primary Education Agricultural Teacher, Chiang Mai Province.

At that time, the government was concerned that there would be excess numbers of graduating agriculture teachers, so they closed the following three training school for primary education agricultural teacher: Wat Non-Wat Training School for Primary Education Agricultural Teacher, Nakhon Ratchasima Province; The Southern Training School for Primary Education Agricultural Teacher, Hat Yai District, Songkhla Province; and the Northern Mae Jo Training School for Primary Education Agricultural Teacher, Chiang Mai Province. In 1935, Luang Ingkhasikasikan, Luang Suwan Vajokkasikij, and Phra Chuangkasetsinlapakan, who were station manager and school principal, together proposed a project to replace the Teacher Training School with the Secondary-level Agriculture Technical School. This was later upgraded to become the "College of Agriculture" with the status of a division in the Department of Agriculture and Fisheries, Ministry of Agriculture. In 1936, a technical school for forestry training by naming simply as "School of Forest" was founded in Phrae Province. In 1939, Kasetsart University moved from Mae Jo to Central Agriculture Station, Bangkhen District, Bangkok. Mae Jo was then renamed to "Kasetsart Preparatory School" and the School of Forest in Phrae Province became the "School of Forestry" under Kasetsart University (Kasetsart University Hall of History, 2003; Kasetsart University, 2006: 70-71).

Kasetsart University was established on February 2, 1943 with the status of a division in Ministry of Agriculture under the Kasetsart University Act B.E. 2486. It offered a five-year bachelor's degree program and a three-year diploma program. The university had four faculties: the Faculty of Agriculture; the Faculty of Forestry; the Faculty of Cooperative Science (late renamed to the "Faculty of Cooperative Economics"); and the Faculty of Fisheries. In the period 1953-1962, under the direction of the Division of Irrigation, Kasetsart University's School of Irrigation three-year program was changed into a diploma program. In addition, it offered two further programs: a Bachelor of Irrigation and a Bachelor of Veterinary Science. It also took the Faculty of Veterinary from Medical University to become the Faculty of Veterinary

Medicine, and then promoted the status of the School of Irrigation to be the Faculty of Irrigation Engineering. Additionally, it renamed the Faculty of Agriculture to the "Faculty of Agriculture and Animal Husbandry", the Faculty of Cooperative and Economy to the "Faculty of Cooperative Economics", and the Faculty of Fishing to the "Faculty of Fisheries". It started a master's degree program in the Faculty of Agriculture and Animal Husbandry. The first the master degree program was given as Master's degree in Agriculture and Animal Husbandry, majoring in Animal Husbandry (Kasetsart University Hall of History, 2003; Kasetsart University, 2006: 73-76).

In the period 1963-1972 there were only four fields of study at the university: science; engineering; veterinary; and arts and only these fields were available as degrees. Moreover, the five-year programs were changed to four-year programs, with the exception of the veterinary program which remained as six-year program. Kasetsart University also founded new faculties, such as the Faculty of Science, Faculty of Arts, and Faculty of Education, while it also adjusted the subject structure in each Faculty. The university also renamed the Faculty of Agriculture and Animal Husbandry to the "Faculty of Agriculture", the Faculty of Cooperative Economics to the "Faculty of Economy and Business Administration", and the Faculty of Irrigation Engineering to the "Faculty of Engineering". In 1966, His Majesty King Bhumibol Adulyadej provided the theme song "Kasetsart" which he composed for Kasetsart University, which was among three other universities which he composed songs for. In 1949, His Majesty King Bhumibol Adulyadej offered "Maha Chulalongkorn" as the theme song for Chulalongkorn University, and "Yoong Thong" for Thammasat University. At that time, the song had no lyrics and so was called as "K.U. Song". Later, Professor Dr. Prasert Na Nagara worked on the lyrics which are now attached to the song. In 1963, Kasetsart University divided the governmental organization as the Kasetsart University Act B.E. 2511 more efficiently manage the organization. For example, the Office of the President was associated with general management, the Graduate School aimed to handle the management of higher education, the Institute of Food Research and Product Development aimed to conduct food research, and the Office of Extension and Training was tasked to support and provide academic outreach of Kasetsart University. In terms of expansion, in 1967 Kasetsart University supported educational campus expansion to other regions to produce quality graduates in the field of agriculture and to become a

main research unit for the university. The first branch was Kamphaengsaen Campus, Kamphaengsaen District, Nakhon Pathom Province (moved from the Thung Kraphang Hom Sub-district). The training station for students majoring in Animal Husbandry, Faculty of Agriculture was founded in 1967. (Kasetsart University Hall of History, 2003; Kasetsart University, 2006: 80-82). In 1968, the University Development Plan was drafted after encouragement from the Rockefeller Foundation. The university considered getting a loan from the World Bank to develop the university and construct Kamphaengsaen Campus in 1972.

In 1973-1982, Kasetsart University further expanded by establishing: the Faculty of Social Science; Faculty of Agro-Industry; Faculty of Humanities; Kasetsart University Library; and Kasetsart University Research and Development Institute. The Office of the President was divided into seven divisions and the Faculty of Science and Arts was renamed to the "Faculty of Science". In 1977-1981, the Japanese Government offered merit-based support for building construction and material purchases for research and academic outreach services, supporting the construction of: the Central Laboratory and Greenhouse Complex; National Agricultural Extension and Training Center; and the Agricultural Machinery Center (later renamed to the "National Agricultural Machinery Center" in 1987). In terms of education programs, the doctoral program was first launched for two programs: the Department of Entomology; and the Department of Soil Science (Kasetsart University, 2006: 84). In 1979, it began teaching students on the Bachelor degree program at Kasetsart University, Bangkhen; third and fourth-year Bachelor of Science Program students (Agriculture, Agricultural Education, Agricultural Economics), Bachelor of Engineering Program (Agriculture, Irrigation), and fifth and sixth-year students of the Bachelor of Veterinary Program (Kasetsart University Hall of History, 2003).

In 1983-1992, the university further expanded by establishing other departments, as follows: the Office of the Registrar; Office of Computer Service; Office of Administration; and the Office of Education Administration (Kamphaengsaen). The Faculty of Economics and Business Administration was separated into two faculties: the Faculty of Economics; and the Faculty of Business Administration (Kasetsart University, 2006: 89). Moreover, the Students Training Stations became the Center and Research Stations for nine locations under the direction of the Kasetsart University

Research and Development Institute. In 1989, a second campus was founded: Kasetsart University, Si Racha Campus, Thung Sukala Sub-district, Si Racha District, Chonburi Province, with an area of 199 Rai. In 1955, this area was the "Student Training Farm of Kasetsart University", later in 1966 it was renamed to "Kaset Si Racha Field Practice Station" belonging to the Faculty of Agriculture. In 1978 it was renamed to "Si Racha Research Station" and moved under the Kasetsart University Research and Development Institute. The station aimed to study, research, and experiment in farm plants, such as cassava, pineapple, herbs, and *Melientha Suavis Pierre*. Yet Kasetsart University began establishing the Si Racha Campus in 1988 to produce students in response to the Eastern Sea Board Development Program (ESDP) which was purposed to develop main industry areas, commercial areas, tourism areas, and community development areas. In 1990, Si Racha Research Station became the "Si Racha Community College", emphasizing the provision of academic outreach related to community needs as well as conducting research on the environment and ecology of the eastern seaboard. In 1994, Si Racha Community College became the Si Racha Campus Establishing Project to produce graduates and develop high quality manpower in response to the Eastern Seaboard Development Project. In 1999, Kasetsart University considered promoting the "Si Racha Campus Project" to become "Si Racha Campus Establishing Project". In addition, the university gathered two institutes to join Kasetsart University: the School of Veterinary under the Department of Livestock Development became an additional institute of Kasetsart University; and the School of Irrigation under the Department of Irrigation became the College of Irrigation in 1991 Science (Kasetsart University, 2010: 74, 90).

In 1993, some departments were founded by the Royal Thai Government Gazette, including the Faculty of Liberal Arts and Science which was the first faculty at Kamphaengsaen Campus, with the purpose of offering a general study program for Bachelor students. Kasetsart University also established the International Affairs Division, the Agricultural and Agro-Industrial Product Improvement Institute, and the Office of Agricultural Museum and Culture (Kasetsart University, 2006: 92-93). In 1995-1996, the university expanded into more campuses to respond a government policy to expand and offer education in regional areas. This was related to the Development Plan of Higher Education Vol. 8 (1997-2001), which sought to create

quality human resources to develop the country. There were the establishment projects undertaken at Chalermphrakiat Sakon Nakhon Province Campus, Krabi Campus, Lopburi Campus, and Suphan Buri Campus.

Kasetsart University's third campus was Chalermphrakiat Sakon Nakhon Province Campus, Krabi Campus located in Chiang Khruea Sub-district, Mueang District of Sakon Nakhon Province. The campus occupies an area of 4,718 Rai, with 4,018 Rai set aside for research and study areas and staff and student dormitories, and 700 Rai for Nong Han Noi Chalermphrakiat Park. In the past, this area was part of the Royal Thai Air Force. In 1964, this served as the airport for the plane belonging to His Majesty King Bhumibol Adulyadej and members of the royal family, and it was also used for military missions, the government, and it was originally a commercial airport. After that, the Air Force moved to the airport at Kris Sivara Camp, 18 kilometers away from Chiang Khruea Airport, so the other department requested use of the land. In 1996, Kasetsart University received permission to use all the area of Chiang Khruea Airport to construct Kasetsart University. It was first renamed to "Sakon Nakhon Campus" (Phupan Kanchanapisek), to commemorate His Majesty King Bhumibol Adulyadej during the fiftieth anniversary celebrations of His Majesty's accession to the throne. On August 15 1996, His Majesty King Bhumibol Adulyadej offered a new name: "Kasetsart University Chalermphrakiat Sakon Nakhon Province Campus" and allowed the use of the royal emblem of the fiftieth anniversary celebrations for the Administration Building (First building) of the Campus (Kasetsart University Chalermphrakiat Sakon Nakhon Province Campus, 2004: 11). In 1996, the Batch 1 students began studying at Kasetsart University at Bangkhen. The Batch 5 students were the first group to begin studying at Chalermphrakiat Sakon Nakhon Province Campus. The campus opened a study program in 2000, with the first students graduating in 2004 (Kasetsart University, 2015a: 122).

In 1996, the cabinet resolution gave permission to government universities to expand to other regions, including three campuses: Lopburi Campus; Krabi Campus; and Suphan Buri Campus (Kasetsart University, 2010: 83). Later, the Kasetsart University Act B.E. 2541 replaced the Kasetsart University Act B.E. 2511. The definition of "Campus" was defined as an educational area of the university consisting of faculty, college, institute, office, centers, or other department names with the same function as

a faculty which the two government segments situated in that campus as the identification of university, later in 2003-2006 the faculty in Kamphaengsaen was separated and new departments were set up: the Faculty of Engineering at Kamphaengsaen; Faculty of Agriculture at Kamphaengsaen; Faculty of Education and Development Sciences; Faculty of Sports Science; Research and Development Institute Kamphaengsaen; Suwan Vajokkasikij Institute for Research and Development of Livestock and Products; Office of Extension and Training Kamphaengsaen; and Office of the University Library Kamphaengsaen Campus. On February 2 2003, the University's Memorial Hall was constructed to mark the university's sixtieth anniversary. This was the university's first masonry building and which transferred from the College of Agriculture under the Agriculture Division and Ministry of Agriculture in 1925. It was also the place where His Majesty King Bhumibol Adulyadej and Her Majesty Queen Sirikit came to join the graduation ceremony in 1950.

Later, Kasetsart University Council considered the possibility of an educational expansion project. On August 18 2008, Kasetsart University cancelled the Lopburi Campus Project to be a Research Station and also cancelled the Krabi Campus Project to be the Kasetsart University's Academic Center of Krabi Province. Suphan Buri Establishment Campus Project had the same purpose and was located in three Sub-districts of Suphan Buri province: Kok Ko Tao Sub-district and Tha Ra Hud Sub-district in Mueang district Kok Kram Sub-district in Bang Plama District. It occupied a total area of 761 Rai. On 8 February 2016, Kasetsart University Council agreed to establish the Suphan Buri Campus by transferring the Establishing Project of Suphan Buri Campus to be under the Central (Bangkhen). On February 29 2016, it allowed the opening of the Bachelor of Business Administration within the Program of Hotel and Tourism (Kasetsart University, Planning Division, 2016: 87).

In 2009, Kasetsart University participated in the National Research University Project of Thailand, a government project to develop university's research potential, encourage Thailand as a center of educational training and regional academic meetings, and to purpose upgrading Thai research to be equal to international research, especially in the areas of the Department of Agriculture, Department of Science and Technology, and the Faculty of Social and Behavioral Sciences, related to the Higher Education Plan Vol.2 (2008-2022) (Kasetsart University, 2015: 131-133). In 2010, Kasetsart University

announced its university uniqueness as "Kasetsart University aims to create knowledge of the land for the well-being of nation" and its identity (IDKU) which implies the required characteristics of students for four parts as follows: 1) Integrity: good mind, loyalty, good-moral, and ethics; 2) Determination: concentration, enduringness, diligence, hard work to succeed; 3) Knowledge Creation: willing to learn, be able to add value or integrate knowledge to create innovation; and 4) Unity: helping each other, negotiation, teamwork, and appropriate integration.

In 2013-2014, Kasetsart University Council specified a framework between departments and academic management so the four departments were cancelled. The departments of human resources, assets, rights, and institutes' debt moved to the Agro-Ecological System Research and Development Institute, National Corn and Sorghum Research Center, Insee Chandrastitya Institute Kasetsart University Kamphaengsaen, Suwan Vajokkasikij Institute for Research and Development of Livestock and Products, Office of Extension and Training Kamphaengsaen, and the Research and Development Institute Kamphaengsaen. Besides, some departments moved to the Faculty of Agriculture at Kamphaengsaen and Office of Kamphaengsaen Campus (Kasetsart University, 2013).

Kasetsart University became a government university in 1998 based on the agreement of the president's meeting resolution (in which policy and guidelines for preparing the adjustment of autonomous university model), and passed the consideration step of University Council, Cabinet, House of Representatives, National Legislative Assembly, and other related segments. On July 17 2015, the Kasetsart University Act B.E. 2558 announced that Kasetsart University was a government organization but separated work management from the government system, referring to the Reorganization of Ministry, Sub-Ministry, and Department Act. In 2017, Kasetsart University's Department of Agriculture and Forestry was ranked by the QS World University Rankings by Subject as 29th in the world, 4th in Asia, and 1st in Thailand for the fifth continuous year (Kasetsart University, 2018: 27).

According to the university's history, this represents the university context since its foundation, development, and the impact of the university's growth. A timeline is shown in Table 4.2.

Table 4.2 History and Impact of Kasetsart University

Year	Situation	Impact	Uniqueness
Before the Foundation of Kasetsart University			
1904-1906	Developed from "School of Sericulture" under Ministry of Agriculture, expanded more educational departments, renamed to "School of Agriculture".	Agricultural curriculum offered two-year and three-year programs; Sericulture, Agriculture, Veterinary.	The academic characteristics of agriculture such as Sericulture, Agriculture, Veterinary.
1998-1909	Merged three schools, School of Surveying, School of Irrigation, and School of Agriculture together as "School of Ministry of Agriculture".	To produce human resources for working in the departments of Ministry of Agriculture. Thailand's first tertiary-level agriculture curriculum began to offer courses	There were more characteristics of other educational departments, but these were still related to agriculture such as Surveying, Irrigation.

Table 4.2 (Continued)

Year	Situation	Impact	Uniqueness
Before Foundation of Kasetsart University (Continued)			
1917-1934	Founding of the Primary Agriculture Teacher Training School and Agricultural Research Station to other regions.	Further expansion of agricultural study in regional level in a model of Primary Agriculture Teacher Training School and adjustment of research and teaching method.	Academic outreach by more researchers other than teaching methods.
1935	Closed three primary school agriculture teacher training schools: Wat Non-Wat Primary School, The Southern Primary School Agriculture Teacher Training School, and the Northern Mae Jo Primary School, and found Secondary-Level Agriculture Technical School instead.	Reduced the number of primary school agricultural teachers and focused on producing more agricultural workers.	Training teachers turned to be professional in agriculture.
1936	Founded the technical school or "School of Forest" in Phrae Province.	School of Forest.	Special in Forestry Study

Table 4.2 (Continued)

Year	Situation	Impact	Uniqueness
Before Foundation of Kasetsart University (Continued)			
1938	Secondary-Level Agriculture Technical School was elevated to become the "College of Agriculture" at Mae Jo, Chiang Mai, with the status of a division in the Department of Agriculture and Fisheries,	Elevated the position of educational institute from "School" to "College"	Agricultural education was promoted.
Period of Kasetsart University's Foundation			
1939	Kasetsart University moved to Central Agriculture Station, Bangkhen, Mae Jo renamed to Kasetsart Preparatory School, and School of Forest in Phrae became "School of Forestry.	Adjustment of the internal structure in the teaching system.	Agricultural education was promoted.
1943	Kasetsart University was established with the status of a division in Ministry of Agriculture.	Launch of the 5-year bachelor program and 3-year diploma program in agriculture; Faculty of Agriculture, Faculty of Forestry, Faculty of Cooperative Science and Faculty of Fisheries.	There were additional characteristics of other educational departments related to agriculture, such as Fisheries, Cooperation.

Table 4.2 (Continued)

Year	Situation	Impact	Uniqueness
Period of Kasetsart University's Expansion			
1953-1962	Transferred program of School of Irrigation to diploma and bachelor program, also set up new faculty and adjusted proper name	More Bachelor's degree programs	There were additional academic characteristics related to agriculture such as Irrigation.
1963	Adjusted 5-year program to be 4-year program, found new faculty, institute, and office; Science, Engineering, Veterinary, and Arts.	Various programs, faculties, institutes, research station, and office of academic outreach.	There were additional academic characteristics such as Science, Engineering, Veterinary, and Arts.
1967-1972	First branch of university; Kamphaengsaen Campus.	Bachelor program was launched in the regional areas.	Agricultural study expanded to regional area.
1973	Further expansion by establishing faculty, office, and institute in Kasetsart University, Bangkhen.	More study courses, including institute, and management office inside university.	There were more academic characteristics such as Agro-Industry, Humanities and strengthening performance of research and academic outreach.

Table 4.2 (Continued)

Year	Situation	Impact	Uniqueness
Period of Kasetsart University's Expansion			
1977-1981	Japanese Government supported building construction and material purchases for research and service of academic outreach for Kamphaengsaen Campus.	Central Laboratory and Greenhouse Complex, National Agricultural Extension and Training Center, and Agricultural Machinery Center	Strengthening the performance of research and academic outreach.
1979	Established Kamphaengsaen Campus.	To produce agricultural graduates followed by the National Economy Development Plan Vol.1 (1961-1966)	Agricultural Strength was promoted to regional level and also other parts such as engineering and veterinary.
1983	Established departments and offices Kasetsart University and Kamphaengsaen Campus and separated Faculty.	More departments of service work, management inside Kasetsart University and Kamphaengsaen Campus	Strengthening the performance of research and academic outreach.
1986	Prepare the establishment of the third campus: Si Racha Campus, Chonburi Province.	Emphasis on the subjects that responded to the eastern community's needs.	Academic performance in term of industry development in eastern area by government's policy.

Table 4.2 (Continued)

Year	Situation	Impact	Uniqueness
Period of Kasetsart University's Expansion (Continued)			
1993	Established Faculty of Liberal Arts and Science.	The first Faculty that offered standard subjects instead of teaching by teachers of Bangkhen	
1995-1996	Project of campus expansion in regional area: Campus of Krabi, Lopburi, Suphan Buri, Chalermphrakiat Sakon Nakhon Province.	Expanded educational opportunity in higher education to other regions.	Agricultural study expanded to regional area.
1996	Established Chalermphrakiat Sakon Nakhon Province Campus	To produce graduates responding to limited knowledge among people in regions, such as in agricultural industry, engineering, business administration	
1999	Established Si Racha Campus	To produce graduates as a consequence of Eastern Seaboard Development Project.	
2003	Kasetsart University's History Hall	To be the resource of university's history for outreach to students, staffs, and external people.	Gathering uniqueness until today

Table 4.2 (Continued)

Year	Situation	Impact	Uniqueness
Period of Kasetsart University's Expansion (Continued)			
2003-2006	Separated management area of work and set up new departments in Kamphaengsaen Campus.	More flexible management.	
Period of Adjustment of Kasetsart University for the Age of Change			
2008	Cancelled Project of Establishing Lopburi Campus and Krabi Campus	Cancelled two Campuses and changed the mission to be Research Station and Kasetsart University's Academic Center	
2009	Participated in the National Research University	Increased potential for academic research staffs to establish quality research.	
2010	Kasetsart University announced its university uniqueness as "Kasetsart University aims to create knowledges of the land for the well-being of nation" and its identity (IDKU)	Kasetsart University presented its uniqueness to university community through many kinds of medias.	University uniqueness officially advertised in the media.

Table 4.2 (Continued)

Year	Situation	Impact	Uniqueness
Period of Adjustment of Kasetsart University for the Age of Change (Continued)			
2013-2014	Kasetsart University Council integrated framework between departments and academic management	Cancelled four institutes and transferred human resources, assets, rights, and institutes' debt to related department.	
2015	Kasetsart University became a national university.	Work management inside university had changed by becoming national organization (separated from government system).	
2017	Kasetsart University's Department of Agriculture and Forestry was ranked by the QS World University Rankings by Subject as the 29th in the world, 4th in Asia, and 1st in Thailand for the fifth consecutive year.		

4.2.2 Background of Kasetsart University

Kasetsart University and other campuses consist of work segments such as faculty, college, institute, office, and centers, with 29 faculties, 1 college, 11 offices, 4 institutes, and 2 centers. Most of these departments are located in Kasetsart University at Bangkhen, with 15 faculties, 1 college, 4 institutes, 4 offices, 2 work offices, and 1 center. Nine work segments are in Kamphaengsaen Campus, six work segments in Si Racha Campus, and five work segments in Chalermphrakiat Sakon Nakhon Province Campus (Kasetsart University, Planning Division, 2017: 9) as detailed in Table 4.3.

Table 4.3 Number of Work Segments at Kasetsart University, Classified by Campus

Campus	Number of Work Segment						Total
	Faculty	College	Office	Institute	Work Office	Center	
KU. Bangkhen	15	1	4	4	2	1	27
Kamphaengsaen	5	-	2	-	1	1	9
Si Racha	5	-	-	-	1	-	6
Chalermphrakiat Sakon Nakhon	4	-	-	-	1	-	5
Total	**29**	**1**	**6**	**4**	**5**	**2**	**47**

Source: Kasetsart University, Planning Division, 2017: 9.

The research result implies that the emphasis on the academic curriculum (in faculty, research, academic outreach of faculty, college, office, and institute) could be classified into 22 fields and divided into four study programs: Natural Science Program; Integrated Science Program; Arts and Social Program; and Technical Program. Kasetsart University at Bangkhen has 19 programs, Kamphaengsaen Campus has 12 programs, Chalermphrakiat Sakon Nakhon Province Campus has 11 programs, and Si Racha Campus has 6 programs. When considering the study programs, there are ten

Technical Programs, five Integrated Science Programs, 4 Natural Science Programs, and 3 Arts and Social Programs, as shown in Table 4.4.

1) Natural Science Programs: This field emphasises pure science and mathematics. There are four academic departments: Biological Science; Physical Science; Mathematics and Statistics; and Computer. All of these departments are in the Faculty of Science in Kasetsart University at Bangkhen. In Kamphaengsaen Campus, the Biological Science, Physical Science, and Computer are in the Faculty of Liberal Arts and Science. The Department of Computer is in the Faculty of Science in Si Racha Campus. The Department of Physical Science and Computer are in the Faculty of Science and Engineering in Chalermphrakiat Sakon Nakhon Province Campus. All four campuses emphasize the computer training.

2) Integrated Science Program: This field integrates scientific knowledge to facilitate human lives. There are five academic programs: Agriculture; Fisheries; Natural Resource and Environment; Forest; and Agricultural Food Industry. The five aforementioned academic programs are in the Faculty of Agriculture, Fisheries, Environment, Forestry, and Agro-Industry, respectively. At Kamphaengsaen Campus, the programs are in the Faculty of Agriculture at Kamphaengsaen, Faculty of Fisheries (part of the Research Station Kamphaengsaen and Bachelor Program of Science in Aquaculture), and the Faculty of Education and Development Sciences. In Si Racha Campus, the Department of Natural Resource and Environment is in the Faculty of Science Si Racha. In Chalermphrakiat Sakon Nakhon Province Campus, the Department of Agriculture, Fisheries, and Agricultural Food Industry are in the Faculty of Natural Resource and Agro-Industry. All four campuses emphasize the same department: Natural Resource and Environment.

3) Liberal Arts and Social Science Program: This field emphasise pure arts and social studies. There are three academic programs: Humanities, Sociality, and Economics. At Kasetsart University at Bangkhen, there are three study fields as above in the Faculty of Humanities, Social Science, and Economics, respectively. In Kamphaengsaen Campus, Humanities is in the Faculty of Liberal Arts and Science, such as English, and English for Service Industry. In Si Racha Campus, the Department of Economics is in the Faculty of Economics at Si Racha. In Chalermphrakiat Sakon

Nakhon Province Campus, the study of Humanities is in the Faculty of Liberal Arts and Management Science, such as the Major in English.

4) Technical Program: This field emphasizes the science of integration to lead for good practice under vocational standards and includes professional licenses for work. There are ten academic fields of study: Engineering; Architecture; Veterinary; Veterinary Technology; Education; Nursing; Public Health; Sport Science; Business Management; and Merchant Marine. At Kasetsart University at Bangkhen, seven departments are associated with the technical program: the Department of Engineering in Faculty of Engineering and College of Irrigation; Department of Architecture in Faculty of Architecture; Department of Veterinary in Faculty of Veterinary Medicine; Department of Veterinary Technology in Faculty of Veterinary Technology; Department of Education in Faculty of Education; Department of Nursing in College of Boromarajonani College of Nursing Nopparat Vajira; and Business Management in Faculty of Business Administration. At Kamphaengsaen Campus, there are five departments: Department of Engineering in Faculty of Engineering at Kamphaengsaen; Department of Veterinary in Faculty of Veterinary Medicine (study at Kamphaengsaen Campus); Department of Education in Faculty of Education and Development Sciences; Department of Sports Science in the Faculty of Sports Science; and the Department of Business Administration in Faculty of Liberal Arts and Science. In Si Racha Campus, there are three departments: Department of Engineering in Faculty of Engineering at Si Racha; and the Department of Merchant Marine in International Maritime College. In Chalermphrakiat Sakon Nakhon Province Campus, there are three departments: Department of Engineering in Faculty of Science and Engineering; Department of Public Health in Faculty of Public Health; and Department of Business Administration in Faculty of Liberal Arts and Management Science. All four campuses emphasize the same department: Engineering and Business Administration.

Table 4.4 Academic Emphasis of Faculty, College, Office, and Institute by Campus

Academic Emphasis	Kasetsart University Bangkhen	Kamphaengsaen Campus	Si Racha Campus	Chalermphrakiat Sakon Nakhon Province Campus
1) Natural Science Program				
(1) Biological Science	✓	✓		
(2) Physical Science	✓	✓		✓
(3) Mathematics and Statistics	✓			
(4) Computer	✓	✓	✓	✓
2) Integration Science Program				
(1) Agriculture	✓	✓		✓
(2) Fisheries	✓	✓		✓
(3) Natural Resource and Environment	✓	✓	✓	✓
(4) Forest	✓			
(5) Agricultural Food Industry	✓			✓
3) Liberal Arts and Social Science Program				
(1) Humanities	✓	✓		✓
(2) Social Science	✓			
(3) Economics	✓		✓	

Table 4.4 (Continued)

Academic Emphasis	Kasetsart University Bangkhen	Kamphaengsaen Campus	Si Racha Campus	Chalermphrakiat Sakon Nakhon Province Campus
4) Technical Program				
(1) Engineering	✓	✓	✓	✓
(2) Architecture	✓			
(3) Veterinary	✓	✓		
(4) Veterinary Technology	✓			
(5) Education	✓	✓		
(6) Nursing	✓			
(7) Public Health				✓
(8) Sports Science		✓		
(9) Business Administration	✓	✓	✓	✓
(10) Merchant Marine			✓	
Total	**19**	**12**	**6**	**11**

Source: Researcher, 2019.

In terms of university area, Kasetsart University occupies 24,833 Rai in total: 7,951 Rai in Kamphaengsaen Campus; 4,129 Rai in Chalermphrakiat Sakon Nakhon Province Campus; 848 Rai in Bangkhen; and 199 Rai in Si Racha Campus. In addition, there are subdivisions in other provinces such as Suphan Buri Campus Establisment Project, Research Station, Office of Extension and Training, Kasetsart University Laboratory School, Veterinary Teaching Hospital, Radio Station KU, and so on, which together occupy 11,706 Rai (Kasetsart University, Planning Division, 2018a). Details are shown in Table 4.5.

Table 4.5 Areas of Kasetsart University

Work Segment	Area (Rai)
Kasetsart University at Bangkhen	848
Kasetsart University Kamphaengsaen Campus	7,951
Kasetsart University Si Racha Campus	199
Kasetsart University Chalermphrakiat Sakon Nakhon Province Campus	4,129
Suphan Buri Establishment Campus Project, Suphan Buri Province	761
Research Station	9,530
Office of Extension and Training	1,239
Kasetsart University Laboratory School	34
Veterinary Teaching Hospital (Only at the branch of at Nongpho, Ratchaburi Province) and Veterinary Teaching Hospital, Hua Hin, Prachuap Khiri Khan	117
Radio Station KU.	25
Total	**24,833**

Source: Kasetsart University, Planning Division, 2018a.

In aspect of Kasetsart University and other 3 campuses, the detail in work segment and in another context, could be described as below.

1) Kasetsart University at Bangkhen. This main office covers the area of 848 Rai. It was established on 2 February 1943. Kasetsart University at Bangkhen is the center of management and so is not considered to be a campus. The key informant who has an important position at Kasetsart University explained that Kasetsart University was previously located in fields called "Tung Bangkhen". The university was quite far from the city making transportation difficult, so the students had to stay at the dormitory. Later, the university grew and had more students and faculties, so that area grew and had more communities. Kasetsart University at Bangkhen is located in the

northeast of Lad Yao, Chatuchak, Bangkok. It is situated next to Lak Si and north of Klong Bangkhen. It is next to three main streets: west of Vibhavadi Rangsit Road; east of Highway No.1 Phahon Yothin, Chatuchak; and south of Ngamwongwan Road. Kasetsart University at Bangkhen consists of the Offcie of KU Council and Office of the President. The main educational curriculum contains 15 faculties and 1 college: Faculty of Agriculture; Faculty of Business Administration; Faculty of Fisheries; Faculty of Humanities; Faculty of Forestry; Faculty of Science; Faculty of Engineering; Faculty of Education; Faculty of Economics; Faculty of Architecture; Faculty of Social Science; Faculty of Veterinary Medicine; Faculty of Agro-Industry; Faculty of Veterinary Technology; Faculty of Environment; and the Graduate School. For research and academic outreach, four offices to support the study programs: Office of the Registrar; Office of Computer Service; Office of Extension and Training; and Kasetsart University Library. There are four institutes: Kasetsart University Research and Development Institute; Institute of Food Research and Product Development; Kasetsart Agricultural and Agro-Industrial Product Improvement Institute; Kasetsart University Institute for Advanced Studies. There is one center: Princess Sirindhorn International Center for Research, Development and Technology Transfer. Moreover, there are many important departments located at Kasetsart University at Bangkhen: Veterinary Teaching Hospital; Kasetsart University Laboratory School; and Radio Station KU, among others. There are also many departments under the Ministry of Agriculture and Cooperatives: Rice Department; Department of Fisheries; The Royal Irrigation Department; Department of Agriculture; Department of Agricultural Extension; The Queen Sirikit Department of Sericulture; National Bureau of Agricultural Commodity and Food Standards; Office of Agricultural Economics; and Kasetratikarn Institute under the Office of the Permanent Secretary for Ministry of Agriculture and Cooperatives.

There are crowded, urban and village communities around Kasetsart University. The communities were separated by regulations of Bangkok into different communities: Samakkhi Thewa Sunthon Community; Bangkhen Market Community; Wat Bang Bua Community; Phahon Yothin 46 Community; Pradid Torakarn Community; RTA Chemical Department Community; Pracha Ruam Jai Community; Yu Charoen Village Community; Phahon Yothin 40 Community and so on. These

include houses or police flats such as Community of Law Enforcement Agency Flats, Community of Central Lad Yao Police Flats, and Community of Central Vibhavadi. There are many houses and private business offices or government organizations around Kasetsart University, such as RTA Chemical Department, Sripatum University, Sarawittaya School, Vibhavadi Hospital, and Maruay Garden Hotel.

2) Kamphaengsaen Campus, Nakhon Pathom Province. This is Kasetsart University's first campus and is also the first research station in the western region. It was established on December 4, 1979. The campus occupies area of 7,951 Rai covering three Sub-districts in Kamphaengsaen District. Most of the area is situated in Kamphaengsaen Sub-district, but some areas are in Tung Bua Sub-district and Rang Pikul Sub-district. The north of the university is next to Jantarubeksa, the west is next to Thung Bua Sub-district, the northeast is next to Highway No. 321 Nakhon Pathom – Suphan Buri (Malaiman Road) and Moo9 Baan Wat Kru, the south is next to Highway No. 346 Panom Tuan- Kamphaengsaen. There is now the office of campus as the center of work management for the campus and there are five faculties: Faculty of Agriculture at Kamphaengsaen; Faculty of Engineering at Kamphaengsaen; Faculty of Sports Science; Faculty of Liberal Arts and Science; and Faculty of Education and Development Sciences. There are also two offices: Office of Extension and Training Kamphaengsaen; Office of the University Library Kamphaengsaen Campus. There is one center: the Center for Agricultural Biotechnology. Moreover, there is also the Faculty of Veterinary, Faculty of Fisheries, and Graduates School. Kasetsart University At Bangkhen expanded the departments and other segments to Kamphaengsaen Campus, such as the Department of Large Animal and Wildlife Clinical Science, Department of Farm Resources and Production Medicine, and the Kasetsart Veterinary Teaching Hospital Kamphaengsaen under the Faculty of Veterinary Medicine.

The communities around Kamphaengsaen Campus consist of three Sub-districts: Kamphaengsaen Sub-district (twelve villages); Thung Bau Sub-district (four villages); and Rang Phikul Sub-district (three villages). Most of the area around the campus is alluvial plain. People work in agricultural farming rice, sugar cane, vegetables such as asparagus or young corn, cattle farming such as beef and dairy cattle, and raising aquatic animals such as *Nile tilapia, Puntius Gonionotus*, and *Oreochromis Niloticus*. There are also many agricultural companies in Kamphaengsaen District, such

as vegetable and fruit export companies, animal food manufacturers, agricultural cooperatives, and other business encouraged by large student numbers. In particular, the east of university is next to Highway No. 321 Nakhon Pathom-Suphan Buri (Malaiman Road), where there are many dormitories, restaurants, shops, and other services.

3) Chalermphrakiat Sakon Nakhon Province Campus. This campus is located in Chiang Khrua Sub-district, Muang District, Sakon Nakhon. It occupies 4,129 Rai. Most of the area is a plateau and there is a natural water source in the southeast of the campus, Nong Han Noi, which is under the management of the Department of Fisheries. The natural water resource is 5 kilometers from the campus in Tharae Sub-district, Mueang District, Sakon Nakhon and occupies 700 Rai. The campus was established as the Chalermphrakiat Sakon Nakhon Province Campus on August 15 1996. Kasetsart University, Chalermphrakiat Sakon Nakhon Province Campus arranged it as the project of Nong Han Chalermphrakiat Park to commemorate H.M. the King's 72nd Birthday on December 5, 1999 and renaming. The park was established to study aquatic animals, plants and water quality and to provide knowledge for career improvement and increase the efficiency of agricultural production. Today, Kasetsart University, Chalermphrakiat Sakon Nakhon Province Campus, consists of five work segments: the Faculty of Natural Resource and Agro-Industry; Faculty of Science and Engineering; Faculty of Liberal Arts and Management Science; Faculty of Public Health; and the Office of Chalermphrakiat Sakon Nakhon Province Campus.

The community around the campus is under the responsibility of the Municipal Office of Chiang Khrua Sub-district. There are 17 villages and Chalermphrakiat Sakon Nakhon Province Campus is located in Moo1 Baan Chiang Khrua. Most area in Chiang Khrua Sub-district where occupies slopping and waving area along the way of southwest of Phu Phan Mountains to the north. Situated in the Sakon Nakhon basin. Most people work in agricultural farms growing things such as rice, chili, and raising animals and fish. In addition, other people work as labourers, traders, and the civil service.

4) Si Racha Campus, Chonburi Province: This campus is located in the northeast of Thung Sukhla Sub-district, Si Racha District, Chonburi Province. It occupies an area of 199 Rai. The campus is approximately 7 kilometers from Laem

Chabang Industrial Estate and the port of Laem Chabang. The area is situated on the foothills of the mountains with capillary water. It faces the west of Ao-Udom beach. In the past, this area was used as a funeral site and the villagers later brought animals such as cows and buffalo to feed there. This also used to be a training farm for Kasetsart University students, a Training Station for students of Si Racha Campus, Si Racha Research Station, and a Community College before the establishment of the Si Racha Campus on March 15, 1999. Kasetsart University, Si Racha Campus, is now composed of the Office of Si Racha Campus as the central management of the campus and five faculties: the Faculty of Management Sciences; Faculty of Engineering at Si Racha; Faculty of Science at Si Racha; Faculty of Economics at Si Racha; and the Faculty of International Maritime College.

Being located 7 kilometers from Laem Chabang Industrial Estate and the port of Laem Chabang, the community around the university is an urban community with many people. Many people move to work in this area, including university staff and students, and employees of industrial factories in Laem Chabang Industrial Estate. Most people in the community around the campus work as merchants, employees, or government officers, and few people work in agriculture or fisheries.

The study result of Kasetsart University and three campuses context implies that each place has a different context. Kasetsart University at Bangkhen consists of various faculties, offices, institutes, and major subjects such as agriculture, environment, economics, business administration, engineering, veterinary, and basic subjects like science and social science. Additionally, the central management office between Kasetsart University and the three campuses is located in Bangkhen. The communities around it is composed of stores, government organizations, educational institutes, and many dormitories. Most people work as government or private company employees, merchants, and laborers. The Kamphaengsaen Campus consists of the faculties of agriculture, engineering, education, sports science, and basic subjects. There is the office of campus as the center of work management for the campus but there is no institute. Most of the area around the campus is alluvial plain. There are stores, factories, agricultural companies, and dormitories around the university. People work as merchants, laborers, and government and private company employees. Chalermphrakiat Sakon Nakhon Province Campus consists of the Faculties of

agriculture, natural resources, engineering, education, and basic subjects. There is the office of campus as the center of work management for the campus but there is no institute. Most of the area where occupies slopping and waving area along the way of southwest of Phu Phan Mountains. Most people work in agricultural farms and work as laborers. Si Racha Campus consists of the Faculties of Agriculture, Natural Resources, Engineering, Management Sciences, International Maritime College, and basic subjects. There is the office of campus as the center of work management for the campus but there is no institute. The area around the campus is situated in the foothills of the mountains with capillary water. There are stores and dormitories nearby and the community members work as merchants, laborers, and government and private company employees.

4.2.3   Background and Kasetsart University Uniqueness

According to the university's history and the key informants, it is clear that the university uniqueness did not appear in such specific words in the past. Kasetsart University was first established to promote subjects related to agricultural science. In the period before the establishment of the university (1934-1938) until its establishment period (1939-1962), the outstanding academic characteristics of Kasetsart University was as a study center and knowledge organization to provide knowledge of agricultural production such as farming, livestock, fisheries, and forestry, and for knowledge integration in agricultural management such as cooperative, irrigation, and economics. The key informants from Kasetsart University Committees and community leaders explained that the university uniqueness in the primary period was based on agriculture and natural resources. The meaning of "agriculture" was defined as a subject of agriculture science. In the Sanskrit language, "Kaset" (agriculture) means land, field, and farm, while "Sart" (Science) means knowledge or learning system. This therefore supports the university uniqueness as well in terms of promoting the university as a professional teaching, research, and agricultural service institution.

The university symbol consists of three circles. At the center is Phra Phirun, the god of rain in Hinduism holding a weapon in the right hand and in the left is Pang Prathan Porn, which means fertility for all farming, standing on a giant Naga sprinkling three lines of water with three lines in Kanok style. It is encircled by 24 lotus petals,

with the words "Kasetsart University" on the first line and "B.E. 2486" on the second line with two lines in Thai between these two words, as shown in Figure 4.1, which could remark the uniqueness of Kasetsart University as well.

Figure 4.1 Symbol of Kasetsart University
Source: Kasetsart University, Planning Division, 2017: 5.

The key informants specified that the uniqueness of Kasetsart University appears in the royal composition song "Kasetsart" to imply that the university was established to provide agricultural study, based on the lyric "the agricultural institute we have respected". Additionally, the lyric "Green forest, land of Thai, full of fertility, due to Thai's trading, everywhere, delight for all…" implies that the fertility of natural resources and environment in Thailand leads to agricultural trade. The song's full lyrics are shown in Thai version as below.

เขียวธงขจี ก่อเกิดไมตรีสามัคคีมั่น
kĭeow tong kà-jee gòr gèrt mai-dtree săa-mák-kee-mân
สถานเรียนเกษตรนั้น เราผูกพัน บูชา
sà-tăan rian gà-săy-dtà-nân rao pòok pan boo-chaa
เขียวนาป่าไพร แผ่นดินถิ่นไทยไพบูลย์หนักหนา
kĭeow naa bpàa prai păen din tìn-tai-pai-boon-nàk-năa
เพราะไทยผลิตค้า ทุกแหล่งฟ้าหล้าอิ่มเอม
prór tai pà-lìt káa túk-làeng fáa ห láa ìm aym
(หญิง) แม้นเหนื่อยกาย ใจสำราญ เสร็จกิจการงานเกษตร เกษม
máen nèuay gaai jai săm-raan sèt gìt-jà-gaan ngaan gà-sàyt gà-săym
(ช) ล้วนปรีเปรมนำวิชา สร้างชาติสร้างตนรวมแรงรวมใจ
lúan bpree bpraym nam wí-chaa sâang châat sâang dton ruam raeng ruam jai
จะจงรักจอมจักริน อีกแดนแผ่นดินทำกินเก็บผล
jà jong rák jom jàk rin èek daen pàen din tam gin gèp pŏn

พระคุณเกษตรล้น รักเปี่ยมท้นดวงจิตเอย
prá kun gà-săy-dtà-lôn rák bpìam tón duang jìt oie

This song can be meaning as below

> Green flag
>
> Lead to friendship and unity
>
> Agricultural institute
>
> We commit and respect
>
> Green Forest
>
> Land of Thai, full of fertility
>
> Due to Thai's trading
>
> Everywhere, delight for all
>
> (Girls) Tired body but pleasure heart
>
> All work's done, joyful farmers
>
> (Boys) All delight, to apply knowledge
>
> To build nation, own self, and harmony
>
> Devote to the King
>
> And to the land, to earn a living
>
> Kindness of agriculture
>
> With Love by heart

Moreover, the key informants stated that there are more specific features of the university, for example, the students are called "Nisit", first-year female students must wear a uniform with white socks and shoes, and first-year male students must wear a student uniform with a green necktie with an embroidery of the symbol of Phra Phirun.

The uniqueness of Kasetsart University could be described that "Kasetsart University aims to create knowledge of the land for well-being of nation". The key informants explained the background of this uniqueness which first appeared in 2010 during which time it participated in the National Research University or "The National Research University Project of Thailand, which was the government project to develop research potential of university". In the meeting among national research universities, they discussed university uniqueness. Kasetsart University held on to a philosophy since its establishment that it was founded to provide knowledge of agriculture and

produce knowledgeable persons for the agriculture field, such as farmers, fishers, veterinarians, foresters, and others, since its philosophy, Kasetsart University devote itself to the task of accumulating and developing intellectual knowledge. It thrives for the growth in academic wisdom including ethical and moral excellence. In addition, it has a responsibility to play a leading role in keeping our Thai heritage alive and to ensure that it continues to grow to enrich the civilization of the notion".

Kasetsart University is now more open and offers subjects other than agriculture, including economics, social science, humanities, engineering, agro-industry, veterinary, and environment to support the changing societal context and national economy development policy. All the new study fields support and strengthen the agricultural subjects and land of agriculture. Thus, the uniqueness of Kasetsart University is specified under the definition of "Knowledge of the Land" which is related to three sciences: King's philosophy; local science; and global science. It could be said that the King's philosophy or any idea of H.M. King Bhumibol Adulyadej is integrated with international science (worldwide acceptable thoughts and theory) and local science which comes from local wisdom. The detail is shown in the following statements.

1) "King's Philosophy": The philosophy belonged to His Majesty King Bhumibol Adulyadej and is accepted worldwide: "Sufficiency Economy". The following quotes are from a Royal Address given at Kasetsart University in the commencement ceremony on July 18, 1974.

> "…the overall of study courses in Kasetsart University aims to support career paths, make better living, and encourage economy directly. Therefore, the graduates of this university are the hope of country and all people. They are going to create the stability and develop economic system of the nation. Everybody should realize this importance and willing to do own work at best to make public advantages

> Development of the country must proceed in stages. First of all, there must be a foundation with the majority of people having enough to live on by using methods and equipment which are economical but technically correct as well. When such a secure foundation is adequately ready, then it can be gradually expanded and developed to raise

prosperity and economic standards to a higher level by stages. If one focuses only on rapid economic expansion without making sure that such a plan is appropriate for our people and the condition of our country, it will inevitably result in various imbalances and eventually end up as failure or crisis, as found in other countries…"

"…It is especially important to first build a foundation in which people have an occupation and the ability to make a living, as those who have an occupation and a reliable living can then progress upwards to higher levels of prosperity. The promotion of progress must proceed in stages with care, economy, and foresight to prevent mistakes and disasters. For example, if the weed-killer has been used at the wrong time or used by without any study its information, it might waste labor, money, equipment or other valued things. Moreover, the herbicide may destroy the natural pest, or harm to people and other animals. Thus, the right principle of development should be planned in stages and related all parts together in balance process…"

Besides, the King's Philosophy also includes the development of material resources and environment. The examples of Royal Programs are the Royal project, Royal Rainmaking Project, Vetiver Grass Project, Monkey Cheek Project, The Laem Phak Bia Environment Research and Development Project, and other development projects. These hold on to the principle of "Explode inside" to strengthen family, community, and society at large become alert and mindful of the various changes in a "holistic way". This means that basic understanding, communication and community participation should be created to develop community potential. Thus, people will spontaneously prepare themselves to cope with changes in a globalized world. On May 26 2006, the United Nations (UN) Secretary General, Kofi Annan, provided a reward for successful human development.

In summary, the "King's Philosophy" refers to knowledge coming from His Majesty King's hard work by going to real areas to analyze society, culture, needs, problems, and also resolutions. Reaching real fields got into people's hearts, then the resolutions made their lives better and the people more self-reliant.

2) International Sciences: This implies knowledge, innovation, and technology invented by smart people or academics using globally accepted knowledge. The source of knowledge may come from overseas by teachers, researchers, and academics at Kasetsart University who are educated in books, searching, surveying, or research. They developed their work skills to adapt to any mission in the university, such as teaching methods, learning, researching, and providing knowledge to people.

3) Community Sciences: This philosophy refers to the existing knowledge science in community. This is similar to local wisdom which is accumulated since the ancient times until today. This may be knowledge that is built from experience or community's needs to solve problem about living and careers such as using herbs as weed-killer, inventing of agricultural equipment and so forth. The community philosophy may be specific and different depending on each society or environment. This knowledge from this philosophy is passed on to new generations in the community through methods such as storytelling, explaining, or setting a good example for younger generations.

In addition, it defines 'Knowledge of the Land" as multidisciplinary and integrates agriculture, natural resources, and humans on the land (Kasetsart University, Planning Division, 2017: 7). Kasetsart University Chalermphrakiate Sakon Nakhon Province Campus is related to knowledge of the land to the university as follows, "Kasertsart University Knowledge of the Land, provides knowledge about people's living by integrating all science to develop soil, water, plant, animal, fisheries, forestry, and environment, to develop economy, society, and environment forever". Aiming to create knowledge of the land indicates that it aims to build knowledge through all teaching curriculums, research, and academic outreach about agriculture such as food, fisheries, forestry, natural resource and environment, and human resources by integrating three philosophies of the King's Philosophy, Global Philosophy, and Community Philosophy.

The uniqueness "Well-being of Nation" presents the positive effects to people, community, and Thai society which are related to the knowledge of Kasetsart University. The research result indicates the importance of "Well-being of Nation" in that it reflects the expected future community when the uniqueness of Kasetsart University achieves. The result consists of outputs, outcomes, and impacts on the

community, including knowledge and skills to improve quality of life, increase incomes, develop the economy, and foster happy families and community strength. All these can be moved by knowledge of the land. To conclude, the uniqueness of "Well-being of Nation" comes from Kasetsart University aiming to create knowledge and research to benefit the country's development, as shown in Table 4.6.

Table 4.6 The Predictable Result in the Level of Output, Outcome, and Impact towards Society and Country by Kasetsart University Uniqueness

Topic	Output	Outcome	Impact
Knowledge and Skills of Community Members	Community members have academic knowledge, able to search for source of knowledge, and use skills accurately.	Members of community move to hometown and have occupation in community.	1) Decreasing the number of immigrants in the community. 2) Community members have a passion in their hometown, resources, and local wisdom.
Community Economy	Community members hold on to the Sufficiency Economy Philosophy as guidance for living, career, and discipline of spending money.	Families have increasing income and decreasing debt by agricultural career	Community's members turn to self-reliance theory in community.

Table 4.6 (Continued)

Topic	Output	Outcome	Impact
Society in Community	1) Community leader able to develop their community. 2) Community members participate in the community development process.	1) Decreasing community problems 2) Community-reliance such as food and agricultural production with safety process and stability	Society has unity and strength.
Community Environment	1) Decreasing use of chemical substances. 2) Decreasing pollution in the community.		Community members have less sickness and better health.

The uniqueness of Kasetsart University therefore "…aims to create knowledge of the land for the well-being of nation". In the beginning, the specific characteristics came from the perception of academic staff and customers on Kasetsart University as an agricultural institute. The image or brand of being an agricultural institution is expressed by the university's symbol, staff specialty, and subjects related to agricultural. However, the uniqueness of the university has changed due to the expansion into new campuses and the introduction of various study programs. One key informant described the context of Kasetsart University, "We cannot have only one uniqueness, agriculture, but we have to launch more variety of study courses. To create knowledge of the land could develop our country". The customers can realize the specialism, have a positive attitude, and believe in the image of Kasetsart University. The uniqueness of the university also could reflect the aspect of its working processes to develop and respond to customers' needs and the demand side of development (referred to as the supply side of development).

4.2.4 Process of Enhancing the Uniqueness of Kasetsart University

The key informants of the council committee and administrative committee of Kasetsart University explained the process to enhance Kasetsart University uniqueness as below.

4.2.4.1 New Uniqueness Development

In the past, Kasetsart University uniqueness accumulated from the specialties of the teachers, professors, researchers, and academic specialists in each community. One key informant stated that the community academic outreach could encourage positive perceptions of the university's work. If that work is advantageous for families and communities, the university would be more accepted and trusted, while the uniqueness of Kasetsart University or "Agricultural Science" would also be promoted. The image of Kasetsart University uniqueness from outside in perspective could be classified into two characteristics, as follows.

1) Organization image, in which the special knowledge represents an image of Kasetsart University as an agricultural institute. In addition, the name of the university is related to agriculture and its projects are famous in the agricultural field which aims to develop the country and agricultural industry. This research is on new plant and animal species, improving plant and animal quality, inventing agricultural equipment, and preserving natural resources and forests.

2) Organization image in terms of the characteristics and habits of academic staff, teachers, researchers, and professors of Kasetsart University reflect sincerity to understand community lifestyles. The aforementioned characteristics represent the definition (according to the informants) of Kasetsart University's staff as "local, down-to-earth, patience, sincere". This implies that it is friendly to others and simple living. Moreover, Kasetsart University's and campus environments are full of trees, rice fields, and plantations, giving the university an agricultural organizational image.

Nowadays, the uniqueness of Kasetsart University is specified by the executives. They continue to emphasise agricultural development and other fields of study. The key informants-community leaders and representatives-explained that Kasetsart University today does not only specialize in agriculture, but also in fields such as science, veterinary, business administration, education, language, and music.

With all of these, the image of Kasetsart University represents both the old image that accumulated over time, as well as a new image that developed through changing social contexts.

Besides, some key informants explained that the present uniqueness of Kasetsart University derives from its founding philosophy. The Royal Address of His Majesty King Bhumibol Adulyadej given during the commencement ceremony of Kasetsart University between 1955-1998 supported and enhanced the university uniqueness. According to the speech of His Majesty King Bhumibol Adulyadej to the graduates, it reflected the importance of country and economic development based on agricultural support, since agriculture is an important economic industry for the country. Kasetsart University launched study courses that aimed to develop the country. The name of "Kasetsart" does not mean that it only produces agricultural specialists, but it has also created various study programs. Therefore, "Kasetsart" has a wide meaning, including people's lives and mind. All these subjects must be related to provide greater benefits for individuals and the public.

To conclude, Kasetsart University's traditional uniqueness accumulated over time from the specialties of the teachers, professors, agricultural researchers, and the staff characteristics. Later, the university administrative committee attempted to create an official uniqueness by altering people's perceptions through many channels, but today the staff define its uniqueness with various meanings.

4.2.4.2 Uniqueness Promotion by Creating a Secondary Symbol

The key informants explained the use of a secondary symbol instead of the university's official symbol to communicate with insiders and outsiders about the organization's image, especially outside of Thailand. The secondary symbol is the use of the letters K and U-the English abbreviation of Kasetsart University-beyond the horizontal line. The key informant also indicated that the horizontal line is like the line of the land which implies the uniqueness of the "Knowledge of the land" for Kasetsart University. The full name of Kasetsart University is put under the horizontal line.

Nowadays, the secondary symbol or brand is used to encourage overseas customers' perceptions of the university. It is related to the university's vision for 12 years (2017-2028) as "Kasetsart University aims to provide "Knowledge of the Land" to promote sustainable development in our country in order to be internationally

recognized", and also for it to be a world class university. Besides, Kasetsart University adjusted its organizational uniqueness to be in line with public relations, and a souvenir, and public relations. Concurrently, the university still uses the official symbol in appropriate situations (Kasetsart University, 14 June 2017) (Figure 4.2).

Figure 4.2 Kasetsart University's Secondary Symbol Which is Used to Communicate
with Global Organizations
Source: Kasetsart University, 14 June 2017.

4.2.4.3 Kasetsart University Uniqueness Enhancement
The key informants described that enhancing university uniqueness could be done through the following university activities.
1) The uniqueness of Kasetsart University, "To create Knowledge of the Land" could be a principle to make a vision and development plan for Kasetsart University for 12 years (2017-2028), since its vision, "Kasetsart University aims to provide "Knowledge of the Land" to promote sustainable development in our country in order to be internationally recognized". This leads to six goals for the university, as follows.

(1) Green University
(2) Digital University
(3) Research University
(4) World Class University
(5) Socially Responsibility University
(6) Happy University

However, the strategy specifying university uniqueness seeks to develop the university over a 12 year period (Kasetsart University, Planning Division, 2018b: 2-15). There are four strategies, as below.

Strategy Level 1: To create Knowledge of the Land to promote sustainable development in the country using seven strategies

Strategy 1   To strengthen agricultural academics, food, and forestry.

Strategy 2   To offer service for people and farmers efficiently.

Strategy 3   To support students using university knowledge to build ideal communities in each local area or people around the community, campuses, centers, or research stations.

Strategy 4   To emphasize public relations by gathering the power of all of Kasetsart University's alumni to coordinate the country's development.

Strategy 5   To develop the campuses for area development.

Strategy 6   To provide academic outreach.

Strategy 7   To use knowledge of the land to solve problems in agriculture health science, fisheries, and farming.

Strategic Level 2: To be excellent in global academia

Strategy 1   Research, innovation, and invention.

Strategy 2   Human resource development and management.

Strategy 3   Basic structure development and management.

Strategy 4   Academic coordination.

Strategy 5   Research development and management.

Strategy Level 3: To increasing performance quality and efficiency

Strategy 1   To manage and develop teaching methods.

Strategy 2   To manage and develop the curriculum.

Strategy 3   To develop quality of life for the university students.

Strategy 4   To preserve arts and culture.

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Strategic Level 4: To use good governance for sustainable
management.

Strategy 1　To adjust organizational structure.

Strategy 2　Management and physical development.

Strategy 3　To Manage and develop monetary and accounting.

Strategy 4　To Manage and develop human resources.

Strategy 5　To Manage work for excellence.

Strategy 6　To keep assets.

Strategy 7　To Manage and develop I.T.

Strategy 8　To Manage and develop all campuses.

Strategy 9　To Estimate the university's work, segments,
executives, and all staff levels to improve
quality and standards.

Strategy Level 4 uses good governance for sustainable management
and to promote the university's potential and efficiency. The management should be
clear and investigate accordingly. Strategy 5 aims to be a world-class university. This
involves enhancing the university uniqueness and communication to society and
rebranding. Strategy 8 emphasizes developing all campuses to specify the mission of
each campus by relating the social background to agricultural science, and to specify
area-based missions with other strong missions relating to the study programs by
clarifying the emphasis of its work to result in action plans. The missions could be
followed and evaluated. The university's development strategy for 12 years (2017-
2028) could be concluded that it emphasized creating outstanding study programs,
especially in agriculture, food, forestry, and the campus locations.

2) The History Hall of Kasetsart University gathered
information about the university throughout its history to provide students and staff
learning history, innovation, and the philosophy of Kasetsart University.

3) This makes understanding and agreements together between
the executives and academic staff towards a specific university uniqueness. Some
workplaces have used university uniqueness as an issue to consider strategy and
development plans, including other projects and activities to enhance the university

uniqueness such as by inserting community activities into subjects or by encouraging students to participate in community activities.

4)   This serves to create students' perceptions of the uniqueness of Kasetsart University. In 2015, Kasetsart University launched the subject "Knowledge of the Land" to encourage students to be proud of the university's philosophy. It has become a mandatory subject in the general subject group of social science and for Thai Citizens and Global Citizens. First-year students must take the course. The uniqueness has been adapted for projects to preserve traditions and culture, such as the "Rice planting for mom and harvesting for dad" projects, in which students plant rice in fields at Kamphaengsaen Campus, Nakhon Pathom and at Chalermphrakiate Sakon Nakhon Province Campus, Sakon Nakhon on Mother's Day in August (H.M. Queen Sirikit's Birthday), and then harvest that in December on Father's Day (H.M. King Bhumibol Adulyadej). The key informant explained that this activity was arranged to encourage students to follow the sufficiency Economy Philosophy by the King and to learn about how farmers live, agricultural activities, and ceremonies to pay respect to Phra Phirun, the symbol of Kasetsart University on the founding day for all the campuses.

As stated above, the process of enhancing Kasetsart University uniqueness reflects that the process occurred at both the university and department levels. The research result concludes that the process of enhancing Kasetsart University uniqueness has been done in stages of university activities: 1) to improve Kasetsart University uniqueness from placing consequence on agriculture to cover all existing academic subjects of training provided by Kasetsart University; 2) to promote the uniqueness by creating a secondary symbol to be used for strengthen the perception of an international image of Kasetsart University; and 3) to enhance Kasetsart University uniqueness by applying its vision and strategic plan, establishing Kasetsart Universtiy Hall of History, increasing MOUs, making agreements between the administrative committee and staff, and creating brand awareness among students and others.

4.2.5 University Social Engagement Mission and Kasetsart University's Uniqueness Promotion

4.2.5.1 Definition of university social engagement mission according to the key informants.

Most of the key informants defined "university social engagement mission" as the positive effect by coordinating university and society and through community development activities by accepting the need to work together with trust and respect. However, the Kasetsart University staff key informants specified that social engagement creates Kasetsart University's opportunity as the first organization when community would like to solve their problems. Engagement could be created by working together and the university and communities should have equal rights to express their own opinion and the workpiece must belong to both parties. The community leader or representative key informants stated that the community expects university social engagement to provide potential issue resolution for the community. Concurrently, the community should have the opportunity to participate in the university's activities.

Therefore, the strategy of university social engagement is a working process to co-develop between the university, community and society. In addition, the qualified-person group of key informants described four principles for the university social engagement mission: 1) brainstorming and working together in partnership; 2) aiming at mutual benefits; 3) knowledge sharing between the university and local communities leading to knowledge scholarship development; and 4) measurable social impacts.

4.2.5.2 The applied method of university social engagement mission to promote the uniqueness of Kasetsart University.

The key informants explained that there are five development concepts related to the applied method of university social engagement to promote the uniqueness of Kasetsart University: 1) sufficiency economy; 2) working principles of His Majesty King Bhumibol Adulyadej; 3) participation development principles; 4) common goals setting; and 5) network creation and management. Details of these are given below.

1) Sufficiency Economy: The philosophy of sufficiency economy is used to develop the idea of university social engagement mission under the concept of "King's Philosophy" in the context of "Knowledge of the Land". This philosophy is applied to all levels of the population, from the individual to family, community to society and the government. Thai people have learned and realized the details of the sufficiency economy principle. The King addressed this to people at every opportunity and also in 1997. After the 1997 economic crisis, his Majesty reiterated and expanded on the concept of "Sufficiency Economy" in further remarks, highlighting the need for moderation, reasonableness, and self-immunity to gain sufficient protection from the impacts of internal and external changes. With all of these, the philosophy is applied to the university social engagement mission through academic outreach. This reflects the uniqueness of Kasetsart University in terms of its purpose to improve the lives of community members through self-reliance, unity, and balance to make them better able to face rapid changes in the future.

In terms of agriculture, food, and forestry (the university uniqueness), there are many knowledge development processes, including technology to improve plant and animal species, the agricultural industry, food processing, natural and forest preservation, and so on. The sufficiency economy theory is adapted to the agricultural theory called "New Theory". This helps farmers manage their agricultural area for the most benefit. With all of these, the philosophy of sufficiency economy and new theory are often used to continually develop the university social engagement.

2) Working Principles of His Majesty King Bhumibol Adulyadej: The key informants specified that the King's duties could be a good example for working with diligence, intention, and devotion to his people in terms of education, public health, agriculture, environment, energy, and public utilities. Additionally, the philosophy stresses the middle path as an overriding principle to relate the real environmental context. The King's work principle is used to develop the university social engagement, as follows:

(1) System Analysis: Need to study primary and secondary information to reach the most accurate information and use that data for other work processes. Therefore, the development process of the university social

engagement through community academic outreach must be done with correct understanding and always apply up to date information.

(2) Explode Inside: The developers must improve themselves before seeking to develop others. Thus, persons related to the university social engagement should develop their potential and prepare for working with the community at the greatest efficiency.

(3) Social Background: To develop the university social engagement, it should consider the difference of each area and social background. Responsible persons should learn the difference and real issues in terms of location, society, culture, tradition, and standards, and the specific values of each area to create a proper development plan.

(4) Holistic Way: This is to relate all dimensions of thoughts together and see the whole picture. The development of the university social engagement through community academic outreach could not solve all problems simultaneously since there are always problems with other issues. Thus, it could not solve the problem directly but it must ease up other issues at the same time.

(5) Participation: People in the community have the opportunity to participate in any activity. They have the chance to express their thoughts, needs, and make suggestions. This participation is an important part of achieving the mission. In addition, the development of the university social engagement through community participation could bring new ideas and help each other improve society.

(6) Public Benefit: To develop the university social engagement mission, the developers should consider both organizational profit and public benefit between the university and community. Public benefits have been covered for all the segments. The university would have the advantage of increasing the students' knowledge and real experiences through community workshops, and graduates' ability to work for their community. Moreover, people related to the university social engagement mission would feel proud to participate in activities that provide public benefits, and the university would have self-immunity to achieve other missions. For the community benefits, the community could adapt the knowledge gained from the university to solve their issues using academic principles. Moreover,

community members could adjust their living in the context of a rapidly changing world.

(7) Our Loss is Our Gain: The university social engagement mission should consider both making a profit for the university and to devoting itself to the community. The King's working principles describes that the gain of work implies people's well-being that benefit is invaluable.

(8) Integrity and Sincerity: This is an important factor for coordination to achieve its purpose and provide public benefit. The university social engagement mission should operate smoothly with integrity and sincerity between the university and community.

(9) Know, Love, Unity: These three components could develop the university social engagement mission in the following ways: 1) "Know" means knowing the problem, resolution, and action; 2) "Love" means loving what is done and resolving the problem; and 3) "Unity" means coordinating of work and opening opportunities to work with others. Unity could result in having the power to resolve the problem.

In summary, the King's working principles could develop the university social engagement mission. There are nine important factors that academic staff and the community should hold on to as working principles. The university council committee and administrative committee key informants explained that the King's working principles are relevant for the good governance of the university's management. Other important elements are political legitimacy, a fair legal framework and predictability, public participation, honesty and transparency, accountability, efficiency, and effectiveness. Furthermore, "To be government university, Kasetsart University would step to the 8th Century and work management would be on the principle of KU ++ Super Plus", the university council committees and service department (university president and administrative committee) have coordinated between themselves to develop the university under the principle of good governance by "Continu[ing] and create[ing] new work by good governance". If Kasetsart University is managed with good governance, its image would be positive in society and enhance the university uniqueness. However, the work's principle stated above could be used to operate the university social engagement mission and as a living

principle for the people. Moreover, there are other relevant principles, such as self-reliance or diligence.

3) Participation Development Principles: Participation is an important strategy for dealing with customers. It has also been used to develop the university social engagement mission by taking humans as the center of improvement. People can have opportunities to improve their working skills and knowledge. Participation encourages customers to be more enthusiastic and feel like they are the owner of the project or university activity. The participation of academic staff also contributes to enhancing the university uniqueness and public benefit. The university and community could coordinate together to achieve greater efficiency in the development of the university social engagement mission. Staff participation leads to positive attitudes towards working for the community which could help improve the tangibility of the university social engagement mission.

4) Common Goals Setting: This is a concept used to develop the university social engagement mission. The developers should specify the purpose before beginning the mission so that there is a relationship to coordinate and achieve the mission together. A clear and measurable purpose could persuade co-workers to participate in the activity more than they would if there is no set purpose. The uniqueness of Kasetsart University seeks to provide better living for people in the country. The university social engagement mission could be more effective by mutual purpose between Kasetsart University and community, including by relating mutual and individual purposes.

5) Network Creation and Management: To operate the university social engagement mission, it needs the relationship between individuals, groups, university organizations, and associated partnerships. This relationship influences perceptions, beliefs, considerations, and work actions. Thus, the concept of networking is used as a study principle to lead to sharing, acceptance of each other, and also for knowledge management at the levels of organization, community, and network. With all of these, the image of the organization and related networking appears similar. The supply chain influences the promotion of Kasetsart University uniqueness.

As it mentioned above, the process of the university social engagement mission to promote the uniqueness of Kasetsart University can be divided into three

characteristics: 1) setting common thinking system, feelings, and social values towards Kasetsart University uniqueness by applying the sufficiency economy principle of His Majesty King Bhumibol Adulyadej The Great to create a positive conception of the university; 2) creating a way for common points and knowledge sharing regarding Kasetsart University uniqueness; and 3) making mutual benefits and social impacts.

4.3 Kasetsart University's Community Academic Outreach

The research result found that community academic outreach is an important mission of Kasetsart University, as stated in Section 7 of Kasetsart University Act B.E. 2558: "In Section 7, it is considered to be the academic institution and higher educational university. The purpose aims to provide education, supporting academic work, teaching, making research, community academic outreach, development and passing on knowledge of technology, preservation of culture and environment, for leading the community, society and country to the sustainable development, and also to be knowledge of the land" (Kasetsart University Act B.E., 2558: 2).

The second purpose of this research aims to identify type of Kasetsart University's academic outreach in local communities and their link with the university social engagement concept. The study result can be classified into the following sub-topics: characteristics of academic outreach; characteristics of community academic outreach; structure of organization and academic outreach management; problems and obstacles in the academic outreach process; and the university social engagement mission through community academic outreach.

4.3.1 Types of Kasetsart University's Academic Outreach

According to the university council, administrative committee and community leader key informants, the university's community academic outreach programs or activities can be divided into three types, as below.

4.3.1.1 Kasetsart University's academic community outreach operates under concept of free of charge services. The university council and administrative committee key informants specified that the budgeted resources are funded from the national budget, university budget, or income from academic activity for target groups

and communities. Each working segment must specify the purpose, project production, activity, and management budget for the annual budget plan. This kind of academic outreach is operated through academic content, project management, and activities with target groups for the projects. Moreover, specialists are invited to participate in the projects. Most academic outreach activities consist of training courses, seminars, meetings, and workshops. Some faculties provide the opportunity for staff and departments operating mini-projects to request a budget to run academic outreach activities. This depends on the potential of each department and individual. Some faculties have missions assigned to specific working teams to operate academic outreach.

4.3.1.2 Non-profit oriented services implies providing academic outreach by being paid a fee as a spokesman or another role, such as a committee for a thesis defense, advisor, or project committee member organized by an external department. This includes university academic outreach coordinating with other segments such as university departments, government, local offices, non-governmental organizations (NGOs), and so on. The partnership would have a memorandum of understanding (MOU) or request the participation of an outsider specialist related to the subject to act as a spokesman, advisor, or coach. The budget for operating this kind of academic outreach comes from Kasetsart University's income budget and supporting sponsor organizations. Occasionally the supporting organization may provide other materials, such as equipment, tools, teaching machines, and job practice for students.

4.3.1.3 Profit academic outreach aims to generate income for the university and departments. These projects may be hired by private and government organizations or companies to follow their own conditions, such as their framework, work method, target group, working period, payment, and job delivery. This kind of academic outreach is called "Project of Academic Development". According to the university's 2016 rules for academic development, "…academic development means research, analysis and evaluation, investigation, estimation, system management, design, invention, creation, production, controlling, setting up, fixing, adjustment, consisting, supporting, developing plan, following up, meeting, academic seminar, giving advice, or other academic outreach which the university or staffs coordinating with outside organizations. By the way, it is not included the donation from

government, organization, private company, or international organization". Income from a development academic project for academic fees is referred to as the "University service fee". The Office of Academic Outreach is responsible for dealing with other departments (Kasetsart University, 2016: 1).

As it mentioned above, there are three characteristics of university academic outreach: free of charge; non-profit; and profit. These kinds of service are operated in the university, campuses, and other work segments. Profit academic outreach is the only one that the Office of Academic Outreach coordinates and manages from the beginning to the end of the project.

4.3.2 Characteristics of Kasetsart University's Community Academic Outreach

Kasetsart University's community outreach programs and activities are associated with the university's staff specialisms and experience. The university has launched many kinds of community academic outreach. The needs of service receivers can be divided into eight characteristics, as below.

4.3.2.1 Analyzing, Testing, Verifying, and Checking and Fixing Activities. This is specific to academic outreach. The customers receive a resolution to solve or adjust their development for a better result. This kind of academic outreach often appears in science labs, such as quality analysis for soil, water, plants, fertilizer, disease, insect, food, animal food, animal products, and so on.

4.3.2.2 Education Equipment and Tools Provision. This kind of academic outreach aims to provide equipment and devices as a service for target groups to learn and educate them about topics such as agricultural information technology, video, media, academic publishing, computer, and exhibitions.

4.3.2.3 Training and Workshop Organizing. This is to launch the activity depend on the purpose of project such as training courses for development, meetings to make agreements between participants, seminars to provide knowledge, and academic knowledge exchanges. However, this kind of academic outreach is been operated through fees, free of charge, or by hiring. Besides the organizer, it is found that the staff for this kind of project provide academic outreach by transferring knowledge, as spokesmen and coaches for both internal and external organizations,

giving speech at special occasions, inviting speakers to academic meetings, and as speakers on special topics.

4.3.2.4 Veterinary Health and Related Services. This offers services such as health check-ups, surgery, radiology diagnostics, or pathology tests. It is operated by the Faculty of Veterinary under the management of four Veterinary Teaching Hospitals: Kasetsart University Laboratory School, Bangkhen, Bangkok; Veterinary Teaching Hospital Kamphaengsaen, Kamphaengsaen District, Nakhon Pathom Province; Kasetsart University Veterinary Teaching Hospital Hua Hin, Hua Hin District, Prachuap Khiri Khan Province; and Veterinary Teaching Hospital Nongpho, Photharam District, Ratchaburi Province.

4.3.2.5 Research, Survey, Planning, and Management Services. This is associated with the academic outreach of university staff to create interesting research topics for society or find resolutions for customers. Research methods, advice, and organizational management are used as the working tools. Furthermore, it also offers academic outreach by customers' needs, such as projects to evaluate, plan, promote, survey needs, and area surveys.

4.3.2.6 Environmental Impact Assessment and Feasibility Studies. This studies environmental impacts through dimensions such as society, economy, and expected future quality of life. This information could be used to consider any development project, such as motorway construction or quarrying for the cement industry.

4.3.2.7 Systems Setting, Research and Development, Designing, Inventing and Producing Services. This kind of academic outreach relates to innovation or invented systems to solve problems and respond to customers' needs and properly report the present situation, such as developing plants to grow in any kind of weather.

4.3.2.8 Study Trip and Learning Center Services for Outsiders, such as the Natural History Museum of Faculty of Fisheries (Education center for studying fish types in Thailand), Project of Traveling in Kamphaengsaen by Kamphaengsaen Campus (to develop university area as an agricultural attraction under the concept of the living classroom), and the Lotus Park in Chalermphrakiate Sakon Nakhon Province Campus in Sakon Nakhon.

Moreover, Kasetsart University operates integrated academic outreach, in which more than two departments work together to plan, identify the purpose, operate, and manage the budget together, such as planning to generate income from traveling services by launching a project to develop staff in the travelling industry, preparing Thailand readiness for ASEAN Community, integrating waste and environment management by launching a hazardous waste management plan for the eastern community, and integrating plans to develop people by age (Kasetsart University, Planning Division, 2017: 65-66). It is seen that the characteristics of academic outreach by Kasetsart University is driven under the central and other segment's regulations, such as the Office for National Education Standards and Quality Assessment (ONESQA). Some activities are coordinated with other missions, for example missions for students to apply their knowledge from class with the community. Other examples include students providing public services to elderly community members, to preserve culture, and reconstructing mural paintings at the Ubosot. In summary, Kasetsart University's community academic outreach is always associated with other activities.

Other than the students, the core customers are direct customers of the university, such as farmers, general people, and the community. Farmers are the main target group since they are related to the agriculture and food industry, the university's core competency. This reflects the concept of administration and development of the university to respond to customer needs and to support community prototype development projects to increase incomes, as well as to support Kasetsart University staffs to take their roles to solve problems and crises in the country.

The study results found that Kasetsart University's academic outreach projects seeks to make partnerships to coordinate under MOUs and are operated by committees to coordinate between the university and the Bank for Agriculture and Agricultural Cooperatives since 2003. Its mutual purpose is to improve farmer's life quality. Both organizations apply their own specialisms in their own way. Kasetsart University provides knowledge, technology, and innovation, while the Bank for Agriculture and Agricultural Cooperatives is a monetary institution which has core customers such as farmers, agricultural groups, agricultural institutes, agricultural cooperatives, and bank officers. The bank aims to develop the agricultural industry. There are important co-projects between KU-BAAC, such as for product and packaging development, to train
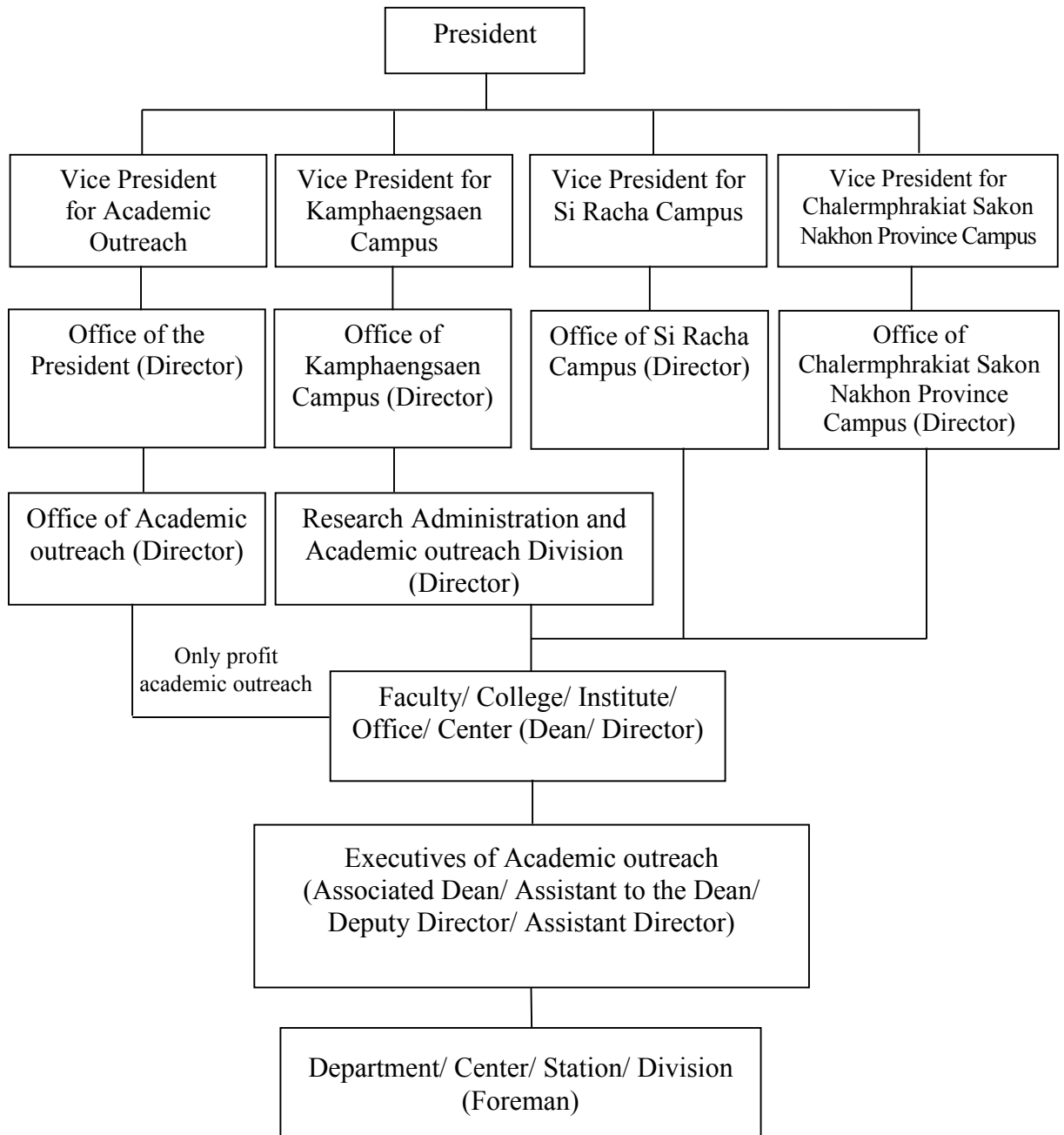
new entrepreneurs, officer competency development, information technology systems for natural resource in the learning center for a sufficiency economy prototype BAAC, and so on.

4.3.3 Organizational Structure and Academic Outreach Management

Academic outreach is considered to be a mission for Kasetsart University, as stated in Section 7 of the Kasetsart University Act B.E. 2558. Kasetsart University must therefore specify its academic outreach mission to create a sustainable community and promote societal development, as well as to create knowledge of the land. Academic outreach management has the same concept of the university's other missions. The President is the highest administrative committee and the Vice President of the Academic Outreach Department follow up in the overall academic outreach of the university. Moreover, the Office of Academic Outreach and the Office of the President work to coordinate the university to provide profit academic outreach, intellectual property services, and business development services. The director of the Office of Academic Outreach is the highest executive. However, free and non-profit academic outreach is not operated under the Office of Academic Outreach but by other departments.

In the other campuses, academic outreach is conducted by the Vice President of the campus who conducts and manages each campus. The office of campus works as the central coordinating office. However, the management structure is different at each campus due to its different context, including the number of faculties and academic outreach activities. For example, the Kamphaengsaen Campus had set up the division under the office of campus; its Research Administration and Academic Outreach Division manages all academic outreach activities. At Si Racha Campus, the board of academic outreach manages this mission. In the part of faculty, institute, and office, it is found that there are assignments for the executive of each segment to manage academic outreach activities, such as the Vice President for Academic Outreach, Vice President's Assistant for Academic Outreach, Deputy Director of Academic Outreach, and the Director's Assistant of Academic Outreach. In addition, there may be sub-departments for academic outreach, such as departments, centers, stations, and divisions, as shown in Figure 4.3.

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                          │    President    │
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Vice President for Academic Outreach	Vice President for Kamphaengsaen Campus	Vice President for Si Racha Campus	Vice President for Chalermphrakiat Sakon Nakhon Province Campus
Office of the President (Director)	Office of Kamphaengsaen Campus (Director)	Office of Si Racha Campus (Director)	Office of Chalermphrakiat Sakon Nakhon Province Campus (Director)

Office of Academic outreach (Director)

Research Administration and Academic outreach Division (Director)

Only profit academic outreach

Faculty/ College/ Institute/ Office/ Center (Dean/ Director)

Executives of Academic outreach (Associated Dean/ Assistant to the Dean/ Deputy Director/ Assistant Director)

Department/ Center/ Station/ Division (Foreman)

Figure 4.3 Organizational Structure and Academic Outreach Management
Source: Developed by the researcher.

According to the interviews with related persons and key informants, it is found that the faculty, college, institute, office, and centers provide academic outreach, with the exception of the Office of KU Council, Office of the President, and Office of the

Campus, Graduates School, and Office of the Registrar. The exceptions stated above have other missions, for example the Office of KU Council is responsible for managing the work of Kasetsart University, while the Graduates school deals with conducting, and supporting education for graduate students. For the academic outreach mission of each segment, each mission has different important levels depending on its purpose and work content. The work segment could be classified into four groups by its objective and role, as follows.

Group 1: This is the work segment with the purpose of providing community academic outreach. University knowledge is always used outside the university and includes academic outreach activities to allow outsiders to participate in activities. The core segment providing academic outreach mission is the Office of Extension and Training Kamphaengsaen.

Group 2: This work segment has the purpose of providing study programs. Academic outreach operations and research are one of mission of this work segment, with faculties and staff such as teachers, professor's assistants, associate professors, and professors being required to participate in both teaching and other kinds of work. The research result found that some work segments have set up specific internal departments to conduct research and provide academic outreach, such as the National Corn and Sorghum Research Center, Center for Research, Development and Technology Transfer under Faculty of Agriculture, and the Center of Research and Academic Outreach under the Faculty of Architecture.

Group 3: This is the work segment with the purpose of producing research, innovation, supporting university research, and also operating academic outreach activities. These include the Kasetsart University Research and Development Institute, Institute of Food Research and Product Development, and the Agricultural and Agro-Industrial Product Improvement Institute. Some work segment have set up to provide specific academic outreach activities, such as the Technology Transfer and Industry Development Center under the Institute of Food Research and Product Development.

Group 4: This is the work segment with purpose of supporting education and research of academic staff and students, and to operate academic outreach activities. These include Kasetsart University Library and Office of the University Library Kamphaengsaen Campus. Both provide information technology related to university

subjects. The Office of Computer Service provides information technology support for study courses in the university, sets up computer systems for university, and manages networking for efficiency and stability. This work segment includes community academic outreach such as training courses, external services, and media publishing. However, the role and proportion of providing academic outreach to the community depends on the university policy in each period, which may focus on different missions. For example, sometimes the university administrative committee needs to focus on teaching methods more than community academic outreach. In other periods, the university administrative committee may emphasize offering academic outreach to external organizations.

The classification of work segment by purpose and mission under the university represents the fact that academic outreach is a mission for all the work segments, but each work segment may arrange different levels for academic outreach mission which are operated for different purposes. Besides, the different university policy in each period influences the different academic outreach missions.

4.3.4 Pattern and Movement of the Development of University Social Engagement Mission through Community Academic Outreach

Kasetsart University was founded over 70 years ago and the university social engagement mission has been operated through the research of teachers in many faculties since its foundation. Researchers always bring their work to farmers. The key informant stated that "In the past, teachers and researchers of Kasetsart University use community area for research, and then this working process has been transferred to the next generation". Community research has been operated in demonstration fields to show farmers and support the learning process between farmers and researchers. Additionally, the study result could be the next research topic, for example the National Corn and Sorghum Research Center Pak Chong in Nakhon Ratchasima (known as "Rai Suwan" in honor of Luang Suwan Vajokkasikij, the first president of Kasetsart University) has operated research and development for corn and sorghum with the financial support of the Rockefeller Foundation under the Inter-Asian Corn and Sorghum Program since 1966. It has influenced Kasetsart University to be able to produce animal feed corn, sweet corn, young corn, and more species of sorghum.

Farmers grow those corns widely. Academic outreach could be offered by many methods, such as by supporting and academic outreach to farmers and the community around the National Corn and Sorghum Research Center, academic meetings on national corn and sorghum, and processing corn to milk corn products. This process has made Kasetsart University famous in the public eye and the relationship between the community and academic staff continually improves. After the training course, project, or activity, program participants often gather members to set up groups or clubs. This could encourage the university's role as an advisor for clubs or associations. Besides, it expands the coordination with other segments such as departments, ministries, companies, and so on. The form and development of the university social engagement mission through community academic outreach could be described as below.

4.3.4.1 Pattern of Developing University Social Engagement Mission through Community Academic Outreach.

According to the key informant interviews about the process of the university social engagement mission through community academic outreach at Kasetsart University, the creation and development of university social engagement mission could be divided into three types, as follows.

1) The pattern of developing university social engagement mission by research, technology, innovation, and activity in the university's study programs could be transferred and provide services to the community through workpieces, products, and innovations in research. All of these are sent to the community as academic outreach for the purpose of testing usefulness and to adjust products or innovations in response to the target group's needs. For example, farmers would get new plant species for testing. This working process has clear format and objectives. It also specifies the target group and working method obviously. The form of university social engagement mission has related to core mission of university and external communities by using strategy of setting center to provide academic outreach. There is also mutual benefit in which the university gains from actual testing and the sample group can use the university's product or innovations. This could reduce production costs and improve the plant species.

2)   The pattern of developing university social engagement mission begins with community needs. Communities want the university to solve problems or respond to their needs. There are projects and activities that are coordinated between the university and community, such as building community stages and sub-meetings. The university invites specialists and knowledgeable persons from both internal and external organizations to find proper resolution for community problems. All of these are part of the process creating university social engagement through community leaders and local departments to arrange meetings with the community and gather information from there.

3)   The pattern of developing university social engagement mission through shared planning aims to search for the potential of the community and university before operating other engagement missions. This involves creating questions with the university and community through the same participation process as in the second process mentioned above. Mutual project planning between university and leaders and community members involve coordinating both organizations to manage work, arrange meetings, and follow up the project development in each period.

As it mentioned above, it is seen that Type 1 is associated with the creation and development of university social engagement mission by research, technology, innovation, and university activities in the service of the community. This type has been seen in the university's community academic outreach for a long time. However, Types 2 and 3 are forms in which the university council and administrative committee key informants need work segment to operate and specify the university's purpose as a "Social Responsibility University".

4.3.4.2 Strategy to create and develop the university social engagement mission through community academic outreach

In terms of creating and developing the university social engagement mission, the research results from the in-depth interviews found strategies to develop university social engagement mission between the university's work segments and community through academic outreach, as follows.

1)   To create the potential for working teams to be ready for university social engagement missions. There are many methods to create teamwork, for example, it may offer opportunities for people interested in academic outreach

activities and select the right people, or it may offer a budget for community projects as persuasion. In addition, staff may prepare themselves to be ready for the mission by developing specific knowledge, such as in community planning, giving community speeches, and supporting talent mobility between academic staff and external organizations. All these have the purpose of improving knowledge, skills, specialities, experience, and work efficiency.

2)   To study the potential and context of community through documents, reports, maps, and secondary information to understand the location, governing area, landscape, weather, plants, economy, careers, education, way of life, attractions, community groups and organizations, and community leaders to provide deep information of the community that influences the social engagement mission. This leads to a consideration of executive and working teams for issues for the university social engagement mission since this requires coordination and community teamwork among academic staff.

3)   To build primary familiarity with the community. After the preparing potential and readiness of the working team, the next step is to survey the site to learn more about it. The site survey could build informal primary familiarity through talking with community members, participating in public community activities, and so on. However, working teams always conduct site surveys but these can be quite short.

4)   To build primary familiarity with the community leader and gather recent information about the community. There may be informal and formal meetings with leaders, local philosophers, and community elders to learn about the situation, community potential, problems, and needs through the leader's attitude. In this step, community leaders may be invited to visit the university's activities and the working team would then reconsider all the information. If there is problems and needs beyond the specific mission, requests would be made for other related departments to help and coordinate.

5)   To build an action plan for the mission between the work segment, community, and related partners to arrange the activity process and specify target groups, areas, working period, and responsible persons for each activity. The work segment-which has a budget and tools and equipment—typically manage

materials in coordination with the community and also seeks funding resources to support its activities.

6) To operate activities in community through planning and coordination with the university, community, and associated partners such as regional departments, local departments, banks, villages, temples, and schools. In this step, the operator would manage the factors for proper working and also manages valuable resources such as resources, budget, staff, and timing.

7) To follow up, evaluate, and summarize the activity results. This must follow each working period and estimate the result of the engagement mission to analyze the extent to which it resolve the original problem and made improvements. Moreover, the working result could be important information to consider for the next mission. The university executive should have qualifications such as dedication and carefulness to continually follow the engagement mission, and they must also behave well to earn respect as a leader.

8) To expand success to the community or other networks. This is an important step for operating university social engagement mission through academic outreach. It should expand the results of the project to the community or other networks since network relationships could strengthen the university social engagement mission.

As mentioned above, the university council committee and administrative committee key informants suggested that the strategy to create and develop the university social engagement mission through academic outreach is the process of making the community believes that Kasetsart University exists "in the heart of the community". This means that Kasetsart University has gained the trust of the community to be a part of their lives. If the community requires help for their careers, they would first think of Kasetsart University. The steps stated above are used in community academic outreach to meet the university social engagement mission. The engagement mission is usually involved in the agricultural community. Most areas in the community are covered by fields and the economy is driven by agriculture. These areas also include suburban areas which are a mix of old and new styles of communities and follow more urban lifestyles.

Kasetsart University's philosophy, uniqueness, policy and strategy aims to produce a positive impact on the development of the food and agricultural industry, which are crucial for Thailand's economy and society. This influences Kasetsart University to associate itself with community engagement missions. Due to the different contexts, specialties, and experience in providing academic outreach to communities of each work segment, each work segment has different work methods. Some segments seek to build familiarity with the community before operating projects and developing working teams, while others operate the university social engagement mission by providing knowledge to agricultural groups or the community enterprise first and then later expanding itself to the community.

4.4 Contexts of Communities Receiving Academic Outreach from Kasetsart University

According to the purpose No. 3 to study the community context, to analyze the context, characteristics and outcomes of local community involvement in academic outreach programs/activities of Kasetsart University as described below.

4.4.1 Characteristics of Communities Receiving Academic Outreach from Kasetsart University.

The customer is an important factor in the development process for performance excellence in terms of customers oriented under the Education Criteria for Performance Excellence (EdPEx). Listening to customers' voices and creating customer relationships aims to develop education quality to global standards. The university social engagement mission could lead the organization to success by giving importance to customer management. Based on the social engagement mission results, customer type can be classified into three groups, as below.

4.4.1.1 Customers in types of community, villages, or local areas, including the community consisting of many villages in the same area.

4.4.1.2 Customers in types of organizations which are divided into the following three groups:

1) Customers in government and state enterprises

(1) Central departments such as ministries, divisions, Bank for Agriculture and Agricultural Cooperatives, Metropolitan Waterworks Authority, Provincial Electricity Authority.

(2) Provincial government departments such as Office of Province and District under any Division, hospital.

(3) Local departments such as Municipal Office, Sub-district Municipal Office.

(4) Educational institutes such as universities, institutions, colleges, schools.

2) Customers in private segments and business organizations, such as companies, industrial factories.

3) Customers in institutes, organizations, and official groups such as cooperatives, cooperative communities, agricultural institutes, agricultural groups.

4) Customers in international and global organizations such as JICA.

5) Customers in non-profit organizations such as associations, foundation.

4.4.1.3 Customers in Types of Individual. This type of customer implies persons who take academic outreach arranged by the university or other work segments such as Kaset Fair, public training courses, meetings, academic seminars, and exhibitions.

The customers in the type of community, who receive academic outreach from Kasetsart University, could be identified by the characteristics of community participation in the academic outreach activity by four of the community's components, as follows: 1) community members; 2) living together in the same area; 3) mutual relationship or benefit; and 4) shared regulations or rules. It is concluded that there are two types of community characteristics, as below.

1) Community classified by governing area: This area is divided by landscape and population density in terms of the regional level such as village, Sub-district, district, province, and local community such as Municipal Office or Sub-district Administration Organization.

2) Community with specific characteristics or a group of people and area, such as agricultural communities and factory communities.

There are also "Virtual Communities" which imply the communities are interested in the same activity. This is not a type of people grouping, but there is communication via online media to update information and participate in university activities.

4.4.2   Context of Communities Receiving Academic Outreach from Kasetsart University

This study chose the purposive selection method to select communities to provide academic outreach by Kasetsart University and three campuses. Three communities were chosen: the Community of Chong Sarika Sub-district, Phattana Nikhom District in Lopburi Province; the Community of Laem Chabang City-municipality, Thung Sukala Sub-district, Si Racha District in Chonburi Province; and the Community of Kamphaengsaen Sub-district, Kamphaengsaen District in Nakhon Pathom Province. The community contexts are described below.

4.4.2.1   The community of Chong Sarika Sub-district, Phattana Nikhom District in Lopburi Province

Chong Sarika Sub-district, Phattana Nikhom District, is a Sub-district in Lopburi Province. The Social Activity Office of Betagro Group has operated the Holistic Area Based Community Development. Besides, the Betagro Group also operates businesses in Chong Sarika Sub-district; Betagro Agro Group Public Company Limited operates production and sells animal food, the Betagro Company Limited operates an animal food factory, Betagro Safety Meat Packing Company Limited operates pork meat production and contributes to safety, Pet Food Factory by Pet Focus Company Limited, Ajinomoto Frozen Foods (Thailand) Company Limited produces and contributes frozen pork meat to the farm, and Itoham Betagro Company Limited produces meatball sausages and meat products. With all of these, Betagro

group considers corporate social responsibility (CSR) to sustainably grow the community around the company under the development concept of the "Chong Sarika Model". This emphasizes community development by community participation. They also have an office of social activity. Betagro Group supports development in terms of resources, management, and other knowledge in five dimensions of development: education; health; career; society; and environment to develop a positive impact that is sustainable and extendable.

Chong Sarika Sub-district consists of 13 villages: Moo 1 Baan Sarika Pattana, Moo 2 Baan Dan Kra Bao, Moo 3 Baan Nam Sub, Moo 4 Baan Khok Sa-ad, Moo 5 Baan Lub Rao, Moo 6 Baan Too Yang, Moo 7 Baan Sub Takein, Moo 8 Baan Nong Pho, Moo 9 Baan Pak Chong Sarika, Moo 10 Baan Klong Takein, Moo 11 Baan Huay Sangob, Moo 12 Baan Chong Sarika, and Moo 13 Baan Tam Bor Thong. Most people are farmers and most of the plants grown are corn, sugar cane, and cassava. In addition, people conduct animal farming to supplement their jobs, such as cow milk, beef cattle, and chicken. The landscape of Chong Sarika Sub-district is undulating terrain of southern mountains: Mount Ai-Kan and Mount Arawan are no-hunting areas belonging to the Forestry Department.

In term of Kasetsart University community academic outreach, the Social Activity Office of Betagro Group is an important part of the coordination between the university and other partners, such as the Municipal Office of Chong Sarika and uses university knowledge to solve community problem. For example, the Research Center of Applied Geology under the Earth Science Department in the Faculty of Science has managed integrated underground water, and surveyed water resources to solve agricultural water supply problems in Moo 9 Baan Pak Chong Sarika and Moo 13 Baan Tam Bor Thong. The Municipal Office of Chong Sarika supports a budget for surveying underground water resources. The Social Activity Office of Betagro Group works as coordinator and provides financial funds for workshops studying water quality in local area. This emphasises the skills of water quality checks for elementary school students. Moreover, the Faculty of Veterinary participates in solving problems of homeless dogs and monkeys which destroy agricultural production in the area besides the no-hunting area of Mt. Arawan, such as Moo 9 Baan Pak Chong Sarika, Moo 12 Baan Chong Sarika, and Moo 13 Baan Tam Bor Thong.

4.4.2.2 Community of Laem Chabang City-municipality, Thung Sukala Sub-district, Si Racha District in Chonburi Province.

Laem Chabang City-municipality was promoted to a City-municipality on May 24, 2010, when the Ministry of Interior announced the promotion of Laem Chabang Municipality to be Laem Chabang City-municipality, Si Racha District in Chonburi Province. The area is located in Thung Sukala Sub-district and some parts are situated in Surasak Sub-district, Bueng Sub-district in Si Racha District, Bang Lamung Sub-district in Bang Lamung District, Chonburi Province. This is a port city and deep-sea port for the core commercial of the country, and has been an industrial development area for exports since 1981 by the National Economic and Social Development Plan Vol.5 (1982-1986) and Vol.6 (1987-1991). At present, Laem Chabang City-municipality occupies an area of 110 sq. km and consists of 23 communities which were set up by the Ministry of Interior. It aims to encourage people to participate in governing with local organizations, and to drive the community representatives to solve problems and respond to local needs. Each community is managed by a community committee. The community president is the highest executive of the community committee. It supports people to help each other to develop their community. The communities in Laem Chabang City-municipality are as follows:

1) Ao Udom Community, Thung Sukala Sub-district, Si Racha District.

2) Baan Thung Community, Thung Sukala Sub-district, Si Racha District.

3) Baan Laem Chabang Community, Thung Sukala Sub-district, Si Racha District.

4) Baan Na Kao Community, Thung Sukala Sub-district, Si Racha District.

5) Baan Khao Nam Sub Community, Thung Sukala Sub-district, Si Racha District.

6) Ao Udom Market Community, Thung Sukala Sub-district, Si Racha District.

7) Sak Yai Chin Community, Thung Sukala Sub-district, Si Racha District.

8) Wat Manorom Community, Thung Sukala Sub-district, Si Racha District.

9) Baan Laem Thong Community, Thung Sukala Sub-district, Si Racha District.

10) Baan Huay Lek Community, Thung Sukala Sub-district, Si Racha District.

11) Wat Pratan-Porn Community, Nong Kham Sub-district, Si Racha District.

12) Baan Nong Kham Community, Nong Kham Sub-district, Si Racha District.

13) Baan Sak Kra Pok Community, Nong Kham Sub-district, Si Racha District.

14) Baan Juk Kra Ser Community, Bueng Sub-district, Si Racha District.

15) Baan Nong Kla Kao Community, Bueng Sub-district, Si Racha District.

16) Baan Rai Nueng Community, Bueng Sub-district, Si Racha District.

17) Baan Nong Kla Mai Community, Bueng Sub-district, Si Racha District.

18) Baan Setthee Nai Fun Community, Bueng Sub-district, Si Racha District.

19) Baan Nong Pang Puay Community, Bueng Sub-district, Si Racha District.

20) Baan Na Mai Community, Bang Lamung Sub-district, Bang Lamung District.

21) Baan Thung Krad Community, Bang Lamung Sub-district, Bang Lamung District.

22) Baan Bang Lamung Community, Bang Lamung Sub-district, Bang Lamung District.

23) Baan Nong Manow Community, Bang Lamung Sub-district, Bang Lamung District.

These communities have a varied landscape. Most of the areas occupy undulating terrain, low plains, and mountains along the shore. The western seashore is Baan Laem Chabang Community. Most people in Laem Chabang City-municipality have their own businesses, such as house rental businesses. Some people work as company officers, factory employees, and general labor. Fewer people do agriculture such as the Baan Juk Kra Ser Community, Baan Thung Krad Community, Baan Laem Thong Community, and Baan Nong Manow Community. They grow cassava, rice, and home-grown vegetables. Integrated farming systems is seen in some area. Fisheries careers are seen in Baan Bang Lamung Community and they go to sea to catch fish to sell. Laem Chabang City-municipality is the location of industrial factories under the Laem Chabang Industrial Estate and Sahaphat Group Industrial Estate. Kasetsart University, Si Racha Campus is located in the Baan Sak Yai Chin Community, Thung Sukala Sub-district. This reduces the agricultural area and turns the area to benefit industry, services, and real estate segments. Even though fewer people work in agriculture, the way of life is still associated with farming, such as the production of shrimp paste in Wat Manorom Community.

4.4.2.3 Kamphaengsaen Sub-district, Kamphaengsaen District, Nakhon Pathom Province.

Kasetsart University, Kamphaengsaen Campus is located in Kamphaengsaen Sub-district, Moo 6 Baan Thung Sombat. The north of Kamphaengsaen Sub-district is next to Sa Si-Mum Sub-district. The west is next to Thung Bua Sub-district. The east is next to Don Khoi Sub-district, and the south is next to Rang Phikun Sub-district and Thung Kraphang Hom Sub-district. There are 12 villages in Kamphaengsaen Sub-district. There are two villages (Moo 1 Baan Yang, Moo 3 Baan Sawang Chat, and some areas in Moo 2 Baan Rang Mai Tai and Moo 4 Baan Thung E-ted) are under control of Kamphaengsaen Sub-district Municipal. The other villages are governed by the Kamphaengsaen Sub-district Administration Organization, as below.

1) Moo 1 Baan Yang
2) Moo 2 Baan Rang Mai Tai
3) Moo 3 Baan Sawasng Chat
4) Moo 4 Baan Thung E-Ted
5) Moo 5 Baan Wang Mai Daeng

6) Moo 6 Baan Thung Sombat

7) Moo 7 Baan Thung Khi Ai

8) Moo 8 Baan Thung Kraphang Hom

9) Moo 9 Baan Wan Kru

10) Moo 10 Baan Lung Rong Nam Khang

11) Moo 11 Baan Thung Chareun Thong

12) Moo 12 Baan Na Kaset

The sub-district occupies 253,136 Rai. About 64% of the area is agricultural and most is tidal flats. The irrigation canal and water resource provide water for agricultural fields across the Sub-district. The soil is clay with a high acidity. The area has a medium level of natural fertility. Most of the area is suitable for rice fields, but some areas grow vegetables and fruits. Most people in Kamphaengsaen are farmers. Popular plants include sugar cane, rice, vegetable, finger root, and young corn. People work in cattle farms such as beef cattle, dairy cattle, chickens, and in raising aquatic animals such as prawns and fresh-water-fish. Kamphaengsaen Sub-district community is a community that Kamphaengsaen Campus has always launched academic activities since it is where the campus is located. Most of the nearby area does agriculture. The community is in a suburb, so the academic outreach activities are associated with lives and careers in Kamphaengsaen Sub-district. For example, the Project of 9 Barworn at Kasetsart University Kamphaengsaen Campus was started to commemorate His Majesty King Bhumibol Adulyadej in the opportunity of the eighty-fourth anniversary celebrations of His Majesty's birthday since his accession to the throne in 2011. This project aimed to be a role model project for community development organization in community such as villages, temples, and schools.

4.4.2.4 Community Participation in the Dao Lom Duean Project by Chalermphrakiate Sakon Nakhon Province Campus in Sakon Nakhon

The Project of Dao Lom Duean has been operated by Kasetsart University since 2009. In the past, the community around the campus had been developed by other organizations under government policies, but the development was not continuous. The Project of Dao Lom Duean emphasises integrating between partners for development, such as Chiang Khruea Sub-district Municipality, Um-Jan Sub-district Administration Organization, and the Bank for Agriculture and Agricultural

Cooperatives, Sakon Nakhon Province. According to the agreement between the partnering organizations of the Dao Lom Duean Project, the philosophy of sufficiency economy is considered to be the working principle to strengthen the farmers and nearby community of Chalermphrakiate Sakon Nakhon Province Campus in Sakon Nakhon. It aims to make the community able to be self-reliant, group, and share their network (Bank for Agriculture and Agricultural Cooperatives Sakon Nakhon Province, 2012).

The name of "Dao Lom Duean" purposes to compare Kasetsart University Chalermphrakiate Sakon Nakhon Province Campus in Sakon Nakhon as the "Moon" or the Learning Center and Regional Agricultural Development. It also contributes "Teamwork for moving stars (Dao Lom Duean Sakon Nakhon)" to connect agricultural production and marketing. Since most of the area is made up of agricultural fields, most people are farmers so it compares the community as the "Star" which is located around the campus and has them participate in agriculture with environmental responsibility. Nine communities participated in the Dao Lom Duean Project, which can be divided into eight communities in Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province and one community in Um-Jan Sub-district, Kusumal District, Sakon Nakhon Province, as below.

1) Moo 1, Baan Chiang Khruea, Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province.

2) Moo 2, Baan Phon Sawang, Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province.

3) Moo 4, Baan Nong Hoi, Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province.

4) Moo 6, Baan Nong Sanom, Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province.

5) Moo 9, Baan Kok Sawang, Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province.

6) Moo 10, Baan Na Kam Hai, Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province.

7) Moo 11, Baan Non-Ben, Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province.

8) Moo 12, Baan Non-Sala, Chiang Khruea Sub-district, Mueang District, Sakon Nakhon Province.

9) Moo 7, Baan Bua-Sang, Um-Jan Sub-district, Kusumal District, Sakon Nakhon Province.

The principle, used in the Dao Lom Duean Project was to make a platform for knowledge exchange and community development by taking information from households into a database to analyze the community's potential, analyze the community's problems, make a community development plan, and to improve working competency in agricultural production, such as rice, chili, vegetable, and beef cattle production. It also includes strengthening the group and community, and preserving natural resources and the environment by following the sufficiency economy philosophy and new theory. In 2010, the vision of the Dao Lom Duean networking was "To develop knowledge, live sufficiently, prevent vices, create good health and community's unity". At present, the Dao Lom Duean Project has been operated continually. There are also other networks from government organizations involved, such as the Division of Irrigation and Land Development Department.

The operation of the Dao Lom Duean Project encourages nearby communities to solve their problems and develop agricultural careers, such as arranging irrigation systems in farms and fields, producing organic fertilizer, launching marketing channels for agricultural products, adding value to agricultural products, and developing supplementary jobs after the harvesting season.

4.5 Opinions of Community Members on Kasetsart University's Academic Outreach

The fourth research purpose aimed to find out opinions of local community members' on academic outreach provided by Kasetsart University and their links with university social engagement mission.The research results are described below.

4.5.1 Basic Information Respondents

A community sample group of 610 people answered the questionnaire and gave opinion on Kasetsart University's academic outreach. They lived in the area of Kasetsart University: 155 people (25.40%) in Kamphaengsaen District, Nakon Pathom ; 153 people (25.10%) in Pattana Nikom District, Lopburi; and 151 people (24.75%) in Mueang District, Sakon Nakhon. Most of the respondents are female, 335 people (54.90%) and aged between 46-60 years old, 242 people (39.70%). The average age is 43 years old. Most graduated in elementary school, 260 people (42.60%). Most have an agricultural career, 240 people (39.35%). Furthermore, 85 people (13%) were members of an organization in community, as shown in Table 4.7.

Table 4.7 Basic Information of the Community Member Who Received of Kasetsart University's Academic Outreach

n = 610

Basic Information	Number	Percentage
Address		
Kamphaengsaen District, Nakhon Pathom	155	25.40
Si Racha District, Chonburi	153	25.10
Pattana Nikom Distrcit, Lopburi	151	24.75
Mueang District, Sakon Nakhon	151	24.75
Sex		
Male	275	45.10
Female	335	54.90
Age		
Below 15	7	1.10
15-30	112	18.40
31-45	202	33.10
46-60	242	39.70
Over 61	47	7.70

Lowest = 10, Highest = 73, Average =43

154

Table 4.7 (Continued)

Basic Information	Number	Percentage
Education		
Primary Education (Grade 1-6)	260	42.60
Secondary Education (Grade 7-9)	79	12.95
Secondary Education (Grade 10-12) / Diploma	78	12.80
High Vocational Education	51	8.35
Bachelor 's degree	124	20.30
Over Bachelor	18	3.00
Occupation		
Farmers /Agricultural entrepreneur	240	39.35
Business Owner	92	15.10
Government Officers	77	12.65
Private employee	55	9.00
Self-employee	93	15.25
Student/ University Student	32	5.25
Unemployed	21	3.45
Position or Community Roles (Select More choices)		
Local Political Leader	67	11.00
Community Representatives having been appointed by government	66	10.80
Group Committee/ Community Enterprise/ Community Organization	85	13.90
Cooperatives Committee	3	0.50

4.5.2 Participation in Kasetsart University Academic Outreach Programs and Activities

The research result is shown a total of 220 members (36.05%) replied which participation the most in a Kasetsart University academic outreach programs or activities who participate in annual agricultural fairs, 206 people (33.80%) who participate in training and workshop, and 170 people (27.90%) who participate in study trip and learning center services. For frequency of academic outreach participation, 145 people (or 23.75%) of members participate 2-10 each year, 115 people (18.85%) participate once a year, and 18 people (2.95%) who participate about 1-10 each month (Table 4.8).

Table 4.8 Community Members' Participation in Kasetsart University Academic Outreach Programs or Activities

n = 610

Participation in Academic Outreach Projects or Activities	Number	Percentage
Type of Project or Activity Participation (Select more than 1 choice)		
Analyzing, Testing, Verifying, and Checking and Fixing Activities	115	18.55
Educational Equipment and Tools Provision	23	3.80
Training and Workshop Organizing	206	33.80
Veterinary Health and Related Services	117	19.20
Research, Survey, Planning, and Management Services	6	1.00
Study Trip and Learning Center Services.	170	27.90
Service in agricultural event or exhibition	220	36.05
Frequency of Taking Academic Outreach		
Every week, 1 - 4 each week	4	0.65
Every month, 1-10 each month	18	2.95
Once a year	115	18.85
2-10 each year	145	23.75
None identified	328	53.80

4.5.3 Community Member Opinions of Kasetsart University Academic Outreach

The analysis of community members' opinion on Kasetsart University academic outreach can be divided into two aspects: 1) preparedness of Kasetsart University; and 2) needs and results from operation with the client or community. It is found that the overall average score was 3.83, implying a very high level of opinion.

If considering the issue of preparedness of Kasetsart University, the overall average score is 3.95, considered a high level. According to the report, there are two highest scoring items: the quality of graduate students from Kasetsart University impacting the university's image; and willingness of Kasetsart University professors and officers to participate in academic community outreach, which achieved an average score of 4.03, a high level. The issue of first realization of agricultural and food university gave Kasetsart University an average score of 4.01, a high level category. For the special ability of Kasetsart University staff and experts which can promote university uniqueness, the average score is 3.98, a high level catagory.

For the issue of the needs and results from operating with the client or community, the overall average score is 3.71 and the level of opinion is high. The highest average score is 3.92 from the agreement together that participation in Kasetsart University academic outreach benefit the community. Three items had an equal score of 3.86, a high level catagory: 1) to participate in Kasetsart University academic outreach to improve working skills; 2) to participate in Kasetsart University academic outreach; and 3) workpieces of Kasetsart University could provide more knowledge to people in the community (Table 4.9).

Table 4.9 Opinion Level of Community Members towards Kasetsart University
Academic Outreach

Item	Opinion Level					Average	S.D.	Decode
	5 Highest	**4** High	**3** Moderate	**2** Low	**1** Lowest			
Kasetsart University Preparedness						**3.95**	**0.80**	**High**
1) If you think of universities in terms of agriculture and food, do you think of Kasetsart University first.	182 (29.85)	277 (45.40)	129 (21.15)	21 (3.40)	1 (0.20)	4.01	0.81	High
2) The willingness of Kasetsart University professors and officers to participate in academic community outreach.	161 (26.40)	289 (47.40)	146 (23.90)	13 (2.10)	1 (0.20)	3.98	0.78	High
3) Kasetsart University has a duty to help the well-being of the nation.	118 (19.35)	278 (45.60)	190 (31.15)	21 (3.40)	3 (0.50)	3.80	0.81	High
4) "Knowledge of the Land" implies the meaning of studying courses at KU.	137 (22.50)	307 (50.30)	144 (23.60)	21 (3.40)	1 (0.20)	3.92	0.78	High
5) The quality of Kasetsart University graduates affects the university's image.	182 (29.80)	282 (46.20)	131 (21.50)	15 (2.50)	0	4.03	0.78	High
6) You prefer university students to participate in community academic outreach.	163 (26.70)	306 (50.20)	129 (21.10)	9 (1.50)	3 (0.50)	4.01	0.76	High

Table 4.9 (Continued)

Item	Opinion Level					Average	S.D.	Decode
	5 Highest	**4** High	**3** Moderate	**2** Low	**1** Lowest			
Kasetsart University Preparedness (Continued)								
7) You prefer the academic staff or teachers of Kasetsart University to participate in academic community outreach.	193 (31.60)	266 (43.60)	131 (21.50)	19 (3.10)	1 (0.20)	4.03	0.82	High
8) You feel that Kasetsart University's community academic outreach is tangible.	132 (21.65)	274 (44.90)	179 (29.35)	20 (3.30)	5 (0.80)	3.83	0.83	High
Needs and Results from Operating with Clients or Communities						**3.71**	**0.83**	High
9) Participation in Kasetsart University's academic outreach could make you have more friends.	122 (20.00)	287 (47.00)	183 (30.00)	18 (3.00)	0	3.84	0.77	High
10) Participation in Kasetsart University's academic outreach could improve skills.	121 (19.80)	305 (50.00)	164 (26.90)	19 (3.10)	1 (0.20)	3.86	0.77	High
11) You try to participate in Kasetsart University's academic outreach to make advantages for yourself and family.	141 (23.10)	269 (44.10)	173 (28.35)	26 (4.25)	1 (0.20)	3.86	0.83	High

Table 4.9 (Continued)

Item	Opinion Level					Average	S.D.	Decode
	5 Highest	**4** High	**3** Moderate	**2** Low	**1** Lowest			
Need and Results from Operating with Clients and Communities (Continued)								
12) You choose to participate in Kasetsart University's academic outreach.	69 (11.30)	252 (41.30)	215 (35.25)	63 (10.35)	11 (1.80)	3.50	0.89	High
13) You like participating in Kasetsart University's academic outreach because of good compensation.	74 (12.10)	246 (40.30)	209 (34.30)	50 (8.20)	31 (5.10)	3.46	0.98	High
14) You feel like you are a person who has knowledge and understands all situations.	102 (16.70)	263 (43.10)	202 (33.10)	40 (6.60)	3 (0.50)	3.69	0.84	High
15) You enjoy participating in Kasetsart University academic outreach.	107 (17.55)	269 (44.10)	193 (31.65)	39 (6.40)	2 (0.30)	3.72	0.84	High
16) You trust Kasetsart University's academic community outreach.	111 (18.20)	282 (46.20)	188 (30.80)	26 (4.30)	3 (0.50)	3.77	0.81	High
17) You feel relaxed when you join Kasetsart University's academic service events.	84 (13.82)	259 (42.50)	229 (37.50)	35 (5.70)	3 (0.50)	3.63	0.81	High

Table 4.9 (Continued)

Item	Opinion Level					Average	S.D.	Decode
	5	**4**	**3**	**2**	**1**			
	Highest	High	Moderate	Low	Lowest			
Needs and Results from Operating with Clients and Communities (Continued)								
18) You feel that Kasetsart University's academic outreach is important to the community.	136 (22.30)	258 (42.30)	190 (31.10)	23 (3.80)	3 (0.50)	3.82	0.84	High
19) You feel that participation in Kasetsart University academic outreach activity is useful to the community.	135 (22.10)	304 (49.80)	158 (25.90)	12 (2.00)	1 (0.20)	3.92	0.75	High
20) Kasetsart University activities could improve your and your family's financial status.	64 (10.50)	235 (38.50)	233 (38.20)	66 (10.80)	12 (2.00)	3.45	0.89	High
21) Kasetsart University activities could improve your and your family's health.	64 (10.50)	261 (42.80)	222 (36.40)	57 (9.30)	6 (1.00)	3.53	0.84	High
22) Kasetsart University activities could inspire you to improve yourself.	102 (16.70)	257 (42.15)	221 (36.25)	25 (4.10)	5 (0.80)	3.70	0.82	High
23) Kasetsart University activities could provide more knowledge for community members.	115 (18.85)	314 (51.45)	161 (26.40)	18 (3.00)	2 (0.30)	3.86	0.76	High
24) Kasetsart University activities could develop your community.	124 (20.30)	271 (44.45)	190 (31.15)	21 (3.40)	4 (0.70)	3.80	0.82	High
Average						**3.83**	**0.81**	**High**

4.5.4 Opinions of Community Members towards Engagement between Kasetsart University and Local Communities

The researcher analyzed the community member opinion towards building engagement between Kasetsart University and the community, which is divided into four aspects: 1) thinking system, feeling, emotion and shared; 2) operation, participation and learning exchange; 3) shared benefit; and 4) social impact. The overall average opinion score from community members is 3.73, a high level.

In terms of thinking system, feelings, emotion and shared value, it the overall average score is 3.79, considered a high level. The highest score was feeling that Kasetsart University is a part of community, which had an average score of 3.87, a high level. Next, trust in the Kasetsart University's work quality achieved an average score of 3.85. Next, whether participation in Kasetsart University activities could make one proud of themselves and ready to explain and argue if a negative rumor of Kasetsart University had an average score of 3.75, a high level.

In terms of the operation, participation, and learning exchange, the overall average score is 3.56 which is considered high. The highest one was on the expectation that the community will be a part of the policy initiative and influence the final decision of Kasetsart University's management team which had an average score of 3.68. The next was for taking advice or suggestions from Kasetsart University with a score of 3.52. Then, was for the desire to take a role with Kasetsart University in terms of development planning with a score of 3.49.

In terms of shared benefit, the overall average score is 3.74 which is considered high. The highest one was that communication between community and Kasetsart University will enhance engagement with an average score of 3.85. The next was for Kasetsart University to take community opinion to improve its work with an average score of 3.71. Then, the part of own-self's goal and Kasetsart University's goal are related with a score of 3.66 which is considered high.

In terms of the social impact, the overall average score is 3.81. The highest one was believing that close proximity of Kasetsart University to the community affects community growth with an average score of 4.02. The next was whether university social engagement could support workpieces of Kasetsart University to be more acceptable, with a score of 3.83. The next from that was whether if there is a community

problem, the community would always request help from Kasetsart University, with a score of 3.58. The details are shown in Table 4.10.

Table 4.10 Member's Opinion towards Building Engagement between Kasetsart University and the Community

Item	Opinion Level					Average	S.D.	Decode
	5 **Highest**	**4** **High**	**3** **Moderate**	**2** **Low**	**1** **Lowest**			
Thinking system, feeling, emotion, and shared value						**3.79**	**0.82**	**High**
1) You prefer to talk about the goodness of Kasetsart University to the others.	103 (16.90)	278 (45.55)	191 (31.30)	37 (6.05)	1 (0.20)	3.73	0.82	High
2) Participation in Kasetsart University activities makes you feel prouder.	107 (17.50)	282 (46.20)	186 (30.50)	34 (5.60)	1 (0.20)	3.75	0.81	High
3) You trust in the work of Kasetsart University.	109 (17.90)	321 (52.60)	163 (26.70)	15 (2.50)	2 (0.30)	3.85	0.81	High
4) You feel that Kasetsart University is part of your community.	135 (22.15)	290 (47.65)	158 (25.90)	22 (3.60)	5 (0.80)	3.87	0.83	High
5) You are ready to explain to the others when you hear bad rumours about Kasetsart University.	106 (17.40)	277 (45.40)	198 (32.50)	24 (3.90)	5 (0.80)	3.75	0.82	High

Table 4.10 (Continued)

Item	Opinion Level					Average	S.D.	Decode
	5 **Highest**	**4** **High**	**3** **Moderate**	**2** **Low**	**1** **Lowest**			
Operation, participation, and learning exchange						**3.56**	**0.92**	**High**
6) You always receive suggestions or advice from Kasetsart University.	69 (11.30)	257 (42.15)	215 (35.25)	57 (9.30)	12 (2.00)	3.52	0.88	High
7) You want to be a part of Kasetsart University to make the university development plan.	74 (12.10)	261 (42.80)	191 (31.30)	59 (9.70)	25 (4.10)	3.49	0.97	High
8) You expect that your community will be a part of the policy initiative and influence the final decision of the Kasetsart University management team.	110 (18.00)	256 (42.00)	193 (31.60)	39 (6.40)	12 (2.00)	3.68	0.91	High
Shared Benefit						**3.74**	**0.84**	**High**
9) Your goals and Kasetsart University's goals are the same.	86 (14.10)	273 (44.80)	213 (34.90)	32 (5.20)	6 (1.00)	3.66	0.82	High
10) Kasetsart University takes your opinion to improve its work.	114 (18.70)	244 (40.00)	218 (35.70)	30 (4.90)	4 (0.70)	3.71	0.85	High
11) Communication between the community and Kasetsart University could enhance the engagement.	138 (22.60)	280 (45.90)	162 (26.60)	25 (4.10)	5 (0.80)	3.85	0.84	High

Table 4.10 (Continued)

Item	Opinion Level					Average	S.D.	Decode
	5	4	3	2	1			
	Highest	High	Moderate	Low	Lowest			
Social Impact						**3.81**	**0.93**	**High**
12) You believe that the close proximity of Kasetsart University to the community affects community growth.	0	239 (39.15)	133 (21.80)	28 (4.55)	3 (0.50)	4.02	0.89	High
13) If there is a community problem, the community will always request help from Kasetsart University.	122 (20.00)	206 (33.75)	206 (33.75)	54 (8.90)	22 (3.60)	3.58	1.02	High
14) The university social engagement could make Kasetsart University's be more acceptable.	140 (23.00)	265 (43.40)	171 (28.00)	28 (4.60)	6 (1.00)	3.83	0.87	High
Average						**3.73**	**0.88**	**High**

4.6 Problems, Obstacles, and Recommendations Concerning the University Social Engagement Mission through Community Academic Outreach and the University Uniqueness Enhancement

The 5th research purpose is to find the approaches to develop the university social engagement mission through academic outreach in local communities which enable strengthening Kasetsart University uniqueness. The analyzed results for developing the university social engagement mission through community academic

outreach shows that there are certain problems and obstacles. The key university and community informants recommended the following issues.

4.6.1 **The Problems and Obstacles** consist of:

4.6.1.1 Kasetsart University Uniqueness Problem

In order to use and enhance this uniqueness, there are certain problems facing the university and issues which caused by internal and external factors.

1) For the internal problems, the unique communication of Kasetsart University is unclear. Since staffs understand and interpret the university uniqueness differently, especially the ambiguity of meanings of "Knowledge of the land". For example, knowledge of the land consists of which subjects, what kinds of activities that the unrelated subjects to knowledge of the land are associated with. Moreover, there is no understanding of the uniqueness and identity of the university. Further, the ideology of the staff towards enhancing university uniqueness has faded, for example the research distribution from staff to community has decreased as staff tasks have increased and there is currently little interest in using the university uniqueness to benefit the community, leading to decreased decrease knowledge and research sharing with the community. The dean said, "If think out agriculture and then community members recognize other universities, not Kasetsart University. How does it feel?"

2) For problems from outside parties, the study results found that the uniqueness of the university in the community's perception does not meet the community's needs. For example, the community members believed that all university staff should be experts in agriculture production, agricultural technology, and they should be able to solve all agricultural related problems. The university's name has a positive effect on customer trust, including the expertise of its staff. Yet some staff are unable to provide agricultural knowledge as the farmers expect since they work in other functions besides agriculture, such as the human resources development, finance, and information technology.

4.6.1.2 Problems and Obstacles Concerning Academic Outreach for Provision to the Community

The problems and obstacles facing Kasetsart University's academic outreach are outlined below.

1) To build understanding between staff and offices that operate the university's academic outreach regarding the meaning and scope of academic outreach to provide a pathway to operate unclear academic outreach. This is due to separating academic outreach which generate income from the general academic outreach which are called "The academic development function" and intellectual property function and operated by the office of academic outreach.

2) Some academic outreach projects were requested directly from outside parties to staff in each office. Therefore, the office of academic outreach cannot control and track all academic outreach projects.

3) Academic outreach projects do not benefit academic staff. The council committee and administrative committee key informants explained that conducting and publishing research is more important to the careers of academic staff than working with the community. Hence, they must attention to conducting research to promote their academic position instead. In 2016, Kasetsart University professors must work at least 35 working hours per week in each semester, consisting of tasks such as: 1) lecturing, student development, and academic tasks for 15 hours; 2) conducting research for 12 hours; 3) academic outreach for 5 hours; and 4) cultural function for 3 hours which defines the responsibility in giving lecture at least for 2 subjects, 3 credits for each or the total of lecturing no less 6 credits. One dean said that faculty professors are capable but are unable to use his/her potential efficiently because the performance indicator (KPI) that defines the lecture classes for 35 hours, but they can do 80 hours. This differs from private companies that give candidates the opportunity to propose their own salary. Moreover, the period of providing academic outreach is an inappropriate period for the client. For example, providing academic outreach during the harvest period.

When considering academic outreach in the form of committee, working group, or subcommittee outside the university, training coaching, helping to train outside parties, and professional tasks found that it takes around 0.2-7 working

hours per week per semester. However, a variety of criteria depends on the type of academic outreach, but they usually receive lower working hours for this than other tasks. Hence, some professors choose to do other tasks instead. However, some key informants explained that there are current rules and methods to consider nominations of assistant professor, associate professor, and professor positions as the announcement Kor. Por. Ao. 2017 that academic community outreach achievements can be considered as elements for academic promotion. This helps encourage university professors to work in academic outreach projects with the community.

4) Sometimes academic outreach which is provided to the community does not meet the community or the target group's needs since the related parties did not study the customer's need well enough, but instead provided academic outreach in their area of expertise to pass the evaluation. For this issue, some deans from Kasetsart University at Bangkhen were the key informants. They said that this is why the community does not want to receive academic outreach from Kasetsart University at Bangkhen since they believe they will not get what they want.

5) There is lack of follow up and evaluation of outcomes and impacts. The offices do not know whether the academic outreach projects benefit the community or what the outcomes are. One key informant compared the lecture evaluation of a professor and academic outreach, explaining that "the lecture evaluation is not that difficult such as evaluating from the teaching materials and research, but the academic outreach evaluation is difficult. How can we measure the change in the community?". It takes time after completing the program or activity for academic outreach before evaluating the project outcome and impacts. However, this operation requires the report within the same fiscal year. For example, the number of activities for academic outreach, customer satisfaction, revenue from providing academic outreach and so on.

4.6.1.3 Problems and Obstacles Pertaining to the Development of University Social Engagement Mission through Community Academic Outreach Programs/Activities

The operation of the university social engagement mission through community academic outreach found that there are three levels of problems and troubles for operating the university's mission, as follows.

1) University Level

(1) Kasetsart University's primary mission is to be a Research University, so this affects to all officers in the university to focus on conducting and publishing research more than consistently distributing academic outreach to the community as before. The dean key informant said that professors currently focus on deep study and less on fieldwork and community. Building engagement with the community through research distribution has decreased in accordance with what one of the council committee explained that Kasetsart University should have research-based learning and should meet the private sector's needs, which makes the students more competitive.

(2) The university does not have a clear picture for set the direction of the development of the university social engagement mission, especially in terms of setting the role and duties of the university, campuses, and other offices to operate. Besides, there is no primary office that serves to cooperate with every related offices that work with the community. The community believes that Kasetsart University shows that "Community set the high expectation to the university. How can the university help them? In the past, we can provide them the knowledge in agriculture, but right now we could not provide them the useful information, cannot answer them" including the association of each knowledge from each office to the community to solve problems or develop the community as a holistic ideology. This prevents the effect of developing the university social engagement mission. This is drawn from the university council and administrative committee key informant data that want Kasetsart University to drive as an "international-style boxing" not "unsystematic boxing" which means there is a direction and strategy to concretely develop the university social engagement mission.

(3) The university's management team understands the pathway of development for the university social engagement mission with academic outreach differently. This creates different understandings for what drives this mission of board committees from the offices of Kasetsart University at Bangkhen shared their opinion the policy and role of Kasetsart University at Bangkhen must differ from the other campuses since the community surrounding them does not make money from farming. Therefore, Kasetsart University at Bangkhen must on academic outreach that

benefit the university's image and is at the center of setting policies and strategies to develop the university social engagement mission through community academic outreach. At its campuses, they must focus on developing the university social engagement mission in their area, which based on agriculture, economics, environment, and society.

2) Office Level

(1) There is no consistency in building knowledge and achievements to apply academic outreach due to the disorganized and unpredictable budget. These factors affect the consistency for the provision of academic outreach. For example, the agricultural project for the development strategy operated between 2009 and 2018.

(2) Operating the university social engagement mission takes time to get familiar with the community. The key informant said "The academic outreaches that can build the engagement between the university and social is not the one-day activity type, but it requires the consistency in working with the community." This condition is difficult for most staff due to a variety of reasons such as there being so many other tasks to be completed which left no time to join the community, using incorrect tools, and collecting unclear data from the community which affects the following steps of operation and so forth.

(3) The staff's dedication and sacrifice lead to the university social engagement mission since a period of time is required for the mission to be successful. The study results show that some offices must distribute academic outreach to the community for more than three years to gain the community's trust and acceptance. Moreover, this mission is not the primary job that generates income for the university and offices, but it instead benefits the community, which may affect staff motivation to work on such projects.

3) Community Level

Some communities firmly believe in other well-known universities that have been working communities for longer than Kasetsart University, more time and sufficient expertise is required in areas such as the Si Racha Campus. This affects the decision to operate this mission because community engagement and acceptance is greater for other universities, but this function of Kasetsart University is new and the

staffs are less experienced. This affects community confidence towards Kasetsart University. However, Si Racha Campus's dean said, "The compliments from the community do not indicate the successful mission of Kasetsart University, if community still chooses the academic outreaches from other universities. Therefore, Kasetsart University must find ways of building a top brand for the community."

4.6.2 Recommendations Concerning the University Social Engagement Mission of Kasetsart University through Community Academic Outreach

The results from interviewing the key informants regarding recommnodations concerning the university social engagement mission through community academic outreach is as follows.

4.6.2.1 To publish research that meets the community's and society's needs, especially the university's target groups. The university's duties are to create knowledge, technology, and innovations and to apply that knowledge through lectures and academic outreach to distribute it to target groups. To get the new knowledge and new inventions, it requires completing research through formal research procedures. The strength of the research must meet community and society's needs and consider different of areas and societies. It should contain experiment procedures and find answers through community participation to get research that benefits the community in practice.

4.6.2.2 The development of the university social engagement mission through community academic outreach should be area-based and ideologically holistic. Since effective academic outreach requires customer cooperation, community members are important for driving development more than individuals before extending to society at large. Therefore, the university's academic outreach should define the area scope, and place importance on selecting the community and area with development potential. For example, community leaders are able to have a good vision towards development, and members cooperate with team spirit and must be open to change their attitudes and experiences to work collectively. This development requires knowledge, technology, and many innovations. Therefore, academic outreaches that can lead to the university social engagement mission require the effective operation as a holistic

ideology by integrating various knowledge from faculties and community understanding of the context and area, as well as internal and external factors to create systematic academic outreach and cover all problems and needs.

4.6.2.3   To investigate in human development to serave the development of the university social engagement mission. Since the development of the engagement mission should operate based on the community and area and requires executive with leadership skills and a broad vision in accordance with the university's vision, cooperation skills, and management skills for all functions to work as one system. One dean said that there is a way to develop staff capabilities to get two functions from a single person, such as a veterinarian in a hospital and an academic staff for customer's pet. The university executives therefore consist of a broad committee and university administrative committee must develop their competencies which come from their knowledge, skills, ability, and other characteristics so they can create the outstanding work and work together on the same core values and organizational culture. The dean said that in order to make the mission successful, the leader must take it seriously, the team must trust the leader and the leader needs to go to the field to work and support the team. Further, the leader must have the leadership skills, vision, systems thinking, stick to justice, and have morals. In the same way with staff, there is a need to develop capability to prepare to develop the university social engagement mission, such as systems thinking, grain working experiences, teamwork, and good management.

4.6.2.4 To define the role and responsibilities of the university, campuses, as well as setting clear strategies to operate the university social engagement mission through community academic outreach by setting Kasetsart University at Bangkhen as the center to drive this mission in the national policy and encourage to set the central office to cooperate this mission with the community. The key informant provided the case of Kasetsart University Research and Development Institute as an example. This institute has a duty as a facilitator to support the research of faculties and offices, including cooperating with scholarship institutes such as the National Research Council of Thailand. Hence, there should be a center of academic outreach to be responsible for knowledge, innovation, and expertise collecting for Kasetsart University. The center should also associate itself with academic tasks and community development together with faculties, colleges, institutions, offices, and other centers. At the campus

level, it should focus on development based at the community, provincial, and regional levels. They must cooperate with each other to achieve this mission together, including publishing new research that serve new patterns of academic outreach to communities and change framers' lives for the better.

4.6.2.5 To cooperate with both internal and external parties to strengthen local community and maneuvre the mission, including shifting the careers of community members to cover the beginning until finishing. It is important to build strong networks with other related organizations outside the university, such as the Bank for Agriculture and Agricultural Cooperatives which is responsible for economically supporting the private and industrial sectors by adding value for communities. Schools are responsible for associating university knowledge to the education sector in the community, while temples or religious places are responsible for moral principle support in the community and guide how to live peacefully.

4.6.3   Recommendations Concerning the University Social Engagement Mission of Kasetsart University through Community Academic Outreach and the University Uniqueness Enhancement

University uniqueness that has potential to develop to the university social engagement mission through academic knowledge in accordance with agriculture, starting from production, to agriproduct processing and selling. Kasetsart University has faculties, institutions, and offices related to agriculture, including the agricultural processing industry, marketing, and agricultural community. The key informant explained a pathway that leads to achieving the 5th research purpose to develop the university social engagement mission through community academic outreach which enhances university uniqueness, as below.

4.6.3.1 To apply the principle of the university social engagement mission to drive Kasetsart University's community academic outreach and present its expertise in accordance with "knowledge of the land" as the tool to build engagement with customers. Moreover, it should build systems thinking that sticks to its core values for its staff. To make them realize the meaning, importance, benefit, pathway, and enhancement of the university uniqueness, including efficient application of the university uniqueness in offices and university. The university consists of many

faculties, so they should associate with each other to strengthen the university uniqueness. Since every subject is usually associated to another somehow, such as science being an important basic subject for agriculture and other subjects, social science is related to humanity and society which are important factors for driving agricultural.

4.6.3.2 To apply the principle of area-based development to enhance the university uniqueness together with the development of the university social engagement mission. The key informant explained that this principle is very important to the community and societal development, including sustainable services for the target group which enhances uniqueness as "for the well-being of nation". The university has many campuses located in various regions which are surrounded by different communities and environment. Moreover, the university and its campuses bring growth to communities with varying needs. Sustainable development therefore requires many dimensions and must cooperate with each other, including by integrating work based on area. Kasetsart University consider these factors. For example, developing the area surrounding the campuses, developing agricultural communities, developing the province, provincial groups and regions, developing the university social engagement mission as a holistic ideology that can solve problems in many dimensions, such as occupational issues, educational issues, environmental issues, and economic issues. Moreover, in each community or area there are usually various connected problems. Some problems cannot be solved by one method and some can be solved which decrease violence by others which in accordance with the university uniqueness, there are various faculties to enhance the knowledge of the land and raise residents' living standards. In the case of one community in Lopburi, it faced issues of a group of monkeys which destroyed farms. The private sector cooperates with the faculty in Kasetsart University to distribute academic outreach to the community through research in veterinarian, science, social science, agriculture, and tourism by holding meetings with community members to listen to their problems and collet the monkeys' blood for medical examination, building roads around the mountain to block the monkeys, plant food for the monkeys, and develop the area for eco-tourism. Thus, the development of the university social engagement mission and enhancing university

uniqueness must use the principle of holistic ideology to focus on cooperation between faculties and institutions based on diversity and living together.

4.6.3.3 To review the university uniqueness and encourage offices to practically apply their academic knowledge in areas and communities, executives should inspire staff to start development within themselves to work hard and intend to work with the community. Executives should have the vision to select staff to lead the missions. Besides academic capability, the values staff should have should be enjoying working with the community, pay good attention, consistently track the jobs in the community, and they should outgoing and have a cooperative spirit.

In conclusion, applying the university social engagement mission to enhance Kasetsart University uniqueness consists of using "Knowledge of the land" as the basis for creating and developing the mission, then using the principle of area-based development to focus on the sustainable development of the community and area. This is the source of the principle of using university social engagement to enhance the uniqueness of "the well-being of nation" in concrete terms. However, based on the varied university staff expertise, executives should not use the same standards to evaluate their performance, since some are capable and interested in working in academic outreach more than conducting research. Therefore, executives should consider their ability and skills properly based on their ability in lectures, research, and academic outreach.

CHAPTER 5

CONCLUSION DISCUSSION AND SUGGESTION

The research entitled "The Development of University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: a Case Study of Kasetsart University", aims to investigate the preservation of Kasetsart University uniqueness, type of academic outreach to target communities, the context of communities that received community academic outreach, the opinion of community members towards the community academic outreach, and the guidelines for developing the University social engagement Mission through community academic outreach to enhance university uniqueness. The research was based on a case study using Kasetsart University main office at Bangkhen in Bangkok, and the three campuses scattered in different provinces including Kamphaengsaen Campus in Nakhon Pathom, Chalearmphakiat Sakon Nakhon Province Campus in Sakon Nakhon, and Si Racha Campus in Chonburi.

This research employed a mixed method approach in which the qualitative research was the main method supplemented by the quantitative research. The qualitative data collection was primarily undertaken by means of in-depth interview with 63 key informants. They consisted of university committee council and administrative committee members, experts and professionals in the university social engagement missions, and community leaders with experiences of participating in Kasetsart University's community academic outreach programs or activities. The quantitative research was conducted in order to gather opinions from members of selected communities regarding the university's outreach programs or activities and the university social engagement missions. A random sampling technique was used in drawing sample from community members who participated in Kasetsart University community academic's outreach programs or activities. The sample included a total of 610 persons in 3 local communities selected for this study.

The research tools used in this research included in-depth interview question, data recording forms, and questionnaire to gather community members' opinions on the community academic outreach programs/activities and the university social engagement missions. Analyzing of the qualitative data was performed through typological analysis, data synthesis and data interpretation by referring to both theoretical/conceptual bases and the context of the study areas. The quantitative data were analyzed statistically using descriptive statistics such as frequency, percentage, mean, and standard deviation.

5.1 Conclusion

The results of this study can be concluded by separating into the following headings based on the research objectives.

5.1.1 University Uniqueness, its Enhancement, and Methods for Using University Social Engagement Mission to Strengthen Kasetsart University Uniqueness

The 1st purpose of this research was to investigate the preservation of the Kasetsart University uniqueness and the method of applying the university social engagement concept to strengthen this uniqueness. Based on data related to the university's history, basic information, background of the university uniqueness, and enhancement of the university uniqueness, the following conclusions can be made.

5.1.1.1 Background and Kasetsart University Uniqueness

Kasetsart University is the first university in Thailand that provides training in agriculture and related subjects. It was founded in 1904 by beginning its training at a lower level comparable to non-graduate college before finally developing to the undergraduate and diploma levels. At that time the university was under the Ministry of Agriculture. Nevertheless, the university's policies have been dynamic. In the first period, it placed importance on providing agricultural training by establishing related faculties including Faculty of Agriculture, Faculty of Forestry, Faculty of Cooperatives, and Faculty of Fishery. Therefore, the uniqueness of the university was shown through its expertise in agriculture. It formed a learning center and knowledge creation center in agricultural production fields such as plant sciences, animal

husbandry, fishery, and forestry, as well as other fields related to farm management such as cooperatives, irrigation, and economics. Additionally, the symbol and name of the university affected perceptions of service receivers, staff and the public that the Kasetsart University uniqueness was tied up with agricultural expertise.

After that, the university opened other faculties besides the Faculty of Agriculture, and built several related institutions to support research and academic outreaches. Later, the university formulated a policy to extend educational opportunities to the countryside by extending its campuses outside Bangkok. At present, Kasetsart University has three campuses: Kamphaengsaen Campus in Nakhon Pathom, Si Racha Campus in Chonburi, and Chalermphrakiat Sakon Nakhon Province Campus in Sakon Nakhon. The uniqueness of Kasetsart University regarding agriculture has expanded to its new campuses, especially Kamphaengsaen and Chalermphrakiat Sakon Nakhon Province Campuses, where trainings are provided extensively together with the conduction of research and outreach activities to interested groups.

Before Kasetsart University changed its administrative system to become an autonomous university supported through block grant by the in 2015, there was an official uniqueness of university which began in 2010. At that time, Kasetsart University joined the National Research University program which made it to become a research university and created the uniqueness as "Kasetsart University aims to create knowledge of the land for the well-being of nation". Consequently, the wording "Knowledge of the Land" has been widely used in the university. There is an explanation from top administrative team that the wording of "creating knowledge of the land" came from the speech of the late King Bhumibol Adulyadej, Rama IX, about three levels of sciences: Sciences of the King; international sciences; and community sciences. The "sciences of the King", or the initiate ideas or programs of His Majesty King Bhumibol Adulyadej, with "international sciences" bound with widely recognized theories and form guidelines from the global scientific community, and the "community sciences" which are the accumulated knowledge found in each local community over years. These sciences have been used in Kasetsart University's training system, especially in the Faculty of Agriculture which is the main faculty of Kasetsart University and other related faculties such as Faculty of Economics, Faculty of Social Science, Faculty of Humanity, Faculty of Engineering, Faculty of Agroindustry,

Faculty of Veterinary Science, and Faculty of Environment. The ultimate aim of this training to create well- being of the nation through sharing of knowledge and skills to improve quality of life, increase incomes, develop the economy, and foster happy families and community strength.

5.1.1.2 Process of Enhancing the Uniqueness of Kasetsart University

The process of enhancing the uniqueness of Kasetsart University consists three steps: 1) to improve the uniqueness from placing importance on agriculture to cover all existing academic fields of training provided by Kasetsart University; 2) to promote the uniqueness by creating a secondary symbol to be used for reinforcing the perception of a global image of Kasetsart University; and 3) to enhance the uniqueness of Kasetsart University by applying its vision and strategic plan, building the historical center of Kasetsart University, increasing MOUs, making agreements between the administrative team and staff, and creating brand awareness among students and others.

5.1.1.3 The University Social Engagement Mission and Enhancement of Kasetsart University Uniqueness

The linkage between the university social engagement missions and enhancement of the uniqueness of Kasetsart University based on responses from key informants is promising. This started from the work the university undertaking to develop local communities leading to the positive consequences of trust and reliance between each other . The development of the university social engagement missions consists of four parts: 1) brainstorming and working together in partnership; 2) aiming at mutual benefits; 3) knowledge sharing between the university and local communities leading to knowledge scholarship development; and 4) measurable social impacts.

The method of using the university social engagement missions to enhance the uniqueness of Kasetsart University is based on five principles and concepts of development, as follows: 1) sufficiency economy; 2) working principles of His Majesty King Bhumibol Adulyadej; 3) participation development principles; 4) common goals setting; and 5) network creation and management. This involves three types of efforts: 1) building common thinking system, feelings, and social values towards the uniqueness of Kasetsart University by applying the sufficiency economy principle of His Majesty King Bhumibol Adulyadej The Great to build a positive image of the

university; 2) creating a pathway for common goals and knowledge sharing regarding the uniqueness of Kasetsart University; and 3) making mutual benefits and social impacts. To fulfil these efforts requires network building and management between the university and a wider society.

5.1.2 Kasetsart University's Community Academic Outreach

This refers to the 2nd purpose of this study aiming at identifying type of Kasetsart University academic outreach to local communities and their linkage with the university social engagement concept. Findings from this study can be concluded as follows.

5.1.2.1 Types and Characteristics of Kasetsart University Outreach Programs

Academic Outreach programs provided by Kasetsart University can be classified into three types: 1) free of charge services; 2) non-profit oriented services; and 3) commercial services. Activities undertaken can be grouped into eight following groups: 1) analyzing, testing, verifying, and checking and fixing activities; 2) educational equipment and tools provision; 3) training and workshop organizing; 4) veterinary health and related services; 5) research, survey, planning, and management services; 6) environmental impact assessment and feasibility studies; 7) systems setting, research and development, designing, inventing and producing services; and 8) study trip and learning center services.

Administratively, the university president acts as the CEO who decides on behalf of all positions and duties of related staff in the academic outreach office. The vice president for academic outreach is responsible for controlling, monitoring, and take care of related jobs. The office of academic outreach is operated under the office of the president. It acts as the central office that coordinates the university academic outreach programs especially those of commercial-based, intellectual property, and business development. Free of charge and non-profit services are controlled by other related units, rather than the office of academic outreach.

Functions of academic outreach units can be classified by the level of importance, which are dependent on its objectives and missions, into four groups: 1) to provide academic services to local communities and societies, such as the Office of

Extension and Training, and the Office of Extension and Training Kamphaengsaen Campus; 2) to provide services for educational purposes within the university which involves integration of academic outreach and related research in its mission, such as university faculties; 3)to provide academic services in forms of publications and innovations to support the university research purpose, such as Kasetsart University Research and Development Institution, and the Institute of Food Research and Product Development; and 4) to support training and research activities undertaken by the university staff and students, such as Kasetsart University Library, Kasetsart University Library at Kamphaengsaen Campus, and Office of Computer Service. Results from this study show that academic outreach units play role in part of the aforementioned functions, but their patterns of service provision and priority depending on the pre-set objectives of establishing each unit, as well as policy directions and development strategies set by each administrative team.

5.1.2.2 The model of developing the university social engagement mission through community academic outreach. The model consists of 2 components: 1) creating a program based on research, technology, innovation, training in order to make knowledge sharing with the community in which the university provides support to solve community problems in need. This involves joined planning and brainstorming to find the potentiality between target communities and the university to work collaboratively before deciding which activities to be undertaken for promoting social engagement; 2) the protocol is used to create and develop the university social engagement mission through the community academic outreach, such as building a quality teamwork, studying all contexts and potentials of the community, building familiarity with the community, building trust with community leaders, and gathering all current data of the target community, planning all tasks that require coordination between and related parties, monitoring and evaluation, making conclusions, and finally extending the achievements to other communities or networks.

5.1.3 Community Members' Opinion towards the Academic Outreaches of Kasetsart University

The 4th research purpose was to find out opinions of local community members on academic outreach provided by Kasetsart University and their links with university social engagement mission. The results from the 610 respondents are shown below.

5.1.3.1 Participation in Kasetsart University's Academic Outreach Programs or Activities.

A total of 220 members (36.05%) replied that they participated the most in Kasetsart University outreach programs or activities. The majority was found to participate around 2-10 times per year.

5.1.3.2 Opinion on Kasetsart University's Academic Outreaches

Considering the view of community members on the preparedness of Kasetsart University, it was found that the overall average score was 3.95 which is under a high-level category. There are two highest score items: the quality of the graduate students from Kasetsart University impacting the university's image; and the willingness of Kasetsart University professors and officers to participate in academic outreaches for local communities, which had an average score of 4.03. With respect to the needs and outcomes of the operation or clients or communities, an overall average score of 3.71 was found and the level of opinion was high. The highest average score was 3.92 found on the item related to agreement that participation in Kasetsart University academic outreaches benefited the community.

5.1.3.3 Opinion of Community Members towards Engagement between Kasetsart University and Local Communities

The research results showed that the overall average opinion score given was 3.73 falling under a high-level category. There were four items falling under a high-level category: 1) Thinking system, feeling, emotion and shared value with an overall average score of 3.79, the highest score was feeling that Kasetsart University is a part of the community with an average score of 3.87; 2) The operation, participation and learning exchange which had an overall average score of 3.56, and the highest score was on the expectation that the community will be a part of policy initiatives and influence the final decision of Kasetsart University's management team with an average

score of 3. 68; 3) Shared benefit which had an overall average score of 3. 74, and the highest score was on communication between the community and Kasetsart University will enhance the engagement with an average score of 3.85; and 4) Social impact which had an overall average score of 3. 81, the highest being believing that the close proximity of Kasetsart University to the community affects community growth, with an average score of 4.02.

5.1.4   Problems, Obstacles, and Recommendation Concerning the University Social Engagement Mission through Community Academic Outreach to Enhance University Uniqueness

The 5th research purpose was to find the approaches to develop the university social engagement mission through academic outreach in local communities which enable to strengthen Kasetsart University uniqueness. Results were as the followings.

5.1.4.1 Problems and obstacles could be divided into 3 areas:

1)   The problems caused by internal and external factors. The internal factors were driven from unclear communication concerning the university uniqueness, especially with respect to the ambiguity of meanings of "knowledge of the land" which resulted in misinterpretation of linkage between the uniqueness and the identity of the university. Furthermore, the university's research undertaken by the university staff is currently decreasing due to burden from other assignments. This makes most academic staff tend to focus on tasks clearly beneficial for their career path of which academic outreach activities are often not included. The external factors were driven by client perceptions regarding the expertise of the university staff. Most community members believe that staff of Kasetsart University are all experts in agriculture which are true as not all staff members are agricultural experts since the university currently widen its academic fields to cover other areas outside agriculture. Therefore, this does not meet the community members' expectations.

2)   Problems and obstacles concerning academic outreach provision to the community. It was found that there are problems of ensuring that everyone working in association with the operations of academic outreach programs or activities has a clear understanding about their duties and responsibilities as well as preventing from having unjustified personal contacts with clients. Furthermore, some staff

members in this field are not self-motivated to serve academic outreach programs or activities to the community. This is partly because the academic outreach programs or activities operated might not meet the needs of local community members, as no need assessment was properly conducted prior to the operation.

3) Problems and obstacles pertaining to the development of university social engagement mission through community academic outreach programs/ activities. Within the university, it was found that the changing focus of the university to become a research university affected academic staff to concentrate their work more on research and publication than on outreach as was previously seen. As a result, building social engagement through community academic outreach has been decreasing. At the same time, the university has not clearly set the direction for developing its social engagement mission, and no main office was assigned to coordinate this matter. Thus, knowledge application to solve problems and improve well-being of people in local communities has not been apparent. Moreover, the university's administrative committee has various definitions of the pathway to develop the university social engagement mission related to academic outreaches application which seemed to be not yet agreed at different levels. At the office level, that the finding shows that there is no continuation of knowledge and research development since the budget to support research cannot be allocated every year and the university social engagement mission takes time to build familiarity with the communities. The same result is also observed with using incorrect research tools that affect research outcomes. This factor affects the community trust on the university as they might have successfully received academic outreach from other universities for longer periods of time than Kasetsart University. This problem was found to affect communities already engaged with other universities, so that they decided not to participate in the u social engagement mission of Kasetsart University.

5.1.4.2 Recommendation concerning the university social engagement mission of Kasetsart University through community academic outreach consists of the following activities: 1) publishing research that meets community and society's needs, especially of farmers who are the main target group of the university; 2) developing the university social engagement mission through community academic outreach should be area-based and ideologically holistic; 3) investing in human development to serve the development of the university social engagement mission; 4) defining the roles and

responsibilities of the university, campuses, as well as setting clear strategies to manage the university social engagement mission through community academic outreach; and 5) cooperating with both internal and external parties to strengthen local communities and maneuver the mission.

　　　　　　5.1.4.3　Recommendation concerning the university social engagement mission to enhance Kasetsart University uniqueness. This is likely to involve the following efforts: 1) driving the university academic outreach programs/activities following the concept of university social engagement and based on the application of "Knowledge of the land" to support engagement between the university, clients and local communities; 2) applying the concept of area-based development to enhance the university uniqueness along with the development of the university social engagement mission; and 3) reviewing the university uniqueness and encouraging every concerned departments to apply academic knowledge concretely in practicing and building the motivation among the administrators and regular staff.

5.2 Discussion

　　　　Important findings from this study can discussed can be discussed as follows.

　　　　5.2.1　The uniqueness of Kasetsart University was not defined when the university was first establishment, but was later defined and officially published in 2010. The research result shows that in the past the university uniqueness was created based on achievements and the strengths of the university in the fields of agriculture which are associated with the Faculty of Agriculture other related faculties, such as fishery, forestry, and cooperatives. These fields of studies have offered since the establishment as the first agricultural school in the country at Chang Mai School and later developed into the first university focusing on agricultural training in Thailand. As time passes, knowledge has been developed by professors, researchers, and supporting staff who graduated from overseas and inside Thailand. This development has helped in strengthening the university uniqueness through the distribution of research and innovations to surrounding communities after the establishment of research centers and supporting mechanism. The primary target of knowledge

distribution in the early stage of the university's development was farming communities in rural areas as agricultural knowledge could be brought into practice by farmers. Furthermore, the symbol of the university, Phra Phirun Songnaag (or Lord Varuna mounted on a naga), denotes water prosperity is meaningful in strengthening the university uniqueness in terms of its central function on agricultural development. Referring to Hinduism, Lord Varuna is believed to be the god of water and rain, and naga is the symbol of water that brings the rain which to support plant growth and soil fertility. Besides, the term "Kasetsart" is derived from two words; "Kaset" referring to land, farm or field, and "Sart" referring to a knowledge system. This name affects the public perception of the university uniqueness as an expert in agriculture. This positive response of the public on the university uniqueness conforms with the study of Martin, Feldman, Hatch and Sitkin (1983: 438-453) which found that positive storytelling of the organization leads to positive impacts and attitudes on the organization uniqueness, client recognition, as well as trust on its services. Therefore, the university uniqueness built on the expertise and achievements of university staff, symbols, and the name of the university received client acceptance at the beginning and has extended even after establishing various campuses. Additionally, the university uniqueness in association with agriculture remain outstanding because its symbol, name, and the student uniform continues to be used.

After setting the official uniqueness of Kasetsart University, "Kasetsart University aims to create knowledge of the land for the well-being of nation", there was a discourse "to create knowledge of the land" and created the text of the "knowledge of the land" which was an important part of the discourse and reflected the knowledge system, faith, identity and pattern of relationship between Kasetsart University and the people. The term was interpreted as the knowledge created or developed by all faculties in Kasetsart University covering all campuses. There are three areas of knowledge delineated under this knowledge: "international sciences"; "sciences of the King"; and "community sciences". It forms an integration of the initial ideas of His Majesty King Bhumibol Adulyadej The Great, folk wisdom, modern knowledge, innovation, and technology. The phrase "to create knowledge of the land" has been used to build the vision and strategic plan of the university, and applied to most activities within the university. Whilst the phrase "well-being of nation" refers to the expected outcomes that Kasetsart

University wants bring to people, community, and society in Thailand. Considering at the organization uniqueness concept of Kasetsart University, it is therefore found that the present university uniqueness is broader than before. However, the direction and strength definition vary depending on changing perspectives. Some key informants mentioned that "to create knowledge of the land" covers only the knowledge that is related agricultural subjects, while others mentioned that it should cover all areas knowledge developed by various faculties currently opened in the university following the view of Morgan, Levitt and Malek (2007).

Some key informants suggested that Kasetsart University should have a system to review and build the university uniqueness by trying to redefine it through brainstorming of university staff and outside parties. The popular definition describes the university uniqueness from external perspectives. In case of there being too many different definitions, the university should find a way to making the university uniqueness as clear as far as possible and communicate this to the public. Setting the right direction suitable for internal parties and creating awareness among outsiders will affect the enhancement process of the university.

5.2.2 Branding has been used to enhance Kasetsart University uniqueness by using a secondary symbol with an English message for worldwide communication in order to convey its message of the vision regarding "Knowledge of the Land" to promote sustainable development in Thailand to be internationally recognized. This effort signifies the application of the strength of the university appearing in its products and services through integration of knowledge based on three scientific areas: "Sciences of King", "International Sciences" and "Community Sciences", especially knowledge related to agriculture and food which indicate the strength of the university. This operation matches with the concept of branding proposed by Guntalee Ruenrom (2013: 14-21) mentioning that branding has a wide meaning beyond the name., It forms the process of creating brand awareness among customers through symbols, images, and reputation which are the most important elements for building proper organization uniqueness. However, the process of enhancing university uniqueness is unclear. There are only some activities undertaken as related to this matter, such as adhering to the resolutions of the university establishment, brand development, and public relations to

build awareness for internal and external parties. Such activities are insufficient considering what Morgan, Levitt and Malek (2007) proposed as a method for organizational uniqueness enhancement which is defined as operational objectives, including: 1) testing the strength of the organization uniqueness by allowing officers to explain the organization from the external party's perspective; 2) revising the organization uniqueness to serve new activities that will happen in the future; and 3) clarifying the uniqueness of the organization.

5.2.3   The method for using the university social engagement mission to enhance Kasetsart University uniqueness found to be in accordance with five principles and concepts related to development: 1) sufficiency economy; 2) working principles of His Majesty King Bhumibol Adulyadej The Great; 3) people's participation; 4) common goal setting; and 5) network building and management. Some of these principles or concepts are specifically important for Kasetsart University as the social engagement mission aims to improve the university's involvement with quality of life improvement of people in local communities and farming society.

5.2.4   Types of Kasetsart University outreach to local communities found in this study appear in forms of free of charge services, non- profit services, and commercial services. These types of services are quite common as Weber (2000 quoted in Ministry of University Affairs, 2003: 4) mentioned that the university has the mission to be responsible and responsive to people's needs, especially those related to economic and social development. This means that academic outreach mission to local communities is the responsibility of the university to surrounding communities. This is why Kasetsart University set one of its goal to be a social responsibility university that distributes academic knowledge, especially knowledge related to development of agricultural and food production as well as business to improve farmers' practicing techniques, and skills leading to upgrading their standard of living. Results of this study show that most academic outreach activities operated by faculties and other related units within Kasetsart University appear in forms of courses developed by these faculties and units. To be effective and efficient proper need assessment is required in designing the right programs or activities to meet their needs. Considering at the

development of the university social engagement mission it can be divided into four levels as follows (McClosekey et al., 2011: 8). The first level is providing services which involve the basic level of community participation. This is based on one-way communication from the university to the community. The university decides and provides activities to serve the community with no participation of members of target communities through brainstorming process. The second level is providing services through consultation with members of target communities. This action needs better communication than the basic level of communication. At least, the university team needs to conduct a training needs assessment as a tool of consultation prior to conducting any academic service activity. The third level is to get community involved as participants in programs and activities to a greater degree than the second level in order to ensure its appropriateness. The fourth level is collaboration which means that members of local communities participate actively in the planning process related to academic outreach leading collaboration in problem solving based on trust. However, this degree of relationship requires years of operation. Hence, the most important factor that will drive the university social engagement from the first to the fourth levels is the nature of activities that can solve community problems and meet the needs of both community and university sides. This means that programs or activities undertaken should cover time sufficient for solving problems, and constructing trustful communication between the target community and university. Two-way communication should be used to allow the community members to have opportunity in expressing free opinions about the programs and activities which are expected to positively impact on both university and community. Nonetheless, the fifth level which is shared leadership may be needed in making the university social engagement mission successful based on sharing responsibility between two organizations with a strong partnership structure.

Unfortunately, this highest level of participation is unlikely to as factors affecting the development of social engagement mission to this level are derived from the strength of partnership structure as related to policy, goals of both organization and target community, and leadership. Given that the policy of the university, members of the administrative committee, and administrators of related faculties as well as community leaders are subject to change, the continuity of the relationship development at this level between the university and the community is unlikely to occur easily.

5.2.5 The contexts of local communities that participated in outreach programs and activities differ among selected communities. In economic points of view, a great variation was observed ranging from the agricultural-based for rural communities to the industrial-based for urban communities. The community that participated in the Dao Lom Duan Project operated by Kasetsart University's Chalermphrakiat Sakon Nakhon Province Campus, Sakon Nakhon province, is an agricultural community in which most of the community members are farmers. The community in Chong Sarika Sub-district, Lopburi province, as well as the community in Kamphaengsaen Sub-district, Nakhon Pathom province, are semi-urban with large areas of agricultural lands, but a considerable proportion of population work in the industrial sector. Whereas the community in Thung Sukala Sub-district, Chonburi province is an urban community located near an industrial area. All these communities share a common characteristic of being located near Kasetsart University. Three of them are farming communities so that they get opportunities to academic outreach programs or activities to solve their livelihood problems and improve their standard of living. As one of the current goals of Kasetsart University w to be a social responsibility university, the university continues to run outreach programs and activities beneficial for members of these communities.

The target customers who receive academic services from Kasetsart University can be classified as external customers of the university. They are customers who are indirectly involved and want to use knowledge and skills learned from the university academic outreach programs or activities as a guideline for their work (Lewis and Smith, 1994: 93). This group of customers can be individual, organization, and community. This indicates that Kasetsart University's academic outreach programs cover a wide range of subjects that responds to the needs of various groups of customers. The programs and activities are often operated in a familiar process consisting of 4 steps or periods: 1) defining and planning period that marks the beginning of program/activity involving goal and objective setting, and plan the procedures and actions to be done; 2) preparation period which deals with arranging instruments, staff, budget, location, and operational plan; 3) implementation period that deals with transforming the plan into practices, in which the group leaders should monitor the project occasionally and resolve problems that occur in time; and 4) closing

period which involve summing up what has happen during the assignments including evaluation of actions and budget.. Nevertheless, Robert (2011: 8) proposed the change life cycle which consists of the pre-project period which is the period of potential benefits of the project, during the project period and post-project period are the period of benefit realization. Based on this view, each project may involve profit seeking, research and innovation development or other activities that are concerned with organizational management. Moreover, there should be an evaluation process after project completion to determine the outputs as well as benefits in the post-project period. In order to ensure that target communities clearly understand the above process and accountability. Kasetsart University should communicate systematically so that "benefit realization" could be made and the four principles of the operation of the university social engagement mission, which are: 1) partnership-focusing on brainstorming and cooperation between the university and organizations in the community; 2) mutual benefit – focusing on the co-benefit; 3) knowledge sharing and scholarship – focusing on knowledge sharing; and 4) measurable social impact – focusing on the community impacts that can be evaluated, could be followed. Therefore, consideration of expected benefits is an important point that the university should not overlook.

5.2.6 The opinion of community members towards the university academic outreach programs or activities show three interesting points. The first point is related to Kasetsart University's preparedness to provide academic outreach to local communities. Findings reveal that the quality of the graduates from Kasetsart University affects the university's image. At the same time, the participation of academic staff is the most influential factor affecting the quality of graduates according to another study on organizational branding (Kunthalee Ruanrom, 2013: 86-99) Graduates are direct customers of the university. Hence, their quality definitely reflects products and services provided by the university whether or not they meet customer's requirements. Besides, customers normally expect the organization to operate with honesty, ethics, good conscience and responsibility. Similarly, academic outreach programs/activities from the university is a means for the university to work in order to build or improve its image.

The second point is assessing the needs and outcomes for potential customers and communities. The top four highest average scores were: 1) participating in academic services provided by Kasetsart University benefits the community; 2) participating in outreach programs organized by Kasetsart University improves skills for work; 3) participating in outreach programs organized by Kasetsart University benefits themselves and their family the most; and 4) Kasetsart University achievements help in disseminating knowledge to the community. The study results show that participation of community members in academic outreach programs/activities organized by Kasetsart University brings about a positive impact on themselves, their family, and their society which are important for building community strength in accordance with Srilawan Buasay (2004: 10-34) who wrote that universities should improve community knowledge systems by transforming knowledge developed by each university the university to academic outreach programs/ activities and distributing this knowledge to the community. However, the university should place importance on selecting knowledge that is suited to the community and its context.

The last point concerns with community member's opinion about engagement building between Kasetsart University and local communities which considered at four issues: 1) thinking system, feeling, temper, and co-value; 2) procedure, brainstorming, and knowledge sharing; 3) mutual benefits; and 4) social impacts. The results show that the average scores are very high for the following items: 1) feeling that Kasetsart University is part of their communities; 2) community members are expected to play significant roles in policy formulation and decision-making with the university administrative committee; 3) good communication between communities and Kasetsart University enhances the university social engagement; and 4) the close proximity of Kasetsart University to target communities affects the community development. These findings reflect clearly what are important factors affecting the development of the university social engagement mission through community academic outreach. As all factors mentioned above are in association with building shared leadership between local communities and the university, these findings conform with the findings of Clayton, Bringle, Senor, Huq and Morrison (2010 quoted in Britner, 2012: 73) which pointed out that close, equal, and honest relationships are transactional relationship

helpful for building relationships based on the leader's ability to create mutual benefits for the community.

5.2.7   The pathway to development of the university social engagement mission helps improve organizational and community development. The results show that the university leader plays an important role in building internal relationship through staff participation, planning, operating, and decision-making regarding academic outreach and social engagement mission which affect related roles playing by academic staff the success academic outreach assignments with respect to cooperation between local communities and the university. Cooperation with other social networks such as the private sector, other academic institutes, related government agencies at different levels of administration, religious institutes can also affect the efficiency and effectiveness of the university social engagement mission through academic outreach.

In operating academic outreach programs and activities, careful consideration must be made to clarify roles and responsibilities of various stakeholder groups as related to specific tasks and processes in a given context. Therefore, the role of the project manager is very important. According to Müller (2009: 60) there are four types of roles in project management: 1) managing the scope of the program; 2) managing the consequences of the program; 3) focusing on achievement of outcomes; and 4) managing the development strategy. To perform the fourth type of roles, a manager must master various skills including leadership and motivation skills. Moreover, he/she should also have the ability to adjust the working environment to serve the goals.

5.3 Suggestions

Based on findings from this study, a number of suggestions can be made. They can be divided into the following topics.

5.3.1   Suggestions from the research results

5.3.1.1 Suggestions on the development of the university social engagement mission through community academic outreach

1)   The managers of related programs or projects should understand the project cycle to be more organized and efficient at work. They should also consider the expected benefits and potential outcomes to both university and community sides. This is because the operation of the university social engagement mission is a means of creating mutual benefits between the university and community. Therefore, assessment of related programs or projects should consider at measurable outcomes especially knowledge sharing from collaborative efforts between the university and target communities as well as concerned parties.

2)   Investing in human capital improvement should be strongly focused in order to serve the development of the university social engagement mission. This is because management team of every program or project must improve their abilities in terms of knowledge and related skills to operate the program/ project effectively and efficiently. It is also important to blend the university's core values and organizational culture to be in accordance with the development of the university Social engagement mission. This means that integration should be seriously made between lecture, research, and academic outreach activities.

3)   The university social engagement mission through community academic outreach should be operated as community or area- based outreach programs/ projects in a holistic manner. Effective management of academic outreach programs/ projects requires active involvement of customers especially members of a target community or area. This group of people form an important driving force in the development of their own community or area. Therefore, the university should select target communities or areas for conducting programs/projects by looking at their development potential, especially leadership of key members. Such key members should be opened to new things and willing to cooperate. Furthermore, the community or area-based development requires knowledge, technology, and various innovations. For this reason, effective development requires should be based on a holistic ideology in its operation which means that t the university should have a better understanding about the contexts of each target community and area in which the project is operated.

At the same time, consideration should be on both internal and external factors that support academic outreach mission to be driven systematically and corresponding to the needs and of community members.

    4)   Clear assignments should be given with respect to roles of the university and its campuses in order to operate the university social engagement mission effectively. Kasetsart University at Bangkhen, Bangkok, should act as the center for driving the university social engagement mission at the policy level. This means that Kasetsart University should have a central office to coordinate all faculties and functions, and bring together all aspects of knowledge, innovation, and expertise in various fields to be prepared for application in relation to the mission.

    5)   The university should seek network to strengthen target communities through collaborative development, especially in improving livelihoods of community members throughout the development process. Members of development network should work together systematically in an integrated manner. For example, Bank for Agriculture and Agricultural Cooperatives should perform its duty to provide financial support, while the Industrial Promotion Department should help in adding value of local products to be marketable. Local schools should play roles in bringing bodies of knowledge from the university to the educational sector in the community, while temples and other religious institutions have a duty to promote morals and ethics in making happy communities.

    5.3.1.2 Suggestions on the development of university social engagement mission to strengthen the university uniqueness

    1)   Kasetsart University should evaluate the strengths of the university uniqueness for further review and re-consideration in order to be better understood by both internal staff and external parties. This aim should aim primarily to improve the communication and create awareness about the uniqueness in the same direction that is to effectively enhance the university uniqueness focusing on advancing related knowledge, technology, and creating innovation. Furthermore, these products can be applied in operating the university social engagement mission which in turn strengthen its research work that meets the needs of surrounding communities and societies. Nevertheless, the process of this application should involve community

participation in to share research benefits between the university and target communities.

2) The university and local communities should work together in making the development of the university social engagement mission to follow a holistic ideology in which various dimensions should be considered and integrated. Development dimensions to be covered should include physical, mental, intellectual, cognitive, aesthetic, educational, environmental, social, culture and economics. Besides, Kasetsart University's outstanding knowledge and uniqueness should be applied in the development of the university social engagement mission which focuses on serving community and societal needs, and creating social harmony.

3) The university administrators should set the criteria for selecting the staff who have leadership competence to lead the work in building the university social engagement. Besides academic ability, these staff should enjoy working with communities, and following up of all progresses consistently. The program or project leader should be an outgoing person and able to cooperate well with concerned parties. Furthermore, the program or project leader should be able to motivate both the management team and related staff to apply "knowledge of the land" in enhancing community development towards sustainability, as well as to inspire all staff to develop themselves at work and to work efficiently with the community.

The university administrators should not use the same standards in evaluating performances of all staff members, since some academic staff may be more compassionate in working with the communities through academic outreach than conducting research, while other staff may prefer to give lectures to students more than involving in academic outreach activities or conducting research. Therefore, the project manager should evaluate their performances justly based on their abilities and skills.

5.2.3 Suggestions for Future Research

For future research, suggestions can be made as the followings.

5.2.3.1 More factors related to the university social engagement mission should be investigated, especially those which are influential for successful operation of the university social engagement mission through community academic outreach efforts.

5.2.3.2 Further research should be undertaken on the development of the university social engagement mission through academic outreach in virtual communities, since currently virtual communities have been expanding rapidly through the growth of information technology resulting in faster communication, information transmission, and effective knowledge sharing than in the past. This may change the patterns and methods of the university social engagement mission operation.

5.2.3.3 Additional research should also be done on topics related to networking associated with the university social engagement efforts. Various issues may be covered such as formation of related networks, networking arrangement, resource mobilization and allocation, network building and development strategies, capacities and limitations of the university social engagement mission networks.

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APPENDICES

Appendix A

Key Informant Interview Guide

Appendix A

Key Informant Interview Guide

The Development of University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University
(For Kasetsart University Council and Administrative Committee)

Part I   Data on Key Informants
1.1 Age
1.2 Education
1.3 Position on Kasetsart University Council or Administrative Committee
1.4 Academic Position

Part II   Enhancing University Uniqueness
2.1 What is the importance of uniqueness for Kasetsart University? Why is that? And what does it mean to the development of Kasetsart University?
2.2 How has Kasetsart University enhanced university uniqueness from the past until now?
2.3 Are there any problems or trouble in enhancing university uniqueness? And what are they?
2.4 What and how should Kasetsart University's uniqueness be in the future?
2.5 How do you view Kasetsart University in your opinion? And why is that?

Part III   Community Academic Outreach of Kasetsart University

3.1 What are the community academic outreaches of Kasetsart University? How many characteristics of community academic outreach are there? Who are the targets? How much does it relate to the community?

3.2 What is the criterion or reason for the university or institution to consider the program/activity for the community?

3.3 How relevant are the environment, social and economic aspects for the community?

3.4 How does the community participate in this community academic outreach of the university? What kind of participation? What are the performances/results?

3.5 What are the community members' opinions toward the community academic activity of the university? And why?

3.6 What are the problems and obstacles encountered in implementing the academic service projects in communities?

Part IV   Guidelines for the Development of the University Social Engagement Mission trough Community Academic Outreach of the University

4.1 What does the building of university social engagement mean to community academic outreach of Kasetsart University?

4.2 What are the programs/activities of the university or institution that place importance on enhancing engagement with the community?

4.3 How should the development of community academic outreach from the community or institution comply with the pattern of the university social engagement mission? And how does it comply with the concept of the university social engagement?

4.4 How does the development of university social engagement mission through community academic outreach affect the surrounding community?

4.5 What might be the problems or troubles for the development of the university social engagement mission through community academic outreach?

4.6 What does the university social engagement mission mean to the enhancement of Kasetsart University's Uniqueness?

4.7 What are the guidelines for the development of university social engagement mission for enhancing university uniqueness?

Key Informants Interview Guide

The Development of University Social Engagement Mission through

Community Academic Outreach for Enhancing University

Uniqueness: A Case Study of Kasetsart University

(For University Social Engagement Advisors and Experts)

Part I   Data on Key Informants

    1.1 Age

    1.2 Highest level of education completed

    1.3 Position in organization

    1.4 Work experience involved in university social engagement

    1.5 Performance involved in university social engagement

Part II   Community Academic Outreach of Kasetsart University

    2.1 How should community academic outreach of the university or institution be? And what does it mean to the related community?

    2.2 How does the university or institution consider the community to provide the community academic outreach in order to develop university social engagement?

    2.3 What kind of program/activity should the university provide to the community in order to build engagement?

Part III   Guidelines for the Development of the University Social Engagement

               Mission trough Community Academic Outreach of the University

    3.1 Does the building of the university social engagement mission result in enhancing Kasetsart University's uniqueness? How?

    3.2 How should the development of community academic outreach from the community or institution be to comply with the pattern of the university social engagement mission? And how does it comply with the concept of the university social engagement mission?

    3.3 Is the path for developing the university social engagement mission associated with the community academic outreach of a university or institution? If so, how?

3.4 How does the development of university social engagement mission through community academic outreach affect the surrounding community?

3.5 What might be the problems or trouble for the development of university social engagement mission through community academic outreach?

Key Informant Interview Guide

The Development of the University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University

(For Community Core Team)

Part I   Data on Key Informants

    1.1 Age

    1.2 Highest level of education completed

    1.3 Position in community

Part II   Enhancing University Uniqueness

    2.1 How do you view Kasetsart University in your opinion? And why is that?

Part III   Community Academic Outreach of Kasetsart University

    3.1 How important are the environment, social and economic aspects for the community?

    3.2 Why does the community participate in the program/activity of the university's community academic outreach? Are there any roles for them in the community academic outreach? How?

    3.3 How does the participation of the community work? And what is the outcome?

    3.4 Is there consistency of participation? And why is that?

    3.5 What are the community members' opinion towards the community academic activity of the university? And why?

    3.6 What kind of program/activity does the university provide to the community in order to build engagement?

    3.7 Are there any problems or troubles while operating the program/activity regarding community academic outreach of the university or institution with the community? What are they?

Part IV Guidelines for the Development of the University Social Engagement Mission through Community Academic Outreach of the University

4.1 What does the building of the university social engagement mean to community academic outreach of Kasetsart University?

4.2 Does the path for developing the university social engagement mission correlate with the community academic outreach of university or institution? How?

4.3 How does the development of the university social engagement mission through community academic outreach affect the surrounding community?

4.4 What might be the problems or trouble for the development of the university social engagement mission through community academic outreach?

Appendix B

Members of the Community Opinion Questionnaire

Appendix B

Members of the Community Opinion Questionnaire

The Development of the University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University

Introduction

       This questionnaire is a part of the research tool used by Miss Kanyarat Chiewvech, a student in the Doctor of Philosophy program (Social Development Administration) at the School of Social and Environmental Development for the thesis entitled "The Development of University Social Engagement Mission through Community Academic Outreach for Enhancing University Uniqueness: A Case Study of Kasetsart University". To ensure that participants feel free to knowingly agree or decline to participate in the research project, please read and complete all questions carefully and sincerely. This document explains confidentiality issues and group data analysis. Thank you for taking the time to participate in this important study.

Address No…………… Village ……………………………………
Sub-district……………………………………………………………
District………………………………………………………………..
Province……………………………………………………………

Part I Background Information

1. Gender

    ❑ 1) Male   ❑ 2) Female

2. Age …………………….years old

3. Highest level of education

    ❑ 1) Primary Education (Grade 1-6)

    ❑ 2) Secondary Education (Grade 7-9)

    ❑ 3) Secondary Education (Grade 10-12)/Diploma

    ❑ 4) High Vocational Education

    ❑ 5) Bachelor's degree

    ❑ 6) Master's degree

    ❑ 7) Other (identify)……………...............

4. Occupation/work (Your primary occupation if more than one) *Choose only 1*

    ❑ 1) Farmer/Agricultural entrepreneur

    ❑ 2) Business Owner

    ❑ 3) Government Officers

    ❑ 4) Private employee

    ❑ 5) Self-employed

    ❑ 6) Student / University Students

    ❑ 7) Unemployed

    ❑ 8) Other (identify)…...............

5. Your position/role in the community *Choose all options that apply*

    ❑ No position/role

    ❑ 1) Local Political leader, i.e. Sub-district Headman, Assistant Sub-district Headman, Mayor, Chief Executive of the Sub-district Administrative Organizations (SAO), Member of the SAO Council, Community Chairman, Village Headman, Assistant Village Headman, Village Committee, Sub-district Medical Practitioner

    ❑ 2) Community representative appointed by a state agency i.e. Village Health Volunteer, Family Health Leader, Volunteer Soil Technician, Community Development Volunteer

❑ 3) Group committee, community enterprise, community organization, or community institute member

❑ 4) Cooperative committee, i.e. agricultural cooperative member

❑ 5) Other (identify)…................

Part II Community Academic Outreach of Kasetsart University

1. How did you participate in the university's academic activities? *Choose more than 1 choice*

❑ 1) Analyzing, Testing, Verifying, and Checking and Fixing Activities

❑ 2) Educational Equipment and Tools Provision

❑ 3) Training and Workshop Organizing

❑ 4) Veterinary Health and Related Services

❑ 5) Research, Survey, Planning, and Management Services

❑ 6) Study Trip and Learning Center Services

❑ 7) Fair, Exhibition, i.e. Kaset Fair

❑ 8) Other (identify)…................

2. How often do you attend the academic activities of Kasetsart University?

..................per week or month or year

3. What are three things that come up in your mind about Kasetsart University? (Please fill in your reasons.)

1)...because...

2)... because...

3)... because...

Introduction in Part III and IV

Please read each question carefully and tick a box (✓) to indicate your answer.

Part III Community Member's Opinions Concerning Kasetsart University's Academic Outreach

Items	Opinion Levels				
	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
Kasetsart University Preparedness					
1) If you think of universities in terms of agriculture and food, do you think of Kasetsart University first?					
2) The willingness of Kasetsart University professors and officers to participate in academic community outreach.					
3) Kasetsart University has a duty to help the well-being of the nation.					
4) "Knowledge of the Land" implies the meaning of studying courses at KU.					
5) The quality of Kasetsart University graduates affects the university's image.					
6) You prefer university students to participate in community academic outreach.					

Items	Opinion Levels				
	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
7) You prefer the academic staff or teachers of Kasetsart University to participate in academic community outreach.					
8) You feel that Kasetsart University's community academic outreach is tangible.					
Needs and Results from Operating with Clients or Communities					
9) Participation in Kasetsart University's academic outreach could make you have more friends.					
10) Participation in Kasetsart University's academic outreach could improve skills.					
11) You try to participate in Kasetsart University's academic outreach to make advantages for yourself and family.					
12) You choose to participate in Kasetsart University's academic outreach.					
13) You like participating in Kasetsart University's academic outreach because of good compensation.					

Items	Opinion Levels				
	5 **Highest**	**4** **High**	**3** **Moderate**	**2** **Low**	**1** **Lowest**
14) You feel like you are a person who has knowledge and understands all situations.					
15) You enjoy participating in Kasetsart University academic outreach.					
16) You trust Kasetsart University's academic community outreach.					
17) You feel relaxed when you join Kasetsart University's academic service events.					
18) You feel that Kasetsart University's academic outreach is important to the community.					
19) You feel that participation in Kasetsart University academic outreach activity is useful to the community.					
20) Kasetsart University activities could improve your and your family's financial status.					
21) Kasetsart University activities could improve your and your family's health.					
22) Kasetsart University activities could inspire you to improve yourself.					

Items	Opinion Levels				
	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
23) Kasetsart University activities could provide more knowledge for community members.					
24) Kasetsart University activities could develop your community.					

Part IV   Member's Opinion towards Building Engagement between Kasetsart University and the Community

Items	Opinion Level				
	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
Thinking system, feeling, emotion and shared value					
1) You prefer to talk about the goodness of Kasetsart University to the others.					
2) Participation in Kasetsart University activities makes you feel prouder.					
3) You trust in the work of Kasetsart University.					
4) You feel that Kasetsart University is part of your community.					
5) You are ready to explain to the others when you hear bad rumors about Kasetsart University.					

Items	Opinion Level				
	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
Operation, participation and learning exchange					
6) You always receive suggestions or advice from Kasetsart University.					
7) You want to be a part of Kasetsart University to make the university development plan.					
8) You expect that your community will be a part of the policy initiative and influence the final decision of the Kasetsart University management team.					
Shared Benefit					
9) Your goals and Kasetsart University's goals are the same.					
10) Kasetsart University takes your feedback to improve its work.					
11) Communication between the community and Kasetsart University could enhance the engagement.					
Social Impact					
12) You believe that the close proximity of Kasetsart University to the community affects community growth.					

Items	Opinion Level				
	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
13) If there is a community problem, the community will always request help from Kasetsart University.					
14) The university social engagement could make Kasetsart University's be more acceptable.					

Part V   Suggestions for the Development of the University Social Engagement Mission through Community Academic Outreach

5.1 In your opinion, how should Kasetsart University develop the academic outreach for enhancing reliability and acceptance?

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5.2 In your opinion, how should Kasetsart University build up the university social engagement mission in the community?

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5.3 In your opinion, what are the problems and obstacles encountered in implementing the development of the university social engagement mission?

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<div align="right">Thank you very much for completing this questionnaire.</div>

<div align="right">Researcher</div>

Appendix C

The Results of the Quality Test

Appendix C

The Results of the Quality Test

The results of validation of the tests
by Index of Item Objective Congruence (IOC)

Item	Number of Experts					Total	Mean	Result
	1	2	3	4	5			
Kasetsart University Preparedness								
1) If you think of universities in terms of agriculture and food, do you think of Kasetsart University first?	1	1	1	1	1	5	1.00	Congruent
2) You can identify the university's uniqueness correctly.	1	0	-1	-1	-1	-2	-0.40	Incongruent
3) You can see the success of Kasetsart University obviously.	1	0	1	1	0	3	0.60	Congruent
4) The performance of Kasetsart University always gets your attention.	0	0	1	-1	1	1	0.20	Incongruent
5) You know the performance of Kasetsart University.	1	1	-1	-1	1	1	0.20	Incongruent

Item	Number of Experts					Total	Mean	Result
	1	2	3	4	5			
6) Kasetsart University activities could improve your and your family's financial status.	-1	1	1	1	1	3	0.60	Congruent
7) Kasetsart University activities could improve your and your family's health.	-1	1	1	1	1	3	0.60	Congruent
8) The performance of Kasetsart University is making your community more developed.	-1	1	1	1	1	3	0.60	Congruent
9) The performance of Kasetsart University is making your community more harmonious.	-1	-1	1	1	1	1	0.20	Incongruent
10) Kasetsart University activities could develop your community.	-1	1	1	1	1	3	0.60	Congruent
11) Kasetsart University activities could provide more knowledge for community members.	1	1	1	1	1	5	1.00	Congruent
12) You have the opportunity to know the performance of Kasetsart University.	1	1	-1	-1	0	0	0	Incongruent

Item	Number of Experts					Total	Mean	Result
	1	2	3	4	5			
13) asetsart University staffers have patience and dedication to their job.	0	1	1	-1	0	1	0.20	Incongruent
14) Kasetsart University staffers are very down to earth.	1	0	1	-1	0	1	0.20	Incongruent
15) The willingness of Kasetsart University professors and officers to participate in academic community outreach.	1	1	1	1	1	5	1.00	Congruent
16) The leadership of Kasetsart University executives makes the university's uniqueness outstanding.	0	0	1	-1	1	1	0.20	Incongruent
17) Kasetsart University has a duty to help the well-being of the nation.	1	1	1	1	1	5	1.00	Congruent
18) "Knowledge of the Land" implies the meaning of studying courses at Kasetsart University.	-1	1	1	1	1	3	0.60	Congruent
19) You know Kasetsart University presents its uniqueness to the public.	-1	1	-1	-1	1	-1	-0.20	Incongruent

Item	Number of Experts					Total	Mean	Result
	1	**2**	**3**	**4**	**5**			
20) The quality of Kasetsart University graduates affects the university's image.	1	1	1	1	1	5	1.00	Congruent
21) You think the academic outreaches of Kasetsart University are new knowledge and technologies.	0	-1	1	-1	1	0	0	Incongruent
22) You think the academic outreach of Kasetsart University is the effect of community members.	1	1	1	-1	1	3	0.60	Congruent
23) The academic outreach of Kasetsart University could enhance your well-being.	0	1	1	-1	1	2	0.40	Incongruent
24) If you have time, you will join the academic outreach of Kasetsart University.	0	1	1	1	1	4	0.80	Congruent
25) If you would like knowledge, you usually attend the academic outreach of Kasetsart University immediately.	0	1	1	1	1	4	0.80	Congruent
26) At present, you like the academic outreach of Kasetsart University.	-1	1	1	-1	1	1	0.20	Incongruent

Item	Number of Experts					Total	Mean	Result
	1	**2**	**3**	**4**	**5**			
27) Participation in Kasetsart University's academic outreach could make you have more friends.	1	1	1	1	1	5	1.00	Congruent
28) You trust Kasetsart University's academic community outreach.	1	1	1	-1	1	3	0.60	Congruent
29) Participation in the academic outreach of Kasetsart University could make you have a worse way of life.	-1	-1	1	1	1	1	0.20	Incongruent
30) Participation in the academic outreach of Kasetsart University could make you waste your time.	0	-1	1	1	1	2	0.40	Incongruent
31) You like participating in Kasetsart University's academic outreach because of good compensation.	-1	1	1	1	1	3	0.60	Congruent
32) You enjoy participating in Kasetsart University academic outreach.	1	1	1	1	1	5	1.00	Congruent

Item	Number of Experts					Total	Mean	Result
	1	**2**	**3**	**4**	**5**			
33) You do not like participation in the academic outreach of Kasetsart University because you have fewer friends.	-1	-1	1	-1	0	-2	-0.40	Incongruent
34) You do not like when you participate in the academic outreach of Kasetsart University because it lowers your income.	0	-1	1	1	0	1	0.20	Incongruent
35) You feel lost opportunity when you do not attend the academic outreach of Kasetsart University.	0	-1	1	1	1	2	0.40	Incongruent
36) You choose to participate in Kasetsart University's academic outreach.	0	1	1	1	1	4	0.80	Congruent
37) You try to participate in Kasetsart University's academic outreach to make advantages for yourself and family.	0	1	1	1	1	4	0.80	Congruent
38) Kasetsart University rarely works with the community.	-1	-1	-1	1	1	-1	-0.20	Incongruent

Item	Number of Experts					Total	Mean	Result
	1	2	3	4	5			
39) You are ready to participate in the academic outreach of Kasetsart University when it is advantageous for you and the community.	0	1	1	1	1	4	0.80	Congruent
40) Even though someone invites you to join the academic outreach of Kasetsart University, he/she often refuses to participate.	-1	-1	1	1	1	1	0.20	Incongruent
41) You know that there are community activities at other universities that are better than the activities of Kasetsart University.	1	-1	1	-1	1	1	0.20	Incongruent
42) You feel like you are a person who has knowledge and understands all situations.	1	-1	1	1	1	3	0.60	Congruent
43) You are ready to refuse when Kasetsart University staff invites you to participate in the academic outreach of Kasetsart University.	-1	-1	1	1	-1	-1	-0.20	Incongruent

Item	Number of Experts					Total	Mean	Result
	1	**2**	**3**	**4**	**5**			
44) Participation in the academic outreach of Kasetsart University is an opportunity to fix your problems with family.	-1	-1	1	1	0	0	0	Incongruent
45) You feel that the outreach service of Kasetsart University help your livelihood.	-1	1	1	-1	1	1	0.20	Incongruent
46) Participation in Kasetsart University's academic outreach could improve skills.	1	1	1	1	1	5	1.00	Congruent
47) You are bored of attending the academic outreach of Kasetsart University.	-1	-1	1	1	1	1	0.20	Incongruent
48) You feel that Kasetsart University's academic outreach is important to the community.	1	1	1	1	1	5	1.00	Congruent
49) You feel relaxed when you join Kasetsart University's academic service events.	0	1	1	1	1	4	0.80	Congruent

Item	Number of Experts					Total	Mean	Result
	1	**2**	**3**	**4**	**5**			
50) You feel that participation in Kasetsart University academic outreach activity is useful to the community.	1	1	1	1	1	5	1.00	Congruent
51) You prefer university students to participate in community academic outreach.	1	1	1	-1	1	3	0.60	Congruent
52) You prefer the academic staff or teachers of Kasetsart University to participate in academic community outreach.	1	1	1	-1	1	3	0.60	Congruent
53) You feel that Kasetsart University's community academic outreach is tangible.	1	1	1	-1	1	3	0.60	Congruent
54) You feel that the academic outreach at Kasetsart University makes members have their own way of life.	0	-1	1	1	1	2	0.40	Incongruent

Item	Number of Experts					Total	Mean	Result
	1	2	3	4	5			
Opinion of community members towards building engagement between university and community								
1) You would like to be a part of Kasetsart University to promote the university development plan.	1	1	1	1	1	5	1.00	Congruent
2) You would like the university to play a role in the development of your community.	1	1	1	1	1	5	1.00	Congruent
3) Your goals and Kasetsart University's goals are the same.	1	0	1	1	1	4	0.80	Congruent
4) Protecting the university's reputation is the most important mission.	0	0	1	-1	1	1	0.20	Incongruent
5) You feel that the university does not give you useful information.	0	-1	1	1	1	2	0.40	Incongruent
6) You always receive suggestions or advice from Kasetsart University.	1	1	1	1	1	5	1.00	Congruent

Item	Number of Experts					Total	Mean	Result
	1	**2**	**3**	**4**	**5**			
7) Kasetsart University continuously participates in community activities every year.	1	1	1	1	1	5	1.00	Congruent
8) Kasetsart University has listened to your opinions and those of members in the community.	1	1	1	1	1	5	1.00	Congruent
9) You prefer to talk about the goodness of Kasetsart University to the others.	0	1	1	1	1	4	0.80	Congruent
10) Kasetsart University takes your feedback to improve its work.	1	1	1	1	1	5	1.00	Congruent
11) You feel unhappy about telling people what is bad about Kasetsart University.	0	-1	1	1	1	2	0.40	Incongruent
12) You are ready to explain to the others when you hear bad rumours about Kasetsart University.	0	1	1	1	1	4	0.80	Congruent
13) You often criticize Kasetsart University with acquaintances.	-1	-1	1	1	1	1	0.20	Incongruent

Item	Number of Experts					Total	Mean	Result
	1	**2**	**3**	**4**	**5**			
14) You do not know which organization to contact to help at Kasetsart University.	-1	-1	-1	-1	1	-3	-0.60	Incongruent
15) You have had a bad experience working with Kasetsart University.	1	-1	1	1	1	3	0.60	Congruent
16) You have previously praised Kasetsart University via online media.	1	1	-1	-1	1	1	0.20	Incongruent
17) You are always satisfied with what Kasetsart University does in your community.	0	-1	1	1	1	2	0.40	Incongruent
18) You believe that the close proximity of Kasetsart University to the community affects community growth.	1	1	1	1	1	5	1.00	Congruent
19) You feel that Kasetsart University is part of your community.	1	1	1	1	1	5	1.00	Congruent

Item	Number of Experts					Total	Mean	Result
	1	**2**	**3**	**4**	**5**			
20) If there is a community problem, the community will always request help from Kasetsart University.	1	1	1	1	1	5	1.00	Congruent
21) You have never been a team member of Kasetsart University.	-1	-1	-1	-1	1	-3	-0.60	Incongruent
22) You trust in the work of Kasetsart University.	1	1	1	1	1	5	1.00	Congruent
23) You expect that your community will be a part of the policy initiative and influence the final decision of the Kasetsart University management team.	1	1	1	1	1	5	1.00	Congruent
24) Communication between the community and Kasetsart University could enhance the engagement.	1	1	1	-1	1	3	0.60	Congruent
25) The university social engagement could make Kasetsart University's be more acceptable.	1	1	1	1	1	5	1.00	Congruent
26) Participation in Kasetsart University activities makes you feel prouder.	1	1	1	1	1	5	1.00	Congruent

Testing the Reliability of a Questionnaire

Questionnaire testing from 43 members of Thung Krainglehom Sub-district, Kamphaengsaen District, Nakhon Pathom Province in order to identify the reliability in the questionnaire with the following test results.

Table 1 Reliability of Questionnaire Part 3

Items	Corrected Item Total Correlation	Alpha if Item Deleted
Preparedness of Kasetsart University		
1) If you think of universities in terms of agriculture and food, do you think of Kasetsart University first?	.404	.969
2) The willingness of Kasetsart University professors and officers to participate in academic community outreach.	.647	.968
3) Kasetsart University has a duty to help the well-being of the nation.	.601	.968
4) "Knowledge of the Land" implies the meaning of studying courses at KU.	.673	.968
5) The quality of Kasetsart University graduates affects the university's image.	.595	.968
6) You can see the success of Kasetsart University obviously.	.197	.969
7) You prefer university students to participate in community academic outreach.	.716	.967

Items	Corrected Item Total Correlation	Alpha if Item Deleted
8) You prefer the academic staff or teachers of Kasetsart University to participate in academic community outreach.	.717	.967
9) You feel that Kasetsart University's community academic outreach is tangible.	.752	.967
Needs and Results from Operation with Client/ Community		
10) Participation in Kasetsart University's academic outreach could make you have more friends.	.774	.967
11) Participation in Kasetsart University's academic outreach could improve skills.	.766	.967
12) If you would like knowledge, you usually attend the academic outreach of Kasetsart University immediately.	.106	.967
13) If you would like knowledge, you usually attend the academic outreach of Kasetsart University immediately.	.194	.967
14) You are ready to participate in the academic outreach of Kasetsart University when it creates advantages for you and the community.	.197	.969
15) You try to participate in Kasetsart University's academic outreach to make advantages for yourself and family.	.734	.967

Items	Corrected Item Total Correlation	Alpha if Item Deleted
16) You choose to participate in Kasetsart University's academic outreach.	.700	.967
17) You like participating in Kasetsart University's academic outreach because of good compensation.	.707	.967
18) You feel like you are a person who has knowledge and understands all situations.	.686	.967
19) You enjoy participating in Kasetsart University academic outreach.	.768	.967
20) You trust Kasetsart University's academic community outreach.	.859	.967
21) You feel relaxed when you join Kasetsart University's academic service events.	.792	.967
22) You feel that Kasetsart University's academic outreach is important to the community.	.823	.966
23) You feel that participation in Kasetsart University academic outreach activity is useful to the community.	.753	.967
24) Kasetsart University activities could improve your and your family's financial status.	.769	.967
25) Kasetsart University activities could improve your and your family's health.	.777	.967

Items	Corrected Item Total Correlation	Alpha if Item Deleted
26) Kasetsart University activities could inspire you to improve yourself.	.868	.966
27) You think the academic outreach of Kasetsart University affects community members.	.180	.967
28) Kasetsart University activities could provide more knowledge for community members.	.764	.967
29) Kasetsart University activities could develop your community.	.738	.967

Reliability Coefficients   N of Cases = 43
N of Item = 29   Alpha = .968

Table 2 Reliability of Questionnaire Part 4

Items	Corrected Item Total Correlation	Alpha if Item Deleted
Thinking system, feeling, emotion and shared value		
1) You prefer to talk about the goodness of Kasetsart University to the others.	.759	.933
2) Participation in the activity of Kasetsart University makes you feel proud.	.680	.934
3) You have had a bad experience working with Kasetsart University.	.452	.940
4) You trust in the work of Kasetsart University.	.777	.932
5) You feel that Kasetsart University is part of your community.	.803	.931
6) You are ready to explain to the others when you hear bad rumors about Kasetsart University.	.789	.931
Operation, participation and learning exchange		
7) Kasetsart University continuously participates in community activities every year.	.697	.933
8) Kasetsart University has listened to your opinions and those of members in the community.	.139	.933
9) You always receive suggestions or advice from Kasetsart University.	.703	.933

Items	Corrected Item Total Correlation	Alpha if Item Deleted
10) You would like the university to play a role in the development of your community.	.180	.942
11) You want to be a part of Kasetsart University to make the university development plan.	.486	.937
12) You expect that your community will be a part of the policy initiative and influence the final decision of the Kasetsart University management team.	.602	.935
Shared Benefit		
13) Your goals and Kasetsart University's goals are the same.	.750	.932
14) Kasetsart University takes your feedback to improve its work.	.877	.930
15) Communication between the community and Kasetsart University could enhance the engagement.	.667	.934
Social Impact		
16) You believe that the close proximity of Kasetsart University to the community affects community growth.	.438	.938
17) If there is a community problem, the community will always request help from Kasetsart University.	.762	.932

Items	Corrected Item Total Correlation	Alpha if Item Deleted
18) The university social engagement could make Kasetsart University's be more acceptable.	.620	.935

Reliability Coefficients   N of Cases = 43
N of Item = 18   Alpha = .938

BIOGRAPHY

NAME	Miss Kanyarat Chiewvech
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