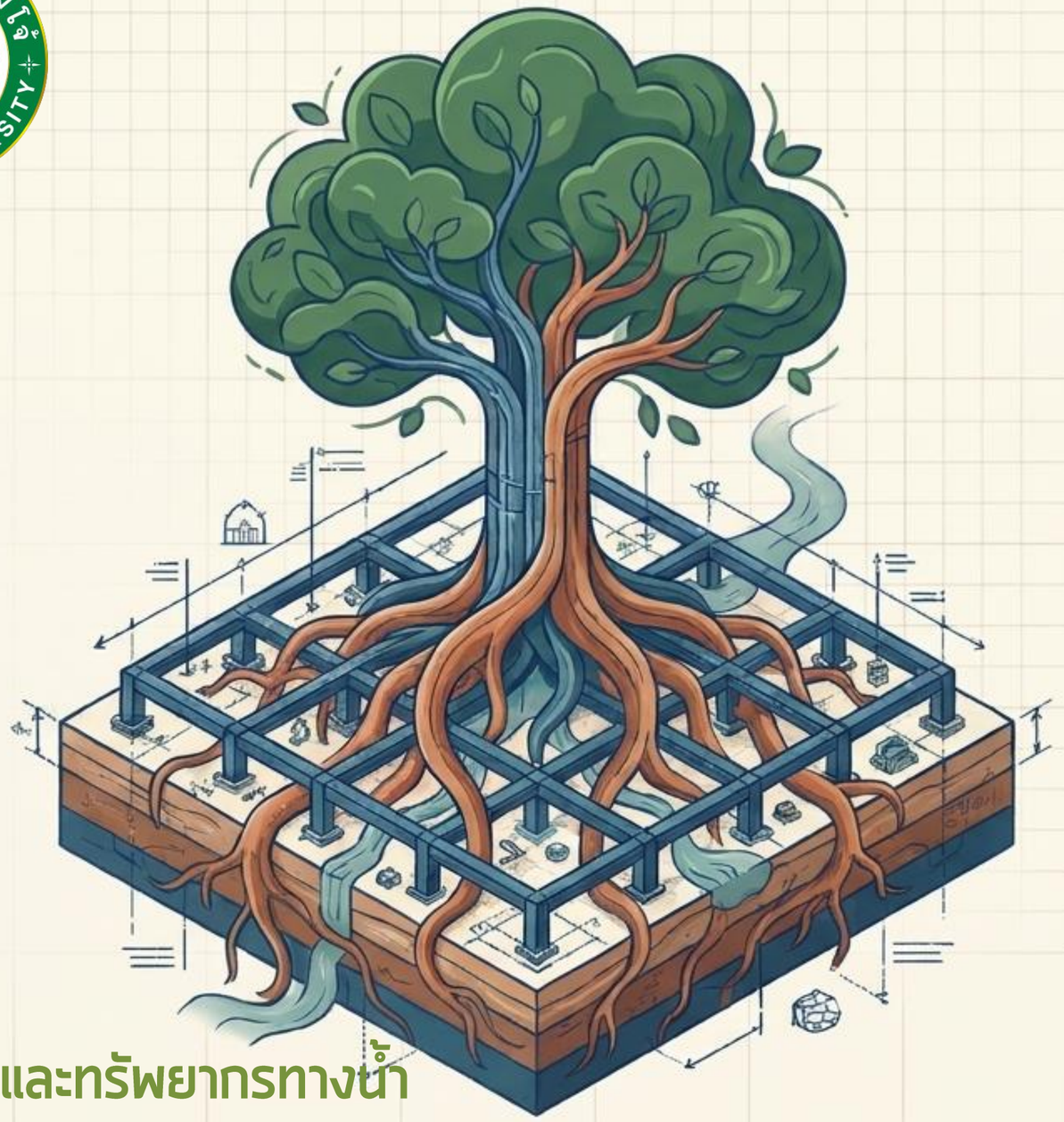
# The Anchor University: Deeply Rooted

## Building People and Institutions for Sustainable Change



รศ.ดร.อภินันท์ สุวรรณรักษ์ คณะเทคโนโลยีการประมงและทรัพยากรทางน้ำ

Gemini Notebook

# Life & Career Journey

## Associate Professor Dr. Apinun Suvarnaraksha

Education • Volunteer Service • Academia • Leadership

## 1 Foundations of Learning & Leadership

**1987**

**Student President**
Koh Phangan Suksa School
National Outstanding Child

**1989–1992**

**Academic & Volunteer Leadership**
Songkhla Tinsulanonda Fisheries College
**1992:** National Outstanding Youth — Leadership

**1991**

**President, Future Farmers of Thailand**
Phran Thale Unit
Songkhla Tinsulanonda Fisheries College

**1992–1993**

**Bachelor's Degree in Fisheries**
Maejo Institute of Agricultural Technology
**1993:** Student Organization President & Northern Student Leader
**1994:** National Outstanding Youth — Volunteer Development

**1994–1997**

**M.Sc. in Fisheries Science**
Kasetsart University

## 2 Academic Growth & International Experience

**1998**

**Lecturer in Fisheries Technology**
Maejo University
Head of Student Affairs, 1998–2001

**2000**

**Integrated Aquaculture Training**
Wuxi, China

**2001–2005**

**Head, Department of Fisheries Technology**

**2003**

**Appointed Assistant Professor**

**2007–2008**

**Deputy Director, Office of Agricultural Research & Extension**
Academic Services

**2011**

**Ph.D. in Fisheries Science**
Ubon Ratchathani University
Ph.D. in Fish Ecology & Biology
Paul Sabatier University, Toulouse III, France

## 3 University Leadership & Innovation

**2011–2014**

**Assistant to the President**
Maejo University

**2015–2020**

**University Council Member**
Faculty Representative

**2019–Present**

**Associate Professor**

**2020–2024**

**Director, Office of Agricultural Research & Extension**
University Council Member — Administrative Representative

**2022–2024**

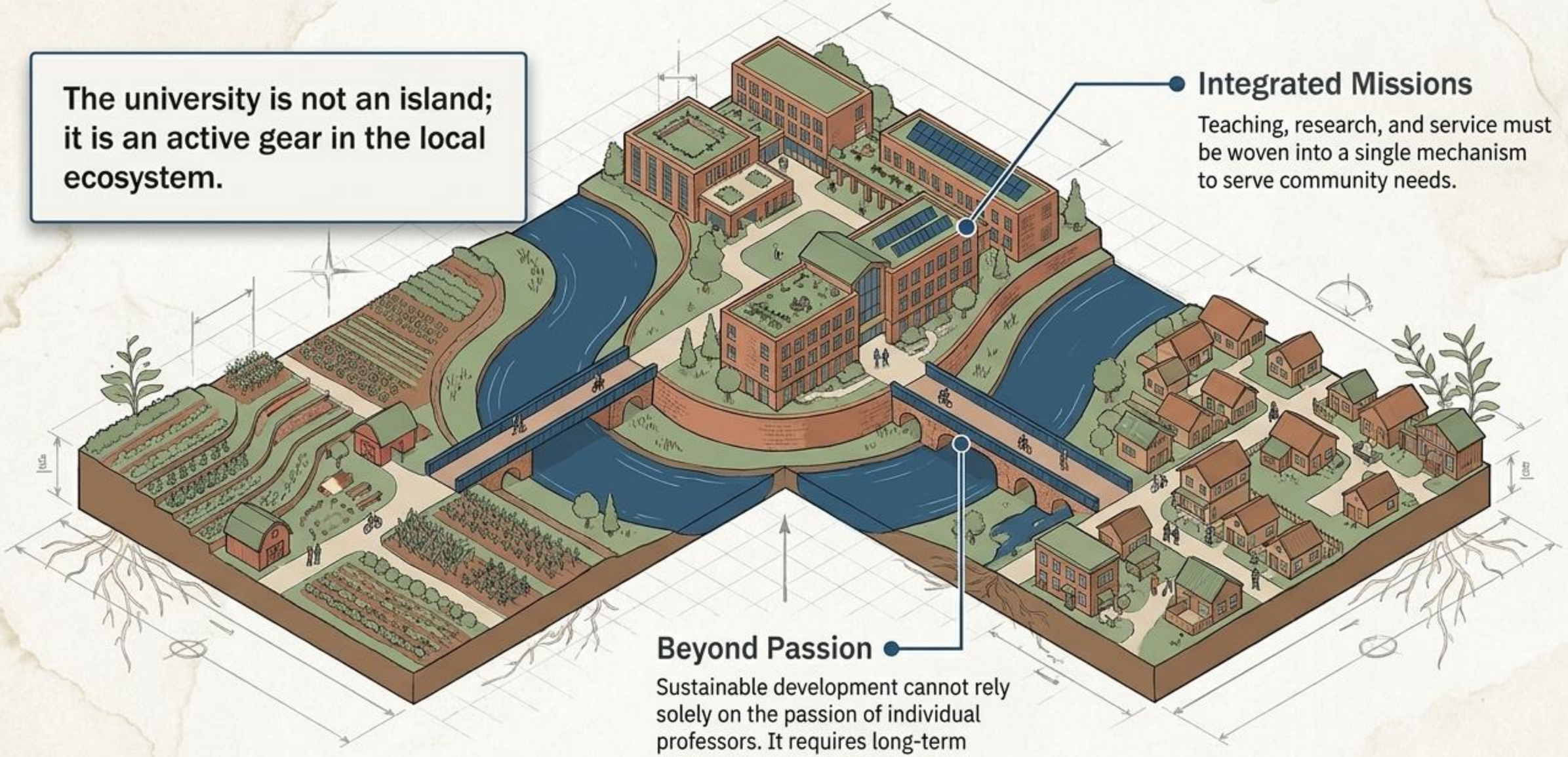
**Leadership, Research, Innovation & AI**
**2022:** P-CAST
**2023:** RDI Executive
**2024:** Generative AI for Research Management

**2025–Present**

**Dean, Faculty of Fisheries Technology & Aquatic Resources**
Maejo University

# Moving Beyond the Island Campus

**The university is not an island; it is an active gear in the local ecosystem.**



## Integrated Missions

Teaching, research, and service must be woven into a single mechanism to serve community needs.

## Beyond Passion

Sustainable development cannot rely solely on the passion of individual professors. It requires long-term structural commitment.

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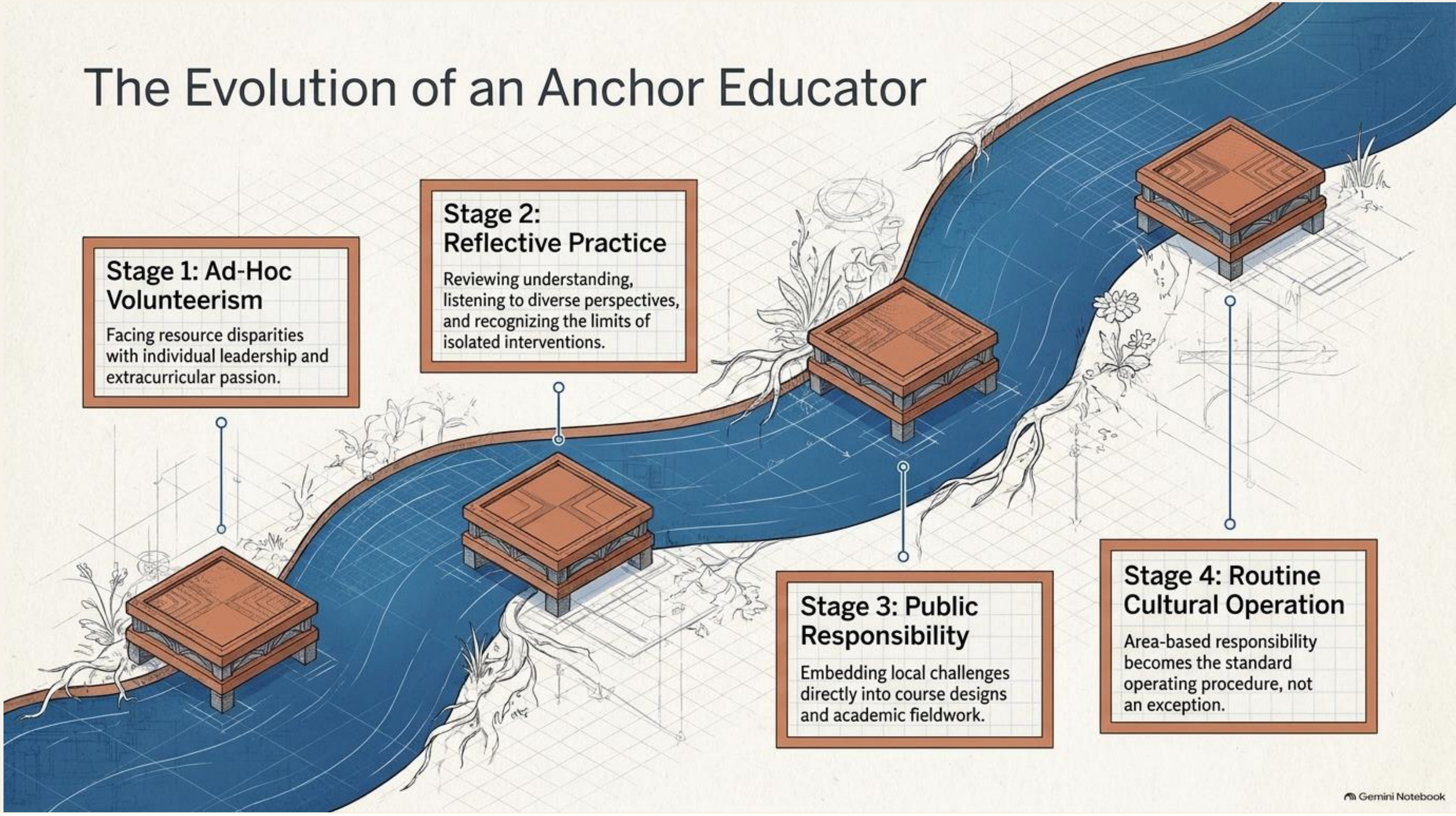
# 1. From Volunteer Development to Community Responsibility



# LIFE & CAREER JOURNEY | Associate Professor Dr. Apinun Suvarnaraksha

Education • Volunteer Service • Academia • Leadership

## 01 FOUNDATIONS OF LEARNING & LEADERSHIP

Learning, teamwork and public service

**1987**
**Student President**
Koh Phangan Suksa School
National Outstanding Child

**1989 – 1992**
**Academic & Volunteer Leadership**
Songkhla Tinsulanonda Fisheries College
1992: National Outstanding Youth — Leadership

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**1994 – 1997**
**M.Sc. in Fisheries Science**
Kasetsart University

## 02 ACADEMIC GROWTH & INTERNATIONAL EXPERIENCE

Building fisheries expertise and a career in academia

**1998**
**Lecturer in Fisheries Technology**
Maejo University
Head of Student Affairs, 1998 – 2001

**2000**
**Integrated Aquaculture Training**
Wuxi, China

**2001 – 2005**
**Head, Department of Fisheries Technology**

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**Appointed Assistant Professor**

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Academic Services

**2011**
**Ph.D. in Fisheries Science**
Ubon Ratchathani University
Ph.D. in Fish Ecology & Biology
Paul Sabatier University, Toulouse III, France

## 03 UNIVERSITY LEADERSHIP & INNOVATION

Applying knowledge to institutional leadership, research and lasting impact

**2011 – 2014**
**Assistant to the President**
Maejo University

**2015 – 2020**
**University Council Member**
Faculty Representative

**2019 – Present**
**Associate Professor**

**2020 – 2024**
**Director, Office of Agricultural Research & Extension**
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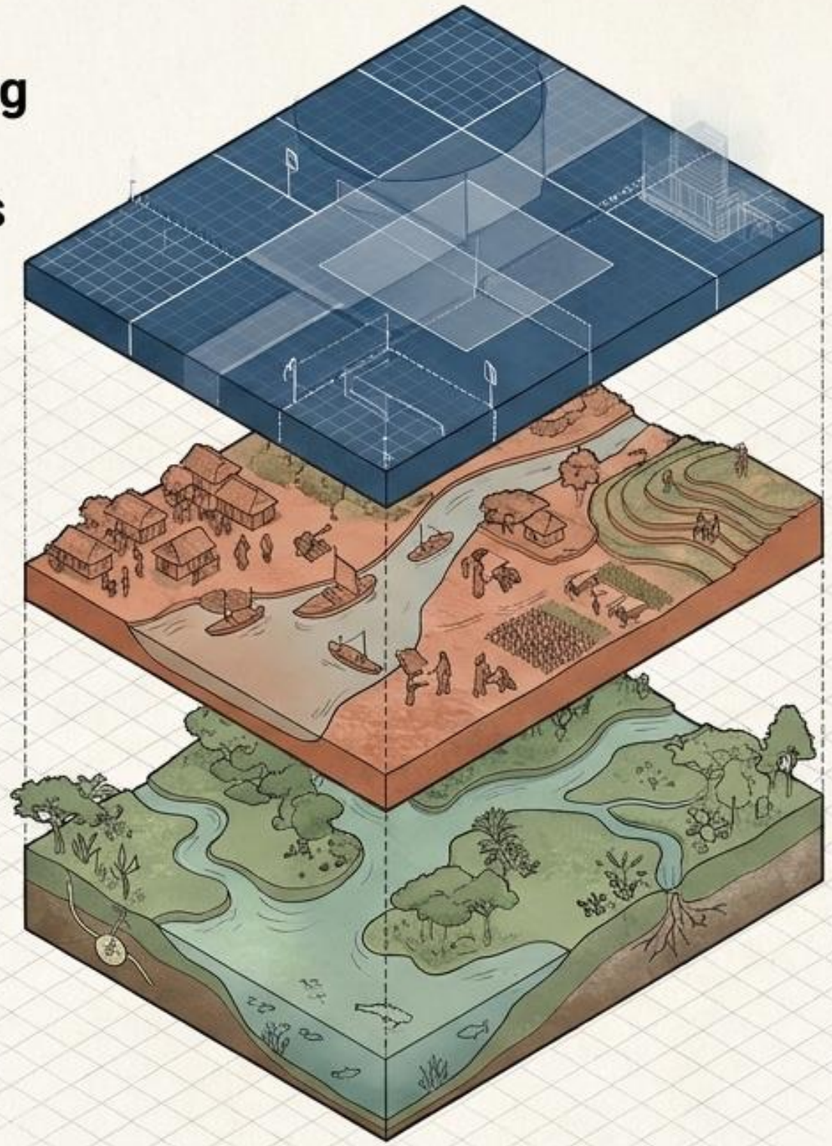
**Dean, Faculty of Fisheries Technology & Aquatic Resources**
Maejo University

Timeline based on the supplied biographical information • Dates shown in Common Era (CE)

# 2. Understanding the Community Through Fish, Water, and Local Life

## Decoding the Territory: Social-Ecological Systems

**True regional understanding requires mapping the dynamics of all three layers simultaneously.**



### Governance System

Abstract grids and boundaries representing rules, jurisdictions, and overlapping administrative authorities.

### Resource Users

Villages, boats, and fields representing the community, their livelihoods, and daily resource reliance.

### Resource System

The physical ecology—rivers, landmasses, aquatics, and biological life.

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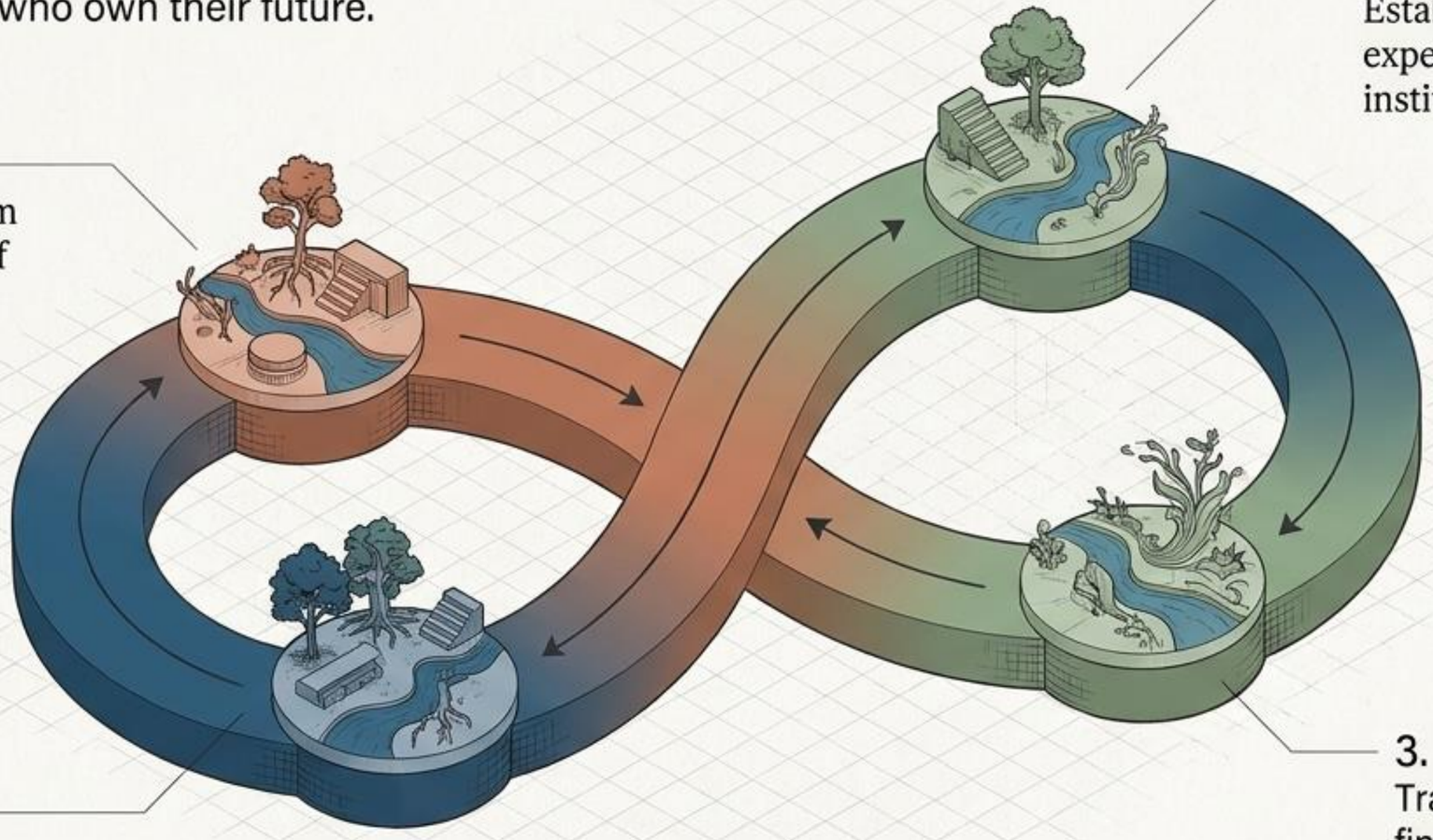
# The Infinity Loop of True Participation

The community is not a "testing ground"—they are "Knowledge Holders" who own their future.

### 1. Co-define Goals
Involve stakeholders from the absolute beginning of research.

### 2. Communicate Limits
Establish realistic expectations based on actual institutional capacity.



### 3. Return Data
Translate academic findings back into practical decision-making tools for the community.

### 4. Follow-up
Evaluate the long-term impact after the primary intervention concludes.

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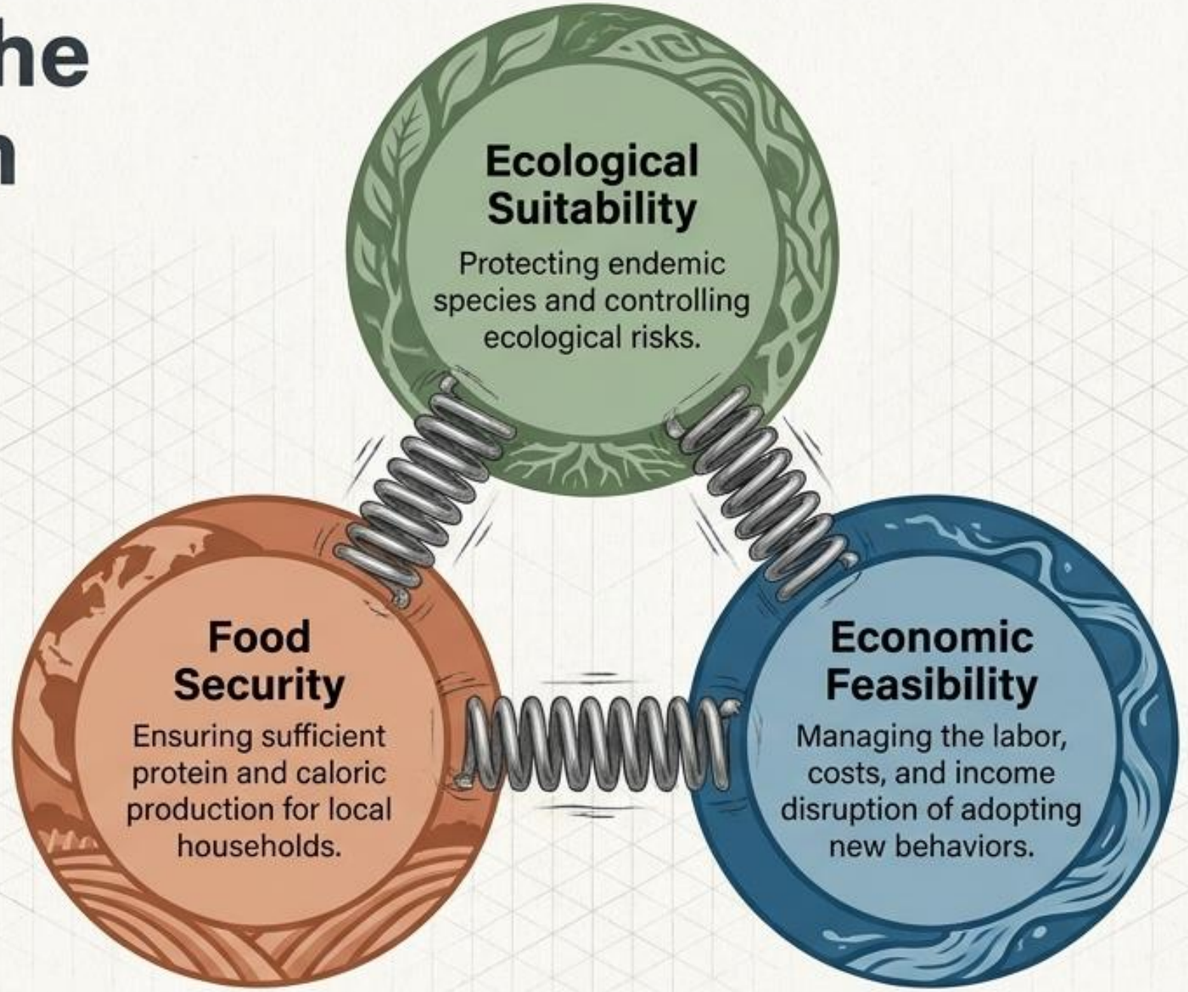
# 3. Linking Conservation with Food and Livelihoods

## Balancing the Intervention Triangle




Core Insight: Changing the rules of access to natural resources always creates a cost. Policy interventions must ensure the equitable distribution of that burden.

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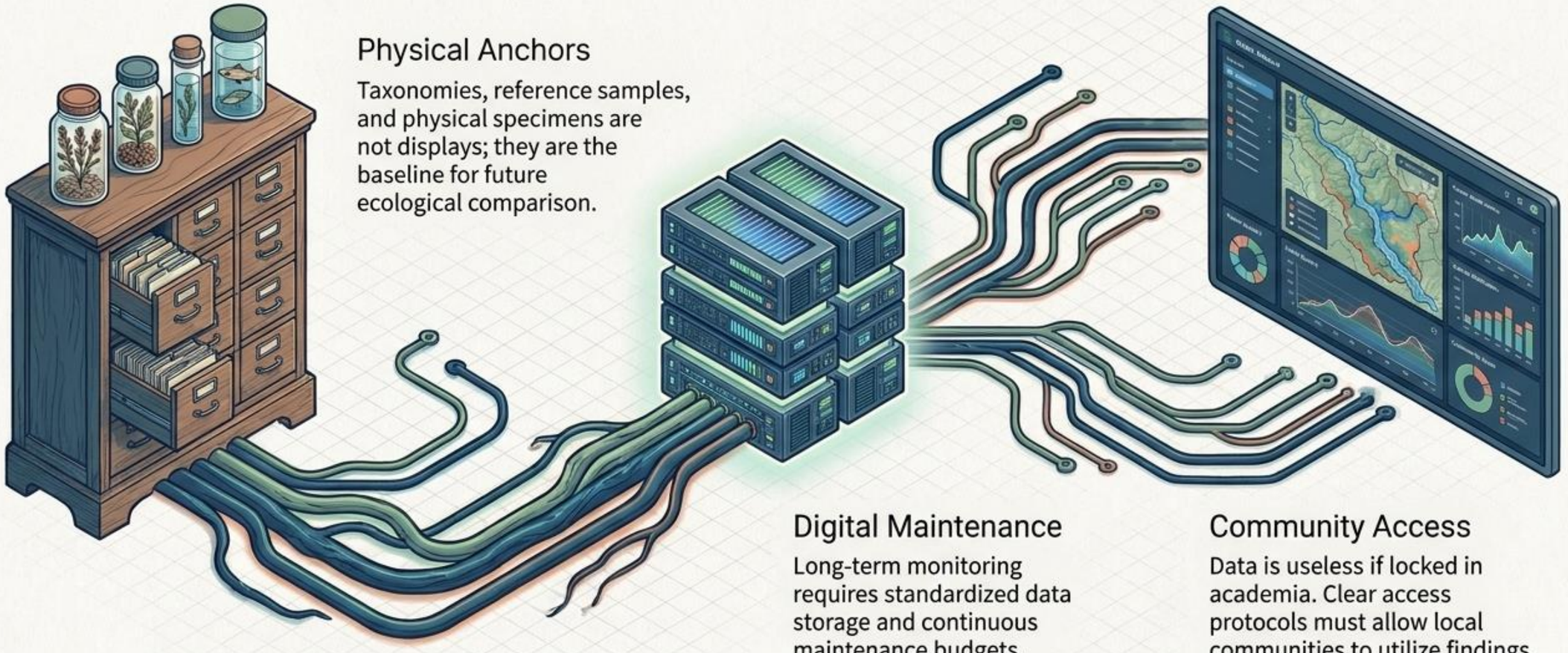
# 4. Using Places to Empower People, Empowering People to Build Communities

## Data as Public Infrastructure



### Physical Anchors

Taxonomies, reference samples, and physical specimens are not displays; they are the baseline for future ecological comparison.

### Digital Maintenance

Long-term monitoring requires standardized data storage and continuous maintenance budgets.

### Community Access

Data is useless if locked in academia. Clear access protocols must allow local communities to utilize findings for real-time management.

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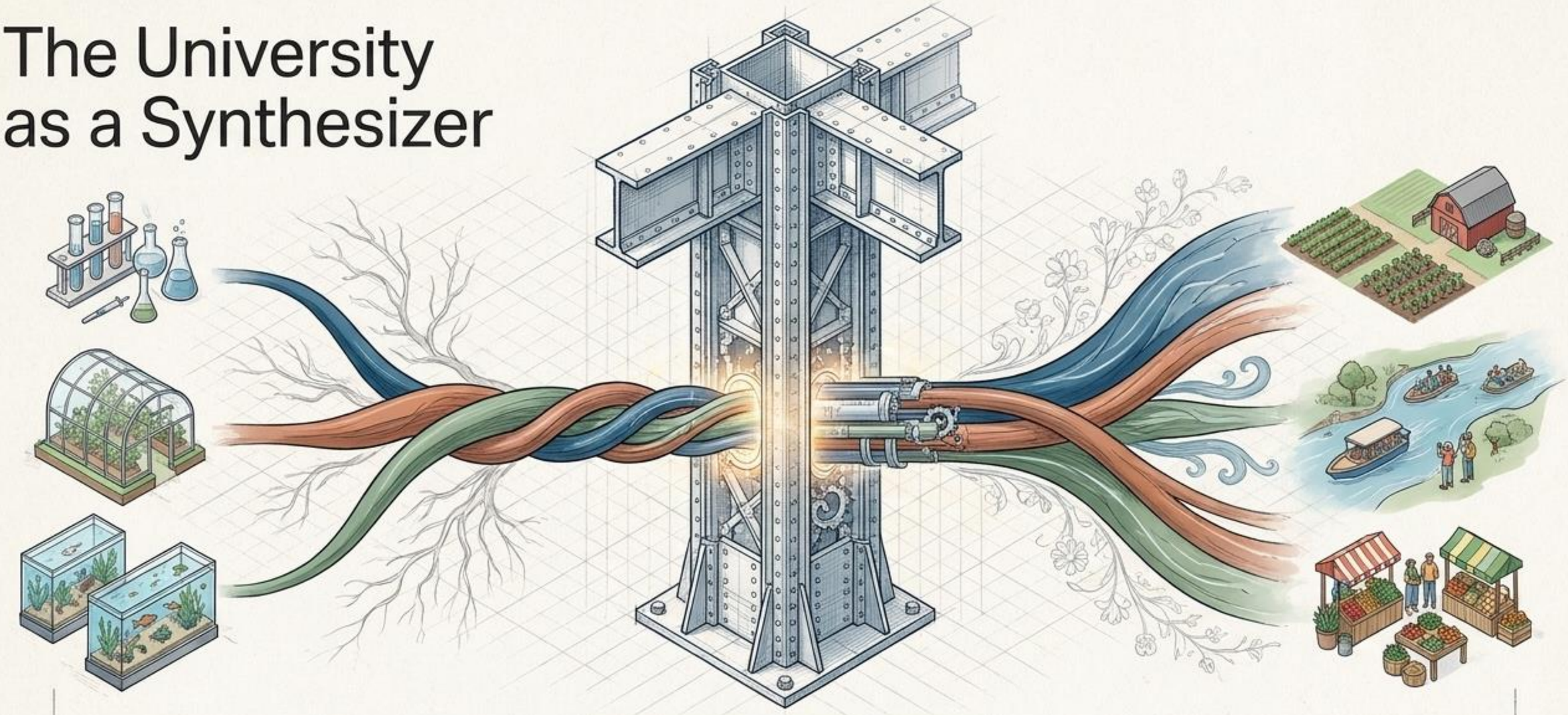
# The University as a Synthesizer



### Controlled Testing

Co-experimenting at an appropriate scale to control both cost and ecological risk.

### The University Bridge

Evidence Evaluation: Validating outcomes based on actual behavioral data, consumption, and real income generated.

### Scaled Enterprise

Expanding validated options into local livelihoods (Eco-tourism, sustainable agriculture, community enterprises)

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HICRAS

# The Integration Engine

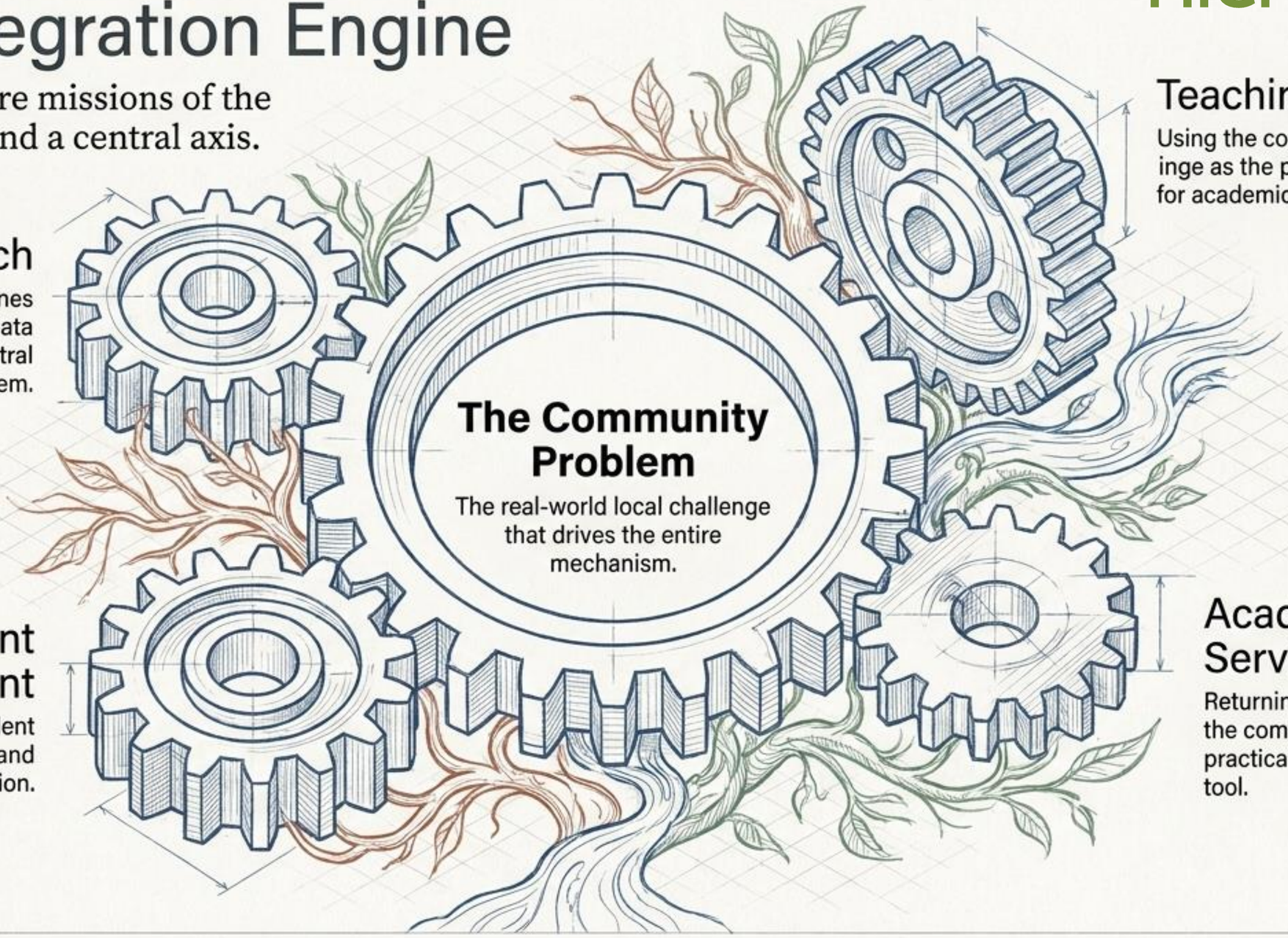
Aligning the core missions of the university around a central axis.

## Research

Establishing baselines and gathering field data driven by the central problem.

## Student Development

Assessing student leadership, empathy, and real-world execution.




## Teaching

Using the community challe-inge as the primary prompt for academic coursework.

## Academic Service

Returning analyzed data to the community as a practical problem-solving tool.

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# HICRAS

## SEAMLESS INTEGRATION

Teaching & Learning • Research • Academic Services • Student Development

**Concept by Apinun Suvarnaraksha**
Faculty of Fisheries Technology & Aquatic Resources
Maejo University

*Real Places. Real Challenges. Learning Together with Communities.*

### TEACHING & LEARNING

- Connect courses with hands-on practice
- Learn through place-based and problem-based approaches

### RESEARCH

- Ask questions, collect data, analyze and synthesize findings
- Develop research writing and presentation skills



### ACADEMIC SERVICES

- Solve problems together with communities and farmers
- Apply knowledge of water quality and aquaculture

### STUDENT DEVELOPMENT

- Build teamwork, leadership and responsibility
- Cultivate volunteerism, ethics and life skills

## THE LEARNING PROCESS

**Participatory Action Research (PAR)**

1. Identify problems with the community
2. Plan and connect courses
3. Collect data and conduct experiments
4. Analyze findings and share knowledge
5. Reflect and improve

## EXAMPLE LEARNING SITES



Water bodies around the university



Tilapia farm, San Sai District



Highland communities, Galyani Vadhana District

## Developing Skilled, Ethical Professionals

University and community learning and growing together

Based on the HICRAS concept by Apinun Suvarnaraksha (2019)

# 5. From Individual Experience to Institutional Capability

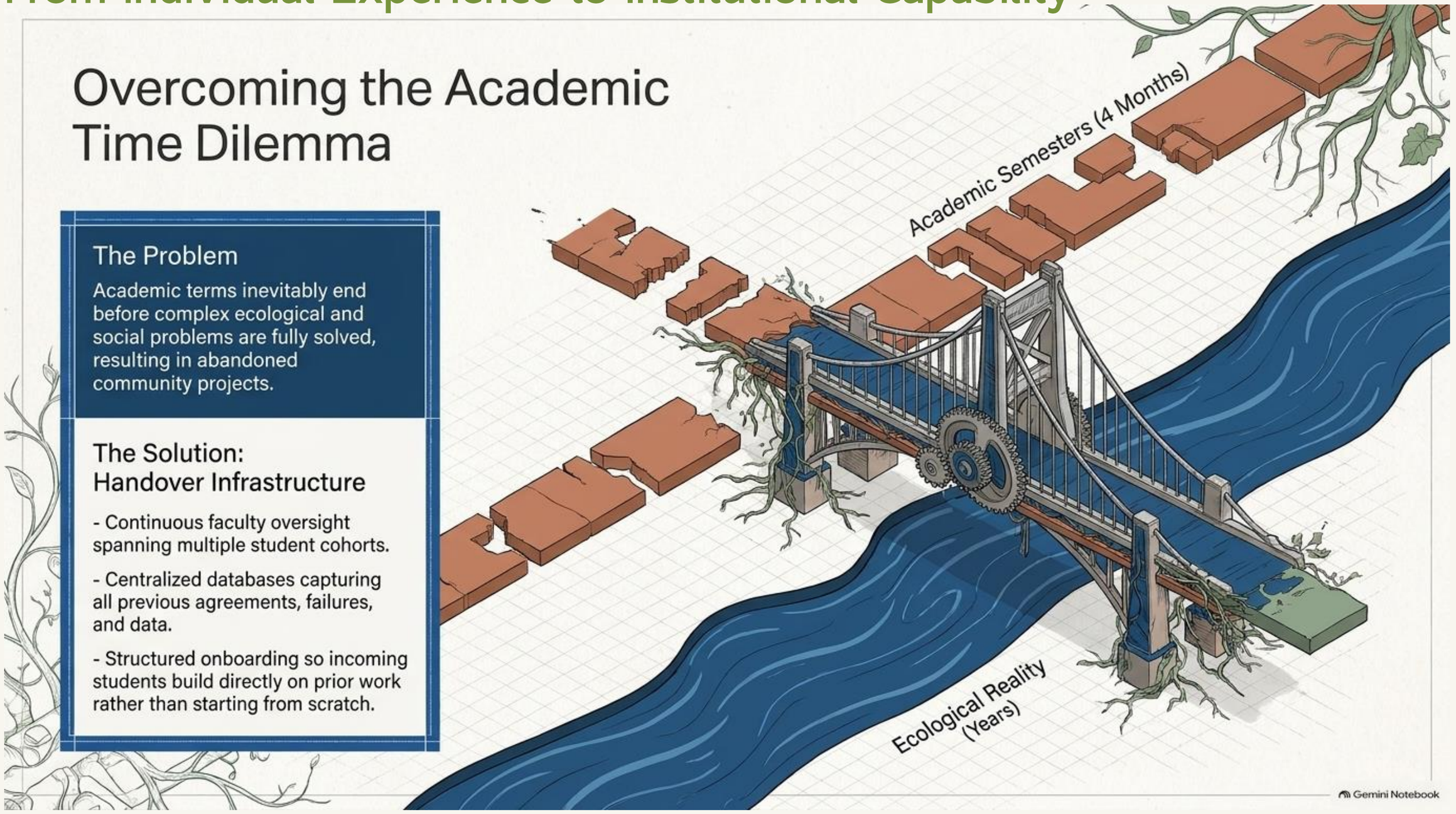
## Overcoming the Academic Time Dilemma

### The Problem

Academic terms inevitably end before complex ecological and social problems are fully solved, resulting in abandoned community projects.

### The Solution: Handover Infrastructure

- Continuous faculty oversight spanning multiple student cohorts.
- Centralized databases capturing all previous agreements, failures, and data.
- Structured onboarding so incoming students build directly on prior work rather than starting from scratch.



# The Diagnostic Matrix: Passion vs. Capacity

| | Individual Passion  | Institutional Capacity  |
|---|---|---|
| Budget | Relies on short-term, cyclical research grants. | Central budget allocated for continuous data and infrastructure maintenance. |
| Knowledge Ownership | Relationships and historical data are trapped in the professor's head. | Centralized databases and formal community handover protocols exist. |
| Continuity | Interventions halt entirely when the semester ends or funding dries up. | Cross-functional teams are explicitly responsible for long-term regional targets. |
| Exit Impact | Projects collapse when the university leaves; communities feel abandoned. | Systems continue functioning; local rules and resources remain autonomsly managed. |

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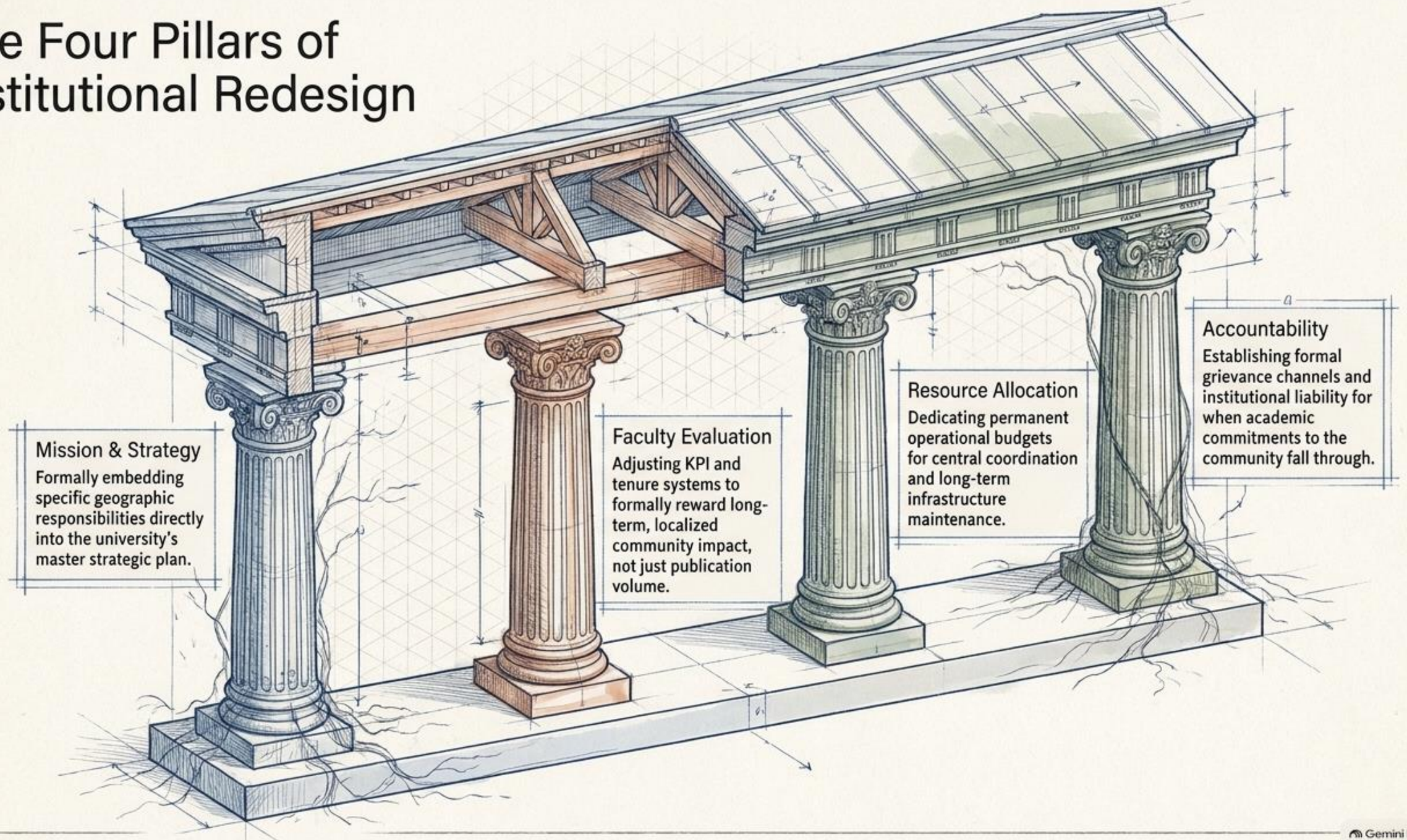
# The Four Pillars of Institutional Redesign

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# The Campus as a Regional Economic Engine

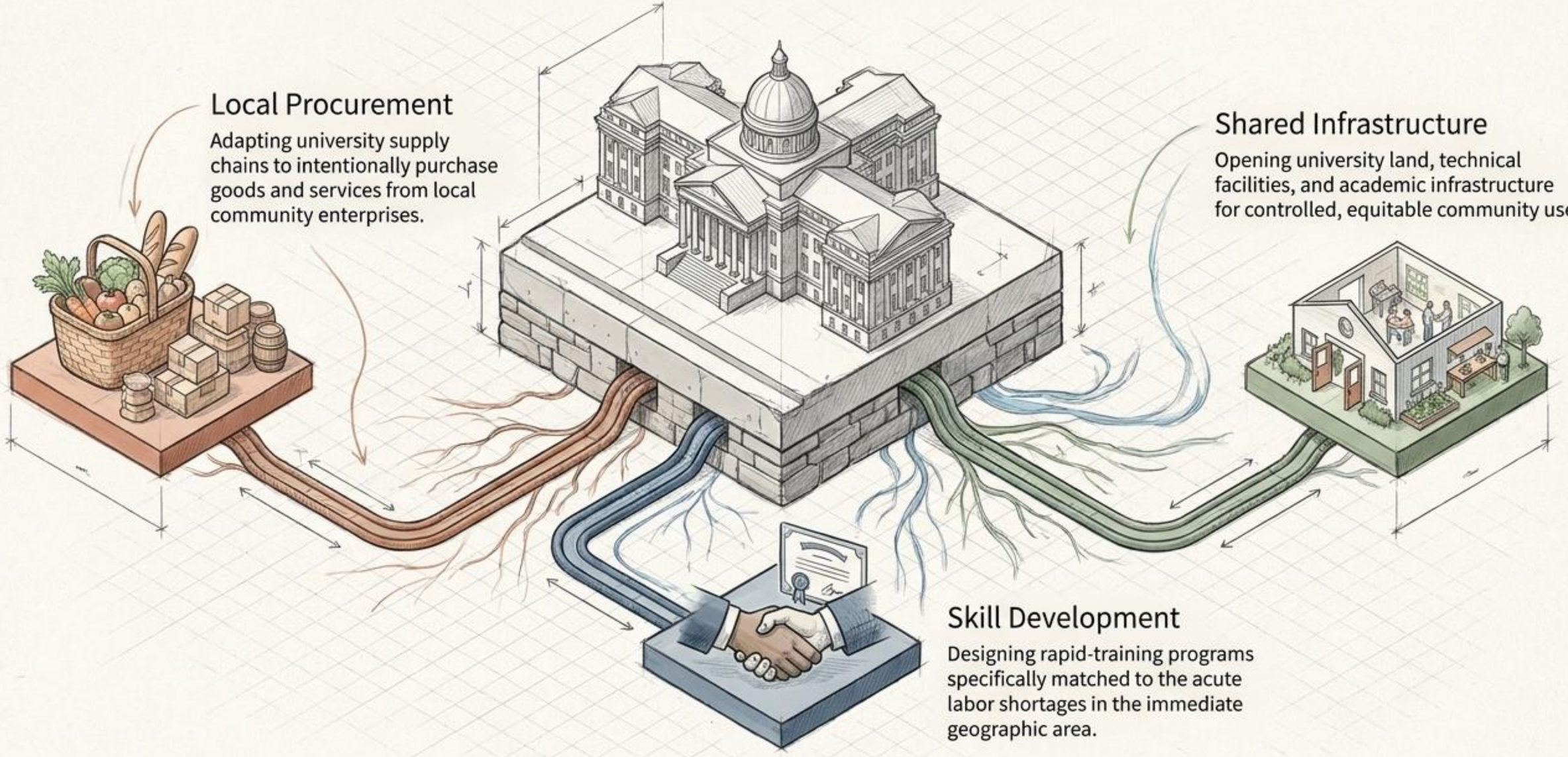
Leveraging the institution’s operational footprint beyond academics.

## Local Procurement

Adapting university supply chains to intentionally purchase goods and services from local community enterprises.

## Shared Infrastructure

Opening university land, technical facilities, and academic infrastructure for controlled, equitable community use.



## Skill Development

Designing rapid-training programs specifically matched to the acute labor shortages in the immediate geographic area.

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# Participatory Action in the in the Field

The university and the community learn, adapt, and develop simultaneously.



1. Jointly survey the problem.
2. Co-plan the intervention.
3. Collect field data together.
4. Analyze findings collaboratively.
5. Reflect and adapt local practices.

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UNIVERSITY
MAID
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ภูมิปัญญาแห่งการเกษตร

# Growing Together: The Ultimate Metric

Ecological conservation, food security, and academic advancement are only sustainable when braced by permanent institutional infrastructure.



The defining success metric of an Anchor Institution is not the volume of projects completed. It is the ability of the community to autonomously manage their ecosystem long after the university's intervention has ended.

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