PhD DISSERTATION

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Successful University-Community Engagement: Examining Top-Down Context

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List of Abbreviations

CERI = Centre for Educational Research and Innovation

CPA = Critical Discourse Analysis (CDA)

CRA = Coding reliability approach

CSR = Corporate social responsibility

HEIs = Higher education institutions

IPA = Interpretative Phenomenological Analysis

OECD = Organisation for Economic Co-operation and Development

UCE = University-community engagement

USR = University social responsibility

SLR = Systematic literature review

TA = Thematic analysis

1. Introduction

A variety of key concepts and terminologies are frequently used in the academic literature to describe the multifaceted relationships between universities and society. These terms reflect the evolving roles of higher education institutions beyond their traditional functions of teaching and research. First, university social responsibility (USR), refers to the university's institutional commitment to contribute positively to society, often through top-down and transactional activities. These may include initiatives aimed at addressing social, economic, and environmental challenges, reinforcing the university's role as an agent of societal change (Mbah, Johnson and Chipindi, 2021; Reisinger and Dános, 2022; Sitku, 2023). Some scholars also view it, emphasizing the role of universities in driving technological innovation and fostering economic development (Etzkowitz *et al.*, 2000; Smith and Bagchi-Sen, 2012). In this context, UCE is viewed as holding a similar position to corporate or business institution. Consequently, some researchers refer it as 'university social responsibility,' a concept derived from 'corporate social responsibility' (CSR), applicable to Higher Education Institutions (HEIs) (Rudnák, Gedecho and Taera, 2024).

Second, third mission. This concept denotes the university's role beyond its core functions of education and research. It emphasizes collaboration, mutual benefit, and long-term partnerships with external stakeholders. The third mission encompasses activities such as community engagement, public service, and knowledge transfer (García-Gutiérrez and Corrales Gaitero, 2020; Jones *et al.*, 2021). Moreover, the third mission concept stems from the growing significance of university research in enhancing national and regional competitiveness and is closely linked to the notion of the "entrepreneurial university" (Laredo, 2007; Málovics, Juhász and Bajmócy, 2022). In this context, the concepts of USR and the third mission are broadly aligned, particularly in their practical orientation toward business and industry collaboration.

Thirth, university-community engagement (UCE). It broadly encompasses the range of collaborative efforts between universities and local or regional communities. These interactions aim to address pressing social issues and promote reciprocal benefits between academic institutions and society (Ogunsanya and Govender, 2020; Singh, Bhatt and Singh, 2021).

Fourth, service learning or community service. Service learning is a pedagogical approach that integrates community service with academic instruction, and is part of UCE. It enables students or/and lecturers to apply theoretical knowledge in real-life settings while simultaneously addressing societal needs. This approach represents a concrete implementation of the third mission of universities (Waghid, 2002; Tolosa and Amundarain, 2017).

Fifth, university sustainability. It refers to the comprehensive efforts by HEIs to integrate sustainable practices across various dimensions of their activities, particularly concerning the relationship between people and the environment (Lozano *et al.*, 2015). These efforts include activities such as renewable energy projects, energy and resource conservation, efficient waste and environmental management, and the promotion of social justice (Francis and Moore, 2019). By adopting this model, academics hope to continue their core activities (teaching and research) while simultaneously reducing their environmental footprint and contributing positively to the environment in a sustainable manner.

The definitions and focal points of these terms are presented in *Table 1*. This study adopts the term (UCE) due to its growing global recognition and its specific emphasis on mutual collaboration between universities and communities. Specifically, the term UCE is chosen over other related terms due to its emphasis on process and its potential to generate mutual impact and benefits for the collaborating actors. Concepts such as USR and the third mission are more practically oriented toward business-related relationships, which do not align with the focus of this study. Meanwhile, service learning/community service and university sustainability refer more specifically to types of activities or issues being addressed. Both (service learning/community service and university sustainability) can be viewed as components of UCE, as UCE serves as an umbrella concept encompassing various initiatives that connect universities with communities to generate long-term impact through collaborative efforts involving multiple stakeholders.

Table 1 Comparison and Key Concepts

Term	Description	Focus
USR	University's obligation to contribute positively to society.	Transactional activities
Third mission	Interaction between universities and local/regional communities	Enhancing development for competitiveness
UCE	Interaction between universities and local/regional communities	Collaborative efforts
Service learning/ community service	Integrating service with academic learning	Skill development, societal contribution
University sustainability	Integrate sustainable practices	Environment issue

Source: Author(s), 2025

Regarding the UCE term, it has been extensively researched across disciplines and context (Koekkoek, Ham and Kleinhans, 2021). UCE is about connecting universities with community needs (Preradović and Čalić, 2022), thereby dismantling the traditional view of universities as "ivory-towers" (Ocean, Calvano and McGorry, 2020). UCE can contribute to the enhancement of human and social capital, the improvement of professional infrastructure and capacity building, and, more broadly, offer benefits across the socio-economic, environmental, and cultural dimensions of the local community (Koekkoek, Ham and Kleinhans, 2021). Through collaboration between universities and local communities, various cross-sectoral issues can be addressed, including health, education, economics, environment, and other pressing challenges (Benneworth *et al.*, 2018; Koekkoek, Ham and Kleinhans, 2021).

In the economic sector specifically, UCE might be a key driver of local economic income. Also, UCE can support transformative social justice (Málovics, Juhász and Bajmócy, 2022). Furthermore, previous studies have underscored the significance of UCE as it can directly contribute to accelerating the achievement of Sustainable Development Goals (SDGs), particularly SDG 4 (education), SDG 10 (equality), and SDG 16 (peace, justice, and strong institutions) (Shabalala and Ngcwangu, 2021; Carroll, Fitzgibbon and Caulfield, 2023; Borsatto *et al.*, 2024).

1.1. Research Problem

Generally, Hazelkorn (2016a) distinguishes the concept of UCE in three aspects: (1) social justice; (2) economic development; and (3) the public good. The social justice model emphasizes reciprocity to improve the capacity of universities and local communities, economic development emphasizes the importance of universities as engines of social and economic growth, and the good public model emphasizes a process in which universities serve the public good, especially if the state funds them. This model aligns with the framework proposed by (Grant and Hains, 2024), who similarly emphasize that the primary contribution of higher education should be directed towards local communities by enhancing their "capacity" (p. 163).

Conversely, the economic development model highlights the role of universities as engines of socioeconomic progress, advancing social mobility and widening access to higher education for marginalized groups. This model underscores universities' efforts to enhance graduate employability, their short- and long-term contributions to national economic growth and regional development, and their role in fostering the creation of new enterprises while driving innovation in existing industries.

The third model, the public good, emphasizes a process wherein universities, particularly those funded by the state, are dedicated to serving the collective welfare of society. To some extent, the second and third models share a common orientation towards quantitative economic growth. In this study, we categorize the two primary dimensions of the UCE model into social justice and economic income.

Some UCE program initiators claim they have successfully implemented UCE because they have made significant impacts on economic income (Weinberg, 1999; Petersen and Kruss, 2021). Despite creating more jobs or increasing community income, many questions remain about this "economic income" UCE program model. Some researchers believe that boosting income by creating jobs or raising earnings does not lead to long-term benefits for the community (Grant and Hains, 2024). Furthermore, a prevalent critique of these programs is their inability to address the systemic origins of the challenges encountered by local communities, who are frequently oppressed and marginalized by the prevailing socio-economic structures (Hurd and Stanton, 2023)—predominantly capitalist systems functioning across countries. Economic injustice and

inequality, which prevent these communities from accessing education and basic needs, ultimately contribute to their impoverishment. Programs focused solely on quantitative income growth do not address the root causes of why marginalized communities struggle with financial problems and income. Fundamental issues such as education, mindset, health, housing, and basic needs, which impact community well-being, are often ignored (Gyamera and Debrah, 2023).

Therefore, instead of focusing only on the growth of economic income or quantitative economic welfare, some researchers believe that UCE programs should target the fundamental social justice issues that drive long-term transformation in marginalized communities (Strier and Shechter, 2016; Wood, 2016; Chupp, Fletcher and Graulty, 2021; Hurd and Stanton, 2023). It is also important to emphasize that the issue is not always about selecting between quantitative economic growth or qualitative social transformation, but rather about aligning the university's available resources with the specific challenges faced by the community. For instances, education majors might focus more on educational programs that also give students real teaching experience in front of the community (Wade, 1995), business majors might focus on opening access to new skills for small entrepreneurs to increase their income (Petersen and Kruss, 2021), and this applies to other study programs as well.

At other side, the issue also might not be about the academic background of the students or faculty, but about the urgent needs of the community that can be addressed without requiring academic expertise but instead physical assistance and access (Shannon and Wang, 2010; Day *et al.*, 2021). Or it may be due to a more fundamental issue: the perspective of academics who view UCE as an "additional task," wherein their role is only to "assist" rather than address the systemic injustices faced by the community (Wood, 2016).

Furthermore, the issue may be more fundamental: the perspective of academics who view UCE as an "additional task," where their role is merely to "assist" rather than to address the systemic injustices facing the community (Wood, 2016). This perspective embodies a "shallow" form of collaboration between universities and communities (Himmelman, 2001). In this view, the responsibility of academics is limited to addressing only surface-level issues, without engaging in the deeper, systemic problems that communities face.

In addition, several studies suggest that the "shallow" outcomes of UCE may be due to the motivations of the actors involved—whether driven by genuine personal interest or simply viewing UCE as an academic obligation to fulfill. One prior study reported that the actors involved in UCE initiatives in South Africa failed to maintain their commitment and motivation, resulting in minimal impact on the local community where the university is situated (Thakrar, 2018). Another study noted a UCE failure in China due to the inability of university actors to adequately understand the cultural nuances of the local community (Chen and Vanclay, 2021). Other UCE cases (Duke, 2008; Clark *et al.*, 2017; Sanga, Gonzalez Benson and Josyula, 2021) have failed to achieve equal involvement of all parties, the fulfillment of goals for both sides, and long-term sustainability of the partnership.

Regarding how intrinsic motivation arises among UCE actors, prior studies have found that those who engage in UCE driven by personal motivation (bottom-up) tend to undertake UCE with genuine commitment (Málovics, Juhász and Bajmócy, 2022; Gyamera and Debrah, 2023). In contrast, those who implement UCE programs merely to fulfill top-down directives often result in superficial, formalistic programs cases (Duke, 2008; Clark *et al.*, 2017; Sanga, Gonzalez Benson and Josyula, 2021). Therefore, it is crucial to understand whether the context itself (top-down or bottom-up) contributes to the failure of UCE to have a meaningful impact on local communities. To answer that question, this study will examine these two contexts through a systematic literature review (SLR) of prior studies on UCE implementation, focusing on both top-down and bottom-up initiatives.

Following this SLR, the study will concentrate on a top-down initiative context. While the bottom-up approach has been successful in impacting local communities (Gyamera and Debrah, 2023), this research continues to investigate why the more stable top-down approach has often had limited or no impact on local communities. The urgency of empirically examining UCE in the top-down context arises from the challenges and criticisms that, despite its recognized importance, UCE in top-down contexts often suffers from confusion, lack of coordination, and insufficient commitment (Fenwick, 2014). Furthermore, another study concluded that internal issues among UCE actors within the university in a top-down context, such as their internal capacity, hinder their ability to

reaffirm higher education's role in fostering dialogue with local communities (Purcell, 2023).

Previous literature suggested that the ability to respond to the local community needs may play a crucial role in the success of UCE (McLachlan *et al.*, 2017). As also stressed by other study that the success of UCE is significantly related to how well these practices are integrated with the needs and issues of the communities (Taylor, 2023). However, in a top-down context, the urgency to prioritize community needs may be overshadowed by the desire to quickly fulfill academic duties and responsibilities associated with implementing UCE programs (Fenwick, 2014; Wahyuni, 2023).

Therefore, addressing these issues requires further investigation within the top-down context to ensure meaningful and effective engagement (Fenwick, 2014). Consequently, the main research question in this thesis is "**How to implement the university-community engagement in successful way from top-down context?**"

1.2. Purpose and the Context of the Thesis

To address the problem identified and the main research question above, I examined prior literature through SLR on the implementation of UCE from both bottom-up and top-down perspectives. I continued to analyze three case studies, including two cases UCE programs and one national case study on academic perspectives of UCE implementation at the national level. These three case studies are conducted in Indonesia.

The Indonesian context was chosen because: *first,* it effectively illustrates how government regulations and directives at the grassroots level significantly shape UCE activities (Yudarwati, 2019); *second*, in the Indonesian context, the top-down approach applies to all levels of government (Ha & Kumar, 2021; Pramono & Prakoso, 2021), including the education sector (Poedjiastutie et al., 2018; Setiawan, 2020); *third,* Indonesia, with its five main islands and diverse ethnic groups in each region, provides a multicultural context for this study, which will be particularly relevant in the study that examines the perspectives of faculty members across various Indonesian universities on UCE programs; and *fourth,* Indonesia offers a non-Western context for UCE, addressing

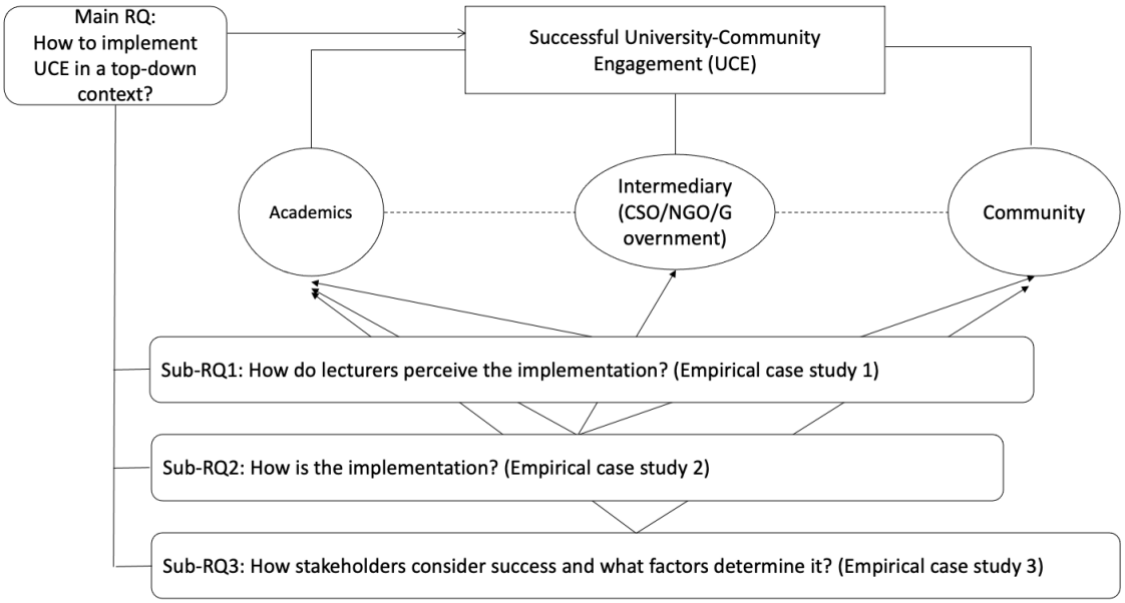
criticisms that most engagement studies are ethnocentric and Western-oriented (Yudarwati, 2019).

Based on that purpose and the strongly hierarchical top-down context in Indonesia, I will answer the main question of this thesis based on the SLR of prior literature relating UCE cases across various countries and contexts (top-down and bottom-up) and examining three empirical case studies regarding these three sub-research questions below:

1. How do lecturers/academics perceive the implementation of UCE within a top-down initiative context in Indonesia?
2. How is the UCE program implemented within a top-down initiative context in Indonesia?
3. What do stakeholders consider to be the success of UCE programmes and what are the components that determine such success?

The logical flow of this study—including the research focus, main research question, and sub-research questions—and how these elements are interconnected is illustrated in *Figure 1* below.

Figure 1 Line of Thought



Source: Author(s), 2025

Figure 1 illustrates that the main research question of this study focuses on the success of UCE, which is influenced by three key actor groups: academics, intermediaries, and community members. From this central research question, I developed three sub-research questions. Sub-research question 1 is addressed through empirical study 1, which draws on data collected from academics. Sub-research question 2 is explored through empirical study 2, which investigates a UCE program involving all three actor groups; however, in this case, the initiative appears to have been unsuccessful. In contrast, empirical study 3, which responds to sub-research question 3, analyzes a different UCE program—also involving the three actor groups—that appears to have achieved success. The findings from these three empirical case studies, together with the results of the systematic literature review (SLR), contribute to answering the main research question.

Based on the purpose and research questions above, as also can be seen on the *Figure 1,* I formulate the research objectives of this study in three ways. *First,* in scientific/theoretical area, this study aims to analyze the factors that contribute to the success of UCE; analyze the perspective of lecturers regarding the implementation of UCE; analyze the implementation of UCE from different perspectives (university, local society, and intermediary side), and analyze how the stakeholders define the success of UCE along with the components determine such success.

Second, in practical area, this study aims to offer actionable insights and strategies for improving UCE through top-down initiative approaches. By analyzing real-world cases, it seeks to help stakeholders design and implement UCE initiatives that effectively align institutional goals with community needs, ensuring that such efforts are not only completed as a mandatory task from the top government but also socially impactful and sustainable to the society.

Third, from the author's personal side, this study reflects my personal commitment to bridging the gap between academic institutions and the communities they serve in international UCE practices (generally), and the context where I work as an academics (specifically). Through exploring top-down UCE initiatives, I aim to better understand how the program can contribute to the society in meanigful way. Also, motivated by a desire to contribute to more inclusive and socially just development practices, this research is also part of my journey to become an academic who hopes to contribute in meaningful and sustainable change through collaboration and shared knowledge.

1.3. Structure of the Study

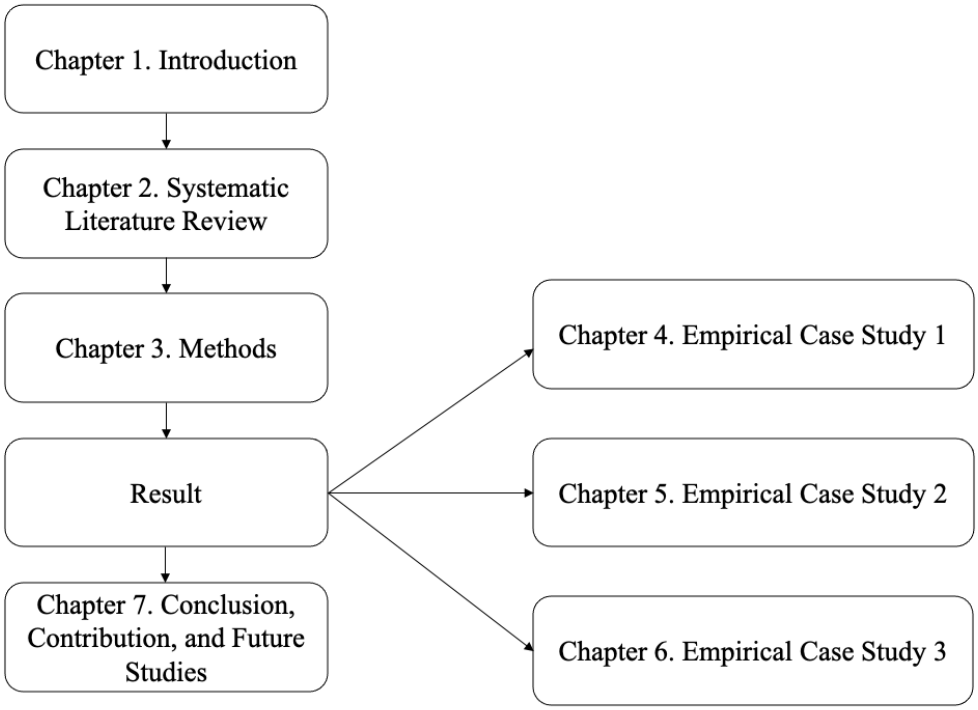
The study begins with this chapter, Chapter 1, which discusses the background, main research question, purpose of the study, and the overall structure. Following that, Chapter 2 presents the context of the study and literature review. The literature review is the result of the SLR study. This SLR examines prior research on top-down versus bottom-up UCE cases across various countries and contexts. This SLR serves not only as the literature review for this thesis but has also been published as an independent study, as it is a literature review conducted using a systematic methodology.

Chapter 3 explores the methods used in the three empirical case studies. Chapter 4, representing the result of the first empirical study that analyzes the perspectives of Indonesian lecturers from different universities on the implementation of UCE in the context of top-down initiative.

Next, Chapter 5 is the second empirical study which provides the result of the investigation of the implementation of UCE with local cow farmer community in ASM Village. This empirical study shows how the mechanisms and driving forces behind the initiatives influence UCE programs and actors' perspectives on them. Chapter 6 is the result of other empirical study of UCE program conducted by public university with housewives community in Rammang-Rammang, an Indonesian tourist destination. The results showed whether the success of a UCE program can be measured solely by economic income growth or if there are other critical issues that need to be addressed.

Finally, Chapter 7 summarizes the findings from the three empirical studies and details how they contribute to answering the main research question. This final chapter also addresses future research directions, limitations, and recommendations. An overview of the dissertation structure is presented in *Figure 2* below.

Figure 2 Structure of Dissertation



Source: Author(s), 2025

2. Top-down UCE Cases across Countries and Contexts

2.1. The Role of chapter

In this chapter, the basic concept of UCE, UCE approaches, and examples of UCE implementation in various regions using bottom-up and top-down initiation approach from previous literature will be discussed. The examples presented in this chapter are reviewed using a systematic method, specifically a SLR. This chapter will serve as the conceptual foundation for the three empirical case studies that will be discussed in Chapters 4, 5, and 6.

2.2. Definition, Development, and Concept of UCE

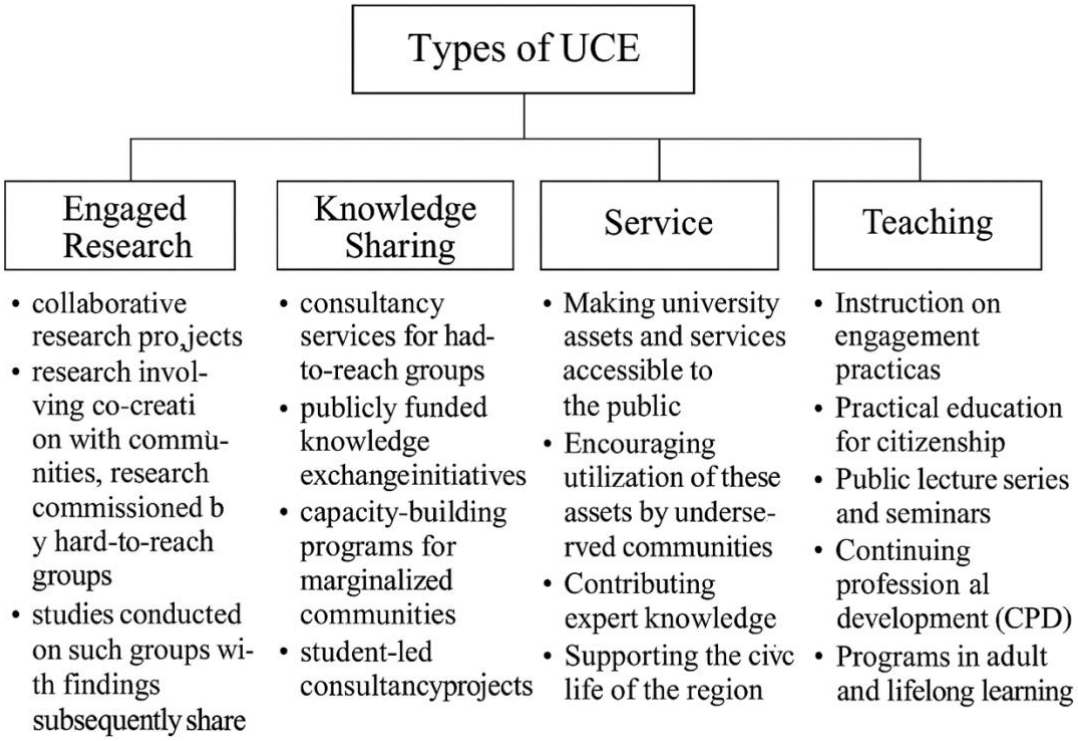
UCE has been extensively researched across disciplines and context (Koekkoek, Ham and Kleinhans, 2021). UCE is about connecting universities with community needs (Preradović and Čalić, 2022), thereby dismantling the traditional view of universities as "ivory-towers" (Ocean, Calvano and McGorry, 2020).

Although connections between universities and broader society are not new, UCE represents a new approach to framing and organizing how HEIs interact with and relate to the wider community (Hazelkorn, 2016). UCE represents a complex and multifaceted concept, interpreted in various ways across different contexts (Benneworth *et al.*, 2018). The breadth of definitions stems from the wide range of academic institutions and scholars involved in its exploration and discourse. This diversity has led to inconsistencies not only in the terminology used, but also in defining the goals, boundaries, and scale of what constitutes ‘community engagement’ and how it is enacted within academic practice (Ćulum, 2018).

Due to the wide range of approaches and practices associated with community engagement in higher education, capturing them within a single, unified framework proves challenging (Ćulum, 2018; Koekkoek, Ham and Kleinhans, 2021). This complexity is further compounded by the context-dependent nature of UCE , which influences how its definition, objectives, processes, and implementations are shaped. As Ćulum (2018) highlights, "different kinds of institutions will consequently be practising different kinds of engagement" (p.48).

One of the earliest formal recognition of UCE within international HEIs policy discourse and among the first efforts to conceptualize its various dimensions, appears in an Organisation for Economic Co-operation and Development, Centre for Educational Research and Innovation (OECD-CERI) think-tank report titled "The University and the Community" (Ćulum, 2018). This report examined different dimensions and types (see *Figure 3*) of UCE with business, government, civil society, and the broader public. It presented a spectrum of engagement activities, from the most basic (such as providing community access to university facilities and resources), to more structured forms (offering services aligned with its institutional mission).

Figure 3 Types of UCE



Sources: Extracted from (Benneworth, 2013; Ćulum, 2018; Scheepers, 2019; Bringle and Clayton, 2023)

Despite encompassing various types, researchers consistently agree that UCE should prioritize collaboration and mutual benefit, aiming to address community needs and promote development through multiple modes of engagement (Mtawa, Fongwa and Wangenge-Ouma, 2016; Benneworth *et al.*, 2018). Although these collaborations are ideally intended to provide mutual benefits for all parties involved, they do not always

succeed in producing the expected outcomes. Such "failures" may stem from a lack of reciprocity (Cooper and Orrell, 2016), even though effective UCE requires deep involvement and constructive mutual exchange. In other cases, organizational and structural issues—such as partnerships characterized by unclear frameworks or conflicting interests among stakeholders (Cobb and Rubin, 2006; Mutero and Govender, 2019)—can hinder success. Moreover, a more fundamental issue may lie in the lack of shared understanding among participants regarding the purpose and objectives of the collaboration itself.

To define successful UCE, researchers conceptualize it through its impact on both the university and the community (Benneworth *et al.*, 2018), as well as its sustainability (Clifford and Petrescu, 2012). In this study, we propose to designate these two concepts (dimensions) to operationalize successful UCE.

The development of UCE, particularly in Europe, gained momentum as universities began to focus more on their contributions to social progress—especially in contexts where knowledge is produced beyond the university and disseminated to excluded and hard-to-reach groups (Benneworth and Osborne, 2014). Recently, UCE has gained momentum globally, with an increasing number of universities carrying out activities aimed at connecting and collaborating with society. These engagement are attracting growing interest from policymakers, academics, and institutional leaders (Grau *et al.*, 2017; Bakar, Sharif and Abdullah, 2019; Koekkoek, Ham and Kleinhans, 2021). Notably, this shift is occurring alongside heightened expectations for universities to contribute to global knowledge and impact through research.

Since the mid-20th century, higher education has become increasingly shaped by international competition and global rankings, marked by increased student exchange and staff mobility programs. This trend has contributed to the rise of a university model that appears increasingly detached from the nation-state and its local communities, focusing instead on diversifying funding sources, attracting international talent and reputation, and engaging globally (Goddard, Hazelkorn and Kempton, 2016). At the same time, universities are increasingly influenced by neoliberal ideologies (Olssen and Peters, 2005; Goddard, Hazelkorn and Kempton, 2016) functioning more like entrepreneurial, market-driven corporations (Lynch, 2006). However, these developments are often accompanied by a decline in public trust in science and academia (Cologna *et al.*, 2025), particularly

among less-educated and hard-to-access community and within certain political circles (Van Noord *et al.*, 2023).

Against the backdrop of these competing forces—globalization and marketization—UCE (and other terms of university-society collaboration) has emerged as a response to calls for universities to remain connected to their local contexts while addressing global challenges (Ocean, Calvano and McGorry, 2020; Koekkoek, Ham and Kleinhans, 2021). Also, the development of UCE is signed by universities' contribution to social progress which brought knowledge (Benneworth and Osborne, 2014), represents an effort through which universities can demonstrate their relevance to broader society (Jongbloed, Enders and Salerno, 2008), thereby contributing to long-term impacts by helping communities address their everyday challenges (Benneworth and Osborne, 2014; Benneworth *et al.*, 2018).

The impact of UCE on communities depends on how well it addresses their needs (Strier and Shechter, 2016). Universities need to create a safe and inclusive space for communication, need to actively listen to and understand community issues to ensure their involvement is relevant. They should also consider how these activities benefit the university and balance the diverse interests of both the community and the institution (Gyamera and Debrah, 2023). A case study (motivated by the personal experiences of the author) demonstrates that UCE initiatives carried out without considering the needs of the communities may actually results in processes where UCE is sustained only in order to comply with top-down regulations, without serving the actual needs of community partners (Wahyuni and Málovics, 2023). Neglecting community perspectives and interests leads to "pseudo-participation" (Arieli, Friedman and Agbaria, 2009) of community stakeholders who might even quit the process. Meanwhile, meaningfully considering community needs, including "community driven issue selection" (Minkler, 2004), might lead to long term cooperation that benefits all participants. For instance, a UCE case study involving a group of economically disadvantaged women demonstrated their active engagement in every stage of the program. This included the selection of research topics, technical preparations, data collection, and program execution, with their contributions playing a pivotal role in shaping the initiative's trajectory (Strier and Shechter, 2016).

UCE success also necessitates attention to “sustainability” (Strier and Shechter, 2016): to have continuous initiatives, recognizing that empowerment efforts are often long-term and process-oriented. Collaborating with communities requires time, and as such, UCE should be characterized by continuity and ongoing engagement (Benneworth and Osborne, 2014). Examples from our personal PAR experiences show that the life of people belonging to powerless (e.g. historically extremely poor, stigmatized, spatially segregated) minorities is characterized by multiple and mutually reinforcing disadvantages. Arriving at a point where cooperation with non-academics lead to concrete benefits (e.g, increased level of political interest representation, newly established community centres, concrete material benefits) for the vulnerable participants might take numerous years of cooperation. And even then, benefits obtained from UCE do not automatically lead to empowerment (understood as increased control over one’s life) because of the inertia of structural oppression (Málovics *et al*., 2021).

In the context of the university's role as the initiator, distinction can be made between bottom-up and top-down initiatives of UCE. Bottom-up initiatives are initiated by faculty, staff, and students at the grassroot level to address social issues within the community (Gyamera and Debrah, 2023). Conversely, top-down initiatives are originated from the top level such as the central government, which institutionalizes UCE by imposing a series of rules on lower power levels of institutions and society (Nikkhah and Redzuan, 2009). Educational staff who perform duties predicated upon directives and mandates from higher authorities have a proclivity towards emphasizing bureaucratic compliance (Moore *et al.*, 2002).

Both bottom-up and top-down initiatives face challenges in relation to successful UCE implementation. Coming from different contexts in this respect, I as scholar-activists experienced the pitfalls of both top-down and bottom-up UCE implementation in practice. My experience with top-down initiatives has shown that they lead to superficial implementation and, consequently, a lack of positive impact on the community (Wahyuni and Málovics, 2023). This is evident e.g. in the UCE program, which was designed by academics as a result of top-down pressure on them, without taking into account the needs of the community involved. Despite the community's lack of need for the program and their perception of its ineffectiveness, they continue to participate due to the top-down

pressure placed on community leaders. Similarly, academics attend simply to meet top-down requirements (Wahyuni and Málovics, 2023).

Meanwhile, challenges of bottom-up initiation based on the inner motivation of participants include some inherent ones that are related to the fuzzy/messy character of cooperation between academic and non-academic societal actors of high social distance, compared to the ideal of UCE that is supposed to be characterized by e.g. full equality of participants, democracy and transparency (Benneworth *et al.*, 2018). Even though powerful (academic) participants are willing to get involved in reflection on power relations and are open to "community driven issue selection" (Minkler, 2004), practical challenges are still inherent to such processes, e.g. related to (1) establishing equal relations (including setting common goals) within a cooperation in-between "white middle class" academics and socially (and often spatially) excluded non-academic partners (societal groups that are characterized by enormous differences in societal position and power); and (2) working with "the community" in a fully democratic and transparent manner in case community hierarchy or divide over issues (as communities on one hand share common perspectives and values and engage in joint actions, but also characterized by fragmentation and lack of unity, diverging self-interest of members and internal conflicts (MacQueen *et al.*, 2001). Another set of challenges are related to the bottom-up character of UCE processes: lack of resources contributes to difficulties in maintaining long-term cooperation and a lack of capacity to deal with the most fundamental problems being relevant for partnering communities in a way that it leads to actual empowerment (Málovics *et al*., 2021).

2.3. UCE and its Top-Down versus Bottom-Up Initiation

UCE is *"a process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial even if each side benefits differently"* (Benneworth et al., 2018, p. 17). UCE as a broad concept involves a diverse set of activities that connect universities with communities (Benneworth *et al.*, 2018), including institutional strategies; community access to university infrastructure; accessible dissemination of scientific results; community engaged education; community engaged research; community engagement of students; and community engagement of university staff.

According to the social justice perspective on UCE (Hazelkorn, 2016), it is an activity that aims to fight social exclusion and injustices and to support and empower marginalized and excluded social groups, while also incorporating global commitments and responsibilities, including environmental sustainability initiatives (Hazelkorn, 2016). UCE partnerships are organized by the aforementioned goals and become part of (mainstreamed into) education and research (Hazelkorn, 2016). This latter perspective is the one how UCE is usually conceptualized in literature (Himmelman, 2001; Benneworth and Osborne, 2014; Benneworth *et al.*, 2018). Furthermore, as this perspective is the one that is in line with the personal values, interests and problem perception with the author (as I perceive social inequalities, poverty, marginalization and lack of environmental sustainability as the core/most fundamental problems of present days societies (Piketty and Saez, 2014; Richardson *et al.*, 2023), UCE is defined and used accordingly within the present paper.

Such a conceptualization of UCE also defines "community stakeholders" - UCE is usually carried out in cooperation with marginalized (local) communities, including African-American communities (Chupp, Fletcher and Graulty, 2021), homeless and low income residents (Mulroy, 2004), natural disaster survivors (Shannon and Wang, 2010), poor pregnant women and families (Cotton *et al.*, 2019), disabled communities (Mihók, Juhász and Gébert, 2023) and many others. Beside emphasizing that UCE is about working with vulnerable communities, the literature on UCE is often criticized for not engaging critically enough with the complex concept of "community" (Koekkoek, Ham and Kleinhans, 2021), leading to a situation where "community" is conceptualized in a homogenized way without thematizing the complexity of communities, including their diversity and existing power relations and value and interest conflicts (Brint, 2001; Dempsey, 2010).

UCE is diverse in relation to the relationship of the involved actors and its goals. Models distinguish between transitional and transformational relationships (Himmelman, 2001; Clayton *et al.*, 2010). According to Himmelman's (2001) initially typology, collaborative betterment refers to goal-oriented cooperation that is controlled by powerful (academic) actors that leaves power relations untouched. Meanwhile, collaborative empowerment aims to transform power relations to give power to the hands of communities. Even though collaborative betterment is usually referred to as a shallow (transitional), while

collaborative empowerment as the deep (transformative) form of UCE, both can be valuable for involved actors as their needs towards UCE might be diverse (ranging from long term and close collaboration to short term project-orientated cooperation).

This also means that academics might play diverse roles in UCE cooperation.(Wittmayer and Schäpke, 2014) identified ideal-type roles that researchers take when cooperating with community stakeholders in creating and maintaining space for societal learning: change agent, knowledge broker, reflective scientist, self-reflexive scientist and process facilitator. These roles also mean different types and levels of involvement, including participation in different activities, different levels of emotional and actual involvement and keeping less (or more) distance from the action element of cooperation.

Finally, UCE is also diverse in relation to its initiators - initiation can come from an institutional level (Wahyuni and Málovics, 2023)., from single academic actors/groups without institutional power (e.g. academics/research groups) (Málovics *et al*., 2021) or initiated due to community needs (Shannon & Wang, 2010). Furthermore, initiators might also change within UCE cooperations, e.g. academic initiated partnerships might take a turn towards community initiation (Málovics *et al*., 2022).

In Western countries, particularly in Europe and North America, UCE often emphasizes service-learning and experiential education. These approaches integrate community engagement directly into the curriculum, enabling students to apply academic knowledge to real-world challenges and fostering mutual benefits for both students and community organizations (Dostilio, 2017; Millican and Kasumagić-Kafedžić, 2023).

In contrast, universities in non-Western regions, such as those in Africa and Asia, tend to adapt their community engagement practices to their unique socio-economic and cultural contexts. These engagements often address pressing local issues—such as poverty, disease, and natural disasters—through applied research and participatory action research (Rahman *et al.*, 2019; Mbah, Johnson and Chipindi, 2021). This focus is largely influenced by the postcolonial realities faced by many non-Western countries, which prioritize tackling foundational developmental challenges rooted in their colonial histories.

Additionally, in many Western contexts, particularly across Europe, UCE is often referred to by different terms depending on the country. For example, science shops in the Netherlands (Zaal and Leydesdorff, 1987) or the third mission in Hungary (Sitku, 2023). Such initiatives tend to be less institutionalized and not yet fully integrated into formal educational systems (Juhász, Málovics and Bajmócy, 2021). Most efforts in these regions emerge bottom-up (Málovics, Juhász and Bajmócy, 2022), often aiming to promote peace, civic responsibility, and social cohesion through community-based projects. Conversely, in many non-Western countries—particularly in parts of Asia such as Malaysia and Indonesia—UCE has become institutionalized and is commonly implemented through top-down mechanisms, largely driven by national policies and higher education regulations (Wahyuni and Málovics, 2023).

Another interesting aspect of this context-dependence is the macro-level condition of educational institutions. In many conflict-affected and non-Western countries, implementing UCE such as community service programs can be extremely challenging—indeed, merely being able to travel safely from home to the university is considered a significant blessing (Ibrahim, 2017). In countries of the Global South, where institutional and political environments are often more closed, UCE programs tend to be more uniform and frequently driven by political context. In conflict-ridden contexts in particular, the assumption that higher education simply needs to be improved overlooks the reality that even basic educational access and safety are not guaranteed. For these settings, typical interventions like updating pedagogical methods, promoting diversity, or teaching global citizenship may seem out of touch with the immediate, more pressing challenges on the ground. In contrast, as Ibrahim (2017) mentioned it, universities have more "privileged higher education" in many Western contexts (p. 79). As a result, they have more open cultural environment tends to support greater freedom to express ideas and initiatives, thereby enabling a broader opportunity to initiate UCE activities.

In relation to the initiation of UCE, two significantly different approaches can be distinguished. In several countries worldwide, such as European nations, UCE has frequently been initiated from the grassroots (Hart and Northmore, 2011; Preradović and Čalić, 2022). In Hungary, for example, some faculty members UCE emerged from the individual initiatives of university actors (Málovics et al., 2022), later subsequently expanded by the transformation of a research unit, to serve as a platform for developing

strategies for UCE-related activities and performing UCE-related research. Another UCE program, located in Trinidad and Tobago, was established by two social work educators (Boodram and Thomas, 2022), having over 30 years of experience as social work activists prior to joining the university as faculty members. With prior knowledge about and experience with marginalized communities, they identified a need among their students to engage in real-life work with these communities. Subsequently, they initiated a bottom-up initiative in order to establish a connection between the surrounding community and their students. Both these UCE cases are initiated by grassroots university actors, are referred to as the ”bottom-up initiative” to UCE.

In the top-down initiative, UCE is established from the “above”, e.g. by central governments, that institutionalize UCE through a series of rules to be applied by lower power levels of institutions and society (Nikkhah and Redzuan, 2009; Sanga, Gonzalez Benson and Josyula, 2021). In Indonesia government institutions have institutionalized UCE as the obligation of academics in higher education for 60 years (Fahmi, 2007): UCE is one of the three components of major obligations of lecturers in Indonesia (beside education and research) (Mastuti, Masse and Tasruddin, 2014; Lestari *et al.*, 2022).

However, prior studies has indicated that UCE programs driven by top-down initiatives often result in superficial implementation, merely fulfilling regulatory requirements and consequently failing to make a substantial impact on the community (Thakrar, 2018). Conversely, UCE programs initiated from the bottom-up tend to be more impactful and target-oriented as they stem from an intrinsic drive among stakeholders to address community issues (Málovics *et al*., 2022). Nevertheless, in terms of sustainability, top-down initiatives are more likely to endure over the long term due to regulatory support, whereas bottom-up approaches carry a higher risk of short-term viability as their initiation lacks institutionalization (Málovics *et al*., 2022; Wahyuni and Málovics, 2023).

The above introduced diversity of UCE (in relation to: activities; participants; relations within and goals of UCE cooperation; academics’ role within UCE initiation; and initiators) is small wonder considering the context-dependent character of UCE (Benneworth and Osborne, 2014). (Ibrahim, 2017) shows that UCE case studies from e.g., Western Europe or the US have marginal relevance in situations of protracted or intense conflict or at places that are ruled by heavily autocratic regimes - where e.g., students and staff risk their lives just to reach university or a significant part (e.g., women) of society

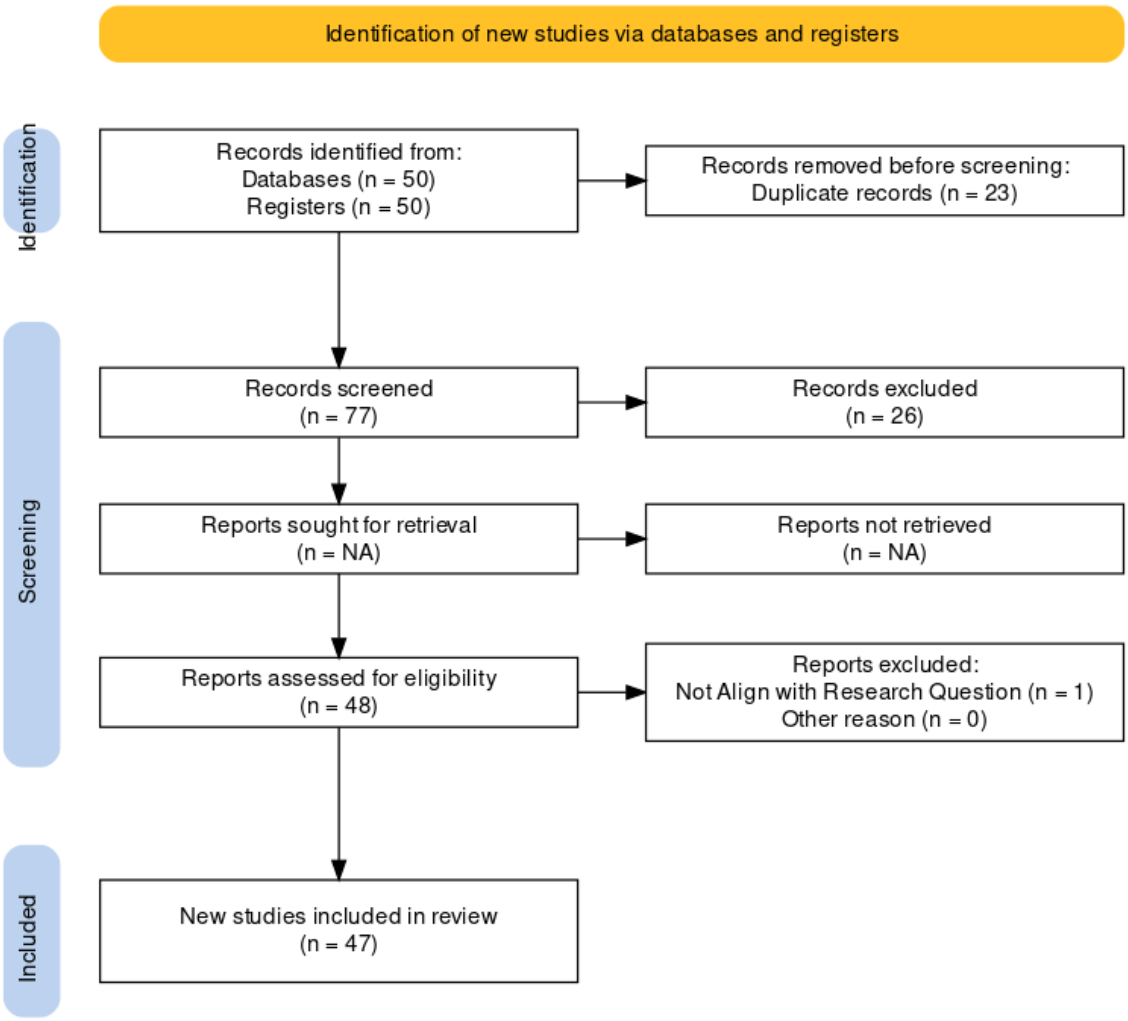
is banned from (or have limited access to) entering academia, or where dissenting views and freedom of expression are banned. This context dependency in itself has to make one cautious in relation to impact assessment of UCE, that is further complicated by two factors. First, UCE's impact is practically impossible to measure, especially in a quantitative manner (Benneworth *et al.*, 2018). Second, even in one given context, impact assessment is inherently subjective: different participants might evaluate the same process differently (participants are not necessarily able to develop a shared evaluation of the process they are part of) and evaluation might also change with time (Málovics *et al.*, 2021).

All the above shows the inherent difficulties in relation to the impact assessment of UCE. Therefore, even if I have my own perspective in relation to how substantial/meaningful UCE should look like (happen), I am aware that such a perspective is necessary provincial. Therefore, successful UCE in present paper is understood as being impactful (carrying benefits) to (especially non-academic, vulnerable) participants (communities) and sustainable (long-term).

2.4. Methodology of Systematic Literature Review

A Systematic Literature Review (SLR) was conducted, based on Preferred Reported Items for Systematic Review and Meta-Analyses (PRISMA) (Kraus *et al.*, 2022). The applied modified criteria (Kraus *et al.*, 2022) rely on the PRISMA protocol (see *Table 2*). By utilizing such criteria, this study enables to achieve a transparent and reproducible procedure of SLR (see *Figure 4*).

Figure 4 PRISMA Flow Diagram



Template Source: PRISMA Flow Diagram (shinyapps.io) (Haddaway *et al.*, 2022), tabulated by Author(s), 2023.

Table 2 Screening Criteria and Scientific Justification

Criteria	**Source/Application**	**Scientific Justification**
Database	Scopus and Web of Science (WoS)	Articles from two databases were utilized to avoid bias due to database scope (Echchakoui, 2020; Pranckutė, 2021) . The selection of databases was a result of their advantages. Both databases can provide on demand bibliographic data or records (Pranckutė, 2021).
Search Keywords and	"University-community	Due to the author's time constraints (study duration) and the significant effort required to process 3,428

Criteria	Source/Application	Scientific Justification
Boolean Operators	Engagement", sorted by "relevance" (14 December 2022). There are 3.428 found on the first result, then extracted to 100 the most relevant articles.	papers, the researcher opted to include only the most relevant studies in this review. Both Scopus and Web of Science offer a filtering feature that allows for the selection of the most relevant publications, from which 50 studies were selected from each database. Based on "relevance" criteria (Sparck Jones, 1972), both Scopus and WoS provided the 50 most relevant articles. According to Scopus, there are seven factors that determine the score rank in the "relevance" category (Elsevier B.V., 2023): the (1) frequency of term occurrence within a document, (2) significance of a specific word as determined by its weight in a document collection, (3) location of the term within the document, with terms appearing in the title, abstract, or keywords of scientific articles deemed more important, and (4) assignment of varying weights to hits in different sections of a document, (5) position of the first occurrence of a term within the text, (6) proximity of different query terms within the document, and (7) the completeness of a query (Sparck Jones, 1972). Meanwhile, "relevant" criteria employed by WoS are akin to those of Scopus, albeit with a relatively simplified approach. WoS employs a "relevance" ranking system that sorts records in a descending order based on the number of search terms detected in each record (Clarivate Analytics, 2020).
Search period	1998 – 2022	All papers extracted from databases without time limits. However, captured papers were published between 1998 and 2022.
Subject area	all UCE subjects	n/a
Publication and Source Type	Peer-reviewed journals, no proceeding, editor notes, book review and	Articles published in top-indexed journals undergo rigorous peer-review processes, thereby validity and reliability is secured (Kraus *et al.*, 2022)—even though this approach may, of course, introduce a potential bias

Criteria	Source/Application	Scientific Justification
	any other scientific publication	towards a specific type of document (Boell and Cecez-Kecmanovic, 2015).
Language	English	Even though there is a possibility of English-language bias" or "Tower of Babel bias" the majority of journals indexed by Scopus and WoS are in English, and English language criteria could be acceptable in SLR studies (Jackson and Marques, 2019).
Screening process	Rayyan Software	The process began with deduction of duplicates using Rayyan (https://www.rayyan.ai) (Haddaway *et al.*, 2022), following with the first screening using abstract screening to exclude non-relevant studies. Rayyan noted 7 sessions and more than 100 minutes processing the first stage.
Quality Assessment	Detected 23 duplicate articles, with a content duplication above 85%. 1st screening: 77 articles. Excluded: 26 wrong publication type. 2nd screening: 48 articles to be read in full text, and cross checked UCE cases on university websites or YouTube of UCE channels.	n/a

Source: Author(s), 2023

A total of 48 articles were initially screened (*Figure 1*). Upon a second screening by reading all 48 articles, 1 article was found not to align with the research question of this study, addressing library collaboration with university stakeholders without specifically discussing UCE. As a result, this article was excluded from this study. The list and

demographic locations of the included studies are presented in *Table 3* and geographical spatial distribution of analysed UCE cases is shown in *Figure 4* below.

Table 3 List of Included Studies with the Locations

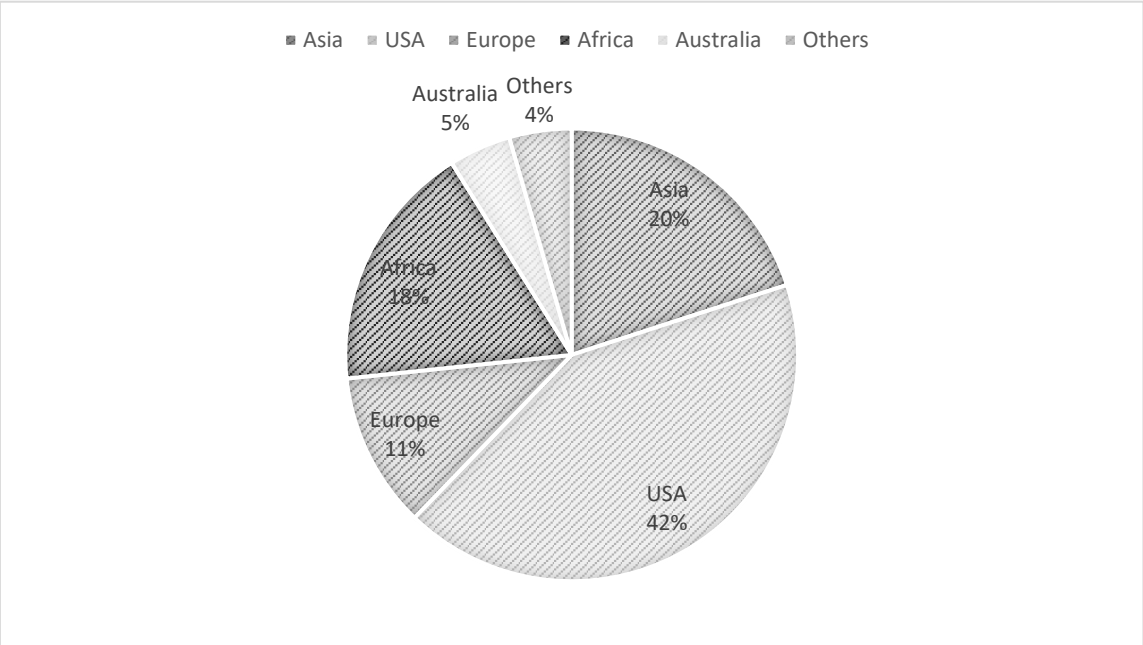
Number	**Name and Year**	**Location**
1	Bakar et al. (2019)	Malaysia
2	Rahman et al. (2019)	Malaysia
3	Boodram & Thomas (2022)	Trinidad & Tobago, West Indies
4	Groark & McCall (2018)	Univ. Pittsburgh, Pennsylavinia, USA
5	Chupp et al. (2021)	Case Western Reserve University (CWRU), Cleveland, Ohio, USA.
6	Thakrar (2018)	South Africa
7	Mtawa & Wangenge-Ouma (2016)	Tanzania
8	Mutero & Govender (2019)	Kwazulu-Natal Province, South Africa (4 university case studies)
9	Bruning et al (2006)	University of Name
10	Hart & Northmore (2011)	University of Brighton, UK
11	Bhagwan (2018)	3 provinces in South Africa
12	Janousek (2022)	University of Nebraska, Omaha, USA
13	Lestari et al (2022)	Indonesia
14	Mtawa et al (2016)	Sokoine University of Agriculture, Tanzania, Africa
15	Stephenson (2011)	Virginia Tech, USA
16	Mulroy (2004)	University of Hawaii and University of Maryland, USA
17	Shannon & Wang (2010)	Texas Christian University. Forth Worth, Texas, USA.
18	Frank & Sieh (2016)	UK
19	Sam et al (2021)	USA

20	Preradovic et al (2022)	4 public universities in Croatia
21	Chen & Vanclay (2022)	Transnational universities, China
22	Chile & Black (2015)	the Auckland University of Technology, New Zealand
23	Petersen & Kruss (2021)	township, South African
24	Pink et al (2016)	Australia (doing UCE in Timor Leste)
25	Patsarika & Twonsend (2022)	Stoa Malakopi Case Study, Thessaloniki, Greece (two univ students collab from US and Greece)
26	Mbah (2019)	Africa
27	Nation et al (2011)	Nashville urban partnership academic center of excellence, Nashville, Tennessee, USA
28	Balász et al (2021)	University of Dunaújváros, Hungary
29	Murphy & McGrath (2018)	Australia
30	Groulx et al. (2021)	University of Northern British Colombia, Prince George, Canada
31	Mores et al. (2019)	Calabarzon region, Philippines
32	Jackson & Marques (2019)	Florida State University, Tallahassee, USA
33	Strier & Shechter (2016)	University of Haifa, Israel
34	Ehlenz (2020)	University of Duke, Durham, USA
35	Sathorar & Geduld (2021)	South Africa
36	Clifford & Petrescu (2012)	The Institute for the Study of Children, Families, and Communities (ISCFC), Eastern Michigan University, USA
37	Cotton et al. (2019)	School of Medicine and Public Health, University of Wisconsin, USA
38	Klein et al. (2011)	Wisconsin, USA; UK; Pakistan

39	Kindred & Petrescu (2015)	Eastern Michigan University, USA
40	Osafo & Yawson (2019)	University of Minnesota Urban Research and Outreach-Engagement Center (UROC), USA
41	Lewis et al. (2016)	uninformed
42	Gyamera & Debrah (2021)	University of Development Studies (UDS), Ghana
43	Smith-Tolken & Bitzer (2017)	South Africa
44	Day et al (2020)	University of North Carolina at Chapel Hill (UNC), USA
45	Taufen & Olson (2020)	Tacoma Campus, University of Washington, USA
46	Ngui et al (2017)	the Social Innovation Internship course, Sarawak campus (Malaysia), Swinburne University of Technology
47	Gruber et al (2015)	Lake Sunape Watershed in New Hampshire and the Minnehaha Creek Watershed, Minnesota, USA

Source: Author(s), 2025

Figure 5 Geographical Distribution of Case Studies



Source: Author(s), 2023

In *Figure 5*, it is showed that studies originating from North and South America collectively accounted for the highest representation, totaling 42% of the articles. Following closely, Asia contributed 20% of the studies, while Africa and Europe each had significant but relatively lower percentages, with 18% and 11%, respectively. Meanwhile, Oceania represented 5% of the studies, and there was a small category encompassing universities that did not specify a geographic location, which constituted 4% of the total. The higher prevalence of North and South America could be attributed to socio-cultural and economic factors (Jacob et al., 2015).

The final data set of studies underwent processing through thematic analysis (TA), utilizing the coding reliability approach (CRA) within an Excel form. CRA embodies an approach to TA that, in its procedural dimensions, integrates elements of postpositive research, with predetermined themes for analysis established before the initiation of the study (Morgan, 2022). TA is a method to analyze, identify, and report patterns (themes) within qualitative data (Herzog, Handke and Hitters, 2019).

In this investigation, the two principal themes/patterns under scrutiny pertain to whether UCE initiatives were initiated from top-down or bottom-up. Based on the initiative

approach criteria, I identified whether included studies fell under top-down or bottom-up categories. Our classification of UCE initiatives follows the definition previously outlined: (1) a UCE initiative is top-down if it is initiated by a higher authority, even if specific technical instructions are not provided (see the cases in Appendix 1); and (2) bottom-up when grassroots university actors (faculty, student, and/or staff) or communities initiate it (see the cases on Appendix 2). In some cases, country-wide non-compulsory directives exist. In case faculty members initiate UCE within such a setting, it is also considered as bottom-up.

The 47 studies included in the review were analyzed not only in terms of their initiation approach (top-down or bottom-up), but also in terms of whether the UCE programs discussed were considered successful. The studies reviewed did not always explicitly state whether the UCE programs were successful or unsuccessful. Inthis regard, the author utilized two main indicators to assess program success: impact and sustainability. A program was classified as successful if it was described as having a positive impact on both the community and the university and/or demonstrated sustainability over time. However, some UCE programs might have only one dimension due to their contextual problems faced by the community. For example, one study discussed a UCE program focused on responding to natural disasters (Shannon and Wang, 2010), while another addressed challenges during the COVID-19 pandemic (Day *et al.*, 2021). Nevertheless, these collaborative initiatives were still categorized as successful, as they effectively engaged with local communities to address pressing issues, demonstrating significant impact. ~~Nevertheless, these collaborative still categorize as success as these initiatives were effective to collaborate with the local community in facing their problem (impactful).~~

Following the categorization of successful and unsuccessful UCE initiatives based on top-down and bottom-up approaches, the analysis revealed that among the successful bottom-up programs, a particular factor consistently appeared. Conversely, in unsuccessful programs of the same category, this factor was absent. Thus, the author concludes that this factor plays a significant role in determining program success. If the same factor is also found in successful top-down initiatives, it is considered a “general factor”, meaning it can be applied across both approaches. In contrast, factors that only function effectively

within one type of initiative are referred to as “specific factors”. These factors were identified from the text.

2.5. Critical Factors in Relation to the Implementation of Successful UCE from Top-Down and Bottom-Up Initiatives

The result of SLR shows that top-down UCE cases seem to support the initial assumption that the top-down approach is likely to hinder the achievement of UCE's ideal mission (Klein *et al.*, 2011; Mutero and Govender, 2019; Chen and Vanclay, 2021; Sam, Elder and Leftwich, 2021) or lead to UCE activities where the community only plays a passive role in receiving assistance from the university (Klein *et al.*, 2011; Rahman *et al.*, 2019). However, we found that 8 top-down initiatives were successful (Kindred and Petrescu, 2015; Frank and Sieh, 2016; Lewis *et al.*, 2016; Ngui, Voon and Lee, 2017; Bakar, Sharif and Abdullah, 2019; Mores, Lee and Bae, 2019; Petersen and Kruss, 2021; Lestari *et al.*, 2022).

On the opposite, 25 cases of successful bottom-up UCE initiatives were found (Mulroy, 2004; Shannon and Wang, 2010; Hart and Northmore, 2011; Stephenson, 2011; Clifford and Petrescu, 2012; Chile and Black, 2015; Pink *et al.*, 2016; Strier and Shechter, 2016; Smith-Tolken and Bitzer, 2017; Bhagwan, 2018; Groark and McCall, 2018; Murphy and McGrath, 2018; Cotton *et al.*, 2019; Jackson and Marques, 2019; Mbah, 2019; Balázs *et al.*, 2021; Chen and Vanclay, 2021; Chupp, Fletcher and Graulty, 2021; Groulx *et al.*, 2021; Koekkoek, Ham and Kleinhans, 2021; Boodram and Thomas, 2022; Janousek, 2022; Patsarika and Townsend, 2022; Preradović and Čalić, 2022; Gyamera and Debrah, 2023). However, some studies reported failures. For instance, one study lacked a clear commitment to the development of the town or effective place-making initiatives (Thakrar, 2018); lack of internal support from the university and external support from the state system (Mtawa and Wangenge-Ouma, 2022); difficulties of communicating with the community (Taufen and Olson, 2020); and the change of campus orientation from a social to a business one (Mtawa, Fongwa and Wangenge-Ouma, 2016) are factors that contributed to failed bottom-up UCE.

The analysis of 47 UCE cases indicates that the success of UCE cannot be solely attributed to whether initiation is bottom-up or top-down. Instead, it is more important to examine the factors that contribute to the success of UCE programs, as outlined in *Table 4*, as these seem to be critical factors that lead to successful UCE programs.

Table 4 Specific and General Factors of Successful UCE based on 47 Cases

Factor	Top-Down (TD)	Bottom-Up (BU)
Specific Factor (SF)	Awareness (SF TD)	Commitment (SF BU)
General Factors (GF)	Support System (GF TD & BU)	
	Flexibility (GF TD & BU)	
	Power Balance (GF TD & BU)	
	Relevance (GF TD & BU)	

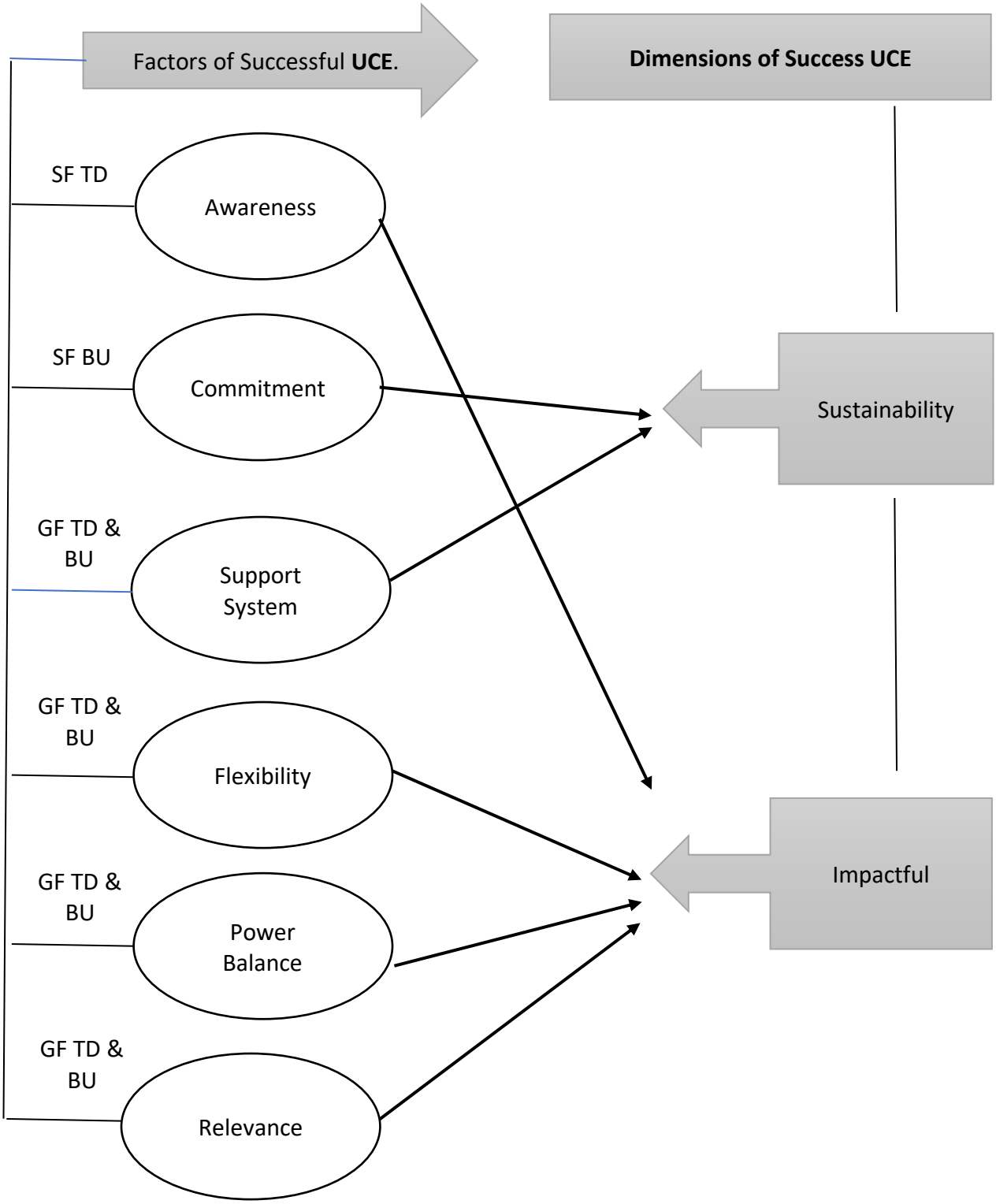
Source: Author(s), 2023

2.6. Factors Influencing the Success of UCE Implementation

Figure 2 illustrates the impact of the given approach on the dimensions of UCE success. Additionally, it demonstrates the interconnectedness of the determinant dimensions of UCE success through the linkage between factors in the circles and dimensions in the boxes.

Specific and general factors both mutually reinforce UCE success, indicating that all factors influence the dimensions of UCE success. The lines drawn in *Figure 6* from certain factors to dimensions of success indicate a strong and direct influence of factors on the dimensions of UCE success, based on the analyzed case studies.

Figure 6 Factors Operate and Determine Successful of UCE



Source: Author(s), 2023

The explanation of Fig2 is presented below, elaborating on each factor individually:

- Awareness (SF TD)

In the top-down initiative, awareness among university actors significantly influences the impact of UCE. When university actors engage in the program without awareness, programs can still be sustained in the long term through top-down regulations and directives. However, UCE activities may lack the ability to provide meaningful impact to the community. Awareness of university actors regarding the goals of UCE is crucial, emphasizing their orientation towards making an impact on the community rather than simply fulfilling obligations (Mutero and Govender, 2019; Rahman *et al.*, 2019). The case of a Malaysian university highlights the success of engaging in a community service program through a top-down approach, the motivation is driven by the awareness of university actors to complete their obligatory and to contribute to the local society (Bakar, Sharif and Abdullah, 2019). Even if it is obligatory, UCE is viewed as a manifestation of academic responsibility. Conscientious attitude and the desire to actively participate enable stakeholders to implement UCE with positive impacts both on the community and university actors, as observed in relation to student-community engagement across various universities (Frank and Sieh, 2016; Lewis *et al.*, 2016; Petersen and Kruss, 2021). In contrast, researchers (Sam, Elder and Leftwich, 2021) have observed a lack of motivation to contribute to the local society among academics at multiple universities in the United States towards UCE. It is primarily because of perceiving it as a bureaucratic formality, an obligation to fulfill administrative or formal duties. Similarly, in Pakistan, in UCE projects mandated by the Higher Education Commission and supported by numerous grants, an absence of active community engagement rendered these ritualistic (Klein *et al.*, 2011).

- Commitment (SF BU)

The bottom-up initiation requires commitment that has a direct impact on the sustainability of UCE. Initiatives alone are inadequate for ensuring the long-term viability of UCE, as enthusiasm and initiation can wane along the way. Relying solely on intrinsic motivation is insufficient for fostering long-lasting and impactful UCE initiatives. In addition to the intrinsic motivation, commitment of all actors involved is a fundamental requirement to sustain UCE over an extended period (Mtawa, Fongwa and Wangenge-Ouma, 2016; Groark and McCall, 2018; Sathorar and Geduld, 2021; Boodram and Thomas, 2022). Several cases have demonstrated that bottom-up initiatives are not

sustained due to a lack of commitment (Thakrar, 2018; Mtawa and Wangenge-Ouma, 2022). Therefore, having inner motivation to implement UCE does not automatically guarantee success, particularly in terms of sustainability (Hart and Northmore, 2011). To prolong the lifespan of UCE initiatives and ensure a positive impact for all stakeholders, strong commitment has been identified as a determining factor (Mulroy, 2004; Chile and Black, 2015; Groark and McCall, 2018).

- Support System (GF TD & BU)

Regardless of the approach taken, UCE initiatives require support systems to be successful, specifically on the sustainability dimension (Mulroy, 2004; Shannon and Wang, 2010; Kindred and Petrescu, 2015; Preradović and Čalić, 2022). Support from both within and outside the university are needed, such as funding from the university and local government and support for individuals engaged in community services with marginalized communities (Clifford and Petrescu, 2012; Pink *et al.*, 2016). Working with marginalized communities might be extremely challenging for individuals used to classroom settings, especially in the presence of high social distance (Pink *et al.*, 2016). Therefore, support should encompass not only financial assistance but also moral support, cultural understanding, labour assistance or institutional appreciation (Clifford and Petrescu, 2012; Kindred and Petrescu, 2015; Lewis *et al.*, 2016; Osafo and Yawson, 2019; Ehlenz, 2021; Adhikari and Shrestha, 2024). An outstanding example of support for UCE can be found at the Community-University Partnership Program (CUPP) at the University of Brighton (Hart and Northmore, 2011). The success of the UCE program is bolstered by diverse forms of support, including the significant influence of the former Chancellor of the University, whose leadership has played a pivotal role. Additionally, the program's progress is reflected in the development of advanced evaluation tools, which further enhance its sustainability and impact, supported by strong collaboration between the university and the local community.

- Flexibility (GF TD & BU)

This factor has a direct impact on UCE success in terms of impact on the community. UCE programs that are not relevant to the everyday issues faced by the communities will lack the ability to create an impact (Kindred and Petrescu, 2015). Additionally, given the extensive range of activities and the involvement of numerous stakeholders in UCE, the

program should ideally possess a higher degree of flexibility (Groark and McCall, 2018; Osafo and Yawson, 2019; Patsarika and Townsend, 2022). University of Pittsburgh (Groark and McCall, 2018) serves as a prominent example of successful UCE practice, globally renowned and referenced as a best practice model (Chupp, Fletcher and Graulty, 2021). A key factor contributing to this recognized status is the emphasis on flexibility (Groark and McCall, 2018; Chupp, Fletcher and Graulty, 2021). The University exemplifies successful flexibility by accommodating diverse disciplines across faculties and addressing the specific needs of various stakeholders, including the community and local government (Groark and McCall, 2018). Similarly, the ability to adapt to distinct needs and academic backgrounds contributed to the success of a bottom-up UCE program involving three universities from two different countries in Greece and US (Patsarika and Townsend, 2022). Flexibility has proven to be effective also in other instances utilizing a bottom-up approach (Mulroy, 2004; Nation *et al.*, 2011; Stephenson, 2011; Groulx *et al.*, 2021; Patsarika and Townsend, 2022), as well as in UCE units with a top-down approach (Kindred and Petrescu, 2015; Lestari *et al.*, 2022).

- Power Balance (GF TD & BU)

Balancing power also emerges as a critical success factor of the impactful implementation of UCE. Balancing power assumes that academics, the community, or third parties like CSO or government are considered to have an equal position to be involved and having mutual impact in the UCE program. Having mutual impact requires openness from both parties to embrace new knowledge beyond their conventional understanding (Smith-Tolken and Bitzer, 2017; Mbah, 2019; Gardner and Scarth, 2020; Mercy, 2020; Patsarika and Townsend, 2022; Gyamera and Debrah, 2023). For example, at the University of Pittsburgh, (Groark and McCall, 2018; Chupp, Fletcher and Graulty, 2021), leadership is shared between two individuals representing different interests: one from the academic side and one from the community agency. This dual leadership structure ensures representation for each group and enhances power balance. This approach not only aims to achieve a balance of power between parties and the community, but it has also proven to be effective in addressing issues of racism in the community, as demonstrated by the University of Wisconsin School of Medicine and Public Health (Cotton *et al.*, 2019). In situations where community lack of confidence or skills to take on leadership roles, including of a third-party representative can be considered. However, determining who

truly represents the community can be a complex matter (Málovics *et al.*, 2021). To minimize the negative effect of this issue, the selected additional representative should demonstrate a profound comprehension of community issues and be willing to actively advocate for the needs and interests of the community (Ehlenz, 2021; Janousek, 2022).

- Relevance (GF TD & BU)

The final and equally critical factor regardless of the approach chosen, lies in its commitment to community-driven issue selection (Málovics *et al.*, 2021), while leveraging academic expertise (Klein *et al.*, 2011; Clifford and Petrescu, 2012; Trechsel *et al.*, 2023). This factor highly related with impactful dimensions of successful of UCE. UCE programs that solely rely on academic expertise without considering the actual needs of the community run the risk of becoming one-sided endeavors (Bruning, McGrew and Cooper, 2006). Conversely, programs that prioritize community interests at the expense of academic engagement may lack the necessary scholarly rigor (Sam, Elder and Leftwich, 2021). An illustrative example of a UCE program employing a bottom-up approach that effectively acknowledges community needs while aligning with academic expertise is the program at Texas Christian University in Fort Worth, Texas, USA. This program was established to address the specific needs of communities affected by natural disasters (Shannon and Wang, 2010). Furthermore, there are two project units from the UK and USA that focus on addressing disaster-related issues within communities (Klein *et al.*, 2011). These UCE programs are intentionally designed to tackle pressing community problems and offer solutions that mitigate disaster risks through an academic lens.

2.7. Further Impressions Based on the Analyzed Literature

Beside the above mentioned crucial factors of UCE implementation, it is also important to emphasize that the literature on UCE is characterized by certain gaps/limitations. The most disturbing one is related to the use of the “community” concept. Most studies tend to oversimplify the concept of the community, presenting it as a generalized entity without providing detailed descriptions, such as: who the community members actually are; power relations and divisions inside partnering communities and its impact on UCE; and specific identities and characteristics that define the community itself. Instead, these

studies often portray partner communities in broad strokes, treating them as generic entities rather than unique ones with distinct needs.

A demonstrative example for that is a UCE case in Indonesia, handles a community surrounding a mosque as a generic population (Lestari *et al.*, 2022). However, Indonesia is highly diverse, with various linguistic, cultural, ethnic, and social contexts that vary across regions (Mavridis, 2015), meaning that the needs of each community are equally distinct. The diversity of communities and the contextual character of UCE (Benneworth and Osborne, 2014), clearly indicates that UCE organizers should be sensitive to the unique needs and resources of their local communities in order to establish successful (impactful and sustainable) UCE connections (to build trust, establish meaningful relationships, and co-create initiatives that address specific community needs). Consequently, the overgeneralization/oversimplification of "communities" and their "needs" risks overlooking the unique challenges and requirements of the communities involved and UCE relatedly.

All this means that while literature shows and emphasizes the context-dependent nature of UCE on a general/abstract level, it is very difficult to understand how actual characteristics of certain contexts of UCE initiatives actually influence UCE processes "on the field". This frequent oversimplification of the "community" concept leads to other "gaps"/unreflected questions in literature, e.g.:

- How do academic actors define "communities" to work with? How does community dynamics influence UCE cooperations? How to deal with power differentials within communities?
- What are the exact goals of UCE cooperation in relation to given communities? Are these rather transitional or transformational (Himmelman, 2001)? What exactly transitional or transformational mean in practice?
- How are UCE goals defined in practice (how cooperation "on the field" actually starts and goes on)?
- What happens with power relations within UCE - how to actually overcome inequalities of power stemming from the high social distance of academic and non-academic participants?
- What are the roles that academic participants are supposed to play in UCE in different contexts and when working with different communities?

All the above mean that our results reinforce existing critiques within the UCE literature, including the oversimplified and homogenized use of the community concept (Dempsey, 2010; Koekkoek, Ham and Kleinhans, 2021); and a lack of including stakeholder voices in impact assessment (Benneworth *et al.*, 2018). Furthermore, the meaningful and detailed introduction of and reflection on given UCE processes (including the detailed presentation of involved actors, their roles, power relations; actual goals and processes of UCE cooperations; and UCE's concrete socio-environmental impacts based on e.g. the evaluation of academic and non-academic participants) are also often missing from the literature. All this means that the evaluation of (the success of) UCE processes merely based on academic literature is a challenging task.

The above mentioned limitation of UCE literature also has structural reasons: it is very challenging to write about highly complex and long-term cooperative processes in a detailed and reflexive manner within usual scientific journal word limits (of 6.000 - 10.000 words). Meanwhile, academics are pushed to publish ("produce") myriad journal articles because of the publication pressure they face within academia (Frith, 2020). In this regard, UCE and the "publication" industry are ontologically divergent.

This is not to say that there are no studies that offer detailed and insightful accounts of e.g. their partner communities. A notable example is the Haifa Partnership Project: Breaking the Chains of Poverty (HPP) UCE program, which was designed to address poverty-related issues through collaboration between the university and nine women from the community (Strier and Shechter, 2016). The study provided an in-depth account of the women's backgrounds, the stakeholders supporting or opposing the UCE collaboration, and their day-to-day living conditions. The study show how women were actively involved in all stages of the UCE program, from research topic selection to technical preparations, data collection, and program execution, with their input shaping the program's trajectory, and also reflects on how participants perceived the (lack of) impacts (benefits) of the cooperation.

2.8. Summary

This literature review chapter indicates that no matter if UCE is initiated in a top-down or bottom-up initiative, it can still be successful or fail in implementing sustainable and

impactful program. Therefore, critical factors other than the top-down vs. bottom-up approach dichotomy also seem to play a decisive role in determining the success of UCE.

This SLR found specific factors that are only reported to operate in a top down (SF TD) or bottom-up approach (SF BU). Beside, general key factors that are vital for both approaches (GF TD & BU) are also identified.

Awareness in carrying out obligations is essential in a top-down approach, while commitment is a core element of the success of UCE initiated from the bottom-up. However, there is a good reason to assume that even though in the literature it is dedicated factor in relation to the top-down approach, awareness is also important in bottom-up settings, as it is inherently characteristic to actors who initiate UCE from the bottom-up. The same can be assumed regarding commitment in top-down settings as initiation in this case comes from powerholders within the system (institution).

Furthermore, there are 4 key factors that clearly seem to be vital for UCE success in any cases: support system, flexibility, power balance, and relevance. These findings provide a new understanding of how UCE works in the top-down and bottom-up initiatives and what strategies should be executed based on the chosen approach.

3. Research Methodology

3.1. The role of chapter

This chapter details the context of the study and methodologies employed across the three empirical case studies to address the primary research question. Each study adopts distinct methods, tailored to the specific research questions of the individual studies, in accordance with the view that "*research questions guide decisions about research design and methods*" (Bryman, 2007, p. 5). The details of each method will be thoroughly presented in this chapter, and will be briefly reiterated in each case study to remind the readers of the specific methods used in each context.

3.2. Context of Study

This study utilized case study method as it is particularly suitable for capturing the contextual and multi-actor nature of UCE in Indonesia, specifically due to several key reasons. *First,* case studies are adept at investigating complex social phenomena within society real-life contexts (Bouchard *et al.*, 2015; Glette and Wiig, 2022). This is crucial in Indonesia, where multiple actors, including universities, local communities, and government, interact in a dynamic and context specific manner. *Second,* the case study allows for a detailed examination of multi-actor engagement processes. It can capture the iterative and evolving nature of interactions among various stakeholders (Li, Juric and Brodie, 2017), which is essential for understanding the dynamics of UCE in Indonesia. *Third,* case studies provide a rich, contextual understanding of phenomena, which is necessary for exploring the unique socio-cultural and political environment of Indonesia. This approach helps in documenting how UCE initiatives are influenced by local contexts and the specific motivations and challenges faced by different actors ((Wimpenny *et al.*, 2023). Importantly, *fourth,* case study method involves the use of multiple information sources, such as interviews, observations, and documents, which enhances the depth and validity of the research. This is particularly useful for capturing the diverse perspectives and experiences of various stakeholders involved in UCE (Bouchard *et al.*, 2015; Glette and Wiig, 2022).

Meanwhile, the Indonesian context was chosen because it effectively illustrates how government regulations and directives at the grassroots level significantly shape UCE activities (Yudarwati, 2019). Indonesia, with its five main islands and diverse ethnic groups in each region, provides a multicultural context for this study, which will be particularly relevant in

the study that examines the perspectives of faculty members across various Indonesian universities on UCE programs. Additionally, Indonesia offers a non-Western context for UCE, addressing criticisms that most engagement studies are ethnocentric and Western-oriented (Yudarwati, 2019).

In the Indonesian context, the top-down approach applies to all levels of government (Ha & Kumar, 2021; Pramono & Prakoso, 2021), including the education sector (Poedjiastutie et al., 2018; Setiawan, 2020). Community service is institutionalized by the central government and becomes an obligation for all university lecturers under the Directorate-General for Higher Education, Ministry of Education and Culture (Fahmi, 2007; Mastuti, Masse, & Tasruddin, 2014). This obligation is contained in one of the 'Tri Dharma' of higher education.

Learning, research, and community service are three pillars of national higher education that make up the 'Tri Dharma' of higher education. The 'Tri Dharma' is the main legal foundation for all universities in Indonesia, compiled and inaugurated in 1961 (Fahmi, 2007). The regulation was enacted 12 years after establishing the first official university in Indonesia and is contained in Law No. 22 of 1961 on Higher Education. Thus, since 1961, when Indonesia had been independent for 16 years and two universities were founded in Indonesia, community service has become compulsory for all lecturers.

To discipline the implementation of the three pillars of the 'Tri Dharma,' the government requires that any increase in the functional level of the lecturer must fulfill these three pillars. A junior lecturer who wants to advance to the next career level up to a professorship must submit complete documentation that fulfills these three elements. Therefore, in the course of an educator's career in higher education in Indonesia, it is certain that they must carry out community service as one of the three main requirements.

The relationship between community service activities and lecturer careers is reciprocal. On the one hand, the more community service activities a lecturer carries out, the greater the chance of advancing to the next career level. For every proposal for a lecturer's academic promotion in Indonesia, a lecturer must have at least 0.5 credit points from community service. Based on the Operational Guidelines for Assessing Credit Numbers for Academic Position/Lecturer Rank 2019 Updated Number 4, 2021, one community service activity completed by a lecturer earns a minimum of 0.5 points. The value varies depending on the type of activity performed.

On the other hand, the higher the functional position of a lecturer, the greater the control that can be exercised over the performance of community service. For example, to submit a funding proposal for community service activities, the group leader must have at least the rank of lector (senior lecturer). Junior lecturers with the position of assistant lecturers can only work as group members.

Apart from lecturer career levels, the indicators of the three pillars of the 'Tri Dharma' are also used for the annual performance appraisal of lecturers (Bungai & Perdana, 2018). Each lecturer must achieve a minimum score for their performance to be considered good each year. At least once a year, a lecturer must complete one community service to fill out their SISTER (Integrated Resource Information System) performance report. SISTER is an online application created by the Directorate of Resources, Directorate of General for Higher Education, Research and Technology, used by all lecturers and staff to report their yearly performance.

In addition to career-level promotions and performance appraisal purposes, community service is also a requirement for additional salary. Since 2008, a new remuneration mechanism for educators' employment (teachers and lecturers) has been introduced. They must participate in the certification process. For lecturers, one of the documents required to pass the certification test is the achievement of 'Tri Dharma' activities, including community service. Those who pass the certification process receive additional rewards (Elfindri et al., 2015).

Certification allows a lecturer to receive an additional salary each month equal to the monthly salary they receive from the government. Similarly, a certified lecturer has a salary that doubles every month. To maintain these conditions, they must continue to do community service contained in the three pillars of the 'Tri Dharma.'

Therefore, it has become a "must" for all lecturers in Indonesia to do community service. Since the top-down approach works, the focus is on central planning and reporting. Therefore, every lecturer in Indonesia must perform community service to report their performance to the central government.

In addition to that, the linearity of the UCE program with the academic expertise is highly stressed in Indonesian context. For instance, the proposals for grant funding for community service activities submitted by lecturers or students must align with the "area of expertise" of

the proposing lecturer (Directorate of Research, Technology, and Community Service Directorate of Academic Higher Vocational Education, 2023), p. 43 and p. 46). Additionally, the proposer's track record must demonstrate continuity with the program being proposed. This means that, at the initial proposal stage, alignment between the field of study and the UCE program is essential. In other words, if the proposed program is not aligned, the proposing team risks not receiving UCE grant funding. Furthermore, when applying for academic promotion and annual performance recognition, lecturers must ensure that the program is aligned with their area of expertise for it to be counted as a community service point (Directorate General of Science and DIKTI Resources Ministry of Research, Technology and Higher Education, 2019).

3.3. Research Paradigm

This study adopts a qualitative approach using a multi-paradigmatic framework. A multi-paradigm approach refers to the use of more than one research paradigm within a single study (Hood, 2016; Zoelner, 2025).

This dissertation specifically employs Interpretative Phenomenological Analysis (IPA) and Critical Discourse Analysis (CDA). The interpretive paradigm is a research philosophy that emphasizes understanding the subjective meanings of human experiences and social phenomena (Burrell and Morgan, 2019). It posits that reality is subjective and constructed by individuals through their personal experiences and social interactions (Saliya, 2023). Accordingly, all three empirical studies in this dissertation are grounded in data primarily derived from interviews and conversations with informants to explore their personal experiences in conducting UCE. The results of these interviews—as well as other supporting data—are interpreted and analyzed by the researcher with careful attention to the context in which each study was conducted, as qualitative research is inherently contextual.

Empirical study 1 is rooted in the interpretive paradigm, whereas empirical studies 2 and 3 draw upon the critical paradigm. As Neuman (2014) defines it, the critical paradigm is an "inquiry that goes beyond surface illusions to uncover the real structures in the material world in order to help people change conditions…" (p. 110). In this study, the researcher does not merely provide a descriptive account of observable phenomena within the UCE programs but

seeks to understand the deeper realities shaping those appearances (Neuman, 2014). In the empirical studies 2 and 3, the author seeks to uncover the underlying motivations of the actors involved in the two programs. By analyzing interview data and observations, the study aims to critically examine the factors driving the actors' involvement in UCE initiatives and how the surrounding context and state structures influence their actions and, in turn, shape the implementation of these programs.

Empirical study 1 involved interviews with a diverse group of university lecturers across Indonesia, based on the assumption that lecturers from different institutions and backgrounds hold unique experiences and perspectives regarding the UCE programs they are involved in. In other side, empirical studies 2 and 3 critically examine UCE programs conducted by academics in two distinct local community settings, with the aim of analyzing the role of top-down mechanisms and the influence of power dynamics among the actors involved. These two studies focus on the critique and transformation of the structural systems that shape UCE practices within the Indonesian context.

3.4. Case Study 1: Interviewing different perspectives from various locations within one country

3.4.1. Data collection

This empirical case study (see Chapter 4. Lecturer Perspectives on UCE Implementation in a Top-Down Initiative Context), was conducted from January 2023 to May 2024. The data sources were utilized from semi-structure interviews of 23 Indonesian lecturers (see *Table 5*).

Table 5 Information of Data Collection

Nu		**Method**	**Data Source**	**Quantity**	**Time**
1	Interview	In Person	Recording and Notes	6 times	August 2023 – March 2024
2		Online; Zoom Meeting	Recording	15 times	January 2023 – March 2024

Nu		Method	Data Source	Quantity	Time
3		Text: WhatsApp Messenger & Microsoft Word	Text	3 times	March 2024
4	Informant archive	Sending photos with credits and anonymous photos	Image	5 photos	May 2024

Source: Authors, 2024

Interviews were conducted either *in person or online (via Zoom).* In specific cases, in-person interviews were not tape-recorded due to conditions that rendered it impractical (e.g. interviews with informants 10 & 11 took place at their workplace where many of their colleagues were present, making the atmosphere uncomfortable to use recording equipment). *Online* Zoom sessions were adopted due to geographical constraints. Finally, two informants *answered interview questions via text* due to cultural barriers (informants 20 & 23) as in the Indonesian context, conversing with the opposite gender can sometimes feel awkward (Smith-Hefner, 2009).

In addition to interviews, we also utilize images as data to analyze the form and diversity of UCE programs. The images are anonymous, and if they show people's faces, permission has already been obtained from the photo credits/owners.

3.4.2. Informants

Indonesia has five main islands, and at least two lecturers from each island were interviewed. Prior research suggested that a minimum of 16 to 24 interviews is needed to reach saturation in a context such as Indonesia, allowing for a "*richly textured understanding of issues*" (Hennink, Kaiser and Marconi, 2017), p. 591). Accordingly, we interviewed a total of 23 Indonesian lecturers, representing diverse regions across Indonesia (see *Figure 7*).

Figure 7 Geographical Distribution of Informants

Source: Authors, 2024 from https://www.canva.com/

The diversity of lecturers also extends to host universities, with 9 lecturers originating from Java (the most populous island in Indonesia and the location of the capital city), while 14 lecturers are dispersed across four other islands. This distribution also encompassed variation in the levels and statuses of universities, with 6 lecturers from prestigious public institutions (three of whom affiliated with universities ranked globally); 4 lecturers from public institutions situated in peripheral regions; 5 interviewees from applied science universities; and 8 from private universities.

As for professional background, the lecturers have varied positions (junior and senior), diverse tasks related to UCE (head of UCE unit, grant reviewer, chief and member of UCE), and a wide spectrum of disciplinary backgrounds (see *Table 6*).

Table 6 Informants' Background and Data Collection Method

Informant & Gender	**Interview Method**	**Interview Result**	**Position**	**Task**	**Activity and Community Target**
Informant 01, Female	Online	4,096 words	Junior lecturer	Head of Research and Community Service Unit in University Scale	Empowering housewives and training small entrepreneurs in the city.
Informant 02, Male	Online	4,283 words	Junior lecturer	Head of Community Service Unit in Faculty Scale	Provide free vaccination for society around the university; safe drug use workshop.
Informant 03 Male	Online	3,463 words	Junior lecturer	Community Service Unit Staff in the University	Distributing questionnaires to assess the risk for communities vulnerable to natural disasters.
Informant 04 Female	Online	2,968 words	Senior lecturer	Reviewer of Community Service Grant of the Faculty	N/A
Informant 05 Female	Online	3,639 words	Senior lecturer	Chief and Department Coordinator at the Applied University	Training housewives to make healthy food for stunting children; training to make home-made medicines; training for water purification from natural ingredients; and producing free hand sanitiser for society during pandemic.

Informant & Gender	Interview Method	Interview Result	Position	Task	Activity and Community Target
Informant 06 Female	Online	3,668 words	Junior lecturer	Department Coordinator in the university and chief of community service	Socialization of the usage of safe cosmetics; training local farmers to produce and market herbal plants; and teaching children how to get, use, store, and dispose of medications.
Informant 07 Male	Online	3,313 words	Senior lecturer	Chief of Community Service Group	Training government employees in rural areas who lack adequate education in finance and regional reporting.
Informant 08 Male	Online, In-person, and text	3,039 words	Senior lecturer	Chief and Member of community service group	Educating the general public on the proper use of medications and conducting training for housewives in herbal medicine preparation.
Informant 09 Female	In-person	2,647 words	Junior lecturer	Chief and member of community service group	Providing healthcare services to communities affected by earthquakes.
Informant 10 Female	In-person	470 words	Senior lecturer	Chief and member of community service group	Supporting small business owners in marketing their products and assisting housewives in producing useful and economic goods.
Informant 11 Female	In-person	526 words	Senior lecturer	Chief and member of community service group	the same as informant 10.

Informant & Gender	Interview Method	Interview Result	Position	Task	Activity and Community Target
Informant 12 Female	Online	2,772 words	Senior lecturer	Chief and member of community service group	Supporting small entrepreneurs in enhancing the value of their products, offering financial education to business owners, and assisting them with online marketing strategies.
Informant 13 Female	Online	5,018 words	Senior lecturer	Chief and member of community service group	Teaching simple and easily understandable financial reporting methods to small and medium-sized enterprise (SME) business owners.
Informant 14 Male	Online	6,266 words	Senior lecturer	Chief and member of community service group	Assisting fishermen's wives with limited education (elementary school graduates) in cultivating herbal medicines and selling them as economic products.
Informant 15 Female	Online	292 words	Junior lecturer	Member of community service group	Teaching to high school students in the city and rural villages.
Informant 16 Male	Online	3,106 words	Junior lecturer	Member of community service group	Assisting communities in managing agroforestry; empowering communities living near swamps to convert non-value plants that grow wild in swamps into profitable and marketable plants.

Informant & Gender	Interview Method	Interview Result	Position	Task	Activity and Community Target
Informant 17 Male	In-person	3,486 words	Junior lecturer	Member of community service group	supporting local entrepreneurs in enhancing their manufacturing processes (for example, product packaging) to boost their competitiveness.
Informant 18 Female	In-person	3,098 words	Junior lecturer	Member of community service group	Teaching English to orphaned children affected by the tsunami natural disaster and pedicab drivers who often meet tourists so they can transport tourists in their pedicabs by applying basic English conversation.
Informant 19 Female	Online	877 words	Senior lecturer	Member of community service group	Designing an extension course on philosophy for the public, including housewives and high school students who are interested in philosophy, that presents the material in an easily understandable manner.
Informant 20 Male	Text	739 words	Junior lecturer	Member of community service group	N/A
Informant 21 Female	In-person	1,858 words	Junior lecturer	Member of community service group	Providing collaborative reading classes for local children and distributing books to them.

Informant & Gender	Interview Method	Interview Result	Position	Task	Activity and Community Target
Informant 22 Female	In-person	214 words	Junior lecturer	Member of community service group	N/A
Informant 23 Male	Text	631 words	Junior lecturer	Member of community service group	Providing Microsoft Excel and predictive science training for airlines; teaching mathematics to instructors and students in schools.
			Total 23 informants		

Source: Authors, 2024

3.4.3. Data analysis and validity

Recordings and notes were utilized to document the interview data. The transcription was conducted using the Naturalized Transcription Technique (NTT) (Parameswaran, Ozawa-Kirk and Latendresse, 2020; McMullin, 2023). To capture every utterance verbatim as required by NTT method, the researcher re-listened the recordings and supplemented the dictation results accordingly. This process enabled the researcher to simultaneously analyze informant responses while critically reflecting on the interview process. The collected data were manually analyzed by the researchers, following the guidelines for "manual data analysis" (Forinash, 2012).

3.5. Case Study 2: Interviewing and direct observation of different actors

3.5.1. Research Design

This study (see the result in Chapter 5) collected data through a case study with a qualitative approach to gain a better understanding of UCE in the context of the top-down government approach in Indonesia. We used a qualitative approach to capture the opinions and perceptions of the local community, the university, and the government as an intermediary in ASM village, Indonesia.

3.5.2. Data Sources and Participants Selection

This study mainly used data obtained from direct observation and semi-structured interviews. Direct observations were made 4 times: once in the place of community service presentation, once in the local government service office, and twice in the local farmhouses (see *Table 5*).

Each day, local farmers take their cows out of their cowsheds in the morning and feed them in the afternoon. The observations' results help the researchers to present the data in a more relevant manner in accordance with the context of the local community. Meanwhile, the semi-structured interview method was chosen to allow for reciprocity between the researchers and the informants, to improvise follow-up questions based on the participants' responses, and to leave room for the participants' verbal expressions (Kallio et al., 2016), all of which are important for analyzing the informants' culture.

The interview process was conducted in stages with 16 informants to achieve rigorous data collection and trustworthiness (see *Table 5*). In this study, there are three groups of informants with different roles in UCE,

1. University side, consisting of two groups of community service, each of which performed community service in the same community and with the same implementation of service activities. They were composed of 6 lecturers, with three people in each group. Generally, each group has a chairperson and two members composed of a senior lecturer and the other is a junior lecturer.
2. Local community side consisted of 6 farmers. A total of four farmers are farmers who own a small number of cows obtained from government grants (Farmers B, C, D, and E). A farmer whose cows are bought from his fund (farmer A) and an eminent farmer (cow broker) who trades cows with small farmers in the village and sells beef to the city (farmer F).
3. Intermediary, or the local government in ASM Village. There are four of them, consisting of a village chief, a secretary, and two employees who are assistants to the village chief. The local government is the party that connects the local community with the university and organizes the farmers to participate in community service activities.

The questions were outlined prior to conducting the interview but evolved throughout the process and remained focused.

The first occasion when the researcher came as a community service group member was still the first meeting. Then the researcher went back to the village to conduct semi-structured interviews. The local government and farmers recognized the researcher as a member of the community service group who came to a different mission.

To interview the local community, the researcher used the rapport technique as a prelude to making the interview process more flexible and open. As noted by Gorden (1969), good rapport often determines the simplicity and clarity of relevant data. Rapport encourages informants to talk about their culture and everyday life (Spradley, 1979). This is important in the analysis process of this research as culture is one of the important analyzed components that determines successful UCE. On the other hand, interviews with the lecturers who are members of the community service group do not require rapport because one of the researchers in this study is part of the group and knows all members of the community service group. As a standard reporting qualitative study regarding concerns surrounding data security (O'Brien et al., 2014), it is noteworthy that no specific individual or institution has been explicitly named in this study.

Table 5 Data Collection Activities

No.	Method	Time	Media
1	Direct observation	July 2021 – January 2022 a. Community service presentation (8 hours) b. Local government service office (2 hours) c. Twice in the local farmhouses (4 hours)	Recorder, photo, and reflective diary
2	Interview Local Community	August 2021 – April 2022	
	a. First Interview	August 2021	Notes and Recorder (face-to-face)
	b. Second interview (probing and prompting)	January 2022	Notes and Recorder (face-to-face)
	c. Reconfirm doubtful data	April 2022	WhatsApp
3	Interview Lecturers from the University	August 2021 – April 2022	Notes (face-to-face) and WhatsApp

Source: Authors, 2024

3.5.3. Data Analysis

The results of the observations were stored in the form of video recordings, photos, and reflection diaries of the researcher who participated as a member of the community service group. The reflection diary was written each time after the researchers conducted observations and interviews in the ASM village. Meanwhile, interview results were stored using a media recorder, written notes, and social media text messages according to the informants' needs and conditions.

All direct interview results were transposed into a transcript in the original language (Indonesian-Makassar language). Upon compiling the transcript, the data were analyzed with a thematic approach (Castleberry & Nolen, 2018). The results from the thematic analysis were reported by finding the patterns in three themes: the context of UCE, the process of implementing UCE, and the motives of UCE actors.

Data that did not agree with each other were found several times during the analysis. Thus, a reconfirmation of the validity of the data was performed on the participants concerned. After the data was clear and valid, it was processed and analyzed thematically with other data.

3.6. Case Study 3: Utilizing multimodality

3.6.1. Data sources

The study (see the result in Chapter 5) was conducted through a qualitative approach. The case study focused on a UCE program carried out by a group of lecturers at the University X, Indonesia. To maintain respondent confidentiality, the study does not disclose the names of the institutions and participants involved.

The study period was from May 2023 until September 2024, utilizing multimodality of data sources. Multimodality is now used in the social sciences (Jewitt, Bezemer and O'Halloran, 2016), where data generated are not primarily linguistic or numeric. This might include "*anything from research using video recorders, observation of bodily movements, or analysis of material objects and environments*" (Dicks *et al.*, 2011), p.228. Details of the data sources are provided in *Table 8*.

Table 8 Information of Data Collection

Nu	**Method**				**Data Source**
1	Interview and natural conversation	7 local people (4 local people living inside Rammang-rammang and 3 local people living outside Rammang-rammang but have socio-economic connections with Rammamg-rammang)	Informant1	Local people inside Rammang-Rammang	Research notes
			Informant2	Local people inside Rammang-Rammang	
			Infromant3	Local people inside Rammang-Rammang	
			Informant4	Local people inside Rammang-Rammang	
			Informant5	Local people outside Rammang-Rammang	

Nu	Method				Data Source
			Informant6	Local people outside Rammang-Rammang	
			Informant7	Local people outside Rammang-Rammang	
		4 Lecturers from university X	Informant8	Lecturer1	
			Informant9	Lecturer2	
			Informant10	Lecturer3	
			Informant11	Lecturer4	
		5 local visitors (3 from South Sulawesi Province and 2 from Jakarta, the Indonesian capital city)	Informant12	Local visitor	
			Informant13	Local visitor	
			Informant14	Local visitor	
			Informant15	National visitor	
			Informant16	National visitor	
			Informant17	Hungarian	

Nu	Method				Data Source
		6 tourist visitors (3 from Hungary and 3 from Switzerland)	Informant18	Hungarian	
			Informant19	Hungarian	
			Informant20	Swiss	
			Informant21	Swiss	
			Informant22	Swiss	
2	Direct Observation	Twice direct observations (August 2023 & September 2024) in three different locations souvenir shop, residential area, and tourist destination.			Notes, body language/gestures, cultural items, photos, videos, and recording
3	Document Archive	Scientific articles published by the group lecturer who did the community service			List of article data in Appendix 1
		Local news			

Source: Author(s), 2024

The interview process was conducted in an unstructured manner, with the interview data documented afterward. In addition to interviews, text data were also obtained through natural conversations with several informants, without disclosing the researcher's identity as a "researcher," to ensure the conversations proceeded as naturally as possible. Informal or natural conversation is a naturally flowing exchange, typically occurring when researchers turn off their digital recorder (or other recording device) (Swain and King, 2022). At this point, the informant or participant may begin speaking more freely, often sharing insights that were not covered in the interview schedule or discussing a particular issue in greater depth and in a more relaxed manner. However, from an ethical standpoint, even without a recorder, the local community is fully aware that the researcher's observations are for research purposes. For instance, a conversation was held with a visually impaired vendor renting hats at the dock heading to Rammang-Rammang. In some cases, when the researcher introduced themselves as a researcher, video and photos were openly taken with prior permission. However, in other cases, recording devices and note-taking were not used during interviews or natural discussions to keep the conversations as natural as possible. Unstructured interviews have advantages in terms of validity, offering more direct interaction between the interviewer and the interviewee and being more practical in real-world situations (Chauhan, 2022). Since this study also involved direct interviews, where the researcher directly observed the community's living environment, the unstructured interview approach was well-suited. For example, Lecturer1 was interviewed on her campus, while discussions with four local people took place while they were engaged in their daily activities. Similarly, conversations with international and local visitors were collected directly at the Rammang-Rammang site.

As mentioned earlier in *Table 6*, this study also involved direct observation. The researcher conducted on-site observations over two days—one in August 2023 and another in September 2023. During the visit, the researcher conducted interviews and discussions with both locals and visitors. Through these direct observations, the researcher was able to observe the location, local activities, cultural artifacts, natural resources (such as Nipah trees), and the daily routines in Rammang-Rammang. Since the researcher did not deeply engage in the community's activities, the observation in this study was a direct non-participant observation. The advantage of this method is that the observer can directly see "*events happening in front of their eyes at the moment of occurrence*" [(Ciesielska, Boström and Öhlander, 2018), p. 41], while remaining "*in the*

background, standing aside and taking notes" [(Ciesielska, Boström and Öhlander, 2018), p. 44].

In addition to interviews and direct observation, this study also utilized articles published in scientific publications and local news. They are related to the University X faculty's community service activities in Rammang-Rammang.

3.6.2. Data analysis

The results of the observations were stored in the form of video recordings, voice recordings, photos, article archives, and reflection diaries. All these data were analyzed with a thematic approach (Castleberry & Nolen, 2018). The results from the thematic analysis were reported by finding the patterns in themes: the local dynamics of community, perspective of lecturers of the local and UCE, along with perspective of locals regarding the UCE program.

Through the multimodality of data, the researcher can increase comprehensive understanding by combining different types of data and gain a more holistic view of a phenomenon in Rammang-rammang. For example, analyzing both verbal responses (text or speech) and non-verbal cues (like facial expressions or gestures) can offer deeper insights into human behavior or interactions. Also, it enhances accuracy and robustness by helping cross-validate findings across different data types. If multiple modalities point to the same conclusion, the results are more reliable (Dicks *et al.*, 2011; Jewitt, Bezemer and O'Halloran, 2016). It reduces the risk of misinterpretation that might occur if only one type of data were used.

3.7. Government Perspectives

This study originally intended to incorporate the perspectives of government actors, particularly given the top-down nature of the context. The aim of including the government's viewpoint was to better understand the "top" perspective on the implementation and management of UCE programs in Indonesia from the standpoint of decision-makers. Despite my best efforts to incorporate this dimension, I was unable to obtain responses from government representatives, which prevented me from conducting the planned interviews.

On April 9th, I sent an email to the Director of Research and Community Service at the Ministry of Higher Education, Science, and Technology, Republic of Indonesia. Unfortunately, I received no reply. Two weeks later, I sent a follow-up email, this time attaching a letter of support from my supervisors as well as a recommendation letter from the head of my department in Indonesia. However, there was still no response. In addition to direct email correspondences, the request was formally submitted through *Sistem Naskah Dinas Elektronik* (*SINDE*), a digital correspondence platform developed by the Ministry of Education, Culture, Research, and Technology to manage official communications. I also attempted to contact the Director personally via WhatsApp. However, all these efforts were unsuccessful.

This lengthy and multilayered administrative process reflects the considerable distance (both literal and bureaucratic) (Wijaya and Ali, 2021; Turner, Prasojo and Sumarwono, 2022), between grassroots lecturers and high-level government authorities. Despite going through all appropriate channels, the author received no adequate response to support the completion of this aspect of the study. This issue is also relevant to the context of this study as a "non-Western" investigation (see page 20), where, at the grassroots level, academics often lack the autonomy and privileged typically enjoyed by the counterparts in Western countries.

4. Lecturer Perspectives on UCE Implementation in a Top-Down Initiative Context

4.1. The role of chapter

This chapter presents a study that analyzes lecturer perspectives from their academic viewpoint on UCE implementation within a top-down initiative context. The study contributes to answering the main research question of how UCE should impact local communities from an academic perspective. It explores whether lecturers perceive the UCE programs they are involved in as primarily aimed at increasing income (from an economic quantitative logic) or as a platform for collaboration with communities toward more substantial goals (sustainability transformation).

4.2. Background of the study

Actors from universities encounter many challenges in the execution of UCE programs (Weerts & Sandmann, 2010). In the absence of institutionalization, UCE programs may become additional tasks that are not recognized as academic workload, necessitating a high level of determination and motivation (Málovics et al., 2022).

To ensure the stability and sustainability of UCE, it must be integrated with the university or institution, as institutionalization supports wide implementation and continuality (sustainability) (Farner, 2019). In some African countries, the USA, and certain Asian regions UCE is recognized as the third obligation of universities, alongside education and research (Saidi & Boti, 2023; Spânu et al., 2024). Still, incorporating UCE within academic tasks poses risks as academic actors might focus on quickly fulfilling their obligations rather than carrying out meaningful UCE (Wahyuni & Málovics, 2023). In situations where UCE is simply seen as an obligatory task, it may initially yield success but gradually lose momentum over time (Groark & McCall, 2018). Especially that the academic environment is often characterized by irrational demands for teaching hours, high expectations for publishing in reputable journals, and insufficient remuneration and resources (Mahmud, 2022; Prasetyo, 2024), resulting in exhaustion and burnout among university professors (Tijdink et al., 2013). Meanwhile, in an Indonesian context (the context of present study) a significant proportion of lecturers receive compensation below the minimum wage, thereby requiring them to seek additional employment beyond their academic responsibilities (Pertiwi et al., 2023).

Such contextual factors suggest that in the context of the present paper, Indonesian lecturers encounter challenges in allocating adequate time to UCE activities. Nevertheless, there is no prior research that thoroughly investigates and empirically demonstrates how the Indonesian academic context influences the implementation of UCE programs. Therefore, the present paper aims to empirically investigate the situation of UCE within Indonesia – in the context where UCE is an obligation to be fulfilled within the academy. Our research question is: What are lecturers' perceptions of UCE programs in an Indonesian setting, i.e., what are the opportunities and challenges do they face in implementing UCE programs within a context of top-down motivation? To address the research questions, we collected data through in-depth interviews with 23 Indonesian lecturers from various universities with diverse backgrounds and experiences.

The article begins with a review of existing literature on the challenges lecturers encounter in implementing UCE programs in general and continues with an explanation of the UCE study context in Indonesia. Subsequently, the research methodology is outlined, followed by the presentation and discussion of the study's findings.

4.3. Short Methodology Reminder

In this empirical case study, the data conducted from January 2023 to May 2024. Data were collected through semi-structured interviews with 23 Indonesian lecturers, were held in-person, online (via Zoom), or through text (WhatsApp and Microsoft Word). Some interviews were not recorded due to situational constraints, while others involved image data to illustrate UCE program diversity. Informants were selected from five Indonesian islands to capture a range of regional perspectives and institutional affiliations, ensuring diverse representation. A total of 23 lecturers from various academic backgrounds, positions, and tasks within UCE participated. Interview data were documented and transcribed using the Naturalized Transcription Technique (NTT) and analyzed manually by the researchers. See Chapter 3.3. for the detailed method.

4.4. Challenges in implementing UCE Programs

Currently, university lecturers are facing escalating demands as universities are increasingly compelled to adhere to market logic (Kang and Mok, 2024). Campus rankings based on Western standards are cultural imperialism practices and represent the neo-liberalization of higher education occurring worldwide, entrapping universities in a

futile competition (Olssen, 2021). As a consequence of fulfilling various targets stipulated by rankings, university stakeholders are coerced into meeting diverse requirements, ranging from publications to international collaborations (McIntire, Calvert and Ashcraft, 2024). The presence of *transnational academic capitalism* (Hazelkorn, 2018) means that at the governmental level, UCE is much more supported at the level of rhetoric than in material terms (Goddard, Hazelkorn and Kempton, 2016).

In addition to such structural ones, *certain elements of the dominant values and norms that characterise academia other factors* also pose barriers to the implementation of UCE.

- the university as an "*enlightened meeting place*" for the elite and the consequent lack of academic presence of marginalised groups (Benneworth and Osborne, 2014);
- the unstructured, real-life, political situations that arise when working with external actors are alien to the 'safe', predictable university environments (Hazelkorn, 2016);
- UCE (e.g., research alongside and for the benefit of non-academic actors) may conflict with the concept of academic freedom (Benneworth and Osborne, 2014)
- UCE is *"too much work"* compared to conventional approaches to teaching and research (Goddard, Hazelkorn and Kempton, 2016)*, which* goes beyond the task of the university (Hazelkorn, 2016);
- UCE is not a suitable activity for everyone - not all academics are willing or capable of working with marginalized actors (Benneworth *et al.*, 2018);
- certain processes that take place during UCE go against certain dominant academic dogmas (e.g., those of frontal classroom teaching or 'objective' research) (Levin, 2012; Benneworth *et al.*, 2018); and
- as a consequence of *lack of quantifiable measurement of the concept* UCE is typically not reflected in university performance evaluation systems (Hazelkorn, 2016).

4.5. Lecturers' perspective in implementing UCE

Two terms were most frequently mentioned during the interviews: lecturer workload ("*Beban Kinerja Dosen/BKD*" in Indonesian) and Tri Dharma. These two are interrelated: Tri Dharma is the general term for the three obligations of Indonesian HEIs, while *BKD* is a system designed to track lecturers' performance in fulfilling the responsibilities outlined in Tri Dharma, constituting a portfolio of lecturer's work to be updated and reported on every semester.

Most lecturers agreed that their motivation is mainly to fulfill the obligation from the top-down: Tri Dharma requirements and *BKD* every semester. Below are a few instances of lecturer statements describing their motivation to conduct community service as a part of UCE program:

"*That kind of community service has to be there every semester, so we help to create a program so that the lecturers don't get confused about community service program*." (Informant 02);

"*From the perspective of being a lecturer generally, okay? First of all, for ourself, what is called Tri Dharma, which is clear if there should be a minimum one community service program per semester, means that completing Tri Dharma requirement for the individual purpose*." (Informant 04);

"*Yes, first, because this is a demand. We are lecturers, we have to fulfill lecturer workload, every time we have to do this, ...*" (Informant 07);

"*Basically, this is usually (he he he laughing) out of obligation. What are our obligations? Of course, obligations in such institutions are usually carried out continuously. The motivation is 100% not because of demands from society, no, hehe. It's back, ma'am, back to our performance. Lecturer workload and requirement by Tri Dharma.*" (Informant 12); and

"*Yes, every year [we done community service], it's mandatory*" (Informant 21)

"*Yes, the first thing is that the lecturer's obligations are clear because they are for BKD*." (Informant 03);

As a result, certain UCE programs did not align with the needs of the local community:

"*There are indeed many lecturers who undertake community service activities just for the sake of it. Yes, just for the sake of it. Whatever the activities may be, as long as they can be recognized as community service, merely to fulfill their BKD, without really considering its urgency. For example, how significant is its impact on the problems faced by the community?*" (Informant 6)

However, while the vast majority informants acknowledged the dominancy of Tri Dharma and *BKD* in UCE, some also perceive UCE programs in positive perspectives.

"*Because I enjoy it … I've been teaching orphans who were victims of disasters since I was high school, and it had nothing to do with my responsibilities as a lecturer. When I saw that they had been affected by a tragedy and had also lost their parents, I felt compelled to help,*" informant 18 stated with a smile.

Figure 8 Teaching English to Orphaned Children

Credit: Informant 18

Informant 18 stated that the children in the local community found joy in the learning process that motivated them to learn English and thereby aiding their formal schooling (*Figure 8*).

Informant 14 felt a call to contribute to the local community when he encountered a group of village mothers, primarily housewives and wives of fishermen, who asked him to help them cultivate medicinal plants (*Figure 9*). Informant 14, specialized in natural medicine, found this request aligned with his field. Informant 14 still maintains contact with these mothers, albeit not as intensely as in the initial three years.

"*… the impact felt most by this community of mothers is that those without education, only completing elementary school, can now be exposed to various types of medicinal plants scientifically…* " (informant 14)

Figure 9 Wives of Fisherman Community

Source: https://kalimantan.bisnis.com/

The local community also enjoys the material benefits from the herbal products they grow and sell in front of their homes and even nationally in Indonesia. This community of mothers has also received various awards from the local government for their efforts in utilizing local plants and has attracted visits from the Indonesian Presidential team to

famous Indonesian artists. On the other hand, Informant 14 and his institution have also gained numerous benefits: he no longer competes at the campus level for community service grants but instead competes at the national level, where the grant amounts are significantly larger. Additionally, Informant 14 has obtained various patents for the herbal products produced and has received recognition as an outstanding lecturer. In other words, the program conducted by Informant 14 not only enhanced the capacity of the mothers' community in terms of knowledge access to herbal medicines and increased their income but also provided Informant 14, with recognition and economic benefits from the UCE activities carried out in collaboration with the local community.

Likewise, reciprocal benefits are also felt by other lecturers in the fields of health and medicine, such as Informants 02, 05, 06, and 08. Here UCE programs can enhance the value and benefits of other academic activities such as research and teaching for lecturers. They can implement the result of their research, and use the programs as teaching inputs.

Such reciprocal benefits are also found in a different discipline, economics (e.g., Informant 06, 10 and 11). Informant 06 acknowledged the UCE programs can contribute to his other academic duties. By interacting with the communities, lecturers gain teaching material ideas for research.

"*When I also teach on campus, I feel that the teaching process becomes more lively. When I convey to students regarding the fiscal financial material used by the local village government, for example in the planning economics course, I relate it to the training I conducted with the local government, that's what happens, I think it becomes more lively and seems more satisfying once I convey it to students.*" (Informant 07)

Informants 10 and 11 are engaged economists in a community service project targeting women in a remote village, which, despite its isolation from urban areas, has become a favored tourist destination (*Figure 10*). Informant 11, the leader of the community service team, recognized the economic potential in the abundant nipa palm leaves growing around residents' homes. She then enlisted informant 10 and two other lecturers to conduct community service with local mothers who live around the village. Historically, the women in this village have woven these leaves for generations, but they did not perceive this activity as an economic opportunity. Thus, informant 11 and his team, with their economic expertise, organized weaving workshops led by professional artisans to

ensure the products were of marketable quality. Through the two-year mentorship provided by informants 10 and 11 and their team, which encompassed product development, sales, and marketing, village women successfully began marketing their woven products to visiting tourists.

Figure 10 Informants 10 and 11 were Training Local Mothers

Source: (Syamsinar, Ishak, Triana, *et al.*, 2021)

Beside contributing to the community, some lecturers view community service activities as forms of relaxation or entertainment. Compared to the monotony of formal campus activities, engaging in activities outside the campus while interacting with communities feels enjoyable and relaxing.

"*The benefits are yes, the benefits are refreshing. I actually feel like I'm refreshing. Because community service makes us escape from our daily lives, such teaching in class and beyond. Oh yes, this is useful for that community too and it's like satisfaction for myself too. Yes, what I mean is when the community feel like they had got something new and they apply it, well, that's what we're so happy about.*" (Informant 05)

4.6. Opportunities and challenge of implementing UCE from the top-down

To examine the diversity of potentials and challenges faced by lecturers, *Table 7* provides a detailed summary based on the clustering of higher education institutions in Indonesia for the year 2024 (Director of Research, Technology, and Community Service, 2023).

There are five clusters of higher education institutions: independent, primary, intermediate, basic, and built. To simplify the grouping in *Table 7*, we categorize the last three groups into "the developmental" group for higher education, as all of them are in the early stages of institutional development. The below clustering is not a ranking but a grouping of HEIs that serves as a basis for developing roadmaps and strategic plans, as well as for determining the authority to manage the “Tri Dharma” activities (Director of Research, Technology, and Community Service, 2023).

Table 8 lists the challenges and potentials in the implementation of UCE at Indonesian HEIs vary. In general, at larger universities, improvements in UCE that focus on sustainable UCE activities have begun to be observed at several campuses. In contrast, at developing universities, the programs remain periodic and short-term (see *Table 9* for details).

Table 9 Opportunities vis a vis Challenges of UCE

	Characters	**Independent**	**Primary**	**Developmental**	**Vocational**
Potential	Sustainability of program	Improvements have been made where the orientation is towards sustainable mentoring. *"(In the past) if the program was short-term, it would be like the activities were jumping from one community to other community. For example, this year in village A, the next year they move to village B, and the next year they move again. So, this case is not finished, for example, I've moved again. Finally, a rule was made: choose one village and work on it for 3 years*." (Informant 16)		Campus regulations mandate that programs must be changed annually and cannot remain the same program in every year. "*Even if it's from campus, it shouldn't be done repeatedly in the same place. It's not recognized if it's the same*." (Informant 18)	
	Types of programs	Various, starting from assisting communities at risk of natural disasters to assisting in processing local plants into finished products. Sources of funding for activities are varied, ranging from national grants to corporate social responsibility (CSR) funds from abroad. Because the funds are large, activities are not only carried out		Tends to be in the form of seminars or workshops. The source of funding for activities generally comes from internal campuses so the funds are not large and only	The activities carried out are usually more product oriented and training on how to use the product.

	Characters	Independent	Primary	Developmental	Vocational
		around campus but also reach communities outside the area where the university is located. "*During my period, there happened to be a collaboration with a private company from Korea on research ... so in the Cilacap area, it often floods, but the flooding is due to rising sea levels, which is why it's often called Kampung Laut (Sea Village). Coincidentally, the company from Korea was surveying for a disaster mitigation program named 'Local Community Disaster Awareness,' or something like that. The collaboration was with my university because it's a large institution and also has a geology department. Additionally, the location is close to Cilacap, specifically Kampung Laut.*" (Informant 03)		reach communities near the university area.	
	Impact	Most of them have been able to have a big impact, especially in the case of long-term programs. For example,	Because the programs carried out are programs that are "just implemented", they tend not to be in accordance with the needs of the community. However, they realize that the impact is not significant, but there is still a small		Some programs have had a big impact, for example weaving assistance program

	Characters	Independent	Primary	Developmental	Vocational
		there is a big impact on informant 14's activities which can result in products being marketed on a national scale.	positive effect. This small impact, for example, provides new knowledge for the community, even though that knowledge is not used or needed. "*There will definitely be an impact, even if it's small*" (informant 21)		carried out by informants 10 and 11 or the clean water filtration training by informant 05. However, several other programs were only ritual to relieve obligations, so they did not provide enough impact on communities.
Challenge	Evaluation	All types of universities have the same type of evaluation from the Directorate General of Higher Education, Research and Technology Ministry of Education, Culture, Research and Technology. However, it seems inadequate evaluation of the sustainability development program. a. The point is not equal compared to other tasks (teaching and research)			

	Characters	Independent	Primary	Developmental	Vocational
		"*For promotions to functional positions, for example, expert assistant lecturers like that, the most emphasis is on research. Community service, no matter how many people are doing the work, the points are still the same, that's 5 points. So, the important thing is that the activities are carried out*." (Informant 1) *"In that semester report, what is mandatory is teaching and research. Well, there must be a minimum of research. But when it comes to devotion, that's the problem with us, that's what's important. So, conducted one or two, the points are the same. Because devotion is what it is, it's gray, right? Some lecturers who use outside seminar activities as service activities, yes you can, because the system permitted and acknowledged that activity. So, it's possible*." (Informant 02) b. The evaluation is only in the form of a seminar and report submission. "*As for the community service here, once the activities are done, the results are simply presented in a seminar, and that's it. There's nothing more to it, no follow-up, nothing further.*"			

	Characters	Independent	Primary	Developmental	Vocational
		"*The next shortcoming: evaluation of this activity. So, we only collect reports, but there is no evaluation after that program.*" (Informant 08)			
	Lecturers' expertise versus community needs	Community service programs from lecturers with scientific disciplines applicable to society tend to easily find target communities (health, economics, or education). This is different for lecturers from purely theoretical disciplines, such as Informant 19 (Philosophy) and Informant 23 (Mathematics). For such purely theoretical fields, activities are typically conducted in the form of workshops or teaching seminars for the community, which do not produce tangible products. "*Yes, maybe I'll explain first because the program we are doing is a bit different in terms of community service. In general, community service requires going to a village, right? For the majority of us (philosophy discipline), we provide a kind of thematic extension course, so for example, right now, for example, we are discussing politics because this year is a political year (presidential election). So, we open the classes to anyone from the general public, it can be any profession, it doesn't have to be philosophy, you can come from any background, so you can take those classes, so we fill in those materials.*			The team of lecturers who carry out activities tend to come from the same scientific discipline so that complex community problems cannot be resolved.

	Characters	Independent	Primary	Developmental	Vocational
		So, it's more like a seminar, maybe actually in a more popular language." (Informant 19)			
	Administrative task and pressure	More administrative tasks are required to achieve higher recognition, such as being listed among the top universities globally and obtaining good international accreditation. "*We ourselves usually find it difficult to manage time. It means we are not only entrusted with that unit. We still have to participate in various committees, etc. So, thinking about it [UCE program] is difficult.* (Informant 02).		a. Limited resources because the campus is still small causes lecturers to be burdened with more administrative tasks "*One of the challenges is definitely time because we usually conduct community service during working hours, so it usually starts from morning until afternoon. Conducting community service in the evening is rare or never. And the time is also during working hours, usually between Monday to Friday. There is only an additional week, and that's just it, firstly the time. Automatically, we don't teach. Because if there are teaching hours, it will be replaced at other times or days. That's how it is. Secondly, energy.*" (Informant 03)	

	Characters	Independent	Primary	Developmental	Vocational
				b. Need many MoUs documents from local community for accreditation. Since that, they have focused on the collaboration quantity they made. "*In what way can we, who are not accredited, become accredited by fulfilling standard 8, criterion 8, community service (from accreditation requirements) … Well, something like that happened, where the village officials only needed an MoU and we also needed an MoU. So, after implementation, we made an official report…*" (Informant 01)	

Source: Authors, 2024

Table 7 reveals a nuanced landscape of opportunities and challenges faced by lecturers involved in UCE initiatives in Indonesia. One of the most significant developments in recent years is the shift toward sustainability in program implementation. Previously, many UCE activities were short-term and transient, moving from one community to another without completing or following up on earlier efforts. This approach often resulted in limited impact and fragmented relationships. In response, some institutions have begun promoting long-term commitments, such as working with a single village for a period of three years to ensure continuity and deeper community impact. However, this progress is sometimes undermined by institutional regulations that mandate annual changes in program design, thereby limiting the possibility of sustained engagement in one location.

Meanwhile, the scope and types of UCE programs vary widely. Some involve technical support, such as disaster mitigation projects or assistance in processing local products, while others focus on educational workshops or product-based training. The source of funding greatly influences the nature and reach of these programs. Externally funded projects—often supported by national grants or international CSR funds—tend to be larger in scale and more impactful, reaching communities beyond the immediate vicinity of the university. In contrast, activities funded internally by the university are generally smaller in scale and restricted to nearby communities, often due to limited budgets.

Regarding the UCE impact, the result is mixed. Long-term, well-funded, and community-driven initiatives have resulted in substantial outcomes, such as nationally marketed products or significant improvements in community skills and infrastructure. However, some programs appear to serve more as formalities—conducted merely to fulfill institutional requirements—rather than as genuine efforts to meet community needs. Despite this, many lecturers believe that even small contributions, such as introducing new knowledge, have some value, although they acknowledge that such knowledge is not always relevant or utilized by the community.

Table 7 also shows a major challenge lies in the evaluation and recognition of community service within the academic system. Most universities follow a standardized evaluation system mandated by the Ministry of Education, which primarily focuses on teaching and research. Community service in Indonesia is often evaluated through seminar presentations and written reports, with little to no follow-up or outcome assessment. Moreover, regardless of the scope or quality of the engagement, community service typically receives minimal credit in

performance evaluations or academic promotions. This lack of institutional recognition discourages lecturers from investing time and effort into developing impactful UCE programs.

Another recurring issue is the misalignment between lecturers' disciplinary expertise and the practical needs of the community. Lecturers from applied fields such as health, economics, and education generally find it easier to identify community needs that align with their expertise. In contrast, those from more theoretical disciplines—such as philosophy or mathematics—often struggle to design community programs that produce tangible outcomes, resorting instead to general seminars or public lectures. Additionally, UCE teams are often composed of lecturers from similar academic backgrounds, which limits the interdisciplinary approaches needed to address complex community challenges effectively.

Lecturers also face increasing administrative burdens, particularly in smaller institutions where staff numbers are limited. These demands reduce the time and energy available for community engagement. The pressure to meet accreditation standards, which require formal documentation of community partnerships (such as MoUs), often shifts the focus from the quality of engagement to the quantity of formal agreements. At the same time, institutional emphasis on global rankings and research output tends to marginalize community service within the broader academic agenda.

While many lecturers are genuinely committed to community engagement and recognize its transformative potential, their efforts are constrained by structural, institutional, and disciplinary challenges. Addressing these barriers will require not only institutional policy reform but also a cultural shift within higher education that places greater value on sustainable, impactful engagement with society.

4.7. Summary

Our findings indicate that within the context of this study, where UCE is driven by top-down motivations, UCE is implemented and sustained by lecturers primarily due to pressure from regulations imposed by higher authorities. The Tri Dharma and *BKD* obligations are unconsciously recognized by most lecturers as the primary motivating force behind UCE activities. This supports previous research highlighting the risks associated with top-down motivations in UCE implementation (Chen and Vanclay, 2021; Wahyuni and Málovics, 2023). UCE programs, when implemented solely in response to regulatory pressure without a deeper

understanding of its underlying purpose, tends to deviate further from the core objectives of community development itself.

Nonetheless, there are certain groups of lecturers who, while not entirely free from the need to fulfill top-down obligations, still find enjoyment in UCE. In these cases, UCE activities have made significant contributions to local communities by enhancing basic knowledge of surrounding natural resources, improving skills to utilize local assets, and even boosting the community's economy through training programs conducted in collaboration with lecturers. These success stories address the challenges posed by previous critical studies regarding how HEIs should contribute to community development (Wood, 2016; Hurd and Stanton, 2023; Grant and Hains, 2024). These cases also align with Matarrita-Cascante and Brennan's (2012) definition of community development, as the programs facilitate and organize local communities in targeted areas, empowering them to create the communities they envision and desire to live in. Furthermore, they exemplify the concept defined by Benneworth et al. (2018) regarding UCE as fostering a mutually beneficial relationship for both university academics and the local community.

In all these cases, lecturers genuinely engage with the community's needs and feel a sense of duty when encountering a community in need. This also aligns with previous research suggesting that UCE programs driven by intrinsic motivation tend to produce positive impacts for all stakeholders involved (Bakar, Sharif and Abdullah, 2019; Petersen and Kruss, 2021), with participating actors deriving mutual (albeit different) benefits (Benneworth *et al.*, 2018) directly contributing to local development (Wood, 2016; Hurd and Stanton, 2023; Grant and Hains, 2024). Referring to the UCE models outlined in prior studies (Himmelman, 2001; Dorado and Giles, 2004; Clayton *et al.*, 2010; Davis, Kliewer and Nicolaides, 2017), based on the cases provided, we can conclude that university lecturers who implement UCE programs driven by intrinsic motivation and a deep understanding of UCE objectives conduct UCE in a "deep" manner. In contrast, lecturers who engage in UCE programs merely to fulfill obligations perceive them as "shallow" activities, thus failing to address the core issues of the target community.

For the success cases, besides benefiting local community and lecturers, these activities also benefit the institution, e.g. by contributing to higher education performance indicators – UCE does not only benefit the community and the individual development of academic groups but also "increases the visibility and credibility" of universities (Jordan, 2016, p. 13).

Even though most lecturers are exclusively motivated to carry out UCE just for the sake of completion, those who carry out successful programs do it for personal motivation rather than institutional support. This shows that institutional functions/procedures (evaluation, programs, program implementation systems) are inadequate in ensuring successful, impactful, and sustainable UCE programs. An example of that is Informant 18: even though she enjoys teaching children affected by natural disasters, feeling a sense of duty to carry out such activities, her institution failed to support sustainable UCE activities because of the requirement to carry out different community service activities each year, forcing Informant 18 to move from one community to another.

There are several reasons for the top-down system (evaluation system, type of program activities, and institutional workload) being inadequate in creating impactful and long-term UCE (*Table 7*). First, programs tend to be incidental: most activities are short-term and unplanned. Second, due to the incidental nature of the programs, there is no continuity as activities are often conducted hastily when the semester is nearing its end and the UCE program has not yet been implemented. Third, the evaluation system for UCE activities is not equivalent to the assessment of teaching and research. For teaching, the minimum number of teaching hours is clearly defined and exceeding this minimum is rewarded with points and coins. Similarly, for research, in addition to research grants, the output in the form of publications is significant and transparent. In contrast, community service points are in "grey area" – e.g. these worth a certain amount of "credit points", regardless of the number of participants involved in the activity. All the above means that lecturers (1) strive to maximize the quality and quantity of their teaching and research (as evaluation here is performance-based and transparent) and (2) likely choose UCE activities that are as simple as possible.

Finally, evaluation tends to be formal. After activities are carried out, lecturers are only required to submit a report without a thorough evaluation procedure. There is no evaluation of whether the activity truly impacted the community, how the community utilizes the activities, or whether the program is sustainable or not – even though prior studies show that sustainable and impactful UCE requires honest and qualitative feedback from the community (Wanjiru and Xiaoguang, 2021).

Considering that not all faculty members are passionate about UCE and not all academic disciplines are relevant to UCE, instead of mandating all faculty members to fulfil UCE obligations, we suggest that it is preferable to implement UCE at the university level. By doing

so, the UCE program will empower motivated faculty members to participate according to their individual interests and capacities. Through this approach, faculty from various disciplines can collaboratively address the complex problems faced by communities, enabling comprehensive and interdisciplinary solutions.

5. The Mechanisms of Top-Down Initiatives in UCE Programs

5.1. The role of chapter

This chapter will provide an in-depth analysis of how the mechanisms of top-down initiatives influence the implementation of UCE programs for the actors from universities, communities, and the third parties that connect them. This influence will help to understand how UCE programs impact local communities, which in turn addresses the main research question: whether UCE programs are aimed at increasing quantitative income or fostering sustainability transformation within the context of a top-down initiative.

5.2 Background of the study

Presently, the topic of successful UCE is widely discussed (Ahmed & Palermo, 2010; Arnold, Dolenc, & Wells, 2008; Davis, Kliewer, & Nicolaides, 2017; Dempsey, 2010; De Weger et al., 2018; Dempsey, 2010; Farner, 2019; Macaulay et al., 1998; Purcell, 2014; Tal, Fenster & Kulkas, 2015). There are numerous literatures on successful community engagement (CE), and others provide recipes for successful CE (Arnold, Dolenc, & Wells, 2008; Martin, Smith, & Phillips, 2005; Cunningham and Smith, 2020; Ramsbottom et al., 2017; De Weger et al. 2018). Through examples of successful cases, it is hoped that the steps to implement UCE will be clearer and easier to carry out and can impact community development.

However, not all UCE practices have been implemented as successfully as the goal of the UCE itself intends. Two unsuccessful UCE cases can be found in the literature. Firstly, Thakrar (2018) reported that the actors involved in conducting UCE in South Africa failed to uphold their commitment and motivation, resulting in a lack of impact on the local community where the university is located. Secondly, Chen and Vanclay (2022) observed a UCE failure in China due to the insufficient capacity of university actors to understand the cultural nuances of the local community. Other UCE cases have failed (Clark et al., 2017; Duke, 2008; Sanga, Benson, & Josyula, 2021) to accomplish the involvement of all parties equally in each process, the achievement of the goals of both parties, and the sustainability of the partnership in the long term. It is imperative to thoroughly examine and analyze all instances, whether they resulted in success or failure, as they serve as crucial components for discussion and reflection to derive valuable insights for implementing future UCE initiatives. Evidence also suggests that “we learn from our mistakes” (Johnson, 2004), and there is an opportunity to reflect and formulate new recommendations from both successful and unsuccessful UCE cases (Clark et al., 2017).

A case of UCE conducted by a public university in Indonesia, in ASM village, is an example of UCE that failed to involve all parties equally, achieve both parties' goals, and establish a long-term engagement. This case occurs in a country that implements activities with a top-down approach in government. To date, very few studies have addressed top-down motivation in community development, and no single study has addressed top-down motivation in the context of unsuccessful UCE.

Nikkhah & Redzuan (2009) discussed a top-down approach to community development in a general case; Sanga, Benson, & Josyula (2021) explored a top-down CE case between a non-governmental organization (NGO) and India's urban poor community; Mendes (2018) drew attention to the top-down approach in CE between the Australian government and participants of the paternalistic income management program. No specific university-community case has been analyzed in all of this previous literature. However, universities have a different culture than other organizations or institutions in conducting CE (Hart & Northmore, 2011). This study was conducted to critically examine the process of a top-down motivational approach in UCE.

We conducted a qualitative single-case study of UCE in ASM village, Indonesia. We utilized direct observations and semi-structured interviews with 16 informants, composed of three categories of actors: university, local community, and intermediary. This article addresses the literature review and background context of the case, followed by the methodology used. The results and discussion are described thereafter.

5.3. Short Methodology Reminder

This empirical case study employed a qualitative approach to explore UCE within Indonesia's top-down government framework by capturing perspectives from local communities, universities, and local government in ASM Village. Data collection included direct observations (conducted four times across various locations) and semi-structured interviews with 16 informants from three groups: university lecturers engaged in community service, local cow farmers, and local government intermediaries. The researcher established rapport with community informants to encourage open dialogue about cultural context, an essential factor in analyzing UCE's success. Interviews and observations were documented through recordings, photos, and reflective diaries, with data thematically analyzed to identify key patterns in UCE context, implementation, and actor motivations.

5.4. Critical Success Factors of UCE

To achieve successful UCE, as defined above, several previous studies have discussed the keys and critical factors (Arnold, Dolenc, & Wells, 2008; Martin, Smith, & Phillips, 2005; Cunningham & Smith, 2020; Ramsbottom et al., 2017; De Weger et al. 2018). Arnold, Dolenc, & Wells (2008) formulated a recipe for successful CE by showing a sample from youth CE, stressing the actors' activeness and the clarity of strategies in doing CE.

Meanwhile, other researchers define successful UCE in more detail. Building on some UCE cases and relevant literature, Martin, Smith & Phillips (2005) identified funding, communication, synergy, measurable outcomes, visibility and dissemination of results, organizational compatibility, and simplicity as seven critical factors for a successful UCE. Funding is central to a successful UCE, while communication is important once funding is received. Communication in the initial meetings between university and community partners is encouraged to identify and discuss the issues, challenges, and expectations. After communication and establishing professional relationships, a successful UCE acknowledges synergy, meaning university academics must see and treat the local community as full partners. Relationship models can be some of these alternatives: partnership, coalition, tentative, aligned, and committed engagement (Himmelman, 2001; Dorado & Giles, 2004; Clayton et al., 2010). All of these alternatives adapt to the characteristics of the university and local community and underline “working together as partners,” meaning that some actors are not considered better than others.

According to Martin, Smith & Phillips (2005), the next critical factor for a successful UCE is a certain level of results that can be disseminated through visible research and knowledge. Successful UCE also shares power and decision-making in a fairly similar manner, and the partnership’s goal is feasible for all parties.

More recent research was conducted by Cunningham and Smith (2020) on what factors should be considered in UCE. While two previous studies (Arnold, Dolenc, & Wells, 2008; Martin, Smith, & Phillips, 2005) did not include elements of culture, Cunnigham and Smith (2020) complete the requirements for successful UCE by including culture, in addition to other determining factors in the form of mission statements and support administration. According to Cunnigham & Smith (2020), UCE must be contained in a mission statement to state the

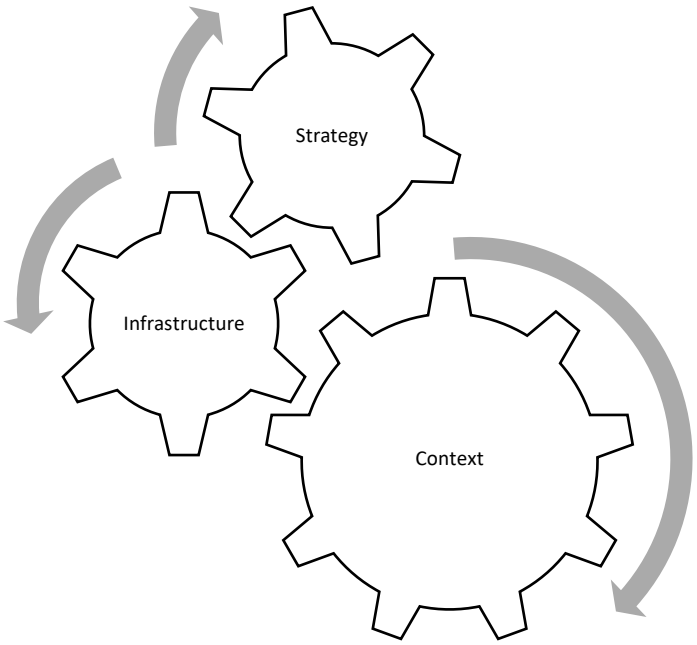
commitment of both parties. UCE must also have the support of the administration, which includes infrastructure and financial support, to be a sign that UCE is taken seriously. However, the most important factor is that UCE must be in harmony with the culture of the community and the university. In this regard, Cunningham and Smith (2020) refer to "culture" as a part of the definition from the Oxford Dictionary, "the way of life" (https://www.oxfordlearnersdictionaries.com).

In addition, Ramsbottom et al. (2017) and De Weger et al. (2018) have compiled a systematic review of successful UCE. It is expected that the systematic review method can provide accurate and reliable conclusions from the large body of literature on successful UCE (Gopalakrishnan & Ganeshkumar, 2013). Ramsbottom et al. (2017) emphasized the importance of depending on the context of communities. Meanwhile, De Weger et al. (2018) formulated eight guiding principles for CE. The first guide is that UCE should ensure the staff provides supportive and facilitative leadership to the local community. Supportive and facilitating leadership refers to organizational leadership that supports the community in its activities and responsibilities without being overly authoritarian and restrictive. The second guide is to foster a safe and trusting environment that allows the local community to contribute. The meeting should be comfortable enough to bring ideas and critiques for both parties. The third guide is early citizen involvement, which means that the local community should be involved in the process and participate as early as possible. The fourth guide is shared decision-making and governance control with citizens. The activity should encourage the local community to take governance and decision-making processes so that their ideas and aspirations can be valued. The fifth guide acknowledges and addresses citizens' experiences of power imbalances between citizens and professionals. This guide addresses power imbalances between the two parties. Actors from the university are generally viewed as professionals and experts, so they are seen as a smarter group than the local community. A successful UCE cannot be achieved if these assumptions still exist. The two parties should regard each other as legitimate and equal partners (Mileski, Mohamed, & Hunter, 2014). The sixth guide is to invest in the local community who feel they lack the skills and confidence to get involved. The university should provide learning opportunities for members of the local community who lack the necessary skills and confidence to participate in UCE. The seventh guide is to create quick and tangible wins to build and sustain momentum with the local community. The early successes in the stages of the intervention give impetus to the local community to come together to achieve other common and achievable goals. The last guide by De Weger et al. (2018) is

that the motivation of both parties is taken into account. Rather than channeling their participation into other projects, the university should allow the local community to participate in events and projects that interest and motivate them.

These five studies (Arnold, Dolenc, & Wells, 2008; Cunningham and Smith, 2020; De Weger et al., 2018; Martin, Smith, & Phillips, 2005; Ramsbottom et al., 2017) overlap and complement each other at the technical level of UCE implementation (see *Table 10*). From the combined research, it can be concluded that three categories generally determine the success of UCE. The interrelatedness of the three components can be visually represented by jagged machine wheels. All three wheels must rotate simultaneously for the machine to function (see *Figure 11*).

Figure 11 Illustration of Three Key Factors UCE



Source: Author Illustration (2023)

The first is the context in which UCE is conducted, consisting of the culture and the relationship between the institution and the community. This category is primarily applicable during the planning and anticipation phase of community service. The success of UCE is determined by the background information about local community life and how well they cooperate with university groups.

The second is the infrastructure of UCE activities. Infrastructure components are active actors, sufficient and flexible funding, and administrative integrity that support the implementation of UCE. This category is the most crucial factor in determining how community participation is conducted.

The third is the strategy carried out in its implementation in the form of thorough preparation, clear communication, synergy, clarity of activity results, and dissemination of UCE results. This category is about achieving the UCE target or goal. Based on the previous studies, these three components are prerequisites for achieving a successful UCE. The three components should not substitute but complement each other to achieve a successful UCE.

Table 10 Key Factors of Successful UCE

	Context		**Infrastructure**			**Strategy**				
	Culture	**Relationship**	**Active Actor**	**Funding**	**Administration**	**Preparation**	**Communication**	**Synergy**	**Clear Outcome**	**Dissemination**
Ramsbottom et al. (2017)	✓	✓	✓	✓			✓			✓
Arnold, Dolenc, & Wells (2008)			✓			✓	✓	✓		✓
Martin, Smith, & Phillips (2005)	✓	✓		✓		✓	✓	✓	✓	✓
Cunningham and Smith (2020)		✓	✓		✓	✓	✓	✓	✓	
De Weger et al. (2018)		✓	✓			✓		✓	✓	✓

Source: Author(s) tabulation, 2023

5.5. Observation from Implementing University-Community Service

In early 2021, two community service groups from a public university in Makassar visited the village of ASM, where the cow farming community lived. The village is 41 kilometers from the main campus, where the academics work and study.

This village was chosen because it is one of the partner villages where the university is involved. At the same time, the community of farmers was chosen as a target of community service because, according to one of the group community service leaders, "*these local farmers receive a grant*." Not many villages receive cow grants in Indonesia, and not all cow farmers in ASM Village receive cow grants. Therefore, the service goals of these two groups are "unique" and an added value to be able to pass lecturer's grant proposals at the university level. So, these community service activities are intended to improve the skills of counting cost production, selling products, and gaining knowledge of how to increase sales of local farmers.

Lecturer A, a member of community service group 1, was sitting around talking to a middle-aged man (Farmer A) who works as a civil servant and raises livestock part-time. Unlike the group of farmers who stayed in the classroom and listened to explanations from the other members of the community service group, Farmer A chose to sit outside. Unlike most farmers who stay in the classroom, he started his business independently, not on government funding. Then he had no "obligation" to stay and sit in the room. He was not a part of the cow grant recipient.

In contrast, the farmers in the classroom received a cow grant from the central government. They were selected based on a decision by the village chief. Therefore, the village chief required the other farmers to stay in the classroom, hear, and see the presentation.

After the lecturer explained calculating the biological production cost, three other farmers (Farmer B, C, and D) left the room. They approached Lecturer A and Farmer A, who were already outside, and sat down beside them.

Suddenly, Farmer B said:

"*Her explanation was for a big firm. We are not traders; we are farmers. We don't do that kind of thing to get profit. We sell our cows because we need money for urgent conditions. We have*

done this kind of job for two years, and you can imagine how much the cost we need to do it. Well, if we calculate it using that academic method, we will definitely lose."

When Farmer B said this, the other farmers smiled and nodded.

From Farmer B's comments and the responses of three other farmers, it can be concluded that what was being done as part of the community service activities did not meet their needs.

The three training topics taught then were income tax procedure, sales price, and product marketing management with digital media. The three materials were just passing, and none were used to be practiced by the farmers. Ironically, this fact was actually recognized by all of the lecturers who conducted the training. This was conveyed by lecturer B, who taught tax material,

"*Yes, they (the farmers) don't actually pay taxes. They don't even understand what a tax is.*"

When it came time for Lecturer A to present the material, he was not sure whether the material was useful to the farmers or not, but Lecturer B said:

"*Just say what can be taught so that this activity can be completed quickly.*"

5.6. Reconfirming Goal Difference in Deep Interview

In an ideal state of UCE, the university should provide the local community with opportunities to participate in activities and projects that interest and motivate them (De Weger et al., 2018). If the local community is actively involved, their hopes can be conveyed properly. Unfortunately, the opportunity to actively participate in UCE's top-down approach is minimal as the ideals of community participation are sacrificed by various actors in favor of procedural expediency and bureaucratic convenience (Sanga, Benson & Josyula, 2021). Based on these references, the active participation in UCE between the university and the local community did not meet expectations.

The local community's needs did not match what academics were "giving" them, so they could not actively participate and convey their aspirations in community service. According to Farmer E, they need information about alternative fodder for their cows. In ASM village, wild grass, the cow's main fodder, runs out in the dry season. Then the farmers must find other

fodder sources by traveling to the nearest town. Therefore, the farmers hope to be taught how to produce alternative food instead of charging the selling price of cows.

They have also self-learned how to determine the selling price of a cow without calculating the cost, as lecturers at the university teach. They estimate the price by looking at the size of the cow. The price of a cow is determined by its weight and height, not by the complex calculation. This was also confirmed by farmer F, who shared this in an interview:

"*Only in a city like Makassar everything is bought, everything is paid for, so the bill is right. If you are here, you will find your own food for free, and the same is true for the land. Because it's your own land, so you do not have to pay rent*."

Unlike in large cities, such as the city where the campus of academics is located, in Makassar, "*everything is bought.*" In the village of ASM, there is still free land and open spaces where cows can roam freely. Grass can also grow on open land, so the cow can easily find food. In contrast, the land is leased, and the food must also be purchased in the city, so everything must be accounted for, and the calculation of these costs ultimately determines the cost of goods sold for the cow. This is exactly what these academics teach. This different context is not noticed by the two groups of community service. Indeed, Ramsbottom et al. (2017) have reminded us of the importance of understanding the context (place and conditions) in which community service takes place.

What, then, did they get from the community service activities at that time? Both Farmer E and Farmer F shook their heads. During the interview, all participants admitted that the community service activities were useless. With the exception of the village chief, who welcomed these academics with great enthusiasm. Given the discrepancy between the needs of the local community and the academics who came to the village, the village chief, representing the local government, simply commented, "*Yes, at least there is a piece of knowledge*." Moreover, the important reason why the village chief welcomes the community service group is the result of UCE: the MoU. Through this MoU, the grant from the Indonesian government can flow smoothly to ASM village. As the assistant village chief said, "*The signing of the MoU with the university is a prerequisite for receiving grants.*"

Not only this university but also several other universities from Makassar have done community service in ASM village. However, those universities have different focuses, such

as the health sector. The types of community service activities were adjusted according to the disciplinary background of the participating institution. For the village chief, all are welcome because the more MoUs, the easier the path to win the grants. It is not a problem for him if the material presented in the training for farmers in the village is not relevant to the local community.

5.7. Another Lecturer Perspective of UCE

The motives of the lecturers for doing community service differ depending on the position. Certified senior lecturers must continue this annual ritual to maintain a monthly payment. Community services are also a prerequisite for non-certified junior lecturers to advance to the next career level. Without this requirement and condition, a junior lecturer (Lecturer C) who has only been employed as a lecturer for a year may not do any community service work. Her motivation is clear from the following statement:

"*Actually, if it were possible for a lecturer not to do community service, I would prefer (not to do it), but due to the requirements of the 'Tri Dharma,' it must be followed. What is important is that there is something that can be filled in the SISTER Application….*"

Lecturer C's main motive for community service is the central government's Tri-Dharma rules and the duty to fill out the SISTER application. If the service section of the SISTER application is not completed, her performance that year will be considered a failure. Undeniably, she did community service, driven not by internal motivation but by her external motivation to resolve the central government's obligation. Lecturer C only participates if a senior lecturer signs up for the service group. It does not matter to her whether the activity is relevant for her as long as she can participate in community service activities, "*In fact, I am grateful they put my name as a member of the group*," said Lecturer C.

This is certainly different from a senior lecturer who leads the service group. The motive is not only because of the rules but also because of maintaining monthly payments. Without services, monthly payments are affected. Ironically, this double payment does not improve faculty efforts to do more community service. This is what De Ree et al., 2018 suggested early on, that in Indonesian education, dual payment has no impact on student learning outcomes and educator performance.

5.8. UCE and the Lack of Key Factors

If we refer to the definition of successful UCE as an activity where all collaborators are satisfied with the research process and the results, community service in ASM village is still far from being a success (Macaulay et al., 1998; Ahmed & Palermo, 2010). The university side was absolutely satisfied with the activity. They could prepare a report and write an article to disseminate in the university seminary, and then they could fulfill their requirements and obligations as lecturers. After that, the community service activities were discontinued there. There was no continuity, as emphasized by Ahmed & Palermo (2010) as a definition of successful UCE. The village chief was also satisfied because he received the MoU. The only actors who were not satisfied with this activity were the farmers. Ironically, this actor group represented the main actor, who was the main subject wanting to be empowered and facilitated. They were "the reason" why this activity was conducted.

The local farmers were not involved in the decision-making, planning, and designing of the activity since the lecturers who planned this activity only focused on the university and government requirements to get funding and complete the activity. The activity did not give them a deep purpose to collaborate and focus on the problem farmers wanted to solve. The village chief faced the same situation; the focus was on obtaining the MoU to get the next government grant.

On the other hand, the farmers also admitted that they got no benefits from the community service activity. They only came to listen to the training because of the orders from the village chief. Of course, they must obey the orders of the village chief as recipients of the grant. Not all farmers in the farmers' community in ASM Village receive cow grants from the government, just like Farmer A. Therefore, they must behave appropriately towards the village chief to get another grant.

Successful UCE should ensure the equal involvement of all parties in every process, the achievement of the goals of both parties and the long-term sustainability of the partnership. In the ASM Village case, none of these points were met in the community service activities. This failure can be understood by combing through the key factors described in *Table 11*, one at a time. In general, most of the categories have not been properly implemented. Especially regarding cultural context factors, the community service group is still weak in understanding the culture and conditions of the local community.

Context. The presentation about product costing conveyed by the faculty comes from an urban context where they live and work. That is not the community culture. In the village, people still live communally; therefore, many things can be consumed and used together, free of charge. This alone explains the lack of initial relationships between the two parties before the activities were undertaken. The group leaders and the village chief were the only parties actively involved in planning the type and topic of community service activities. They met during the process of signing contracts and funding proposals.

In the Indonesian context, cultural patriarchy still exists, visible or invisible, in the formal or informal sphere (Sudarso, Keban & Mas'udah, 2019; Wahyuni & Chariri, 2020; Wayan & Nyoman, 2020). This patriarchal culture is shaped by the social and historical conditions of Indonesia, which in the past was a colony of several countries (especially Japan and the Netherlands), as well as by the dogma of Islam religion that teaches people to respect elders (Azhar, Putri, & Asbari, 2022). In education, patriarchal culture feeds into the relationship between the academic members of the university. Lecturers see students as empty glasses and senior lecturers have more authority and control than junior lecturers. Finally, in any activity, including the UCE, senior lecturers are the ones who have more control over planning and discussing the activities with the village chief. Junior lecturers only act as implementers and must agree upon the plan made by the senior lecturer and the village chief.

Aside from the patriarchal culture, another reason the context was missed is that the farmers who had direct experience raising cows were never asked about their needs and knowledge of calculating the cow's price. It is as if these academics nullified the knowledge the farmers gained from their daily experiences in raising livestock. Also, because lecturers from the university generally were seen as professionals and experts, they were assumed to be smarter than the local community. The local community has its local knowledge that they feel is best suited to their needs in traditional cow trading transactions. This is expressed by a village office employee who agreed with Farmer E that they only used "estimated prices." It makes a lot more sense for them to have only two or three cows. After all, in accounting standards, accounting information and data must be based on the decision usefulness for stakeholders (Williams & Ravenscroft, 2015).

Infrastructure. In the second factor, all sections are quite good, except for the active actors related to the activity of the community service group in exploring the problems and needs of cow farmers. The actors' activity is problematic, especially from the university side. Lecturers

do not actively build relationships and communication with the farmer community. This is also influenced by classical university culture, which assumes that people from the university always know better and have excellent education (Jongbloed, Enders & Salerno, 2008). Consequently, they come to teach the community without asking the needs of the community. They tend to have more power than other societal groups, which allows them to advance the agenda in the community (Dempsey, 2010; Desta & Belay, 2018; Hazelkorn, 2016; Strier, 2011; Tal, Fenster & Kulka, 2015). Indeed, there is a strong emphasis on the activity and involvement of local communities as key group actors in solving their problems (Desta & Belay, 2018; Hawes et al., 2021). The goal of community engagement is only achieved through the involvement of all parties from the community and institutional sides (Abott, 1996; Bartel, Droppa, & Wood, 2019).

Strategy. Meanwhile, the communication part was not fulfilled properly in the strategic factor. Communication relates to the two previous factors: relationship (context) and active actor (infrastructure). The lack of good communication between the community service group and the farmers from the start resulted in ignorance of the needs of the local community. The focus of community service is only on one's own needs to be able to fulfill 'Tri Dharma' obligations. This also indicates a weak preparation and synergy between the two parties. Meanwhile, clear results and dissemination can be checked properly since this is the reporting obligation of the community service group to the funding institution. Of these factors, the cause of community engagement failure occurs when the interaction of the two parties overlaps. Problems always arise when two parties are involved; lack of understanding of the context, the relationship between the two parties, the active actors, the preparation, the communication, and the strategy. All of these indicators are related to people involved in UCE. To achieve successful UCE, both parties must understand each other and that they are not an empty glass, but each of them is a subject with knowledge (De Weger et al., 2018). In this case, academics know from textbooks, and farmers also know from everyday experience. Both gain knowledge in different ways. Unfortunately, only lecturers' knowledge from formal education is recognized.

Table 11 The Lack of Key Factors in Successful UCE

Categories		**University Side**	**Local Community Side**	**Intermediary Side**
Context	Culture	In the social class, academics are considered smart and knowledgeable, so when teaching the community, they want to convey material they feel is right and worthy to teach without confirming with the audience whether the material is needed.	The teaching materials did not meet the local community's needs because the lecturers were unaware of the communal living culture of the people of ASM village, which differs from their individualistic lifestyle in the city.	As a mediator, the village chief and his colleagues did not seek to promote the two distinct cultures between the academics and the local community they lead.
	Relationship	The community service is planned by the group leader and automatically accepted by the village chief. The village chief does not have the power to choose which group should come and what kind of activities should be carried out with the local communities he	No relationship is established between the local community and the university before community service begins.	The village chief is the representative of the local community who signs the proposal submitted by the university.

		leads. They meet during the process of signing contracts and funding proposals.		
Infrastructure	Active Actor	Senior lecturer as a group leader plays a role as an active actor in the UCE, starting with setting community goals, choosing activities to be carried out, submitting proposals, implementing activities, and reporting on annual seminar activities. Meanwhile, other lecturers who are members of the community service group are just the performers of activities.	The local community acts as a passive actor. They did not have the opportunity to convey their needs at the beginning of the agreement, and their views were not heard during implementation either.	The village chief is responsible for signing the proposal submitted by the university. When community service is held, he instructs all farmers in the village to engage in community service activities. The village chief's function as an intermediary is crucial as he is both a representative of the local community and a person whose instructions are obeyed by the local community.
	Funding	Community service activities are funded through routine funds from the Indonesian government given to the university to be managed and for administration.		
	Administration			

Strategy	Preparation	Lecturers, especially group leaders, focus on drafting funding applications to implement UCE.	The local community was not involved at all in the preparation phase.	After the funding application is written by the university, the village chief is asked to sign the application document for approval to implement UCE.
	Communication	The academics do not try to establish two-way communication with the local community. As a result, the educational material imparted during community service does not meet the needs of the local community.	When the teaching process took place, the farmers realized that the material could not be used. However, they did not communicate this to the village chief or the lecturers who taught them. They only came to sit and listen to the materials as instructed by the village head.	Although the village chief is aware of the incompatibility of the services provided by the university side with the local community he leads, this is not seen as a problem since his motivation is not the usefulness of the material taught in the community service.
	Synergy	Synergies are not built with the local community nor with all team members on the university side itself. UCE implementation focuses on	As the object of the university-initiated implementation of the UCE, the local community only plays a role in accepting what is	The village chief only focuses on signing the MoU and collects local communities to participate in

		raising funds, completing activities, and reporting to universities by disseminating in annual seminars and government by SISTER application.	offered by the university and agreed upon by the village chief.	community service activities.
	Clear Outcome	The leader of the community service group formulated the expected outcomes in the proposal regardless of the needs of the local community.	They knew nothing about the purpose of the UCE activity.	The village chief assumed that UCE was beneficial for the sustainability of the next grants from the government.
	Dissemination	Conduct an annual dissemination to report the results of the service activities without inviting the local community to listen to the presentation.	They were never informed about the results of the community service activities.	Even the village chief was never invited to hear the results or was sent the report of community service activities.

Source: Author (2022)

5.9. Top-Down Motivation in All Parties

Motivation originating from the top, which we refer to as top-down motivation, is present in all participants in UCE activities in ASM Village. On the university side, senior and junior lecturers perform community service driven by obedience to the 'Tri Dharma' rules. The 'Tri Dharma' rules are evaluated in the forms of annual performance reporting, promotions in academic careers, and the continuity certification status of lecturers. Because the emphasis is on the motivation to meet the requirements set by the top government, lecturers are denied the opportunity to "see" the needs of the local community.

On the local community side, the farmers who received the grant came to listen to the training materials from the lecturers because of top-down motivation. They obey the instructions of the village chief, who is authorized to select and evaluate the grantees among the farmers. Instead of criticizing the material presented by the lecturers, the farmers accepted it, although they were also aware that the material was completely useless in their daily life. This awareness is comparable to Lecturer B's awareness when teaching tax material. Lecturer B was aware that the material was useless for the farmers, and the farmers were aware that what they were listening to was useless. However, the farmers still had to sit and listen to the material. They received a cow grant by the decision of the village chief; therefore, they bore the "burden" of following the instruction of the village chief, especially when it came to the continuity of grants in the following years.

The village chief was the same; he was passionate about the UCE due to the need for MoUs with the university. He can use the MoU file to apply for the next grant. Getting the next grant, of course, is also related to the village chief's performance. Getting a grant from the central government is a feat.

This top-down motivational cycle occurs without any correction. Each party completes what motivates them (*Table 12*). The lecturers fulfilled the 'Tri Dharma' obligations; the cow farmers carried out the village chief's orders, and the village chief obtained the MoU of the UCE file. Each goal was achieved according to their respective motivation. However, the original goal of UCE itself was not achieved.

UCE becomes just a mere ritual without the awareness and activeness of the people involved. There is no post-critical reflection, although reflection has a critical point in

UCE (Saltmarsh & Johnson, 2020). After completing the community service, they will return to the city and have an academic dissemination ritual at the university to report what they have done. As usual, the dissemination would be held without inviting the local community. Community engagement as a part of community development has been seen as a work "to-do-list" because of the regulation from the central government.

There are no sustainable synergies and no local community empowerment because the UCE is determined from above without awareness of the root parties which carry out UCE. This is precisely what Nikkhah & Redzuan (2009) have reported; since regulation is made by the central government, the staff who are far away from the central government may experience a lack of motivation, passive involvement, and misunderstanding about the goal of the policy made.

Table 12 Top-down motivation in all actors

Number	**Actor**	**Top-Down Motivation of CE**
1	University Side	Component of the 'Tri Dharma' obligations required in the following matters: 1. Promotion in lecturer's academic career 2. Annual performance report 3. Lecturer certification
2	Local Community Side	Carry out orders from the village chief, who has the power to determine who is the recipient of the grant among farmers.
3	Intermediary Side	Requires an MoU of the CE file with the university.

Source: Author (2022)

5.10. Summary

This case study set out to investigate the process of a top-down motivational approach in the UCE process. By analyzing the result of interviews and direct observation, this study has found that the fragility of the evaluation system from the top-down approach is only

to see whether the service activity is complete. It is not to critically evaluate the components of the successful implementation of the UCE. Finally, the lecturers do not feel responsible for the success of UCE as formulated in the ideal definition of UCE but only focus on whether the activity is completed. Therefore, the responsibility for the success of the UCE comes only from the personal moral consciousness of the lecturer, not from the collective consciousness driven by the government as the policy maker for the implementation of the UCE.

One crucial point to highlight is that the system enabled individuals to attain their respective goals at the group level while failing to achieve the overarching objective of the UCE. It is essential to underscore that this outcome does not stem from deliberate misconduct or neglect by the actors involved but rather from structural constraints that assign responsibility solely to the individual level. As a result, each actor pursued their self-interest, unhindered by any obligation to prioritize the collective good or community-level benefits.

One of the most significant findings to emerge from this study is that not only the university provides service to the community to fulfill its obligation to the government, but also the local community, which is not officially part of government staff, is driven by top-down motivation. They were obliged to follow the village chief's orders to participate in community service. As an intermediary between the university and the community, the village chief is also driven by a top-down motivation because he needs an MoU to receive another grant from the central government. The empirical findings in this study provide a new understanding of how UCE fails in a country that applies top-down government to implement its regulation in the roots.

6. Local Community Dynamics in UCE Implementation: Increase Economic Income or Sustainable Transformation?

6.1. The role of chapter

Based on the literature review in Chapter 2, it is also important to emphasize that the literature on UCE is characterized by certain gaps/limitations. The most disturbing one is related to the use of the "community" concept. Most studies tend to oversimplify the concept of the community, presenting it as a generalized entity without providing detailed descriptions, such as: who the community members actually are; power relations and divisions inside partnering communities and its impact on UCE; and specific identities and characteristics that define the community itself. Instead, these studies often portray partner communities in broad strokes, treating them as generic entities rather than unique ones with distinct needs. Therefore, in this third empirical study, the research will delve deeper into the dynamic processes occurring within the targeted local communities, focusing on their social, economic, and cultural aspects by analyzing the stakeholders perspectives about the determinants that define the UCE success.

6.2. Background of the study

University, as enduring institution within society, was believed and recognized for its vital functions in education and research (Benneworth *et al.*, 2018). While these two functions commonly acknowledged, some countries have augmented these with a third function: direct engagement with their local communities (Albulescu and Albulescu, 2014; Bhagwan, 2018; Koekkoek, Ham and Kleinhans, 2021). This initiative, commonly referred to as UCE, is a strategic approach through which universities collaborate with local communities to address shared challenges, promote mutual learning, and foster sustainable development (Koekkoek, Ham and Kleinhans, 2021).

Hazelkorn (2016) differentiates the concept of UCE into three distinct aspects: (1) social justice, (2) economic development, and (3) the public good. The social justice model prioritizes reciprocity, aiming to strengthen the capacities of both universities and local communities. This model advances the public mission of higher education institutions by deepening their role in fostering community well-being and cultivating students' civic and social responsibility in social justice. It envisions colleges and universities as pivotal agents and architects of a pluralistic democracy, committed to promoting responsible citizenship through educational strategies that not only enrich student learning but also

enhance the quality of community life. This model aligns with the framework proposed by (Grant and Hains, 2024), who similarly emphasize that the primary contribution of higher education should be directed towards local communities by enhancing their "capacity" (p. 163).

Conversely, the economic development model highlights the role of universities as engines of socioeconomic progress, advancing social mobility and widening access to higher education. This model underscores universities' efforts to enhance graduate employability, their short- and long-term contributions to national economic growth and regional development, and their role in fostering the creation of new enterprises while driving innovation in existing industries.

The third model, the public good, emphasizes a process wherein universities, particularly those funded by the state, are dedicated to serving the collective welfare of society. To some extent, the second and third models share a common orientation towards quantitative economic growth. In this study, we categorize the two primary dimensions of the UCE model into social justice and economic income.

Some UCE program initiators claim they have successfully implemented UCE because they have made significant impacts on improving community welfare through increased income and/or economic growth. For example, Colgate University implemented a program to enhance economic income in two low-income hamlets in Central New York (Weinberg, 1999). The students even connected with commercial lending institutions from two regional banks to discuss financing and secure commitments to work with three project teams, then developed business plans. Another example is a UCE program conducted by a research university in South Africa, targeting local entrepreneurs in resource-poor settings. The students helped these entrepreneurs, who were still using traditional trading methods, to adopt innovative business skills. The outcome of this UCE activity was increased sales and income for the traders (Petersen and Kruss, 2021).

Despite creating more jobs or increasing community income, many questions remain about this "economic income" UCE program type. Some researchers argue that boosting income through university engagement program by creating jobs or raising earnings does not lead to long-term poverty reduction and welfare improvement (Grant and Hains, 2024). Other researchers provide critiques of this mainstream economic growth based on

the failure to integrate environmental and social concerns (Connelly, Markey and Roseland, 2011). Moreover, a common criticism of these type of programs is that they fail to address the "systemic origins" of the problems faced by local communities, who are typically oppressed and marginalized by the system (Hurd and Stanton, 2023), p. 881). Economic injustice and inequality, which prevent these communities from accessing education and basic needs, ultimately contribute to their impoverishment. Programs focused solely on quantitative income growth do not address the root causes of why marginalized communities struggle with financial problems and income. Fundamental issues such as education, mindset, health, housing, environment, and basic needs, which impact community well-being, are often ignored (Gyamera and Debrah, 2023).

Therefore, instead of focusing only on economic income growth or quantitative economic welfare, some researchers believe that UCE programs should target the fundamental social justice issues that drive long-term transformation in marginalized communities (Wood, 2016; Hurd and Stanton, 2023). Another approach of how UCE should be conducted (not from economic income perspectives) showed by the program is from the University of Haifa, which focused on poor urban housewife community. These women were invited to collaborate by taking pictures of their homes to illustrate their daily lives. The photos were later displayed at a public event attended by the local society government. These women stood by their photos and shared the stories behind them. The outcome of this program was that the voices of poor urban women, which are rarely heard in public, gained a platform. They were given a space to speak publicly, something they had never experienced before (Strier and Shechter, 2016). Another social justice-oriented program was initiated by actors at Case Western Reserve University (CWRU) in Cleveland, Ohio, USA. The motivation behind this program was to shift power, reframe narratives, and cultivate equitable partnerships to confront racism. This UCE case was conducted using participatory action research (PAR). In addition to both instances, numerous studies highlight how UCE can raise issues of social justice and sustainable transformation across various contexts and locations (Leydesdorff and Ward, 2005; Connelly, Markey and Roseland, 2011; Sathorar and Geduld, 2021; Málovics, Juhász and Bajmócy, 2022).

It is also important to emphasize that the issue is not always about choosing between quantitative economic growth and qualitative social transformation, but rather about

aligning the university's available resources with the specific challenges faced by the community. For instance, education majors might focus more on programs that provide students with practical teaching experience in real community settings (Wade, 1995). Business majors, on the other hand, might emphasize equipping small entrepreneurs with new skills to boost their income, while simultaneously allowing students to gain hands-on experience in developing business strategies (Petersen and Kruss, 2021). Geographers are particularly inclined to engage in UCE programs due to the discipline's focus on spatial perspectives, analytical methods, and attention to social and environmental issues (Klein *et al.*, 2011). Similarly, this may apply to other academic disciplines as well.

Also, the issue may not be linked to the academic background of students or faculty, but to the immediate needs of the community, which can be addressed through physical assistance and access rather than academic expertise (Shannon and Wang, 2010; Day *et al.*, 2021). For example, in the aftermath of natural disasters in Texas in 2005, university faculty and students from education programs directly helped the affected community without regard to whether their academic backgrounds matched the community's specific needs (Shannon and Wang, 2010). Similarly, during the pandemic, academics took action to disseminate critical safety information, regardless of their disciplinary backgrounds (Day *et al.*, 2021).

Furthermore, the issue may be more fundamental: the perspective of academics who view UCE as an "additional task," where their role is merely to "assist" rather than to address the systemic injustices facing the community (Wood, 2016). This perspective embodies a "shallow" form of collaboration between universities and communities (Himmelman, 2001). In this view, the responsibility of academics is limited to addressing only surface-level issues, without engaging in the deeper, systemic problems that communities face.

6.3. Short methodology reminder

This case study conducted between May 2023 and September 2024 in Rammang-Rammang village, a tourist destination in Indonesia. The case study utilized a multimodality data collection approach to explore a UCE program implemented by lecturers from University X. The research involved unstructured interviews, natural conversations, direct observations, and document analysis. Interviews and conversations were conducted with various informants, including local residents, university lecturers,

local and international tourists, allowing for a rich mix of perspectives on the UCE initiative. Observations were carried out twice, focusing on local activities, cultural items, and the environment at Rammang-Rammang, while also noting community routines and resources. Additionally, archived articles related to the university's community service work were reviewed. Thematic analysis was used to identify patterns across different data types, enhancing the depth and accuracy of insights into local dynamics, lecturer perspectives, and community views on the UCE program. This multimodality approach allowed for a more comprehensive understanding, combining verbal and non-verbal data to create a robust analysis.

6.4. Local Community and UCE program: context of the study

This study examines the UCE program implemented by a public university (University X) in Indonesia, specifically in Rammang-Rammang, a Karst village that has become a national tourist destination. Rammang-Rammang village is well-known as a national and international tourist attraction, drawing visitors from both within and outside Indonesia (Wahdaniyah *et al.*, 2017). The Rammang-Rammang tourist destination offers stunning panoramas of majestic and breathtaking Karst mountain ranges (limestone mountains). This Karst mountain range is considered the largest in the world after Chilind in China and Tsingy in Madagascar. UNESCO has officially designated the Rammang-Rammang Karst region as a global geopark, recognizing its unique geological significance and natural heritage (Anawagis *et al.*, 2024).

Figure 12 The Maps of Rammang-Rammang

Credit: Author(s) by Canva and Google Maps

As seen from *Figure 12*, the Rammang-rammang is located approximately 40 kilometers north of Makassar City, and can be accessed via land transportation, typically taking around two hours by motorized vehicle. Upon arrival, visitors must take a traditional boat, known as a "*jolloro*", to enter the tourist area (see *Figure 13*).

Figure 13 Tourists Use Traditional *Jolloro*

Credit: South Sulawesi Tourism, 2018

Known as a "*hidden gem*" in South Sulawesi Province (Hasyim and Teng, 2020), Rammang-Rammang has its own social dynamics (Hasyim & Teng, 2020). One of the economic potentials in Rammang-Rammang, aside from the karst formations, is the abundant natural resource of nipa palms (Hasyim and Teng, 2020; Syamsinar, Ishak, Triana, *et al.*, 2021). Nipa palms thrive in the area of Rammang-Rammang.

University X recognized the potential in Rammang-Rammang, and in [2020], its Center for Research and Community Service (Indonesian acronym: *LPPM)* focused on the local community there. A team of four faculty members from University X, through a program under the *LPPM*, conducted a two-year community service program in Rammang-Rammang (from 2020 to 2021) (Syamsinar, Ishak, Ridwan, *et al.*, 2021; Syamsinar, Ishak, Triana, *et al.*, 2021). The team, which consisted of faculty members from economics backgrounds, aimed to develop the local economy, particularly through empowering the community by utilizing the nipa palm leaves found in the area. The faculty team organized workshops to train local women in crafting nipa palm leaves into marketable products, as well as teaching them sales strategies based on market trends.

6.5. Short journey in Rammang-rammang

Video 1 On the River towards Rammang-Rammang using *Jolloro*

Link: https://tinyurl.com/bdhdd7cd

Source: Author, 2024

Video1 briefly shows the journey from the main dock at Salenrang Village to Rammang-Rammang. The video begins at the dock, where several boats are lined up, ready to depart. These boats are owned by local people, both those who live within Rammang-Rammang and those residing outside the area.

To reach Rammang-Rammang, visitors must take a *jolloro* for about 20 minutes. Along the way, lush nipa palm trees can be seen growing along the riverbanks (*Video1*, from 0:20 to 1:15). At the same time, the video also shows the river's poor water quality, with some trash scattered in the water (Video 1, from 1:19 to 1:33). Upon arrival at Rammang-Rammang, the destination dock is visible, though it appears somewhat neglected (Video 1, from 4:03 to 4:20).

Video 2 In Rammang-rammang

Link: https://tinyurl.com/35295bbm

Source: Author, 2024

In Video 2, the conditions in Rammang-Rammang are shown. The video captures daily life in Rammang-Rammang, with homes surrounded by mountains, free from vehicle pollution, and far from the hustle and bustle of the city.

In *Video 2* above, it can also be seen the vast expanse of rice fields that stretch along the residential area of Rammang-rammang. At 2:37 *Video 2*, a couple are seen managing their rice fields around their yard. This video shows how farming is a part of the lives of the Rammang-rammang residents themselves.

See also *Figure 14*, *Figure 15*, and *Figure 16*, to see the natural nuances of Rammang-Rammang.

Figure 14; 15; and *16* International Tourists (Informant17, informant18, and informant19) arriving at the Rammang-Rammang dock; Local Visitors (Informant12, informant13, and informant14) arriving at the Rammang-Rammang dock; and The Natural Beauty of Rammang-Rammang

Source: Author(s), 2024

6.6. Socio-economic dynamics in Rammang-Rammang

Rammang-Rammang, surrounded by Karst mountains, holds its own unique story and conflicts. Before being officially designated as a Geopark National Park by the Indonesian government (Sudirman, 2020), Rammang-Rammang was targeted by several large mining companies. The local community was once lured with promises of jobs and wages. However, with the support of organizations like NGOs, academics, students, archaeologists, and other local communities, they firmly rejected the establishment of these companies (Rusdianto, 2020). The main reason was the inevitable environmental damage that would threaten the livelihood of the local people in Rammang-Rammang. Through a series of public hearings and protests against the local government's approval of these large mining companies, they successfully prevented the companies from exploiting their natural resources.

There are 18 families living in Rammang-Rammang. According to Informant3, informant4, and informant5, all 18 families are related, either as first cousins or second cousins. Their primary occupation is farming (see *Figure 17*). Surrounding their homes are rice fields that they cultivate themselves. They live off the crops they grow. To enrich the soil for their rice fields, they use natural fertilizer collected from the bat droppings found in the mountains where they live (Rusdianto, 2020). However, when chemical fertilizers were introduced to Indonesia during the Soeharto era (Permatasari and Wijaya, 2018), these natural fertilizers were gradually replaced by chemical ones. Obtaining chemical fertilizers became easier—just pay and use. This was a stark contrast to the effort required to collect bat droppings, which involved climbing mountains and selecting the right type for fertilizer. Unfortunately, these farmers didn't realize the long-term effects of switching to chemical fertilizers. As Informant 3 stated, "*The rice fields are no longer reliable; the yields are often poor, and we can't sell the produce because the land is no longer fertile*."

Figure 17 Rice Fields in Front of Residents' Houses in Rammang-Rammang

Source: Author(s), 2024

The shift in their way of life wasn't only influenced by external factors, as illustrated by the fertilizer example. Their lives changed dramatically in 2015 and onwards, when their

area was recognized as important and historic, not only for its natural resources but also for the many archaeological sites surrounding Rammang-Rammang. It was declared a national tourist destination, and since then, the identity of the local community has shifted—from farming to tourism-related activities.

Informant1, who owns a *jolloro* boat, like most heads of families in the area, now works daily at the dock, looking for visitors to take to Rammang-Rammang. Their primary income now comes from operating these *jolloro* boats, with farming becoming a secondary source of income. They charge visitors Indonesian Rupiah (IDR) 200,000 (17 euros) for a round trip by *jolloro*, from the dock to Rammang-Rammang. They operate *jolloro* every day, from Monday to Sunday from 8 am to around 3 pm before the river water recedes. Rammang-rammang tourism is always open every day, and will be crowded on weekends and holidays.

Meanwhile, other families, such as those of Informants3 and infromant4, who do not own *jolloro* boats, have set up small shop in front of their homes (see *Figure 18*), selling young coconut drinks and other refreshments to visitors. Occasionally, foreign tourists ask to stay in their homes. They charge IDR 200,000 per night for food and lodging.

Figure 18 Small Shop

Source: Author(s), 2024

In addition to these earnings, all families living in Rammang-Rammang receive a steady income from the entrance fees paid by visitors. This fee is divided into three groups: one portion goes to the local government, the second portion is distributed to the 18 local families, and the third portion is allocated to tourism management. The distribution to the families is based on land ownership, with each family receiving a share proportional to the size of their land. For example, Informant 2 receives about IDR 400,000 per month from the fee distribution. In addition to this, Informant2 also earns a monthly salary as a cleaner in Rammang-rammang area.

The third group receiving a portion of the fees includes tourism administrators, such as Informant5, the tourism coordinator for Rammang-Rammang. Although Informant5 lives outside the Rammang-Rammang area, in a densely populated area, she owns land in Rammang-Rammang. She earns approximately IDR 400,000 per month for her role in tourism management. Informant5 also facilitated the connection between the University X faculty's community service team and the local residents. Unfortunately, the local residents who participated in the community service were not those living inside the Rammang-Rammang area, but rather those living outside, mainly near the dock. This will be further elaborated in the next subsection, "Who Are the Locals? Perspectives from Local and Academic Sides."

6.7. Who Are the Locals? Perspectives from Local and Academic Sides

The program implemented by the University X team consisted of four lecturers: two female lecturers (Informant8 and Informant9) and two male lecturers (Informant10 and Informant11). Informant8 acted as the coordinator, with the other three lecturers serving as team members. Informant8's responsibilities included leading activities and the program, applying for funding for community service activities, and liaising with Informant5, the coordinator of the local housewives community. Informant5 connected the academics with the local community members participating in the training.

The community service activities began by gathering women living near the pier, organized by Informant5. The training was conducted in 2020. Before the arrival of the University X team, these women already had weaving skills and were producing woven products. However, from the perspective of the University X team, the quality of their products needed improvement to meet market standards. Additionally, the range of products required creative innovations in woven designs. The quality indicators targeted

by the team included neat weaving, symmetry in size and shape, and woven handles or straps for bags.

The lecturer team established a partnership model for marketing with more professional producers in the same industry. This business partner was willing to assist with marketing while also monitoring the quality of the marketed crafts. Informant10 (Lecturer3) even promoted these handcrafted products among colleagues at their university. As of 2024, these handicrafts continue to be produced and sold in Rammang-Rammang area.

In 2021, one year after the initial training program began, the UCE program continued. This program has been notably long compared to other community service programs, which are typically conducted periodically over a single year. In its second year, the handcrafted products were marketed more widely (see the product sample in *Figure 19*). The team explained that they continued their activities in the same location and community because culturally significant products made from nipa leaves, which grow around residents' homes, provide an opportunity for residents to gain an alternative source of income beyond tourism (such as operating *jolloro* boats, kiosk, and receiving income from visitor entrance fees).

Figure 19 Handcrafting from Nipah Leaf

Source: Author(s), 2024

However, the actual conditions are not ideal. Those involved in the community service program are housewives who live outside Rammang-rammang. Meanwhile, those who live inside the Rammang-rammang tourist area are not involved in the activity.

"*They (the women living inside Rammang-Rammang) told me that they feel embarrassed*," said Informant5 when explaining why the people living in the inside parts of Rammang-Rammang refused to participate in the community service activities organized by a team of lecturers from University X. Informant5 elaborated further,

"*Just a few weeks ago, I, along with the women who live outside of Rammang-Rammang, attended a handcraft training using nipah leaves at a large hotel in Makassar. I asked the women inside Rammang-Rammang to join us, but they refused because they were too embarrassed.*"

This response was corroborated by the head-shakes of local people living inside Rammang-Rammang (Informant2, and Informant3) when the researcher asked why the women there did not want to participate in the community service activities. Informant2 stated clearly that his wife, who "*just stays at home,*" did not want to join the nipah leaf handcraft training organized by University X. "*She doesn't know how to do that kind of thing,*" he added.

However, Informant4 admitted that they were interested in the money generated from the activity, but they were not interested in the activity. As she clearly said, "*she (referring to Informant2's wife) doesn't want to join a program like that, but she would if it was money*".

Further confirmation came from informant8 (Lecturer1), the coordinator of the community service team.

"*Yes, those living inside the area were unwilling to participate in the activities we conducted. So, we had no choice. Then we simply invite the women from outside instead*".

According to informant8, the locals inside Rammang-Rammang were not open to new ideas, which is why they declined the invitation to join the community service program.

6.8. What locals need: Increased income or solutions to their basic problems?

The UCE program should address the fundamental issues of the local community (Himmelman, 2001). This seems to suggest the situation in Rammang-Rammang accurately. Instead of offering handcraft training, the focus should be on tackling the community's basic issues, particularly their problematic agricultural practices, which are crucial for their survival.

This does not imply that the handcraft training was misguided. However, the university should have prioritized urgent issues like their declining rice production. The handcraft training organized by the lecturers from University X aimed to boost the local community's income, which is commendable, especially if the community targeted was those living within Rammang-Rammang (even though the community service program failed to engage them). If, hypothetically, the program succeeded in the future, it would be a positive outcome, as they could leverage the abundant natural resources, like the nipah trees, that grow in the area. However, it becomes illogical to focus on supplementary income through handcrafting when their rice fields and harvests continue to suffer, given that rice farming is their primary food source.

Moreover, from quantitative-economic logic, the income they receive from the retribution sharing (IDR 400,000 per month) for each family, combined with the income from operating *jolloro'* (assuming they make just one trip per day), already exceeds the minimum wage in South Sulawesi Province, as detailed in *Table 13* below:

Table 13 Income per month for family in Rammang-rammang in IDR

Income Source	**Income**	**Total**
Jolloro	200.000 x 30 days	6.000.000
Retribution sharing	Fixed income	400.000
Income per month		6.400.000

Source: Author(s), 2024

The total of IDR 6,400,000 exceeds the average income in Makassar City, the capital of South Sulawesi Province, which is IDR 5,667,610 (Statistics Indonesia, 2020). This

amount is almost double the provincial minimum wage (IDR 3,434,298 in 2024). By the government's quantitative economic standards, they are good enough to pass the bar. Given their self-sufficient lifestyle—raising fish and growing rice near their homes—they don't even really need extra income to survive.

Of course, this assumption of sufficiency changes when viewed through the lens of urban life, where people pursue increased assets, luxury cars, international vacations or other their material needs. However, the locals of Rammang-Rammang do not have the same ambitions. They live harmoniously with nature, walking on fertile land free of urban congestion—a luxury that city dwellers in places like Makassar can only dream of. In simple terms, they live what (Rahman, 2022) describes as "*paradise.*"

6.9. Reflections from "only" twice observations

The researcher conducting direct observation and interviews in this study, reflects on several key aspects. Specifically, these reflections come from the awareness that she is divided between the status of her "academics" side and the local people of Rammang-Rammang.

First, much of the substantial insights gained from this study were derived from non-verbal gestures and natural conversations among the locals. The researcher does not speak the local language. The researcher also lives and grows in other city, with different local-ethnic language. In this regard, when the local people did not speak in Indonesian national language, instead they used they speak in their local-ethnic language, it was required translation from Informant5, the intermediary between the researcher and the local community. However, as qualitative researcher believe, local language is the way informant communicate in their perspective, more open and almost without barrier (Smith, Chen and Liu, 2008). This underscores a general issue: outsiders, including academics, who visit only briefly, cannot fully grasp the social perspective and their dynamics of live. Similarly, the four lecturers conducting the community service program in this study could not comprehend the complexities of the conflict there through short-term visits, making it difficult to engage the local people in their UCE program.

Second, the academic perspective and that of the local community are inherently different due to the environments in which they are embedded. Urban visitors are accustomed to

the pressures of life, speed, efficiency, economic growth, innovation, and other markers of "modernity". Conversely, the local people in Rammang-Rammang are born into a farming lifestyle, living amid karst mountains, unfamiliar with tall buildings and thus devoid of the urban expectations. However, they have lived well, in harmony with nature, long before city people—whether tourists or academics—began visiting them. Bridging these two backgrounds requires deep, sustained communication, which conflicts with the rushed academic schedules and the top-down pressure of limited budgets, strict timelines, and numerous academic obligations. Moreover, there is the persistent pressure from the academic world, which is largely driven by the demands of the “competitive academic market” (Stengers, 2016), p. 53). This creates a barrier to the deep collaboration needed between local communities and academics for successful UCE programs.

Third, from an academic perspective, limitations in funding, time, and academic workload, as described earlier, are compounded by constraints in academic resources and expertise. For example, a university professor is directed by the academic system to specialize in a specific field. The higher the level of education, the more specialized the field becomes. While this may enhance expertise, it also builds silos, separating knowledge from other fields. In this study, the local community's main problem—agricultural land—might require expertise in agriculture, yet the lecturers who visited came from an economics background and could not address the agricultural issues. Even if they attempted to tackle the farming problem, it would be difficult for them to receive academic recognition for this work. The program will not be recognized for its points in performance and promotion applications if it is not linear with their knowledge, and it would be difficult for lecturers to get UCE program funding if the program does not align with their field of expertise (Directorate of Research, Technology, and Community Service Directorate of Academic Higher Vocational Education, 2023).

Fourth, the researcher, after interacting with the local community, began questioning what the locals in Rammang-rammang truly need. Do they genuinely need additional income from handcrafting? After all, they already have enough food from their land to sustain themselves. They do not aspire to own cars or modern houses, nor do they compete for increased income. So why should they be pushed to earn more? Should academics come as outsiders to teach them how to live "better"? Or, is this what (Hurd and Stanton, 2023), p.879) describe as new colonialism, where higher education

institutions impose their views and practices on local communities, reproducing "colonial-like relations"? or is this what is called "UCE modernization"?

6.10. Summary

This study encourages academics to reflect on whether UCE should focus on economic income growth or social justice through long-term sustainable transformations and qualitative improvements in life—or perhaps both. However, before tackling these questions, the most fundamental question must be addressed: "what are the real problems faced by the local community?" Answering this question will guide academics on whether to focus on income improvement or addressing the community's basic issues.

This type of question in line with the collaboration approach which seeks to ascertain the genuine needs of the community, thereby guiding the program toward addressing issues that the community prioritizes based on those needs. This openness to collaboration, rooted in the community's priorities, is termed "community-driven issue selection" (Minkler and Hancock, 2003). The approach underscores the university's role as an external facilitator, supporting the process, while the community assumes primary responsibility for identifying its needs and directing the research accordingly.

We also learned from this study that, in the context of top-down regulations governing UCE programs, it's not just about selecting the right approach or addressing the community's urgent needs but also about the resources and capacities of the university actors itself. The regulatory system of higher education in Indonesia often encourages academics to align their community service projects with their specialized fields of expertise, limiting broader, interdisciplinary approaches to problem-solving.

7. Conclusion, Future Research, Limitation and Recommendation

7.1. Conclusion

Prior studies and author experiences showed that who engage in UCE driven by personal motivation (bottom-up) tend to undertake UCE with genuine commitment (Málovics, Juhász and Bajmócy, 2022; Gyamera and Debrah, 2023). In contrast, the implementation UCE programs merely to fulfill top-down directives seems result in superficial, formalistic programs cases (Duke, 2008; Clark et al., 2017; Sanga, Gonzalez Benson and Josyula, 2021). Therefore, it is crucial to understand whether the context itself (top-down or bottom-up) contributes to the failure of UCE to have a meaningful impact on local communities. To answer that question, this study have examined these two contexts through a systematic literature review (SLR) of prior studies on UCE implementation, focusing on both top-down and bottom-up initiatives. The SLR highlights that regardless of the approach (top-down or bottom-up), if implemented effectively, UCE can significantly contribute to the societal goals of participants and offer mutual benefits for both universities and communities involved. The success of UCE does not depend solely on the top-down or bottom-up nature of its initiation but rather on the presence (or absence) of additional supporting factors. Awareness in fulfilling obligations appears essential for the success of a top-down approach, while commitment is a core element for achieving effective UCE outcomes in a bottom-up approach. Furthermore, there are 4 key factors that clearly seem to be vital for UCE success in any cases: support system, flexibility, power balance, and relevance. These findings provide a new understanding of how UCE works in the top-down and bottom-up initiatives and what strategies should be executed based on the chosen approach.

Following the SLR, the study concentrated on a top-down initiative context to examine three sub-research questions.

1. How do lecturers/academics perceive the implementation of UCE within a top-down initiative context in Indonesia? (sub-research question 1)

Based on this first sub-research question and the analysis of case study 1, it is found that from an academic perspective (as represented by the lecturers), various regulations and reward-and-punishment mechanisms operating within the broader national system significantly influence how they perceive UCE programs. It is undeniable that all

lecturers felt the impact of this top-down system. Most acknowledged that the demands to fulfill UCE obligations, tied to grant allocations that must be implemented within a certain timeframe, the penalties for failing to meet deadlines, and the reward points or coins awarded upon successful completion, effectively shape their mindset toward viewing UCE as merely a duty that must be completed. This first case study proved the result of SLR study that UCE program on the top-down initiative context highly needs "awareness" to clearly understand the goal of UCE. Then, I formulate the first thesis to answer the first sub-research question:

> *In the top-down initiative context,* ***it is undeniable that lecturers view UCE-related work as a mere obligation, while a small minority sees it, in addition to fulfil obligation, also as an opportunity to contribute academically to the local community****. (Thesis 1)*

2. How is the UCE program implemented within a top-down initiative context in Indonesia? (sub-research question 2)

Based on this second sub-research question and the analysis of case study 2, it is found that all three kind actors involved in UCE (university actors, the local community, and the local government facilitating the engagement between academics and the community) are motivated either by regulation or punishment and reward mechanism. As a result of conducting programs driven purely by systemic motivation as such way, the program failed to meet the needs of the local community. This case study also proved the result of SLR that without clear understanding (awareness) of the aim of conducting UCE, it is difficult to give meaningful impact to the local society. Then, I formulate the second thesis to answer the second sub-research question:

> *In a top-down initiative context,* ***the implementation of the UCE program is strongly influenced by directives from above, including rules and a reward-punishment system, yet it remains distant from achieving the sustainable and impactful outcomes that define successful UCE.*** *(Thesis 2)*

3. What do stakeholders consider to be the success of UCE programs, and what are the components that determine such success? (sub-research question 3)

Based on this third sub-research question and the analysis of case study 3, it is found that the success of a UCE program cannot be defined solely by economic income, especially if fundamental issues within the local community remain unresponded. Limited communication and understanding between academics and the community hindered the collaboration, resulting in a lack of depth and coherence. This communication gap was largely due to differences in ontologically worldview and lifestyle (Stengers, 2016; Frith, 2020), with the academics being influenced by modernist perspectives, while the local community adhered to traditional, nature-aligned ways of living. While the program was deemed successful in terms of quantitative economic growth (Weinberg, 1999; Petersen and Kruss, 2021), as it increased community income, unfortunately, the target community was not the one residing within the program's implementation area. Additionally, the program failed to address the core issues of the local community, which were hindered by several barriers—both from the academics (misalignment with their expertise and lot of academic tasks) and from the local community (cultural barriers).

This empirical case study 3 also reinforces the findings of the SLR in two significant ways. First, it confirms that the factor of relevance plays a critical role in determining the success of UCE initiatives. Second, the SLR identified impact and sustainability as key dimensions of successful UCE. While the program examined in this case study demonstrated sustainability, it failed to generate meaningful impact within the local community, as it did not address fundamental needs. The lack of relevance to the community's core issues ultimately hindered the program's effectiveness, highlighting the importance of aligning UCE initiatives with the actual needs of the target community.. Then, I formulate the third thesis to answer the second sub-research question:

> *According to the definition of successful UCE (sustainable and impactful),* ***increasing the local community's income alone does not suffice to determine program success if substantial issues faced by the local community remain inadequately responded.*** *(Thesis 3)*

4. How to implement the university-community engagement in successful way from top-down context? (main research question)

Finally, based on the SLR result, together with the results of 3 case studies, it is highlights finding in two areas. *First, in theoretical area,* it is proved that the success of UCE can

not be solely attributed the initiative approach. Instead, the key factors (general and specific) play a more decisive role in determining the success of UCE initiatives. These factors are awareness (specific in top-down context), commitment (specific in bottom-up context), and 4 general factors that are working in both contexts: support system, flexibility, power balance, and relevance.

Second, in practical area, specifically in top-down context where the study is situated. This study conclude that it is not only the lecturers, but also the local community and government, as the third party in the program, that are affected by the top-down system structure. Their perspectives, driven by regulations, systems, and the mechanisms of rewards and punishments, ultimately shape the type of collaboration and UCE programs that are executed—unfortunately, this UCE program fail to either increase the community's income or achieve social justice through sustainable transformation. To solve this gap, this study conclude to use "community-issue driven" approach in responsing the community needs.

Then, I formulate the fourth thesis to answer the main research question:

> *The initiative approach matters and has an influence in the UCE program, but it is not the sole determinant of UCE success in impacting the UCE program.* ***In the context of a top-down initiative, the UCE actors should pay attention to the factors that determine the success of the UCE to achieve the success. The 'awareness' of the actors in responsing and executing UCE according to its ideal purpose—impactful and sustainable—emerges as a crucial factor, alongside other supporting factors such as commitment, adequate support systems, program flexibility, power balance, and relevance****. (Thesis 4)*

7.2. Limitation and Future Research

The method was conducted within a single context (a single country and single case studies), meaning the results cannot be generalized. The findings from a single-country case are limited in their applicability to other countries, even if they follow the same top-down initiative approach. This is because, as qualitative researchers, we acknowledge that each case has its own context, influenced by various factors such as culture, economic systems, environment, history, and other dynamic elements that evolve with societal

changes. Therefore, while the results of this study may serve as a reference for cases using the same approach, this reference should remain flexible and not be applied rigidly.

Meanwhile, the single case study, it comes from a public university which the implementation of UCE at this university was only 24 years old when the UCE was carried out. Although 24 years is not a short time, this period is not as long as the implementation of UCE in Indonesia, which has reached 60 years. Therefore, the most important limitation is that the failure of UCE, in this case, cannot be generalized to the case of a large campus in Indonesia that already has an international reputation and has long had a more stable university structure. In addition, this case was taken in the city of Makassar, a city on the island of Sulawesi, far from the Indonesian capital on the island of Java. The majority of large and well-known universities are also located in Java. Therefore, this research case comes from a campus outside the dominant area of Indonesia from the aspect of government and education. Future research can raise broader issues by looking at cases in big campuses in Indonesia to acquire better comprehensive knowledge.

7.3. Recommendation and Future Studies

Based on the results of the SLR and three empirical case studies, this study offers several recommendations that may be valuable for academics, local society involved, and policy-makers. *First*, based on the SLR findings, the primary recommendation concerns both theoretical and practical domains. In terms of theory, the concept of "awareness" warrants further development. For instance, future studies should explore how to effectively measure the presence of awareness among various UCE actors. On the practical level, it is recommended that central governments develop mechanisms to ensure that such awareness exists among faculty members prior to their involvement in UCE programs—this could take the form of targeted mentoring initiatives or regular training sessions specifically focused on UCE principles and practices.

Second, drawing from the first empirical case study—which revealed that not all faculty members are passionate about UCE and that not all academic disciplines align directly with it—this study recommends that UCE be implemented at the university level, rather than as an obligation imposed on individual academics. This institutional approach implies that:

1. UCE should be treated as a “collective responsibility” of the university rather than an individual duty of each academic staff member.
2. Only faculty members who demonstrate a genuine interest in UCE should be involved and provided with institutional support.
3. Faculty across various disciplines should be encouraged to collaborate in addressing complex community challenges. Such interdisciplinary cooperation fosters more holistic and sustainable solutions, moving beyond the current practice of discipline-specific UCE initiatives.

Third, findings from the second and third empirical case studies revealed the presence of “communication barriers” between universities and local communities, making it difficult to align program content with community needs. To overcome this, the involvement of a “third-party actor”, such as a local NGO or civil society organization (CSO), is recommended. These actors often possess a deep understanding of local contexts and can act as mediators to bridge the communication gap. This strategy has also been supported by successful practices in the literature (e.g., Boodram & Thomas, 2022; Jackson & Marques, 2019; Málovics et al., 2022).

Fourth, all three empirical case studies identified a “mismatch between the programs being implemented and the actual needs of the communities”. To address this, a “community-issue driven selection approach” (Minkler and Hancock, 2003; Minkler, 2004), is proposed. This would entail prioritizing engagement initiatives that are directly informed by the issues raised by the community itself, thus ensuring greater relevance, ownership, and sustainability of UCE activities. This proposal may also serve as a recommendation for future research, particularly to explore how the "community-issue driven" approach has been applied within top-down contexts in other settings.

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Appendix

Appendix 1 Various Top-Down Approach Cases in Different Context

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
1	(Bakar et al., 2019)	The local government of a rural area in Malaysia initiated a collaboration with Universiti Utara Malaysia (UUM), a public university located in the vicinity. UUM, being a member of two university organizations - Asia-Pacific University-Community Engagement Network (APUCEN) and Association to Advance Collegiate Schools of Business (AACSB) - has an obligation to manage UCE programs. The successful implementation of UCE at UUM can be attributed to the extensive support received from various stakeholders, both internal and external to the university. The top management of the university provided financial resources, academic support, and encouraged staff and students to participate actively in the UCE program. In the case of UUM, the culture of UCE is deeply ingrained, permeating from the highest to the lowest levels of the institution. Consequently, many staff members express a willingness to participate in UCE activities. This scenario has resulted in a successful UCE, contributing to the program's sustainability (which began on January 1, 2009) and having a significant impact on various communities, such as rural and low-income single mothers, as well as other local communities.
2	(Rahman et al., 2019)	The central government has established a regulation mandating universities to engage in UCE. UCE is widely recognized as a crucial avenue for fostering social and economic growth, given its capacity to serve as an effective agent of change within communities. This assumption is supported by the community, who view universities as centers of knowledge production, and believe that the knowledge generated by universities can be utilized to guide society in addressing life or social issues. Thus, academics, communities, and policymakers consider universities to be entities that have an obligation

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
		to provide education that is relevant and responsive to the needs of society. The alignment of perceptions between these actors and policymakers concerning the role of UCE is essential for the establishment of sustainable UCE programs. However, the university's approach to community service remains traditional, with the community often regarded as passive recipients of assistance. Consequently, although the UCE program has been running for a considerable period (due to top-down regulations), the approach still unfortunately views the community as passive recipients in need of help, rather than as active partners in a synergistic relationship that fosters mutual impact among stakeholders.
3	(Mutero & Govender, 2019)	The case studies come from four universities in the eThekwini region of Kwazulu-Natal, South Africa: Durban University of Technology, University of Kwazulu-Natal, Mangosuthu University of Technology, and the University of Zululand. The eThekwini Integrated Development Plan 2017: 379 outlines the local government's mission to foster a city where economic growth, learning, sustainability, social cohesion, and unity in diversity thrive through creative interactions among people. This mission provides ample opportunities for universities to engage with their surrounding communities, particularly in co-creating knowledge and promoting creative placemaking. The study specifically explores collaboration in the field of art. While universities receive funding for the UCE program and creative industry communities, local artists do not, leading to an imbalanced power dynamic. In general, the relationship between the university and the community is transactional rather than transformational. Transactional interactions are characterized by exploitative activities for immediate gain, whereas transformational interactions view universities as curators of knowledge and dialectic partners who benefit all (Stirling et al., 2016). The UCE in this study is still predominantly motivated by transactional interests. On one hand, the community requires funding and materials that universities possess; on the other, academics need programs to fulfill their engagement obligations. Thus, UCE is a mutually beneficial but ultimately unsustainable arrangement. The study concludes

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
		that, in creative placemaking, the community and academia share similar goals, but power differentials and misunderstandings undermine efforts towards transformative collaboration. For instance, local artists view academics as failed artists who are unfit to hold opinions, while academics make the mistake of assuming that they can teach practicing artists. One example of such a misstep is a lecturer assigning students to direct community plays, which community artists interpret as condescending.
4	(Bruning et al., 2006)	This study conducted in the United States highlights the case of "Name University," an institution that has been a part of its community since 1876 and has a long history of implementing UCE initiatives in America. Historically, universities were perceived as being separate from society due to religious tensions, and academics were deemed to be in need of protection from individuals viewed as immoral. However, the 1862 Morril Act paved the way for the creation of the Land Grant Colleges program, which focused on addressing state problems in the military and agricultural sectors, bringing universities closer to society. Despite these efforts, UCE engagement has often been one-sided, with universities solely providing experiences for students or sharing their expertise with the community. This study examines the UCE project carried out by "Name University" and its community, aimed at fostering greater closeness and interaction between the two parties. For instance, whereas in the past only the university would visit the community, the program invited the community to visit the university, enabling them to experience the campus atmosphere and culture. Following the implementation of this UCE program, which involved extensive activities and engagement on both sides, the results revealed a marked improvement in the relationship between university and community. Thus, although enthusiasm and willingness to establish good relations between universities and

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
		communities may decline over time, this is not an irreversible situation. By adopting an intensive UCE program that requires active participation from both parties to build connections, UCE can be perceived positively by all involved. The UCE program has been in operation for a long time, and its process has fluctuated—from initially adopting a passive mode of community involvement to a more active approach that fosters collaboration with the community. As a result, the program has ultimately succeeded in creating meaningful impacts for both the university and the community.
5	(Lestari et al., 2022)	The UCE program described in this case study was initiated in response to government regulations mandating that university lecturers engage in community service. The case involves an Islamic university in Indonesia, where the UCE unit established a partnership with a community-based mosque to address local neighborhood issues. One key to the success of the program was the integration of the university and mosque programs, which involved collaboration with three partner institutions: village management, non-governmental organization, and mosque management. By working closely with the mosque and its management, the UCE unit was able to more effectively identify and address the needs of the surrounding community without having to initiate needs assessments from scratch. This approach enabled the program to operate sustainably and have a significant impact.

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
6	(Frank & Sieh, 2016)	The university system in the UK dates back to the twelfth century, with teaching as its first mission and research as its second. In the late twentieth century, a third mission emerged: the university as an entrepreneurial service provider. In the early twenty-first century, universities also had another mission to become community members and partners. UCE relates to these latter two missions. This study proved that successful UCE requires not only program implementation but also careful planning. Despite being a manifestation of the university's mission, the case study of student-community engagement across various universities in the UK demonstrates the importance of planning UCE programs prior to implementation. This can involve making proposals, seeking community needs through early-stage opinion-seeking exercises, mapping, interpreting, and summarizing policy, as well as conducting surveys and consultations. Through this process, students can learn in a pedagogical manner and even exceed the goals of the activity. For instance, some students acted as representatives for local authorities, organizing community involvement events on their behalf, while others provided technical assistance to the community or even became activist planners themselves. This UCE program has created a significant impact for both the students involved and the target communities. Although this paper does not explicitly state when the service-learning program, which is a part of UCE, began, the case selection method (with the survey starting in 2013) suggests that the program has been operating sustainably over the years.
7	(Sam et al., 2021)	This UCE program involved academics and several professional development schools in the United States. Despite the fact that some UCE initiatives have produced positive outcomes for both the university and the community, certain academics have developed negative perceptions of UCE due to a misalignment of their personal interests and goals with those of the local community. As UCE tasks are mandatory, some academics perform them even when they lack interest in the UCE

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
		program being implemented. This clearly indicates that top-down initiatives have failed to generate a positive impact for some university actors involved in UCE activities.
8	(Chen & Vanclay, 2021)	This study found a failure to effectively engage students in UCE programs with local communities, particularly among transnational students studying at a Chinese-UK university. This suggests that the program was unable to create a meaningful impact for either the students or the local communities. The problem stems from a lack of cultural sensitivity, as these students possess a European mindset that may hinder their ability to engage with the local community in China. Furthermore, their privileged backgrounds, as evidenced by their tuition payments that are significantly higher than those of traditional Chinese universities, may lead to a lack of experience and proficiency in communicating with local and marginalized communities. As such, their participation in community service activities is primarily driven by the obligation imposed by the university rather than a genuine desire to contribute to the local community.
9	(Petersen & Kruss, 2021)	This study explores a UCE initiative in South Africa, which was implemented as a mandate from the government for public-funded universities. Despite its top-down regulatory origin, the program's goal of addressing poverty and inequalities was clearly communicated to all stakeholders involved. As a result, the program was able to create an impact on both sides and achieve long-term sustainability. The findings of the study suggest that a strong and clear intention to promote social justice and address inequality can lead to the success of UCE programs, even when implemented through top-down regulation.
10	(Mores et al., 2019)	The motivation came from top down, where there was a mandate from the government to the public university to conduct UCE in one university in Calabarzon region, Philippines. However, the community is the local government unit (LGU) in this UCE case. On one side, LGU are limited with regard to technical preparation of plans, data collection and analysis,

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
		technical writing, and hazard mapping. On the other side, university have the necessary technical capacity and resources to address these local planning challenges. The collaboration is a success to provide the necessary analysis for the LGU.
11	(Klein et al., 2011)	The study was conducted from three geography-community engagement case studies from three different countries: Wisconsin, USA; UK; Pakistan. The study from Pakistan is UCE from top-down initiative when both others are bottom-up initiative. In Pakistan's case, there is a mandate from the government to conduct UCE. In the Pakistan context, geographers are responsible for identifying major physical, social, economical and ecological problems. Through the programme of HEC (Higher Education Commission) of Pakistan, it has provided grants for many hundreds of research projects to excellence in community development, encouraging research and designing implementation plans. However, in addition to very low (only 2,9%) access to higher education, there is also a history of weak community participation in past community development. They did not delegate any substantial authority to community participants nor consult with them during programme planning. In other words, community participants remained passive and were not actively involved in collaborating with the university or contributing to mutual impact.
12	(Kindred & Petrescu, 2015)	The UCE in the Eastern Michigan University, USA, involves three group actors: university, government, and community. The UCE was built from a top-down approach where there was a program established through An Applied Research Institute affiliated with a Michigan public university. University acted as an intermediary to provide capacity building and training for 11 non-profit organizations which the project funded from the government. Two key successes of this two-year partnership are the sufficient funding and negotiation over aspects to the program that occurred continuously throughout the programme. These factors supported the program's sustainability and gave mutual impact to the stakeholders involved.

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
13	(Lewis et al., 2016)	The UCE within the Master of Social Work program in the northeastern region, United States, undertook a comprehensive effort to revamp its curriculum by incorporating a trauma-informed and human rights perspective across both foundational and advanced courses. Since the UCE is integrated into the curriculum and aligned with the Master of Social Work program, it continues to operate consistently within the academic program structure. The UCE fostered a collaborative relationship between field educators, social service agencies, and faculty members to drive the development of the curriculum, ensuring that all stakeholders received mutual benefits from the program. The Council on Social Work Education (2015) Educational Policy and Accreditation Standards mandate that social work programs be guided by broader institutional and environmental contexts, encompassing the mission of the hosting institution as well as the local-to-global economic, social, demographic, and cultural contexts. This curricular emphasis on integrating a trauma-informed and human rights (TI-HR) perspective is aligned well with the urgent social issues and needs within the region, as well as with emerging trends in local and state service delivery systems. Even though it was created because of a top-down approach, UCE was successful due to the seriousness of the university side of synchronizing the needs of the community with their curriculum. Its adaptability to the social challenges faced by the community, effectively integrating community needs into the program's curriculum and opportunity for community providers to contribute directly to the knowledge base related to a TI-HR perspective, and eager to participate become success factors of this UCE.
14	(Ngui et al., 2017)	The establishment of the UCE within the Social Innovation Internship course at the Sarawak campus of Swinburne University of Technology in Malaysia was driven by a top-down mandate from the government. The UCE program is sustainable within this system. The project primarily focuses on addressing the challenges faced by marginalized communities who experience financial constraints. One specific example is individuals burdened by debt who encounter

Nu	Article	Success Factor in [Un]Relation with Top-Down Approach
		difficulties in effectively managing their financial obligations. This situation is often attributed to limited access to financial literacy resources. Therefore, universities play a crucial role in enhancing access to such resources through various programs, including workshops, consulting projects, and the development of financial logbooks, among others. The success of this program hinges upon effectively meeting the community's needs by leveraging the expertise of academics to provide practical solutions, thereby delivering meaningful impact for both the community and the university, albeit in different forms.

Source: Author(s), 2023

Appendix 2 Various Bottom-Up Approach Cases in Different Context

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
1	(Boodram & Thomas, 2022)	The initiative for the UCE program was driven by a bottom-up approach, which aimed to provide social work students with flexible practicum opportunities and foster greater social engagement with the community. This approach also sought to enable students to apply their diverse range of skills beyond micro-level practice. The motivation for this initiative stemmed from the educators' 30 years of experience in social work, which led them to recognize the critical role of community social work in social development. The project began in 2017 (with this paper published in 2022), indicating that the project has been sustainable for over five years. In addition to sustainability, the successful implementation of the UCE program can be attributed to the strong commitment of the Social Work Unit at the University of the West Indies to provide meaningful UCE experiences for students, thereby creating a significant impact on both the community and the university. Furthermore, the faculty members who initiated the program possessed a sound understanding of the basic principles of community engagement and leveraged their prior experiences to establish effective collaborations with the community.
2	(Groark & McCall, 2018)	The UCE concept has its roots in American history, specifically in the Morrill Act of 1862 and the subsequent "land-grant" program, which required certain universities to focus on improving the welfare of certain communities and fields such as farming, agriculture, and the military. Despite being born from such a top-down context, the Office of Child Development (OCD) at the University of Pittsburgh was initiated more than 30 years ago by two faculty members to promote interdisciplinary scholarly activities and mutually beneficial university-community collaborative projects. The unit has a

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		long history of engagement with community partners, involving hundreds of specific projects and dozens of staff and students each year, creating a significant impact on both the university and the community. One of the key factors that has contributed to OCD's longevity is flexibility. While the unit was initially focused on issues related to children, youth, and families, its focus has since become interdisciplinary, with a greater diversity of project issues that can adapt to the needs of donors and communities. Another critical factor is strong support from both internal and external funding sources. OCD has received a variety of grants, including external grants that allow for the implementation of various programs, such as capacity-building initiatives for academics to build relationships with the community. Meanwhile, internal funds from the university have been used to employ faculty members as special staff in OCD, providing them with the necessary time and resources to focus on OCD assignments. The leadership structure of OCD is also noteworthy, consisting of representatives from both academia and community agencies who work collaboratively with mutual respect and an understanding of each other's skills, knowledge, values, responsibilities, constraints, and criteria for success. This balance allows for representation of the perspectives of both groups while simultaneously respecting opposing views. Additionally, OCD's strict adherence to deadlines is essential to its success and longevity. The unit's motto, "we do what we say we will do when we said we would do it," helps to avoid negative impacts resulting from missed project deadlines and subsequent loss of grants from local governments. To ensure timely project completion, OCD provides double estimates for the time needed and works weekends and nights if necessary to meet deadlines.

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
3	(Chupp et al., 2021)	The Foundation of Community Building (FCB) program was launched by university faculty members at Case Western Reserve University (CWRU) with the objective of addressing systemic racism in African American neighborhoods. The program is implemented within the context of urban America university, which is predominantly white. In 2020, out of the 11,500 undergraduate students enrolled at CWRU, 52% were white while only 6% identified as Black or African American, despite the city being 49% Black. The FCB program has demonstrated early success in reducing barriers and biases between the university and the community, and places a high priority on intentionality and commitment in the recruitment process. This commitment necessitates greater involvement over time by both university and community stakeholders. To ensure a diverse composition, the program adopts a recruitment strategy that involves a 50-50 split between community members (including African American residents and representatives from community-based organizations) and university members. By participating in this program, members have the opportunity to engage in a conscious process of questioning their identities and gradually equalizing perceptions, thereby reducing both racial and knowledge biases between academics and the community. In order to support the training program, minority-owned businesses and vendors from the neighborhoods are also engaged, which reinforces the community's sense of involvement in the program's key elements. The success of the program is attributed to the balance in the involvement of parties from the university and the community, which facilitates power-sharing each-others. This strategy allows the program to create a meaningful impact, particularly for the marginalized communities it targets, such as African American residents.
4	(Thakrar, 2018)	In the South African context, the post-apartheid era is considered a pivotal contributor to the country's overall development. The significance of UCE lies in its potential to drive social and economic transformation through the active participation of universities. However, the UCE case study conducted in the University of Fort Hare and Alice town reveals a disconnect

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		between the two parties (university and community). Despite the university's position as a prominent economic power in Alice, it appears to lack a clear commitment towards the development of the town or place-making. The absence of such commitment has led to a breakdown in communication and collaboration, resulting in a lack of impact from UCE initiatives within the town.
5	(Mtawa & Wangenge-Ouma, 2022)	The UCE in an African university in Tanzania was designed with the aim of addressing poverty and inequality through a bottom-up approach. However, the UCE fell short of its ideal expectations due to financial constraints. It was found that the project failed to secure sufficient funding, which was further exacerbated by the low salaries of the lecturers in the context. As a result, the UCE was regarded as an occasional, peripheral "add-on" activity, primarily serving the private interests and benefits of academics. Furthermore, the absence of any credit reward system for the faculty member for the UCE further hindered its successful implementation.
6	(Hart & Northmore, 2011a)	In 2003, the University of Brighton (UoB) was awarded a grant from the Atlantic Philanthropies Foundation to establish an institutional infrastructure that could provide support for community-based research (CBR) in the Sussex region. Despite UoB's strong tradition of applied research and its close ties with the local community, CBR was not accorded priority by national rankings and government funding mechanisms. Nonetheless, UoB's Vice Chancellor, Sir David Watson, was a vocal advocate of universities' role in local communities, and this commitment drew the attention of the Atlantic Philanthropies, which offered funding to bolster UoB's CBR initiatives. The resulting Community-University Partnership Program (CUPP) was founded in 2003, and is housed within UoB, with dedicated office space and a full-time staff of six, as well as access to the expertise of more than 30 senior members of staff through its academic links.

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		By securing external funding through successful grant applications, CUPP has an annual budget of £550,000 and engages over 100 academics and community partners each year. Its strong foundations and broad support from both academic and community stakeholders have enabled CUPP to quickly establish itself, maintain sustainability, and launch several impactful programs involving hundreds of people.
7	(Bhagwan, 2018)	This study presents six cases from six universities in South Africa, where university-community engagement (UCE) is being developed in a bottom-up context, with a focus on addressing post-apartheid challenges and poor community contexts. The institutionalization of UCE is viewed as a potential solution to stabilize UCE, and it requires preparation from both academic and student perspectives. Specifically, the academic side must ensure that each faculty has a representative on the engagement committees, develop a handbook for UCE programs, and create institutional policies. On the student side, it is necessary to provide introductory lectures on student engagement, introduce the theories of social change and transformation, and develop communication skills that are appropriate for interacting with society beyond the academic context. Based on the cases provided, it is evident that sustaining UCE requires a thorough understanding of the context of both the university and the community. Therefore, the university actors must possess a strong understanding of the dynamics of the communities they engage with, particularly in rural areas and disadvantaged groups, and the programs offered must be designed to adapt to the context of these communities. In other words, the UCE program should aim to address community problems. Similarly, the community should also have a basic understanding of the university context.

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		Universities can take an active role in opening their doors to the community and familiarizing them with the university environment.
8	(Janousek, 2022)	The University of Nebraska at Omaha's (UNO) School of Public Administration has collaborated with a local community agency, One Omaha (ONE), to facilitate university-community engagement (UCE) through third-party involvement. Such a partnership, is a key factor of the success of its UCE, enables the UCE unit to establish a more accessible and practical means of engagement that may otherwise be challenging for community members to participate in. The intermediary role of ONE can serve to conciliate and facilitate UCE efforts, improving accessibility and feasibility for individuals in the community, thereby allowing the program to be sustainable and impactful for all parties involved.
9	(Mtawa et al., 2016)	The UCE unit at Sokoine University of Agriculture, Tanzania, was initially established using a bottom-up approach in response to the challenges of a post-colonial context marked by poverty, disease, and widespread ignorance. However, over time, the unit's focus shifted towards a more business-oriented approach, which corresponded to the broader political shift from socialism to neo-liberalism. Consequently, the program no longer achieves the broader societal impact it was intended to have when the unit was first established. The staff members, meanwhile, began to view UCE primarily as an opportunity to generate additional revenue. The UCE is a part of Land Grant Universities project initiatives that aims to solve the problem of society in the USA at that time. A land-grant university (also called land-grant college or land-grant institution) is an institution of higher education in the United States designated by a state to receive the benefits of the Morrill Acts of 1862 and 1890. The mission of these institutions as set forth in the 1862 act is to focus on the teaching of practical agriculture, science, military science, and engineering—although "without excluding other scientific and classical studies"—as a response to the industrial revolution and changing social class.

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
10	(Stephenson, 2011)	The UCE program at Virginia Tech is part of the Land Grant Universities (LGU) project, an initiative designed to address societal issues in the United States. LGU are higher education institutions designated by states to receive the benefits of the Morrill Acts of 1862 and 1890, with a mission to focus on practical agriculture, science, military science, and engineering, among other studies. This mission was developed in response to the industrial revolution and changing social classes. The UCE unit at Virginia Tech focuses on preparing communities to become engineers, and its sustainability relies on providing support and services that align with the university's research mission and address the region's needs. The UCE unit at Virginia Tech has successfully adapted to changes in university conditions and community needs, while still maintaining the substantive mission of the LGU project, which has enabled the UCE program to address the main issues that arose when it was created.
11	(Mulroy, 2004)	In this study, two UCE cases are examined, namely the UCE unit at the University of Hawaii-Manoa and the UCE unit at the University of Maryland. The former was established by the Dean Councils to address the pressing issues in the struggling Hawaiian economy, while the latter aimed to serve the affordable housing and community development needs of low-income residents in Baltimore's urban neighborhood. The former used dispersed models to facilitate individual faculty and student involvement, while the latter utilized coordinated models from various departments to work together towards community-driven goals. Despite the differences in approach, the study identified five key factors that contributed to the sustainability and impact of both UCE units. Firstly, both units targeted low-income communities that were geographically and culturally proximate to the university, enabling effective communication and understanding of community problems. Secondly, both units

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		shared a leadership commitment to carrying out social activities outside the campus. Thirdly, both units employed community-based research. Fourthly, both units had strategic and strong funding sources. Lastly, the curriculum used by both units was flexible, tailored to the needs of both the university and the community.
12	(Shannon & Wang, 2010)	The UCE program at Texas Christian University in Fort Worth, Texas, USA is an exemplary impactful model of UCE that was developed in response to pressing social problems in the university's local area. This initiative was sparked by a natural disaster that occurred in 2005 in Texas, and the Department of Continuing Education took the lead in organizing assistance to the affected local community by mobilizing university resources. The UCE unit employed an academic approach to address the disaster's root causes and mitigate future risks, resulting in positive impacts on the safety and well-being of the surrounding community. The success of this UCE program is attributed to its bottom-up orientation, which prioritizes the community's needs and responds accordingly. Furthermore, the positive perception of the UCE unit has facilitated the acquisition of sponsorship funding from diverse sources, including business sponsors, religious organizations, and other agencies, ensuring the sustainability of the program.
13	(Preradović & Čalić, 2022)	This UCE program is part of a large-scale project in Europe called RURALS (Service Learning for Rural Development). The motivation behind it is bottom-up and oriented towards marginalized communities. In the context of Croatia, the program focuses on addressing issues faced by rural communities. Despite facing challenges such as insufficient funding, the program has been sustained by the massive support it has received from the stakeholders involved. The enthusiasm of not only the university and the local community, but also rural NGOs, has been a major strength of the program.

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
14	(Chile & Black, 2015)	The UCE program in the Auckland University of Technology, New Zealand, was founded on bottom-up initiatives through youth engagement programs, aimed at fostering democratic principles in student leadership and promoting university education aspirations among students from disadvantaged backgrounds. This approach allows the program to provide mutual benefits for both parties involved. Research indicates that the UCE program has generated positive outcomes for all stakeholders involved, and has also benefited the university by increasing brand recognition and community standing. The success of the program is attributed to the clarity of its goals, which benefit all parties involved.
15	(Pink et al., 2016)	The study investigates a UCE program initiated by an Australian university, with the aim of providing students with experiential learning opportunities through co-learning with the community in Timor Leste, within an international context. The program is based on a bottom-up approach that seeks to foster mutual benefits for both the students and the local community. Participation in UCE program can be challenging for students due to dealing with their assumptions about themselves, their professional practice, and broader society. As a result, the study identifies the provision of support and resources to students as a key success factor for UCE programs. This is particularly important for individuals who experience multiple forms of disadvantage or marginalization. To ensure the success of UCE programs, students' learning and personal well-being need to be supported before, during, and after their participation in community engagement activities. This approach ensures that the benefits/impacts are not only realized by the communities in Timor Leste but also by the students who engage in UCE activities there.
16	(Patsarika & Townsend, 2022)	The UCE program is a collaborative effort between two American universities and one Greek university, aimed at providing students with service learning opportunities in Thessaloniki, Greece. The program is characterized by a situational, collaborative, and necessity-driven approach that seeks to foster inquiry in the field. The success of this

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		program lies in the active involvement of all stakeholders in the engagement process, ensuring that the benefits are shared by all parties, which requires an openness to different disciplinary practices and community perspectives.
17	(Mbah, 2019)	This UCE program in Africa was rooted in bottom-up initiatives that aim to address the needs of the local community. The sustainability of this UCE program, as described in this study, depends on the university's willingness to recognize and incorporate local knowledge into its curriculum. The university acknowledges that local knowledge, particularly in the areas of farming and agriculture, can be integrated with scientific knowledge to enhance the impact of UCE programs. By collaborating and combining local knowledge derived from heritage and experience with knowledge from the university adapted to science and technology, UCE programs can be optimized to better serve and give impact to the community.
18	Nation et al (2011)	The UCE of Nashville urban partnership academic center of excellence, Nashville, Tennessee, USA is coming from bottom-up motivation to solve violence and bullying in youth school. To ensure the program has a meaningful impact on the community, the method of providing solutions is tailored to each specific problem, depending on the needs of the community partner. It means, the academics side is flexible to adjust the community's needs and problems.
19	(Balázs et al., 2021b)	This UCE is an Eastern-European university applied sciences case that tried to empower their various external communities from 2015. Although the university is a small regional institution, its social responsibility practice is commendable and has been ongoing for five years (at the time this paper was published). This UCE case demonstrates that a small academic institution can create a sustainable and significant impact when programs are implemented with genuine commitment and a focus on community needs. The UCE program has a tradition of a wide range of activities and events throughout the year involving the local community, such as Science Open Day, lecture series for senior citizens, access program in STEM subjects, series of trainings and many others. The key to success is the university's commitment to continuously work for

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		the strengthening of its community in the town and area throughout the year. The activities are not only momentum but are carried out all the time from one activity to the next.
20	(Murphy & McGrath, 2018)	The Australian Government has released its National Science and Innovation Agenda (NISA) which is designed to incentivize university-community research partnerships. Not all universities in Australia execute UCE. Then one project in Australia tried to execute UCE initiatives. The project's success demonstrated the capacity of regional universities to generate research and contextual knowledge relevant to their areas of cooperation, providing significant impact. This is crucial for enhancing the capacity and sustainability of regional and rural communities.
21	(Groulx et al., 2021)	The UCE is coming from an initiative of four professors in majors relating to the sustainability program in northern British Columbia. They initiated to conduct CommunityStudio to do UCE in a more sustainable way. The UCE case highlights the importance of equity and inclusion, flexibility of program design that adapts to community needs and university resources, and institutional culture that supports risk taking in teaching and learning as keys to the success of UCE. Through these supports and commitments, the UCE has become a sustainable program (in terms of both longevity and environmental impact) that provides mutual benefits to the community through CommunityStudio.
22	(Jackson & Marques, 2019)	This bottom-up project in Florida State University aims to improve the built environment by using “tactical urbanism” as a method to revitalize low resource communities of color. The key success of the UCE unit and its surrounding communities for having impactful and long-term engagement is the strategy used in the planning process which focuses on the readiness of students who will be involved through training to facilitate the Studio Project

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
23	(Strier & Shechter, 2016)	The UCE program at the University of Haifa, Israel, originated as a bottom-up initiative aimed at providing academics with real-life exposure to marginalized communities. This exemplifies a noteworthy UCE best practice, as it actively engages the community in shaping the research topic, determining the activities, and actively participating in the entire series of UCE programs. Although the UCE program began in 2006, the case study focuses on a single project involving a group of impoverished women that took place over three years (2010 - 2012). Nonetheless, this case clearly demonstrates that the majority of participants recognized the positive impact of the UCE on both the community and the academics involved, indicating that the project was beneficial for all parties engaged.
24	(Ehlenz, 2021)	The UCE unit at Duke University, Durham, USA, emerged as a product of bottom-up initiatives within the context of 12 Durham neighborhoods, which predominantly consist of low-income populations. The UCE program started in 1993 and has yielded positive impacts, notably in the areas of education and housing expansion within the community. The program's key success lies in its utilization of a multi-partner anchor model, which involves non-profit partners' support and employs community development strategies to foster transformative changes within the neighborhoods.
25	(Sathorar & Geduld, 2021)	This article provides a critical examination of bottom-up UCE initiatives in the context of South Africa as a post-apartheid nation. A crucial determinant of success UCE endeavors is the preliminary inquiry into researchers' motivations for engaging in such activities. Likewise, it is imperative to ascertain the reasons why communities might be receptive to forming partnerships. These two inquiries serve as the bedrock for fostering commitment for long term engagement from both parties involved and ensuring the inclusion of community perspectives. When the community has a clear understanding of the project's objectives and the benefits it offers, skepticism is minimized, and active participation is encouraged. This, in turn, creates a meaningful impact for all stakeholders involved.

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
26	(Clifford & Petrescu, 2012)	This UCE comes from bottom-up motivation in The Institute for the Study of Children, Families, and Communities (ISCFC), Eastern Michigan University, USA. The focus of the program issue is relating to the child, family, and community. To create beneficial and more than 25 years sustainable engagement with the community, it requires attention to three dimensions: internal (politics, organizational dynamics, and culture), external (relationships between the university and community, management of power, and community identity), and personal (the psychology, competency, and career issue of the faculty). It means that UCE requires preparedness along with support system from internal dimensions, external dimensions, and even from the personal actor of UCE. However, the core building sustainability of this UCE case is building relationships with a broad and diverse set of community organizations, people and institutions. The core is being useful and "being good" by the standards of the people and communities. While the UCE unit staff doing good, they also maintain a high standing and regard among their colleagues as they support them in both academic and community work.
27	(Cotton et al., 2019)	In 2009, the University of Wisconsin School of Medicine and Public Health (SMPH) established the Lifecourse Initiative for Healthy Families addressing racial disparities in infant mortality in the state of Wisconsin. The Lifecourse Initiative is a UCE that works to give impact by modifying community conditions associated with poor birth outcomes and disparities along with supporting black women and their families to eliminate racial disparities in birth outcomes. The key for sustainable UCE in this study is distributing the leadership. The emphasis on distributed leadership by using REACH (Racial and Ethnic Approaches to Community Health) within the Lifecourse Initiative was based on a fundamental belief that opportunities to address racial disparities in infant mortality would be enabled by activating diverse partners and networks within both university and community domains.

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
28	(Klein et al., 2011)	The study was conducted from three geography-community engagement case studies from three different countries: 1) Wisconsin, USA, 2) UK, and 3) Pakistan. The first unit at the University of Wisconsin-Milwaukee got full support from geography departments and had grant supports from another program in the university. This support allowing the unit to focus on their long-term goal and providing the benefit for all of the actors: *the students* for increasing communication and research skill, *the community* for increasing capacity to build relationship, engage in neighbourhood planning, and strengthen the community, *the researcher* for enhancing awareness and understanding of subject-area knowledge, and *the university* for extending partnership between community and university, along with promoting university mission. The second unit from the UK had a project named COPUS (Connecting People to Science Project). This project involved working with geography student volunteers and a wide range of community groups in promoting social learning around flood. When the expert flood knowledge worked with communities and students, they conceived a major multi-organizational community flood forum-event and created a transformative programme. The key success of this project is involving all the actors actively in the issue they are interested in.
29	(Osafo & Yawson, 2019)	The UCE unit within the University of Minnesota Urban Research and Outreach-Engagement Center (UROC), USA, was established through grassroots initiatives aimed at addressing poverty and supporting marginalized communities. UROC's overarching objective is to foster essential public collaborations between the University of Minnesota and urban communities, giving impact on the area of educational advancement, enhancing quality of life, and pioneering innovative solutions to pressing societal issues. UROC is actively engaged in a range of initiatives, including early childhood education, healthcare disparities, career development, youth empowerment, and nutritional programs, among others. Notably, UROC has become an integral part of the University Northside Partnership's development agenda, which is

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		overseen by the community affairs committee (CAC). The CAC assumes responsibility for monitoring UROC's operational processes, procedures, and practices. In addition to its strong supervisory and partnership structures, UROC's sustainability (started from 2006) hinges on its adaptability and willingness to collaborate with diverse local non-governmental organizations (NGOs) and communities.
30	(Gyamera & Debrah, 2023)	The UCE at the University of Development Studies (UDS) in Ghana operates with a bottom-up approach, driven by the African context of being a country that was formerly colonized by the United Kingdom. The UCE started from 1992 primarily focuses on issues such as poverty and education, among others. It aims to address the authentic challenges faced by local communities through the lens of those communities themselves, rather than relying on external perspectives from academic or international organizations. This approach allows the UCE to generate mutual impacts for both the community and the university. In particular, from the university's standpoint, students gain valuable insights from the community in areas such as self-awareness, cultural identity, conflict resolution, and managing negative perceptions.
31	(Smith-Tolken & Bitzer, 2017)	The study examines seven academic modules from six faculties, analyzed over a period of two consecutive years in a university in South Africa. This compulsory program aims to bridge the gap between theoretical knowledge and lived experiences for students, giving impact by effectively transforming knowledge generated within communities into meaningful experiences. By adopting a grounded theory design, academic staff members, students, representatives from community organizations, and community members actively participate in service-related projects. A key focus of this UCE is the concept of reciprocal "service," whereby both the university and the community engage in service learning. This approach recognizes the community's knowledge as an integral part of the partnership and empowers it. For instance, community involvement is essential in curriculum development, and their contributions should be acknowledged and

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
		incorporated before the curriculum is submitted for approval in any academic program. This collaborative approach ensures continuous growth, learning, and mutual benefit for both students and community members.
32	(Day et al., 2021)	The implementation of a crowdsourcing open call was initiated at the University of North Carolina at Chapel Hill (UNC), USA, during the Covid-19 pandemic. The purpose of this community service initiative was to enhance safety measures in the university environment for the upcoming fall semester amidst the Covid-19 crisis. The success of this program can be attributed to the pressing need that arose due to the pandemic, prompting the university to create opportunities for academics to raise awareness regarding safety measures within the university community. Numerous innovations aimed at increasing health and safety awareness during the pandemic emerged as a result. In addition to responding promptly to the challenges at hand, a key factor contributing to the program's success was the voluntary participation of various academics who willingly engaged in this non-obligatory initiative. The initiators made concerted efforts to widely disseminate information within the university community, encouraging more academics to actively participate in the program.
33	(Taufen & Olson, 2020)	The UCE at the Tacoma Campus of the University of Washington, USA, was established through grassroots initiatives aimed at actively engaging with marginalized communities. During the implementation of the program, the community initially resisted the involvement of students, posing challenges for students to collect community-based data. Among the groups with whom students interacted, several expressed frustration regarding the role of students approaching them. This frustration stems from the prevailing assumption that it is the government's responsibility to solicit their needs and opinions, rather than that of students.

Nu	Article	Success Factor in [Un]Relation with Bottom-Up Approach
34	(Gruber et al., 2017)	The UCE initiatives in the Lake Sunape Watershed in New Hampshire and the Minnehaha Creek Watershed in Minnesota, USA, were prompted by community concerns related to issues such as flooding, erosion, siltation, and other water-related challenges. As a result of the UCE efforts, the identified problems were addressed through the implementation of infrastructure projects or alternative approaches. The success of these UCE initiatives can be attributed to the significant roles played by higher education institutions in supporting local climate change adaptation endeavors. These roles encompass a range of activities, including applied climate change research, assessment of current conditions and risks associated with severe weather events, effective communication of scientific findings to diverse audiences and local decision-makers, dissemination of localized climate information, provision of technical support for collaborative planning efforts across various sectors, and evaluation of the effectiveness of local adaptation strategies. The problem-oriented nature of these programs and the commitment to each stage of the process for 4 years (2009 - 2013) have yielded positive impacts both on the community and within the higher education sphere.

Source: Author(s), 2023

Appendix 3. List of articles in Study 4 (Chapter 6)

1. https://sulsel.fajar.co.id/2020/07/12/pnup-bina-warga-rammang-rammang-berdayakan-potensi-ekonomi-lokal/ (local e-newspaper)
2. https://fajar.co.id/2021/06/27/bina-warga-rammang-ramang-buat-umkm-produknya-sampai-dibeli-atta-halilintar/ (Local e-newspaper)
3. https://makassar.terkini.id/pnup-berdayakan-warga-rammang-rammang-pembuatan-anyaman-daun-nipah/ (Local e-newspaper)
4. https://journal.unhas.ac.id/index.php/jdp/article/view/18427/7445 (scientific article)
5. https://scholar.google.com/citations?view_op=view_citation&hl=id&user=vEY3x9UAAAAJ&sortby=pubdate&citation_for_view=vEY3x9UAAAAJ:0EnyYjriUFMC (scientific article)