

Policy Formation of the Rajamangala University of Technology Thanyaburi for the Fiscal Year 2022

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Abstract

Rajamangala University of Technology, Thanyaburi, has produced a policy for the fiscal year 2022 to serve as an administrative development plan to help the university become an "innovative university that adds value to the society and country." The objective of this research was to study the policymaking of the university. The objectives were to look into four components – problem analysis, determination of development alternatives, alternative decision-making, and policy implementation. Interviews with committee members and university stakeholders were used to gather information. The results were as follows: Component 1: SWOT Analysis approach was used to highlight the institution's strengths as a

guideline for the university's progress toward becoming innovative. Component 2: 5Hs and 5Is concepts were proposed to help students grow in becoming innovators and in determining development possibilities. Agro-food, Digital Economy, Creative Tourism Innovation, and Logistics were the four flagships of the research approach for innovation. There were credit & noncredit, upskill-reskill, and third-party in addition to standard courses. LEAN and Kaizen guided management as criteria for becoming an innovative institution. Component 3: The university will operate following the country's development strategy, the university's founding principles, and the ministry's laws, and corresponding to encountered issues in today's social setting. Before the policy was promulgated, the university's CEO made a decision authorized by the University Council. Component 4: The promulgation of the policy will take several approaches, namely, the preparation of strategic booklets, electronic media, the university website, and the circular notifications from the university to the faculties, colleges, and associated departments and their units and staff. The research suggests that limitations should be accepted and should work towards improving the university's ability to formulate succinct, clear policies that cover the university's objective toward an innovative university.

Keywords: Policy formation, Technological university, Innovative university

Introduction

Policy and Strategy: Rajamangala University of Technology, Thanyaburi, 2020-2037 (Short Version), Revised No. 2 /Oct. 2021, Fiscal Year 2022 – was prepared as a plan for organizational development to drive the university towards an "innovative university that creates value for the society and country" by improving its policies and strategies. In the last fiscal years, analysis of changing internal and external situations by the Ministerial Regulations Grouping Higher Education Institutions B.E. 2021, the Higher Education Plan for the Production and Development of Manpower of the Country B.E. 2021-2027, Revised Edition B.E. 2023-2027, and the Plan on Science, Research and Innovation B.E. 2023– 2027 of the Ministry of Higher Education, Science, Research and Innovation, in formulating policies and strategic plans of all departments including various universities needed to rely on theory and framework in formulating accurate, clear, and appropriate policies.

Towards public policy formulation, many scholars have been interested in the following studies:

Harold D. Lasswell and Abraham Kaplan (1970) classified the policymaking process into seven stages: (1) the data search and acquisition, (2) the process of ensuring and supporting policymaking, and (3) the implementation stage. Policymaking follows further steps: (4) per the environment, (5) per implementation, (6) per evaluation (7) per improvement or change to seek alternatives to current policies.

William W. Boyer (1975) proposed the following policymaking stages: (1) initiative proposal, (2) primary policy drafting, (3) public participation, (4) entry of final participation, and (5) policy review evaluation stage.

John E., Milan J. Dluhy & Roger M. Lind (1981) classified the policy implementation process into four steps: (1) research and policy analysis, (2) development and formulation of

policy structures, (3) policy implementation and estimation, and (4) policy evaluation.

Dye, Thomas R. (2002) has identified the public policy process as a political activity that may be summed up into five steps: (1) problem identification is the stage where demands for government action are expressed; (2) policy proposal is an organized step where the agenda and roadmaps on solutions are being discussed. (3) Policy declaration is the stage in which political reinforcement, policy proposals, and policy promulgation are selected. (4) Policy implementation organizes responsible agencies to provide necessary expenses or services and collect taxes. (5) Assessment at this stage will be the study of various plans, reports on the results of those plans, and assessment. The impact of the project on society would be both on the target and the non-target group as well as including suggesting guidelines for further changes and improvements from the policy-making process

From all these related reviews serving as guidelines for improving policy and strategy formulation, the researcher developed ideas to analyze the policy formulation of Rajamangala University of Technology, Thanyaburi, for the fiscal year 2022.

Research question

What does the policy formation of Rajamangala University of Technology, Thanyaburi for the fiscal year 2022 looks like?

Objective

Study the policy formation of Rajamangala University of Technology, Thanyaburi, for the fiscal year 2022.

Methodology

Scope of research

This research is a qualitative study of the policy formation of Rajamangala University of Technology, Thanyaburi, for the fiscal year 2022, commencing from October 1, 2021 to September 30, 2022, by interviewing those who were involved in creating the university's policy.

Population

The population of this study was nine experts comprising university council members, faculty presidents, and those involved in the policies and strategies formulation for the university.

Research instruments

This qualitative research used the method of interviewing participants and was conducted online through Zoom meetings.

The following development guidelines and procedures were explored in policy formation:

- Acquisition of Policies and Plans

- Learning to Become an Innovator
- Research to Innovate
- Academic Administration for Enrichment
- Innovative Administration
- Moving towards the University of Innovation
- Policy Decisions
- Policy Promulgation

Data collection

The researchers contacted each participant to ask permission to collect research information. After permission was granted, the researchers met with the participants at the time of the appointment, informing them of the research objectives and explaining to them the interview process. The researchers then interviewed individually in-depth, using the interview questions created for 30 – 40 minutes. Before each interview, the researchers further asked for permission to record the conversation to capture the issue and be able to summarize it after the interview.

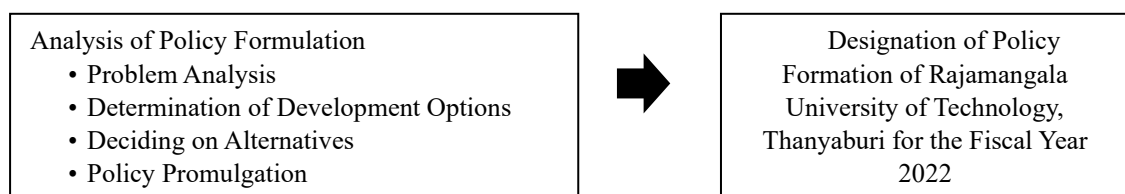
Data Analysis

This research is qualitative, with interviews being conducted and transcripts obtained word-for-word. The recorded subtitles from the video were repeatedly read to clarify the meaning. Irrelevant statements were cut out, and the texts were decoded one unit at a time.

Protection of the rights of the participant (researched person)

The researchers explained the practice of participating in the research project, the details of the research, and the role of researched persons in the study, allowing the questioning to be more understood. The storage of confidential information, instead of real names, tapes, audio recordings, and interviews, is encrypted, secured, and deleted at the end of the research process.

Research framework



Results

Results for understanding the policy formation of Rajamangala University of Technology, Thanyaburi, for the fiscal year 2022 can be presented in the following data analysis of components:

Problem analysis

SWOT Analysis was used to identify the university's strengths, weaknesses,

opportunities, and threats based on external and internal forces. It was to analyze what was/were needed to change from external and internal contexts.

External forces such as multistage life, aging society, digital disruption, technology disruption, inequality, and the world's resource shortage were accounted for. Internal details like the political and ministry-level policies are especially relevant now that the university was classified in group 2, a university focused on entrepreneurship and developing a high-level workforce. There were assessments of personnel and strategic plans over the past year to see how much has been achieved as intended, learning from them towards designing new rounds of projects.

There was a review of philosophy, resolution, vision, obligation, entity, identity, popularity, organizational culture, and desirable graduate attributes. Considering strengths, the directional style of the university and its objectives matched with the country's principles; its design to create graduate practitioners as innovators were up-and-coming for addressing the country's needs. Therefore, the university's entirety (from its philosophy to producing desirable graduates) was defined and focused on innovation. The policies and everything related to this endeavor must be consistent for this plan to be consistent. The operating procedures were based on the contexts analyzed. The planning division team drew a draft policy from feedback from university councils and faculty members. Then, the design and strategic approach were presented to the committee, university executives, the CEO, and the university council – that all may work together and contribute, and that requests be met hierarchically: 1. CEO Section only. 2. All executives. 3. Faculty members from all levels leave comments from top to bottom and from bottom to top.

Determination of development options

The approach to student development towards becoming an innovator started after formulating strategic plans. The subject of being an innovator uses the 5H and 5Is principles, where 5H consists of 1. Head: knowledge-based learning. Professional competency requires knowledge, while theory requires inspiration, ideation, and implementation. 2. Hand: hands-on skills; having lots of practice, able to do and deliver value. 3. Heart: building a solid conviction. Suppose the will has to be strong enough to survive such hardships in the world. The promotion of public mind in students as they do community outreaches and activities. 4. Hip: is about healthcare and infrastructure that make graduates entrepreneurial; a matter of competency. 5. Heel: that the feet can get out and stand firmly; to be able to stand up when one fails, to move forward on the basis that we build success from head to toe.

5Is include Inspiration, Imagination, Ideation, Integration, and Insight/Implementation. To have 5H primarily match with the 13 principles of the ministry set up the lead towards innovation. Then, there are input, process, and output. Students have to respond and go into the operation of the course. The results showed that graduates must instill the course of the curriculum and action to make them pragmatic. In terms of the teaching process, this course is part of developing various subjects, including performance-based classes. The others are activities that will enhance the curriculum for children, including organizing events, clubs, contests, competitions, inventions, and student innovations. Students will also add to the creation and nurturing of entrepreneurship.

The university has designated four flagships, including Agro-food, Digital Economy, Creative Tourism, and Logistics Innovation, to meet its needs that emphasize the use of completed research to create value and measure impacts on the economy, society, and environment. The

innovative approach is to place value creation models. There must be value in terms of return on investments. With Social Return of Investments, it must be helpful first, and according to the flagship, must match with the funding institute's endeavors in developing innovation. A development research institute has been set up to oversee all research areas and clear accountability. This institute will link up with external fundraisings, raise internal funds, and raise funds for new researchers, creators, or project teams. The accountability institute will be the primary host to provide support to teachers in the matter of the research process. A project that will be created to match the research challenges in each PMU (Program Management Unit) will be submitted for the budget to be implemented. This one is also about building knowledge. Creating teachers to understand the research direction and see what they have done is valuable. It can be for commercial purposes or to promote the subject of university rankings from publications or citations that will create value for the university.

Universities will be able to create added value or make our academics more impactful than regular teaching. The research process was included in the teaching course. We offer regular classes for people who log in to standard systems, credit or non-credit, short courses that provide academic services directly or indirectly, and professional courses for the entire institute and the general public to increase income and value. The latest sandbox course allows entrepreneurs to become curriculum teachers, attracting more learners with exciting classes. The emphasis is on 'Upskill-Reskill,' which should be more responsive to being an innovative university. Research has to be creative and produces youth as innovators, so all courses must be 'Certified Innovators.' Each course must be designed, and the method reviewed by a third party to claim the quality being good; good by what? What are the criteria? There are measurable standards and academic management by developing curriculum and educational activities based on the term 'Certified Innovator' that may need to focus on providing both forms of academic services and free training. The other thing is about earning income. There is also a need for educational services where one can generate revenue for faculty, institute, and universities. Academic services are also focused on earning income. One is expected to cooperate with other agencies such as industry, PTTEP, and government agencies, collaborate with the university and develop the community together.

The university has an innovative approach with one strategy: innovative management and adopting innovative technology for administration. Innovation does not mean computers. It does not mean technology. There are many different types of innovation for everyone, including 'Process Innovation'; there are indicators that everyone needs to have innovative procedures. We had been forced to go and do it, but there was grooming. Practice first, teach what to do by using LEAN and Kaizen methods to improve the process, which is to reduce the time, reduce the use of resources, including human resources and materials, or about the process works to facilitate the process and work faster.

Regarding people, we do the IDP-style personnel development plan with a requirement of what the academic field needs to be trained in a year. What do support lines or executives need to do? What are the developments in the topic? For people to develop, to enhance their skills. New knowledge is used in work. The part about administration is using more technology systems in management, such as financial matters; we already use ERP. A new phase is to develop a financial reporting system for executives to view in the ERP system without pulling out the data. Then, the institute does the information first and then proposes it will be able to get the executives into the ERP system with just one click to get an overview of the entire university's budget or plan. We have a joint implementation of the system we developed and used in the planning monitoring process. In short, we implemented it on digital platforms to

better manage and support ranking universities internationally.

The approach to innovative universities uses criteria or indicators to become a group 2 university; there are eight indicators to measure both in terms of 4 Potential Indicators and 4 Performance. We will use these eight indicators to indicate the direction of work and operation. The allocation of various budgets and the development of an excellent program plan are also pinned each year. In the last year of the '70s, there was a plan, we would be one of 10 ASEAN technology universities to create change, there is a broad impact on society and sustainable development, and then we retreat each year about what we are going to do. Moreover, to be an innovative university, there must be criteria: 1. There must be innovations that spin-off (export) can be as a company. 2. To create a survey with a road. Map with four missions: create innovation, innovate, and manage academics with innovation. It has the criteria of an Innovative University focused on developing and creating entrepreneurs with income. I want students to go out and use innovation to make a living and have an educational ranking; we need instruction. How does research need to be published? How is it presented? However, copyright Scopus will follow so that as a score goes into ranking, the result will probably rank the world; it will be better. In many ways, our researchers have this aspect of directing. There is a side to how you need to do innovative research. Innovations are required, giving everyone a sequence in the master. The curriculum has skyrocketed, and then at the top level, in other words, the quality assurance education system and the ranking system.

Deciding on alternatives

In deciding to proceed with the strategy, it looks at the direction of development of the country. We look at the basics of what line we are, then at what the ministry has, and at the context in which we get challenges from today's society. We must review our environment: How do we respond to or help our country or promote it? How can the issue be brought in line with the situation, or how can we reach out to this society, country, or the world? And then, we have to review what human resources or the university has. Or what are those human resources specialized in? What resources do we have to help these things, take these issues and draw up the plans? We work with all institutes in policy formation, strategy, or indicators. We invite the dean, the deputy dean, or the faculty member for discussion to agree each year about the policy of this matrix our university has. The faculty will support the university's strategy on various metrics. It will be carried out on target. How much will each faculty receive? There is work with centralized intermediates: the president, the vice president, and all members sit down and talk to the faculty about what the faculty suspect or is unclear; what is the definition? The meaning of what the university has written, the discussion, and two ways of communication will allow the faculty to acquire. Then the university will understand together each year that we make a plan, and on the part of the CEO, and the vice president on each side, direct and explain how it works to help with the policies or procedures we have written to achieve our goals. It is going to be a technique of how to work here.

We also apply the OKR system in administration. We have a target, key result, and scenario building before taking a glimpse of what it is supposed to be like: what is the first case scenario? what is the best method? Moreover, how is it going to be good? Once everyone saw the expected target, we stepped back and looked at how this joint target had the ultimate gold that we wanted to go. When the process starts, you must have a task, income, and people. You see if we have enough people to do that and divide people into responsibilities using the Project Manager method to manage all of the Master plans. Then came the report with the CEO. Once

you have done the initial program and ordered it from the Project Manager, the evaluation is based on the 6P principle; what kind of work is valuable to people? The first P is People. The second P is a place where we do it, where we do it better. You can do it on campus, but you need to know where there is work going on with our campus. The third P is Product. What product does it have? The outcome here is not a service piece, it is a product, and a process is a product. The fourth P is Process. What strategies have we developed? What new methods are going on? We have to take it off. The fifth P is Problem. Problem-setting and problem-solving during work are problematic. Finally, the sixth P is Project setting; on the way, it will regenerate projects that we do not know a new job will be created or a Project will be set up to respond to the evaluation. We use 6P and analyze ROI with SROI (Return of Investments and Social Return of Investments). Every project must pay back in terms of income or advantage to society. It does not have to be cost-effective, but it is a Social Return on Investments if we develop people and the environment.

The ultimate decision-maker is the CEO, the chief executive, the president, the vice president, and the assistant president, and the intermediate executive is the faculty executive and director.

Policy promulgation

Once the University Council has approved policies, guidelines/options for them will be enacted, informed, or published in a strategic book, as well as having assignments or consultations with the faculty with dissemination. What parts of each faculty can perform? What areas are they good at, or can they support any part of the strategic plan that helps the university? We will have to agree on indicators and areas to propel which part of this faculty will force. We will call this metric settlement process or agree to get the target value. Occasionally, the deputy of academic officer, deputy of the plan, or deputy in charge of administration, will walk the line to each faculty to create understanding and to hear from each faculty executive and faculty member. It includes conveying policies or indicators to the institute level and allowing faculty or agencies to set goals or indicators that are consistent but maintain the identity of each faculty.

Instruction by 1. Document Relay: We will make a strategic book of instructing, possibly, electronic, university websites, planning websites, and forming class documents. 2. Have a meeting to be passed down to the faculty, to the agencies, including the faculty instruct in class, and to faculty members to identify this strategic goal we will give to or the agencies that specialize in that regard. However, posting on a website or making a book is our failure because no one reads it. Both secondary plans and the Vice President for Academic Affairs, who know all about developing the personnel of all faculties, invite their members down to the departmental level and use the talks to understand the factors from micro-macro from small to large. The president meets everyone, listens, and gets about 50% perception. The perception becomes 80% when talking about this with faculty.

Discussions

According to the problem analysis variables of the policy formation committee for the Rajamangala University of Technology, Thanyaburi, the SWOT analysis method from the external and internal context has conformed with Parinyasutinun (2016). The strategy is a plan or mode of operation that allows the organization to achieve its goals with a unique identity different from its competitors. The administrator must choose a consistent strategy between the

organization's resources and core capabilities, as well as take into account opportunities and obstacles from the environment outside the organization. The organization uses SWOT analysis to assess the situation and lead to the determination of strategic factors. It can also be used to match such factors as strengths, weaknesses, opportunities, or threats in the form of a TOWS matrix. It suggests that external factors, the options, and threats facing the organization, can be matched to be consistent with internal factors, which are strengths and weaknesses. In determining philosophy, resolution, vision, obligation, entity, identity, popularity, organizational culture and desirable graduate attributes, and concrete university innovation goals, which use the strengths, styles, and objectives of the University Act and match with GAP and country principles comes as a determination by setting policies as top-bottom, then bottom-top. That is to say, from the upper level, set up the doll and let the lower-level comment upwards, in the same way as Siritwat et al. (2014) found that the current policy formation is top-bottom. It is self-thinking, self-dosing, and public opinion that are not taken primarily in the policy determination. Therefore, the established policies are not on point. It cannot be resolved, or it is delayed. It is not supported by practitioners or members in the long-term, resulting in unfulfilled policy, desultory, and failure to achieve the goal, consistent with Kenaphoom (2016). Public policy formulation involves politics, economy, society, and administration, as well as applying academic techniques as a strategy to decide what is best or what satisfies the organization. In addition, the public policy formation process covers identifying issues, collecting information about problems, analyzing problems, choosing alternatives to solving problems, proposing draft policies, and approving announcements as policies.

From the university's development choice determination variables, there is a way to develop students to become innovators, using the 5-H principle consisting of Head, Hand, Heart, Hip, Heel, and 5Is, consisting of Inspiration, Imagination, Ideation, Integration, Insight/Implementation. It matches the 13 principles of the location ministry, a research approach to innovation, defined by four flagships, including Agro-food, Digital Economy, Creative Tourism, and Logistics. Innovation to meet the needs of the university as well. The innovative approach is to place value creation models; there must be value in terms of Return of Investments with Social Return of Investments according to the flagship, which must match the funding institute. Developed on an innovation basis, university professors' research performance development model consists of 3 parts: 1) The lead consists of leadership, performance development principles, objectives, and performance development materials. 2) The approach to improving the research performance of university professors consists of 2 parts: (1) Performance developed by the university includes research management, research team management, networking, consulting system, training system, and learning atmosphere, and (2) Self-developed performance includes: Cognition, research skills, mental research, research network development, self-improvement planning knowledge development and implementation of research results; 3) Success factors include university policies, administrators, professors and evaluations, and the model is most appropriate and feasible. (Bornyam et al., 2019) Zhoua (2022) offers an index of innovation and entrepreneurship assessment of college students in 5 dimensions:

Courses and activities of education, innovation, and entrepreneurship 2. Conditions for studying innovation and entrepreneurship 3. Educational channels, innovation, and entrepreneurship 4. Innovation and self-employees 5. Efficiency, education, innovation, and entrepreneurship. Müller (2021) has studied the relationships between education and inspiring instincts that propel the creation of inventions and innovations, finding that the higher the level of innovation, the more critical new knowledge becomes. It is where the crucial role of

motivational instinct becomes evident. Instinctive perception and emotional judgment unlock new ideas and create new knowledge that has never been seen before. Inspirational instincts and creativity explain the ability to imagine what is possible. The transfer of knowledge and the exchange of knowledge in terms of education and knowledge exchange create everyday creativity for innovative impulses with the help of intuition, new pathways, and new products and services that can be touched and made. So, Education and inspiring intuition thus create a link between existing and accessible knowledge on the one hand and possible knowledge of the future that can be understood on the other.

Academic management guidelines to increase value by making an educational impact when graduating must have the know-how or new knowledge, have regular courses, and credit bank non-credit. Short systems provide academic services directly or indirectly to the entire institute and general public with a focus on Upskill - Re skills to meet the goal of becoming an Innovative University. Research needs to be innovating, producing youth into an innovator. Every course must be Certified Innovator, each system must be designed, and then there must be a third-party review method. Every skill requires up-skill or re-skill to support the changes and growth in the labor market in 2025. Teachers must design learning to encourage learners to have learning skills and innovations that are critical attributes of the world to help propel the economy with innovation, technology, and creativity (World Economic Forum 2020). Therefore, encouraging learners to bring innovation to the economy drives the community and society. Schools or educational institutions need to work with communities, exploring different contexts to see how learners can access information or learn in that area. Likewise, what tools or knowledge are youth using to understand and reach the needs of local people that will lead to the design and innovation of both products or processes and can be utilized or create added value for the community economy and society? It will result in students playing an essential role in contributing to the economic mobility of communities, organizations, and countries with further innovation, technology, and creativity (Khongcharoen, 2021).

The innovative approach to administration using the Innovation Management strategy is to apply innovative technology to manage people and process innovation through indicators that everyone needs innovative procedures. There is a training practice first. Teach people how to do it by using LEAN and Kaizen to develop the process to reduce the time and reduce the use of resources, including human resources and materials, or about the process works to facilitate the process and work faster. Lean aims to eliminate waste and variation caused by operations with continuous improvement in management and business operations. Lean is the proper design and management of processes, systems, resources, and measures. It enables the product to be adequately delivered the first time it is carried out to achieve minimum waste. Waste (Muda) refers to any element of the production process that adds costs without adding value to the product. Waste is not only profit loss; it also means making lead time to produce products and deliveries to customers even further. The nine wastes in the study included 1) overreaction, special abilities, 3) movement, 4) time, 5) operational procedures, 6) property, 7) performance, 8) knowledge, 9) defects (Lean Education Enterprises, 2009 cited in Chaidit et al., 2017). The KAIZEN concept will see that the working conditions are not the best forever; everything can constantly be improved. At the heart of kaizen, the drive is whether the executive will be the core or the main one to perform this activity (Bottom-up); the executives serve as advisors, providing explicit directions and incentives to support the implementation of the organization's goals. Kaizen's philosophy and approach to management can be implemented to achieve success worldwide. KAIZEN's success is not just through innovation but also as a way to cultivate ideas into culture. KAIZEN began with a family background that was a key

base for strengthening the industry (Arunrasameerueng, 2013).

Chanmuangthai et al. (2021) proposed an appropriate model for applying human resource management innovations for educational organizations: 5H go 3In Models: 1) Human resource management in 5 elements: human resource planning, recruitment and selection of human resources, Human Resource Training, and Development human resource, performance evaluation, and human resource remuneration and benefits. (2) Corporate innovation in 3 elements: corporate strategy, human resource, and management innovation. Adopting the 5H go 3In Model in the organization is critical to building the capacity of the organization's workforce to compete in Thailand's educational organizations as an innovation organization.

We will use all eight indicators to measure both 1. potential indicators have four hands, and 2. Approach to the University of Innovation the criteria for becoming a group 2 university are the group that will be a technology and innovation university. Performance indicators have four indicators that indicate the direction of work and operation and allocation of budgets, which are divided into six categories of innovation. (1) Business Innovation is an enhancement of the organization's transaction operations in response to the needs of user satisfaction, as well as the survival and competitiveness of the organization. (2) Strategy Innovation is a change in vision, mission, values, beliefs, and goals, as well as reorganization to determine the organization's direction and drive the business's sustainable growth. (3) Human Capital Innovation is the development of personnel with the proper knowledge, ability, and skills conducive to the operation under the innovation process. (4) Process Innovation is the development of different ways of operating to achieve higher efficiency and efficiency, including technological process innovation and organizational process innovation. (5) Service Innovation is the creation of new products and services. It is also the development of and improvement of existing products, or the incorporation of existing products into new products to offer value to customers and benefits; also, taking into account the value chain management processes that occur with all agencies that can be commercially effective. (6) Marketing Innovation is developing a new marketing method that focuses on distribution channels, marketing communications, the delivery of products or services, and the evaluation of consumer needs (Yotyinyong, 2009).

Based on the variables of deciding on choice, the university has a way of choosing to implement the strategy; it looks at the development direction of the country, the basis of the university, the rules of the ministry, the context in which the university receives challenges from today's society. We need to look at the reviewed environment of how the university responds, helps, or promotes the country. What resources can help these things, then pick up these issues and draw up the plans when formulating policies, strategies, or indicators? In line with the Mixed Scanning Method, it is a compromise approach between principle and reason and a partial theory of change from the original. Therefore, decision-makers should study and understand to make the most effective, effective, and satisfying choices for all parties; deciding on public policy has many relevant factors. Therefore, the determinants often make decisions based on mixed decision-making theory. Things that policymakers usually take into accounts, such as (1) the values of those involved, (2) political party affiliation, (3) the interests of the people in electoral districts, (4) public resolutions, (5) public interest, and the like. (Kenaphoom, 2016).

Dye (2002) identified the public policy formation process as a political activity that might be divided into five significant steps: (1) Identifying problems is a procedure in which

various demands are expressed that demand the government's actions. (2) The preparation of policy proposals is a stage in which the agenda is organized to have a widespread discussion and to produce a plan proposal on solutions. (3) The announcement is a policy, a procedure in which policy proposals are selected, strengthening political support and enacting policies (4) The implementation of the policy is the procedure of arranging the responsible authority to provide the necessary expenses or services and to collect taxation. (5) The evaluation at this stage will include studying the plans, reporting the consequences of those plans, assessing the project's impact on society, both targeted and non-targeted groups, and suggesting further changes and improvements (referred to in Kenaphoom, 2016).

Decision-makers include senior executives (CEOs include presidents, vice presidents, and university councils), intermediate Levels (Faculty of Directors and sub-workers are staff instructors, and hearing from students, teachers, staff, stakeholders, and graduate users.

Wamanond (2018) said that the agency should conduct a concrete analysis of policy options and analyze them professionally. It provides an opportunity for a public forum to create innovative policy ideas that are not entrenched in the same framework, and policy decisions must consider the public interest. In addition, before policy formation, there were often no policy alternatives or empirical research on data (Bauer & Gergen, 1968). To find clarity on the problem and create policy options to solve it to formulate a way to shape the policy. Wichitputchraporn (2020) said that personnel who are responsible for recognizing and bringing news into the policy development process, commonly referred to as "policy analysts" or "planning officers," are responsible for identifying and bringing information into the policy development process. It is not only a duty to be informed by the news that has been informed but to go out and explore and find out the information to consider. If information already exists from the mediator that comes to notice, it must be examined or proved to be accurate and comprehensive before taking any action. In addition, policy analysts need to know how to analyze and distinguish problems as to what issues are significant enough to draw up a policy draft or take some action and to tell if each issue is framed by policy placement. That defines the organization's policies regarding how it is going—analysis of problem classification and selecting issues to draw up this policy draft. In addition to requiring knowledge, competence, and experience, policy analysts will have to select the problems that fall within the policy framework after analyzing all known cases to draw up the next policy draft. It may have to wait for issues that are not in the box or urgent. At this stage, some cases may be eliminated.

Based on the university's policy enactment variables, there are guidelines for enacting policy through a strategic document, electronic media, university website, planning division website, and classified as a form of class notice. Meetings will also be conveyed to the faculty, department, and personnel. However, posting on a website, or making a book, is a failure because no one reads it. The president's meeting with everyone having a meeting was about 50% perception. Now, the Vice President for Academic Affairs, who knows about developing the personnel of all faculties, invite their members down to the departmental level and uses the talks to understand the factors from micro-macro from small to large. Then, talking with faculty, the perception is now about 80% in the same direction as Pritchayakon (2011), who found that circular notifications by staff had more significant problems and obstacles than circular notifications by electronic mail. That is, not being able to read circling books outside the workplace. Circular notices by electronic mail are very problematic when the Internet

system is broken, resulting in delayed receipts. In addition, Sirasuk (2017) said that comparing advertising achievements in business shows that online and offline media are used. It found that online media use was, on average higher than offline media. As the Internet is a marketing channel, it is widely accessible to consumers; online commerce is an important opportunity for business success.

Conclusion

The environmental analysis uses SWOT Analysis methods from external and internal contexts to assess situations and contribute to the determination of philosophy, resolution, vision, obligation, entity, identity, popularity, organizational culture and desirable graduate attributes, and concrete university innovation goals by setting the policy as top to bottom, then bottom to top.

Innovative management is the adoption of innovative technologies for administration. Student development to become an innovator, using the principles of 5Hs and 5Is mainly and matching the 13 principals of the ministry. The research approach to innovation is divided into four flagships, Agro-food, Digital Economy, Creative Tourism Innovation, and Logistics, to meet the university's needs, too. The innovative approach is to place value creation models based on flagship and must match with funding agencies. Academic administration guidelines to increase value are divided into regular courses, and Credit and Non-credit short-term courses provide educational services to the entire institute. With an emphasis on Upskill Re skill to meet the goal of becoming an Innovative University, the program is a Certified Innovator, has a design of the performance of each course, and requires a third-party-based approach to administration with innovation.

In addition, in administration, there is the primary use of LEAN to reduce the waste and variation caused by the operation. Kaizen at the heart of the propel is whether the operator will be at its core or central to executing this activity. Executives serve as advisors, providing explicit directions and incentives to support the implementation of the organization's goals. These two principles are used to improve the process of work: to reduce the time, and reduce the use of resources, whether it is about human resources, materials, or the process works to facilitate the process and work faster.

University Basics Ministry Rules, the context in which the university receives challenges from today's society. The approach to innovation universities by the criteria of being a group 2 universities is a group that will be a technology and innovation university. Using all eight indicators to direct the direction of work and operation, allocating various budgets, and deciding to implement the strategy will look at the country's development direction. The decision-makers include Senior, intermediate, and sub-worker executives, personnel instructors, and hearing from students, teachers, staff, members, and graduate users.

The policy's enactment will be conveyed through a document, a strategic book, electronic media, university websites, planning division websites, and document forms. Meetings will also be conveyed to the faculty, department, and personnel.

Suggestion

Suggestions for implementing research

1 The assessment results of the university's policy should drive the improvement for further the next fiscal year's policy formation.

2 Universities should take advantage of the weaknesses from the analysis of context and environment, thus, enhancing their strength in formulating concise, clear policies and covering the mission towards a university driven by innovation.

Suggestions for further research

Research and develop a model for formulating university policies and strategies in line with the National Economic and Social Development Plan Conceptual framework and plans for higher education in Science Research and Innovation BCG Economy Model 10+2 target industries should be studied. The determination of 5 strategic groups of higher education institutions is given more interest.

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