



**THAMMASAT
BUSINESS SCHOOL**

Self Evaluation Report

June 26th, 2016

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EXECUTIVE SUMMARY

Thammasat Business School (TBS) has developed and changed dramatically since 1938 to accomplish its goal as one of the leading business schools in Asia with the key drivers to offer innovative programs with quality graduates and to produce high impact intellectual contributions. We have developed strong stakeholder relationships and integrated social responsibility and ethics into the school.

TBS Vision

“One of the Asia’s leading business schools providing innovative solutions to improve the performance of business in Thailand and the ASEAN region with a commitment to social responsibility.”

TBS Mission

Mission 1: To produce and disseminate innovative knowledge in accounting and business administration, which responds to the changing global environment and creates economic value for business competitiveness.

TBS places the highest emphasis on intellectual contributions published in peer-reviewed international journals. TBS also strongly supports the innovative research involving high engagement with corporate sectors to produce research that demonstrates the school’s leadership in providing practical applications for our society and economy.

Mission 2: To develop graduates who are business competent, socially responsible, and ready to work in a global business environment.

TBS strengthens graduates’ academic knowledge and practical competencies in business while increasing awareness of the global business environment, ethics, and social responsibility.

Mission 3: To support faculty and professional staff self-development and build a great workplace with good governance.

TBS provides support for faculty and professional staff for their career development and progression, and manages the school a great workplace with best practices and transparency.

Mission 4: To provide academic service to support sustainable development and social responsibility in business.

TBS has engaged with corporate and academic partners to provide innovative value-added executive training, consulting and coaching with sustainability, social responsibility, and high impact on business development in Thailand.

Objectives: Achieving TBS Mission with Innovation, Impact, Engagement

TBS has set its objectives or goals to achieve the school’s mission with the following focuses:

- 1. Intellectual Contributions Focus:** To produce high impact academic intellectual contributions that are relevant to Thai and international business, and to be the leader in practical intellectual contributions that will lead to cutting-edge solutions for business organizations and government agencies.
- 2. Distinctive Capabilities of TBS Graduates Focus:** To strengthen graduates’ academic knowledge and competencies in business and increase their awareness of global issues, ethical issues, and social responsibility.
- 3. Human Resources Development and a Great Workplace Focus:** To nurture and maintain quality level of faculty expertise in pedagogy and research in their disciplines, improve professional staff service quality, and make TBS a great workplace with good governance management.
- 4. Executive Education Focus:** To provide high-impact business training, consulting, and coaching and to be the leader in executive education focused on competitiveness, sustainability, and social responsibility.
- 5. Corporate Engagement and Community Services Focus:** To build strong academic cooperation with partners, and to provide various socially responsible activities that benefit society with the cooperation of TBS partners and alumni.

Processes Supporting Achievement, Outcomes, Measurements and Changes

TBS has a systematic mission and strategy development process and implementation plan (Standard 1). Management teams set up the systems and management processes that support and facilitate achievement of the school’s mission. The seven processes related to the five focuses are derived from the TBS goals or objectives:

- Intellectual Contributions
- Quality Graduates
- Faculty Development

- Professional Staff Development
- Great Workplace
- Executive Education
- Corporate Engagement and Community Service

The following table describes the processes for supporting mission achievement, expected outcomes, measurements related to supports and changes in processes to fulfill the mission objectives.

Process for Supporting	Expected Outcomes	Measurements	Support / Change in Process
1. Intellectual Contributions - Peer-reviewed international journals - Practical Intellectual Contributions	a. Decrease in the percentage of publishing articles in internal journals to 40% of total articles published in the national journals.	a. Number of academic research publications in Thai journals listed in the Thai-Journal Citation Index (TCI).	• Allocate the annual research budget, and support faculty development fund. • Develop the Capacity Building Plan (Center Of Excellence: COE). • Support the capability of new faculty to achieve high quality research and publications with workshops and mentors. • Give reward to faculty who publish in top-tier international journals.
	b. Increase in the number of high quality international journal publications in 2016 from 2013 by 20%.	b. Number of academic research publications in international journals.	
	c. Increase in the citation counts from 2013 by 10% per year.	c. Citation count.	
	d. Increase in the number of other Intellectual Contributions from 2013 by 10% per year.	d. Number of other intellectual contributions (e.g. text books, cases, etc.).	
	a. Increase in the number of research / consulting projects by, at least, 5% per year.	b. Number of research /consulting projects.	• Restructure Consulting Networking and Coaching Center (CONC) to support practical intellectual contributions. • Specify 3 areas of research directions: - Competitiveness - Sustainability - Social responsibility
2 Quality of Graduates	a. 85% of students achieving the satisfactory and outstanding level of the three TBS learning goals across all bachelor and master programs. For the doctoral program, the target of student achievement is 100%.	a. Achievement of the three TBS learning goals.	• Establish and implement the TBS Assurance of Learning system across the school curricula based on three learning goals: • Academic excellence • Ready-to-work in the global business environment • Social responsibility and ethical conduct • Provide students with soft skill workshops or projects to enhance their knowledge and competence to work in the global environment. • Continuously support student involvement in national and international competitions with financial resources and mentors.
	b. Employer's satisfaction survey score of TBS graduates above 4 out of 5.	b. Level of employer satisfaction.	
	c. Increase in the number of students participating in national and international competitions by at least 10 % per year.	c. Level of participation in national and international competitions.	
3. Faculty Development	a. 10% increases in faculty utilization of funding.	a. Percentage of faculty utilization of funding granted by the school and university.	• Allocate financial resources and facilities to the faculty in developing and accomplishing high-quality professional research in their specialization. • Establish a monitoring system to assess
	b. 10% increase in faculty successfully promoted in academic rank.	b. Percentage of faculty successfully promoted in academic rank.	

Process for Supporting	Expected Outcomes	Measurements	Support / Change in Process
	c. Less than 5% of total faculty in teaching evaluation score of less than 3.5 on a 5-point scale.	c. Average score of teaching evaluation at least 3.5 out of 5 scale.	teaching performance and provide support for teaching improvement. - Initiate a mentoring system for academic promotion to achieve the higher academic rank. - Set the minimum workload requirement of faculty (4 teaching courses with one IC) which has an impact on annual salary increase.
4. Professional Staff Development	a. 100% participation of the professional staff at least 4 topics per year in training or workshops.	a. Percentage of professional staff attending the workshop/training for service quality / working process improvement with at least 4 topics.	- Organize workshops and brainstorming sessions to improve service quality. - Initiate and support productivity improvement project-contest. - Provide training and knowledge sharing sessions on service improvements. - Implement online student's satisfaction evaluation system at the points of staff service.
	b. Score of student satisfaction survey above 4 on a 5-point scale.	b. Student satisfaction survey on professional staff.	
5. Great Workplace	a. 95% retention of permanent faculty, 90% retention of professional staff.	a. Retention rate in faculty and professional staff.	- Provide sufficient facilities, a supportive working environment and governance management. - Support productivity projects on the working environment. - Implement 5-S (<u>S</u>pecify, <u>S</u>streamline, <u>S</u>upport, <u>S</u>tandardize, and <u>S</u>ustain) workplace for efficient service processes.
6. Executive Education	a. Participants impact survey above 5 on a 7-point scale.	a. Positive impact on participants after training.	Develop executive training programs that serve business needs and enhance sustainability and social responsibility issues.
	b. Increase in number of in-house executive training projects by 10% from 2013.	b. Number of in-house executive training projects emphasizing business problem solving and innovative development.	
	c. Increase in number of sustainability and social responsibility workshops by 10% from 2013.	c. Number of workshops related to sustainability and social responsibility.	
7. Corporate Engagement and Community Services	a. Increase in number of community service projects by 10% from 2013.	a. Number of community service projects.	- Initiate 75th Anniversary with 75 Partners for academic cooperation. - Initiate activities which enhance relationships with business and alumni or academic partners to serve the Thai community.
	b. Increase in number of projects carried out with business partners by at least 10% per year from 2013.	b. Number of partnerships and number of projects related partners.	

Strategic Plan and Mission Development Activities

The TBS strategic plan is derived from the school mission and strategic direction. An analysis is conducted for the school management performance, global business and business education trends, and the feedback from many stakeholders (e.g. faculty and professional staff, business partners, TBS Board of Directors and International Advisory Board, students, alumni, employers from business and government sectors, and international academic partners). TBS strategic planning process results in the school mission and vision, objectives, expected outcomes, measurement indicators, processes and supporting systems. The new processes and objectives are drawn from the opinion of the stakeholders and then proposed to the TBS Board of Directors' for approval before implementation. TBS management team collaborates with department heads, program directors, and professional staff heads to implement strategies and policies at all operational units. Resources are

allocated to support processes and changes to make possible the expected outcomes. The expected outcomes of TBS objectives are reviewed twice a year to measure the gap between the actual outcomes and the expected outcomes. Process changes and supports may be implemented for mission achievement (Introduction: Figure I-2, Standard 1).

Strengths and Weaknesses

Strengths

- **High-quality academic and practical intellectual contribution production**

TBS faculty produce high-quality academic and practical intellectual contributions which have a variety of impacts on many stakeholders resulting from research funding support, research workshops, and publication awards (Standard 1, Standard 2).

- **Quality faculty resources**

The principal strengths of the faculty are the academic and professional backgrounds which fit the needs of the programmes and students. The quality and portfolio of TBS faculty enable the school to achieve its mission. TBS faculty receive a large number of research grants, develop innovative intellectual contributions and business simulation for technology-based teaching and learning, and have research engagement with international scholars (Standard 1, Standard 2, Standard 6, Standard 12).

- **Outstanding graduates**

TBS has high-quality input (Standard 4). The school supports students with curricular and extracurricular activities to interact with faculty, students, corporates, and communities. Students actively participate in business plans and case competitions with school support and received 253 awards for the best performance in top national and international competitions between 2011 and 2015 (Standard 8, Standard 10, Standard 13).

- **First mover of innovative degree programs**

TBS initiated innovative degree programs. The school has had a successful program development and management to produce quality graduates. We were the first to offer MBA, Executive MBA, Master in Marketing, International MBA, BBA International Program, and Integrative Bachelor's and Master's Program (Standard 9, Standard 11).

- **Internationalization recognition**

TBS was accepted as the only Thai university to join the Partnership in International Management (PIM) in 2001. The school is the exclusive member of The Principles for Responsible Management Education (PRME) and has been since 2008. The internationalization, innovation, and quality of all degree programs were validated by the EFMD-EQUIS Accreditation in 2012 and reaccredited in 2015 (Standard 1). TBS students won the first prizes in many top international competitions (Standard 10).

- **First executive education**

TBS created the Mini MBA top executive training program in 1982. The Thammasat Consulting Networking and Coaching Center (CONC) has a strong brand for executive training through the Global Mini-MBA program and innovative in-house customized coaching and training programs (Standard 1, Standard 14).

- **Community services with sustainability and social responsibility**

The school supports students to engage with the Thai community to provide business solutions for product development and management. Students obtain their experience from real practice problems (Standard 13).

- **Strong connection and engagement with corporate and alumni**

The school built the strong academic partnerships – 75th anniversary with 75 Partnerships (Standard 1, Standard 13) with large top organizations with the purpose of academic cooperation, student career development support and job recruitment opportunities. The TBS alumni association provides support to the school via sponsoring seminars and the TBS reading room renovation in 2016.

- **Effective financial management**

TBS generated a net income and sufficient financial sustainability with reserves built up to 27.7 million USD in 2015 (Standard 3).

Weaknesses

- New faculty recruitment in some majors is highly competitive with business sectors such as accounting and finance professions. It takes quite a long time to recruit the qualified applicants to fill in the vacant positions.
- There will be about 12 senior faculty who will between 2016 and 2018. The school needs to have recruitment and development plans for new faculty in many majors. However, TBS set up the system to re-appoint some qualified retired faculty on a yearly basis based on their teaching performance and research contributions to the school mission (Standard 6).

Highlights of TBS Effective Practices with Innovation, Impact, Engagement

The following list highlights the effective practices of TBS:

1. Strategic Move of TBS Intellectual Contribution Production

TBS initiated the innovative practices to motivate and engage faculty in the research and publication activities. These practices impact on the improvement of intellectual contribution production, the increase of the involvement of TBS faculty, and the increase of research innovation. Many innovative systems and change processes have been implemented to coach and reward the faculty who produce quality ICs (Standard 2).

International Publication Award – Process Innovation

The international publication reward initiative was established since 2008 to encourage faculty members to produce publications in high impact international journals. Three levels of publication award are available based on the quality of journals. The list of journals for each level is provided in the BRC website (<http://bit.ly/1SMC1MI>).

Annual Research Theme - Innovation and Engagement

The Business Research Center Committee and the TBS management team initiate an annual research theme related to current business issues. The most recent research themes include the ‘ASEAN Readiness Index’. A group of around 20 faculty researchers from different disciplines in the TBS collaborated to produce research and cases. These policies and support have positively increased the faculty engagement across departments and the production of intellectual contributions.

2. Innovative Student Interaction and Engagement Projects

TBS supports students with many interactive opportunities both inside and outside the classroom. There are many projects initiated to increase the school graduates’ knowledge and competency. TBS students had an outstanding performance in case and business plan competitions. The highlight activities are:

BBA Case Club – Innovation, Impact and Engagement

TBS provides mentoring and financial support to students to compete in various business plans and case competitions at national and international levels. The BBA Thammasat case club has built a strong reputation of BBA case team among the global case competitions. This club provides unique case competition experiences and to enhance the analytical and communication skills for the students. Each year, interested students are able to audition to be part of the case team where they will be formally trained by advisors and alumni before joining the competitions either locally or abroad (Standard 10).

3 Years-3 Camps Project - Innovation and Engagement

All undergraduate programs arrange the 3 Years-3 Camps activities for the second year through the fourth year of undergraduate level. Each camp builds on a specific focus for each major. The second year camp provides information about the major and how to prepare for course work. The third year camp includes business case analysis, presentations, and group-based work. The fourth year camp prepares students for the real business environment, career development, and offers experience sharing by alumni (Standard 10).

3. The Business for Society Campaign

TBS students have interactions with faculty, students, and business professionals to enhance their learning and professional development. The outstanding example is an innovative project-based course “Business for Society Campaign” in which students assist small businesses in rural areas to develop new products, streamline operations, improve packaging design, and estimate cost for appropriate pricing. Students are required to work with community and business organizations under supervision of TBS faculty to design and carry out business and social projects that benefit and impact the community’s sustainability (Standard 13).

4. Executive Education – Coaching and CONC Forum

For 34 years the Mini-MBA has maintained its leadership position by continuously adapting its curriculum to meet the changing requirements of the customers and new business applications. The combination of effective practices that build a strong brand of TBS executive education is the Coaching Program. The Thammasat Consulting Networking and Coaching Center (CONC) offers an innovative coaching program which is a combination of training, consulting and practical research designed to solve specific client issues. The CONC forum promotes life-long learning with CONC monthly business seminar free of charge to its clients, alumni, participants, and people interested in sharing experiences with practitioners from business sectors (Standard 14).

5. Strong Corporate Engagement - The 75 Partnerships for 75th Anniversary

On the occasion of the 75th Anniversary of the TBS, the school initiated the 75 Partnerships project to expand its network and strengthen its relationships with large Thai and international firms. TBS cooperates with partnership companies to provide applicable research to solve their business problems, to support the career development of TBS graduates, and other academic and corporate social responsibility activities. Companies also benefit by recruiting the best graduates available (Standard 1).

Final Self-Evaluation Report

INTRODUCTION

I.1 Thammasat University Overview

Thammasat University (TU) is a public university established by a government decree on June 27, 1934. Thammasat University is directly under the supervision of the Office of the Higher Education Commission (OHEC), Ministry of Education. When established, Thammasat University was the first open university in Thailand. The university has had more than 300,000 graduates since its founding. Thammasat graduates have gone on to make significant contributions to the development and progress of Thailand and the world. Notable university alumni include former Prime Ministers, leading politicians and government executives, governors of the Bank of Thailand, Chief Executive Officers, Supreme Court Judges, provincial governors, and experts in various fields.

Thammasat University Vision

Thammasat University is Asia's leading international academic institution to solve Thailand's problems with moral commitment for the greater good of society.

Thammasat University Mission

- To provide equal educational opportunity in the fields of social sciences, humanities, science and technology, and health sciences. The curriculum focuses on undergraduate programs, graduate studies, and international programs to produce graduates who are competent, committed to fairness, democracy, and the public interest.
- To develop knowledge necessary for the country's development with an emphasis on practical research and integrated studies.
- To provide educational services and disseminate knowledge and academic services for sustainable development and support the disadvantaged in society.
- To promote and support the Thai way-of-life, art, culture, and values and to emphasize the benefits of living by the sufficiency economy philosophy, democratic values, and social justice.
- To improve management efficiency based on the principles of good governance to ensure integrity, quality, efficiency, accountability, transparency, and accountability with the participation of personnel and efficient use of resources.

I-2 History and Structure of the School

Thammasat Business School (TBS) was founded in 1938 as the Faculty of Commerce and Accountancy. Its original purposes were to offer undergraduate programs in various functional areas of business and to cultivate a new generation of leaders for the country's business development. A number of political and business leaders have graduated from Thammasat including former prime ministers, Bank of Thailand governors, and CEOs of leading companies.

Figure I-1 describes the organizational structure of Thammasat Business School. TBS is governed by a Board of Directors appointed by the Rector to ensure transparency and good governance. The Board has 18 members with at least 6 external members. The internal members are the Dean, Associate Deans, and 4 Department Heads. The Department Heads are elected by faculty and approved by the Rector.

An Internal Control Committee and A Risk Management Committee were set up to safeguard TBS operations. The University Council appoints an audit committee responsible for the financial governance of TBS. Recently, TBS has appointed an advisory board of 5 prominent international professors and business professionals with global backgrounds and experiences representing North America, Europe, and Asia Pacific. The advisory board ensures TBS practices are consistent with other top business schools around the world.

The Dean is responsible for managing and operating TBS in accordance with the strategic directions approved by the TBS Board and the University Council. The management team includes Associate Deans for Academic Affairs, Student Affairs, Graduate Studies, Finance and Planning, Administration, Research, and International Affairs and Accreditation. Associate Deans are responsible for setting policies, initiating strategic plans, and managing related operational issues. The Associate Dean positions are specified by university policies. Three

directors are appointed to operate the Center for Public Relations, the Center for International Affairs, and the Thammasat Consulting Networking and Coaching Center (CONC). They support specific strategic goals and policies. The next operational level is the TBS Secretary who implements the operational plan from the Dean and the management team.

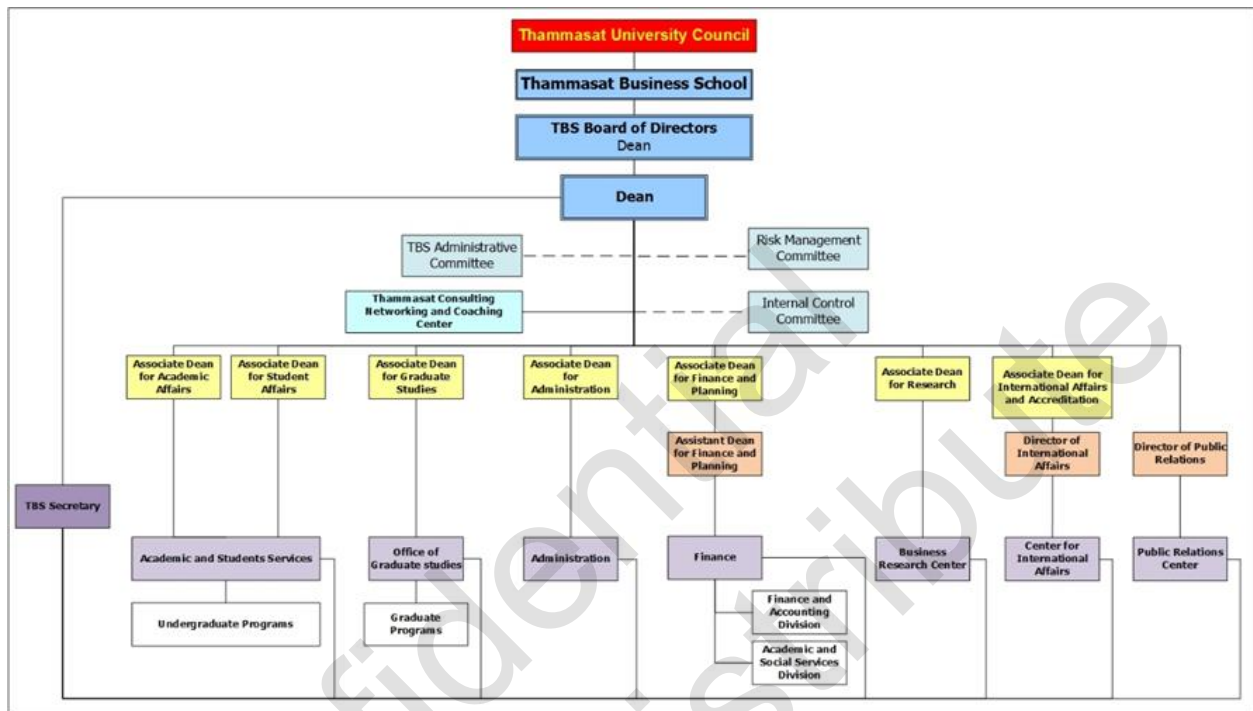


Figure I-1 TBS Internal Organization

TBS has a history of innovation. Many programs in business were first introduced at TBS. It created the first MBA, Mini-MBA (Executive training course), and Executive MBA in Thailand. The first international program was the Master in Marketing established in 1983. The International BBA was established in 1992. Another innovation begun in 2003 was the International MBA. The first international Ph.D. program in business was the DPB started in 2008. Besides, TBS was awarded EQUIS Accreditation by the European Foundation for Management Development (EFMD) in 2012.

A chronology of academic developments and events for Thammasat Business School is presented in Table I-1.

Table I-1 History of TBS Academic Development and Events

Year	Academic Developments and Events
June 1934	Thammasat University was founded by Professor Dr. Pridi Banomyong. Accounting was a field in the Bachelor's degree.
1938	Thammasat Business School (TBS) was founded in 1938 as the Faculty of Commerce and Accountancy. Graduates were granted a Bachelor in Accounting.
1956	Bachelor in Business Administration (Thai Program) was established.
1972	Master of Business Administration (MBA) was established.
1982	TBS created the Mini MBA training program as part of the Continuing Education Program (CEP).
1983	TBS launched the Master in Marketing (MIM), Thailand's first graduate program in Marketing in association with IHM Business School and Gothenburg University of Sweden.
1985	The Executive MBA program was established. It was the first Executive MBA in Thailand.
1992	The International BBA program was established. This was the first international BBA in Thailand. TBS collaborated with Chulalongkorn University and the National Institute of Development Administration (NIDA) to offer a Joint Doctorate in Business Administration (JDBA).
1993	The international exchange program was started in the MIM program.
1994	TBS collaborated with the Bank of Thailand (BOT) and the National Bank of Laos to open an MBA program for banking professionals from both countries.
1996	TBS established the Bachelor's degree in Real Estate in cooperation with the World Bank and the Government of Australia.

Table I-1 History of TBS Academic Development and Events

Year	Academic Developments and Events
1998	The Master degree in Professional Accounting and the Doctorate Program in Marketing in English were established.
2001	TBS was invited as the only Thai university to join the Partnership in International Management (PIM) – a prestigious global business school network.
2003	The International MBA program was established focusing on entrepreneurial students interested in doing business throughout Asia, especially in China and Japan.
2005	TBS restructured the Continuing Education Program into the Thammasat Consulting Networking and Coaching Center (CONC).
2007	Complete renovation and modernization of the Faculty of Commerce and Accountancy building was completed.
2008	TBS applied for eligibility to the European Quality Improvement System (EQUIS) issued by the European Foundation for Management Development (EFMD). The Doctoral Program in Business (DPB) was established. The DPB is an international Ph.D. research program. TBS joined the UN Global Compact, Principle for Responsible Management Education (PRME).
2010	The Doctoral Curriculum was revised and established as the Doctoral Program in Business Administration (DBA).
2011	Thammasat Consulting and Coaching Center (CONC) was created through a merger of TBCC and CEP.
2012	TBS was awarded EQUIS Accreditation by the European Foundation for Management Development (EFMD).
December 2013	TBS applied for eligibility to the Association to Advance Collegiate Schools of Business (AACSB).
January 2014	Initial Accreditation Committee (IAC) accepted the AACSB eligibility application of TBS.
March 2014	AACSB appointed Professor Geoff Perry, Dean of Auckland University of Technology, as a mentor.
May 2014	The AACSB Mentor visited and advised TBS for the Initial Self-Evaluation Report Development.
August 2014	The AACSB Assurance of Learning (AOL) Process was implemented in the TBS curricula.
December 2014	TBS submitted the initial Self-Evaluation Report to the IAC.
February 2015	The IAC Committee accepted the iSER of TBS with a request to submit iSER Update to inform the committee of its progress toward alignment with the standards.
June 2015	The first cycle of AOL was completed and TBS submitted iSER update to the IAC.
August 2015	The IAC accepted iSER update of TBS and the IAC determined that TBS was ready to proceed to the initial accreditation process.
November 2015	Professor Lawrence C. Rose has accepted the invitation from the IAC to be a Peer Review Team Chair of TBS and will visit TBS for AACSB accreditation during October 31-November 2, 2016.
December 2015	TBS was awarded EQUIS Re-Accreditation by EFMD.

I-3 Overview of the Degree Programs

Thammasat Business School's degree programs include Undergraduate, Master, and Ph.D. programs. All degree programs are designed to comply with the Thailand Qualifications Framework for Higher Education (TQF: HED) and approved by the Office of the Higher Education Commission (OHEC), Ministry of Education, Thailand. TBS was selected exclusively in Thailand to be a member of the Partnership in International Management (PIM) whose membership includes leading business schools from around the world (e.g., the University of Chicago, UCLA, University of North Carolina, University of Texas, Tsinghua University, etc.). In December 2012, Thammasat Business School was the first and only Thai business school with EQUIS accreditation by EFMD at both the undergraduate and graduate levels. Currently, TBS holds all of the Thai undergraduate programs on Rangsit Campus. The international undergraduate and all graduate programs provide their teaching and learning activities on Thaprachan Campus. The school has the same set of permanent faculty to conduct teaching and learning services for students in both campuses. Both campuses have the equivalent support of teaching and learning facilities and student activities.

Table I-2 shows the total number of students enrollment in academic year 2015. Table I-3 shows a list of TBS degree granting programs with the number of graduates over the last five years (2010-2014).

Table I-2 Number of Students Enrolled at TBS in Academic Year 2015

Degree Programs	Thammasat Business School		
	Full-Time	Part-Time	TOTAL
Bachelor's	2,494	-	2,494
Master's	149	1,059	1,208
Doctoral	29		29
Total	2,672	1,059	3,731

Table I-3 Degree Programs with Number of Graduates (2010-2014)

TBS Degrees Granted	Academic Year				
	2014	2013	2012	2011	2010
Bachelor Degrees					
1. Bachelor of Accounting	229	182	177	217	194
- Thai	186	149	148	169	154
- International	43	33	29	48	40
2. Bachelor of Business Administration	327	326	265	398	332
- Thai	246	247	193	326	246
- International	81	79	72	72	86
3. Bachelor of Accounting (Integrative Business Accounting)	55	86	89	122	77
4. Bachelor of Business Administration (Integrative Business Management)	59	49	52	71	43
5. Master of Accounting (Integrative Business Accounting)	43	50	20	23	10
6. Master of Science in Financial Management	49	74	46	58	62
7. Master of Science in Marketing Management	29	35	43	41	17
Master Degrees					
8. Master of Business Administration	168	156	170	167	184
- MBA	136	130	154	149	160
- MBA-HRM	32	26	16	18	24
9. Master of Business Administration in Strategic Management: XMBA	20	29	29	15	26
10. Master of Science in Accounting: MAP	29	25	41	56	41
11. Master of Science in Real Estate Business: MRE	62	69	52	78	73
12. Master of Science in Management Information Systems: MSMIS	54	38	32	59	48
13. Master of Business Administration (International): IMBA	22	35	29	47	42
14. Master of Science in Marketing Management (International): MIM	74	74	68	72	78
15. Master of Science in Financial Management (International): MIF	35	32	34	52	38
Doctoral Degrees					
16. Ph.D. Program	6	6	6	0	1

I-4 Development of Mission

The TBS management team defines the school's policies, vision, mission, and strategic directions. The TBS mission relates to specific strategic directions which guide strategic goals, expected outcomes, and the overall strategic plans. Expected outcomes and overall strategic plan have been developed from the vision, mission, and strategic goals through the school's strategic planning process (Figure I-2). Every year the progress and achievement of mission and specific goals are assessed based on the key performance indicators and impacts. Changes may be made if necessary to ensure the achievement, continuous improvements, and mission accomplishment. The school mission review annually focused on progress. The strategic plan and activities are updated as needed. It may be revised as needed based on the school board, management team, or TBS faculty

discussion for a new direction of the school. The revision is conducted through the school's strategic planning process.

TBS has internal and external quality evaluation systems. The learning and teaching process for all degree programs are evaluated through student teaching evaluations, impact evaluations of extra-curricular student activities, and the employer satisfaction surveys of TBS graduates. TBS faculty submit a 3-year individual development plan and progress is reviewed annually. The faculty support and development plan furthers academic rank promotion through mentoring and facilitates continuous improvement of teaching, research, and publication expertise. Awards are provided for faculty with outstanding performance in teaching and research. Promotions in academic rank are publically acknowledged. Additionally, the first cycle of AACSB AOL assessment was conducted in academic year 2014 to close the loop for continuous improvement in 2015.

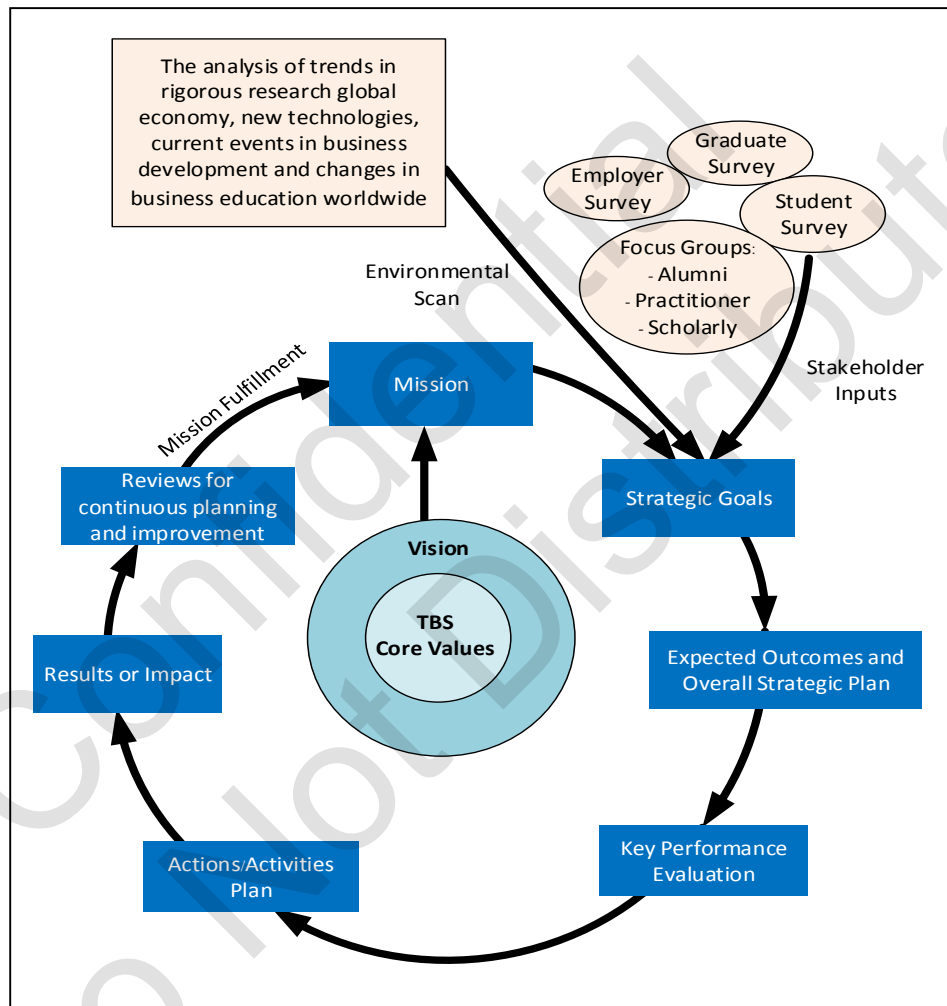


Figure I-2 TBS Strategic Planning Process

STANDARD 1 - MISSION, IMPACT, AND INNOVATION

Alignment with Standard 1 ☒ Yes ☐ No

Overall Assessment for Standard 1

The school is aligned with all key aspects of Standard 1:

- TBS has an appropriate mission in full alignment with the university.
- The mission is clear and distinctive, strongly oriented to the school's values of democracy, good governance, social innovation, action oriented, social responsibility, and quality graduates with entrepreneurial and ethical mindsets.
- The vision, mission, strategy, and expected outcomes are clearly specified. They are integrated and consistent.
- The TBS Mission clearly defines the focus on quality, impact, and continuous improvement of the school's educational activities and quality of intellectual contributions.
- All degree programs have aligned their teaching and learning outcomes with the school learning goals. The learning approach focuses on real practice, applications, competencies, innovation, positive change, social responsibility, and ethical conduct.

1.1 Vision and Mission

Thammasat has had the identity of the People's University with a commitment to improve Thai society and democracy since its inception in 1934. Thammasat Business School (TBS) shares this legacy of the People's University with a strong commitment to social responsibility, good governance, ethical conduct, and creating innovative knowledge for the Thai society and ASEAN region. The vision and mission of TBS are aligned with Thammasat University.

Vision

To be one of Asia's leading business schools providing innovative solutions to improve the performance of business in Thailand and the ASEAN region with a commitment to social responsibility.

Mission

- To produce and disseminate innovative knowledge in accounting and business administration, which responds to the changing global environment and creates economic value added and business competitiveness.
- To develop graduates who are business competent, socially responsible, and ready-to-work in a global business environment.
- To support faculty and professional staff self-development and build a great workplace with good governance.
- To provide academic service to support sustainable development and social responsibility in business.

Values

School Emphasis	Program Emphasis	Graduates
Long term	Community committed	Competencies
Change oriented	Real practice	People-oriented
Entrepreneurial	Change	Champion
Good governance	Application oriented	Action-oriented
Democratic	Value added	Independent
Social responsibility	Sustainable	Creative
Service excellence	High impact	Socially committed
Ethical	Lifelong learning	Environmental awareness
Open minded	Innovative	Good citizens
Fairness	Moral	
Best workplace		
Green		

Thammasat Business School had its original purpose to offer undergraduate programs during the establishment of the Faculty of Commerce and Accountancy in 1938. Over the past 78 years, the positioning of the school has been changed and developed dramatically to accomplish its goal as a leading international business school with key drivers which are to offer innovative programs, produce high impact and innovative research, produce high quality graduates who are ready to work in global environment, focus on internationalization, higher engagement with partners, and enhance social responsibility and sustainability.

The school's strategic positioning focuses on quality of students, intellectual contribution, good governance, and social responsibility. We are committed to initiating innovative and social responsibility programs that are value added, sustainable with positive business and social impacts. Graduates of TBS are recognized in employee surveys for their independent thinking, creativity, and commitment to responsible management.

TBS strongly supports the innovative research with high engagement of multidisciplinary faculty and corporate sectors to produce research that demonstrates the school's leadership in providing academic and practical applications to our society and economy. These initiatives have positively increased the peer-reviewed journals and other intellectual contribution production and impacts. TBS was the first mover in Thailand for the MBA, Executive MBA, and Mini MBA executive training program. TBS has a strong brand position in innovative executive education especially the Mini-MBA with the new program content on globalization and social responsibility.

With the strong development of innovation, graduates, internationalization, engagement, and social responsibility, TBS was the only business school in Thailand that was awarded EQUIS accreditation for all degree programs (undergraduate, master, and doctoral programs) by the European Foundation for Management Development (EFMD) in 2012 and was reaccredited in 2015. TBS was accepted to be an exclusive member of the Partnership in International Management (PIM). TBS is currently an active member of the United Nations Global Compact - Principle for Responsible Management Education (PRME). The school joined the PRME in 2008 and is the exclusive member of PRME in Thailand. Based on its commitment to PRME and the specific strategic directions for social responsibility and being a great workplace, TBS has also incorporated principles of ethical and socially responsible governance in the learning outcomes, curriculum development, research, executive training, school management, and student involvement in case and business plan competitions. The history of innovative academic development of the school is exhibited in [Introduction: Table I-1](#). TBS has communicated its vision, mission, and values announced to all faculty and staff, students, public, and posted on its website available at http://www.tbs.tu.ac.th/14/en/page.php?menu_id=128

1.2 Mission Development

1.2.1 Mission Development Process

The TBS strategic plan is derived from school mission and strategic direction. In constructing the school mission, goals, expected outcomes, and strategic plan, the interests of TBS stakeholders engaged in a variety of ways. The major stakeholders are faculty, professional staff, School Advisory Board, students, alumni, employers from business and government sectors, and professional and international academic partners. As part of the strategic planning process ([Introduction: Figure I-2](#)), employers, undergraduate and graduate students are surveyed to evaluate TBS performance and impacts. An analysis of global business and education trends and feedback from stakeholders (e.g., business partners, scholars) is conducted through the focus groups. The results from the survey and data analysis are made available to the management team. The dean, associate and assistant deans, department heads, program rectors, and professional staff management determine the TBS strategic directions and plan through a variety of strategic planning workshops and meetings. The TBS Board of Directors provides suggestions and approves the TBS strategic plan. The TBS management team collaborates with department heads and directors to implement strategies and policies at the operational level. TBS has allocated resources to support its strategic direction to achieve the expected outcomes of mission accomplishment.

The operational plans are reviewed and evaluated by the management team twice a year to ensure progress related to the achievement of the expected outcomes. The school's mission achievement is annually reported to the TBS Board of Directors for consideration and the updated strategic plan is proposed for approval before implementation.

1.2.2 Positioning of the TBS

Based on the school's vision, the major feature of the TBS positioning in the Thai academic market and in the international market in ASEAN is the emphasis on innovative, social responsibility, and specialized programs which serve specific market niches with partnerships in finance, marketing, international business, and global entrepreneurship. Table 1-1 demonstrates the comparison of Thammasat Business School with TBS comparable

peers and competitors (Chulalongkorn Business School – CBS, SASIN Graduate Institute of Business Administration - SASIN) and aspirant universities (Chinese University of Hong Kong – CUHK, National University of Singapore – NUS, Nanyang Technological University - NTU) which are the top universities in Asia.

Table 1-1 Positioning of Thammasat Business School (TBS)

Category	TBS	CBS	SASIN	CUHK	NUS	NTU
Partnership in Management Membership	Yes	No	No	No	Yes	Yes
Social Responsibility / PRME Member	The first PRME signatory member in Thailand	No	No	No / Not PRME signatory	Asia Center for Social Entrepreneurship / Not PRME signatory	No
Global Entrepreneurship	International MBA focuses on Innovation, Impact, and International /Asian Business	Bachelor of Business Administration in Entrepreneurial Management	No	No	Global Enterprise Undergraduate Program	No
International Marketing Specialization	Master of Science in Marketing (International) International Marketing	No	No	No	MBA Specialization in Marketing	No
Finance Specialization MBA (International)	Master of Science in Finance (International) International Capital Market	Master of Science in Finance (International)	No	No	China's Capital Market International Finance International Financial Markets	Master of Science in Finance (Chinese & English)

1.2.3 Strategy and Expected Outcomes

The school vision, mission, and strategic directions were recently revised in 2014. The outcome of this process is a 3-year strategic plan with specific indicators and expected outcomes ([Appendix S1: Table S1-1](#)).

TBS places the highest emphasis on intellectual contributions that are published in peer-reviewed journals. TBS strongly encourages and supports faculty to produce high impact intellectual contributions in quality national and international peer-reviewed journals (or PRJs academic ICs). The second emphasis is on competitive grants from external organizations for research and consulting projects (or Practical ICs) which provide solutions to business, organizations, and government agencies. The Business Research Center (BRC) has set up three strategic research foci which are business competitiveness, sustainability, and social responsibility. TBS also promotes other academic intellectual contributions (or Other academic ICs) in order to produce innovative teaching materials, tools and methodologies (e.g. textbook, business simulation, case study etc.) that would advance more effective teaching and learning ([Appendix S1: Table S1-1, Mission 1](#)).

The next strategic objective is to strengthen graduate academic knowledge and practical competencies in business while increasing awareness of global, ethical, and social responsibility. The assurance of learning of each program is assessed in each academic year and reported to the assurance of learning committee (chaired by Dean) to assess whether the learning goals of each program has achieved the target. All continuous improvement issues are taken into account for closing the gap in learning and outcomes. The strategy of TBS also emphasizes direct interaction between individual students and instructors both inside and outside the classroom and student learning accomplishment through the use of case studies, exercises, projects, examinations, simulation game, and experimental approach (e.g. internship, business trip). TBS supports various activities to enhance student distinction by learning to work in teams and developing the necessary skills for the business world in case and business competitions. The school and degree programs encourage students to actively engage in social

responsibility projects and do volunteer work that enhances social responsibility ([Appendix S1: Table S1-1, Mission 2](#)).

Major financial resources are provided to support faculty and professional staff for their career development to make the school the great workplace that is transparent and practices good governance. The service quality of school program management is also the major concern and priority of financial resources allocation. ([Appendix S1: Table S1-1, Mission 3](#)). Finally, TBS has been very active in engaging with corporates and academic partners and providing innovative value added executive training, consulting and coaching with sustainability, social responsibility, and high impact on development in Thailand ([Appendix S1: Table S1-1, Mission 4](#)).

1.3 Mission Achievement: Outcomes Reflecting Innovation, Impact, and Engagement

1.3.1 Mission 1 Achievement: Quality and Impact of Intellectual Contributions with High Engagement

Mission 1: To produce and disseminate innovative knowledge in accounting and business administration, which responds to the changing global environment and creates economic value added for business competitiveness.

Goal 1.1: To produce high impact academic intellectual contributions that are relevant to Thai and international business.

Goal 1.2: To be the leader in practical intellectual contributions that will lead to cutting edge solutions for business organizations and government agencies.

TBS has provided a number of supports and activities in pursuit of faculty academic excellence in producing high impact intellectual contributions (ICs). The school has created many efforts to support and stimulate faculty to produce ICs. The school supports faculty to undertake research whether individual or collaboration, specific disciplinary or multidisciplinary. The 3-year research project so called Center of Excellence (COE) was initiated in March 2015, which emphasizes on joint publications among core faculty in top-tier international journals through school financial support. Moreover, the school integrated a publication requirement in the annual minimum workload. The workload of faculty is reviewed annually for a performance evaluation and salary increase. TBS motivates faculty to publish articles in international PRJs and provide incentives for articles published in top-tier international journals with a significant awards, arrange seminars and workshops, and group brainstorming to enhance research capability and publication. The school research focal areas for intellectual contributions are competitiveness, sustainability, social responsibility related to the sustainable development and solutions of Thai business and society.

TBS has shown progress of the expected outcomes of Goal 1.1 in terms of the number and quality of intellectual contributions since 2009. 72 percent of TBS ICs produced are academic ICs which consist of peer-reviewed journal articles (35.92%) and other academic ICs such as proceedings, textbooks (36.04%), and 28% are practical ICs which emphasize consulting and research to external organizations (Figure 1-1).

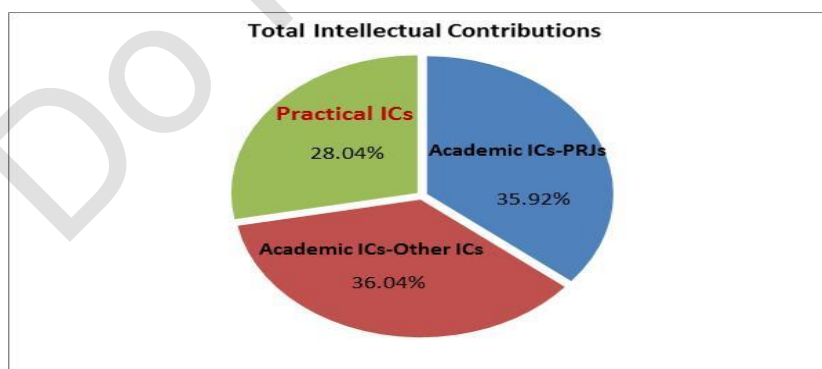


Figure 1-1 Proportion of IC Contribution

The school has shown improvement related to the number and quality of academic articles published in the peer-reviewed journals, competitive grants for research and consulting projects or practical ICs, and other academic ICs. Overall, the total number of peer-reviewed journal articles increased by 14.5% from 255 PRJs in 2009-2013 (iSER report) to 292 PRJs in 2011-2015 (final SER report) (Table 1-2, Standard 2: Figure 2-4). During 2011-2015, TBS's faculty can maintain the number of quality articles published in the top-tier international journals

which ranked in Quartile 1, 2 in the SCImago journal ranking (Table 1-2 and [Standard 2: Table 2-4](#)). During 2011-2015, the involvement of TBS faculty in ICs production increased from 83.64% (2009-2013) to 94.59% (2011-2015) ([Standard 2: Figure 2-3](#)). TBS achieved an average citation counts of 10% per year from 2013. In 2015, percent of citation count increased 54.79% from 2013 ([Standard 2: Table 2-1](#) and [Table 2-7](#)). Other impacts of the total ICs are presented in [Standard 2: Section 2.4](#).

Table 1-2 Mission 1 Expected Outcomes Achievement: Number and Quality of Intellectual Contributions

Indicators	2011	2012	2013	2014	2015	Total
1. Academic ICs						
1.1 Peer-Reviewed Journal Articles (PRJs)	52	60	75	52	53	292
• International PRJs	41	36	37	20	19	153
- High Quality PRJs (SJR: Q1 and Q2)	7	10	11	5	5	38
- Other International PRJs	34	26	26	15	14	115
• National PRJs	11	24	38	32	34	139
1.2 Other Academic ICs (Proceedings, Textbooks, Cases etc.)	37	44	67	73	72	293
2. Practical ICs						
2.1 Total Competitive Grants Projects	33	42	48	41	64	228
2.2 Total Funding (US\$)*	6,601,096	5,315,108	6,247,874	5,324,951	9,472,924	32,961,954

*Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar

TBS is committed to produce high impact academic ICs that provide managerial implications and solutions to Thai society. For quality, the school acknowledges only papers that are published in the national journals ranked in the Thailand Citation Index (TCI). These TCI ranked journals have to meet the quality requirements set by the Office of Higher Education Commission (OHEC) such as the quality of the review process, Editorial Board members from external university or organization, and rigorous papers, etc. ([Appendix S1: Section S1](#)). One of the key requirements of TCI is that the proportion of internal faculty publications is not allowed to have more than 60% of total papers published in each issue. Nevertheless, the continuous improvement of school policy is to decrease the number of publications within the school's own journals to be 40% out of the total national publication starting from 2016.

More importantly, TBS faculty has a positive reputation in conducting competitive grant research and consulting projects or practical ICs which focus on developing the competitiveness and improving sustainability of Thai business in the regional economy. TBS achieves the expected outcomes of Goal 1.2. The substantial evidences show the expected outcome achievement. The total of competitive grant research and consulting projects or practical ICs are 228 with the funding of US\$32,961,954 during 2011-2015. This creates a large number of business solution and innovations for many organizations to build the competitiveness and sustainability of business. The examples of these projects are presented in Standard 2. The number of research/consulting projects increase about 5% per year. The school has also increased in the number of other intellectual contributions (such as proceedings, textbooks, cases, etc.) more than 10% per year since 2013 (Table 1-2).

Innovation with High Engagement to Produce Intellectual Contribution

Each year the TBS management team initiates an annual research theme related to current business issues. The recent themes include 'Corporation of Design' and the 'ASEAN Readiness Index'. A group of around 20 researchers from different disciplines of faculty and students in TBS collaborated to produce this research and related cases (Standard 2 Section: 2.5).

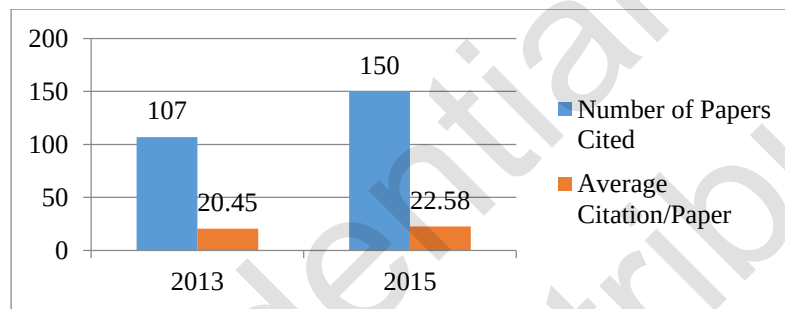
In addition, TBS joined a consortium of leading business schools in Asia to publish a bi-monthly academic journal - Asian Management Briefs (AMB) (www.Alex.sg.com). AMB was founded by Singapore Management University (SMU) with TBS as one of the founding members of the journal. There are six universities from Asia joining this consortium: Asian Institute of Management (AIM), Philippines, Almaty Management University (ALMAU), Kazakhstan, Singapore Management University (SMU), Singapore, Thammasat University (TU), Thailand, Universiti Sains Malaysia (USM), Malaysia, Vietnam National University Ho Chi Minh City (VNUHCM), Vietnam. The TBS faculty have been actively engaged involved with the formulation of the AMB publication distributed internationally. Faculty from all departments will contribute current Asian business cases or research articles to this journal (Standard 2: Section 2.5). Highlight of innovation ICs is presented in Standard 2 Section 2.5.1.

Moreover, TBS faculty has strong engagement with international universities to provide visiting scholars and academic research development. TBS faculty have received grants from international agencies (e.g. Fulbright) or conducted joint research with distinguished international scholars (University of Edinburgh Business School, University of Leeds, Virginia Tech, University of New South Wales) (Standard 2 Section 2.5.2).

In terms of intellectual contribution related to innovative teaching and learning approach, TBS faculty has developed a business simulation to enhance technology-based learning to students. For instance, Associate Professor Arnat Leemakdej developed TBS BizVille as an innovative approach using simulation to conduct real practice business and integrating the business and finance competencies related decision making and problem solving for students (Standard 12).

Impact of Intellectual Contribution

Figure 1-2 showed that the school has improved its average number of peer-reviewed journal citations per article from 20.45 to 22.58 while the number of the cited articles also increased (Standard 2 Table 2-7).



Source: Google Scholar and Scopus

Figure 1-2 Average Number of Peer-Reviewed Journal Citations per Article

In the QS World University ranking in business and management area, citation per paper and H-index scores are the key factors in calculating the ranking score of TBS which is ranked in 150-200 top university and has these two factors higher than our competitor (Chulalongkorn University) (Figure 1-3). In addition, other impacts on intellectual contributions can be found in Standard 2 Section 2-4.

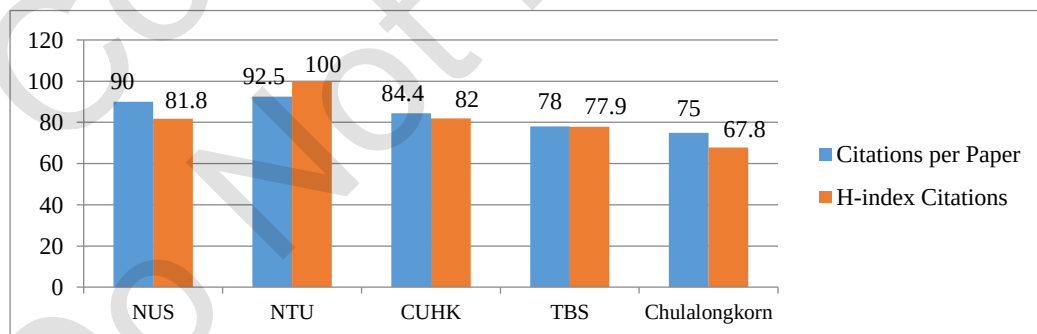


Figure 1-3 Citations per Paper and H-Index Citations Scores by the QS World University Rankings

1.3.2 Mission 2 Achievement: Student Innovation, Impact, and Engagement

Mission 2: To develop graduates who are business competent, socially responsible, and ready-to-work in a global business environment.

Goal 2.1: To strengthen graduate academic knowledge and competencies in business while increasing awareness of global issues, ethical issues, and social responsibility.

TBS has the strategic objective to develop graduates who are academic competent, socially responsible, and ready-to-work in a global business environment. These are the three learning goals for which TBS has continued to produce high quality graduates. TBS has developed a clear structure, processes, and plan for assurance of learning (AOL) assessment of curricula since 2014. In 2015, the overall AOL assessment of all programs achieved the 85% target for the three learning goals. The school will closely monitor the programs for continuous improvement (Standard 8).

TBS continuously supports student involvement in national and international competitions with sufficient financial resources and provided mentors to enhance their capabilities. A number of student awards in national and international competitions show the distinctive innovations of TBS's students (Standard 3).

TBS Innovative Projects to Support Students

- **3 Years-3 Camps Project**

TBS initiated the 3 Years-3 Camps Project for the second year to the fourth year students on preparation for work and career development, and experience sharing. TBS initiates innovative student activities called 3CD (Connection Development, Community Development, Competition for Self-Development) and 4I (International, Interpersonal, Innovation, and Integrity) to prepare students to enter the workforce (Standard10).

- **BBA Case Club**

The BBA Thammasat case club has built a strong reputation of BBA case team among the global case competitions. The main mission of the case team is to provide unique case competition experiences and to enhance the analytical and communication skills for the students. Each year, interested students are able to audition to be part of the case team where they will be formally trained by advisors and alumnus before being sent on competitions either locally or abroad. The area of student development includes reading comprehension, case problem solving, recommendation generation and effective presentation skills. The training program is provided by the advisors from various business functions including accounting, finance, marketing and strategy. The students will be given the opportunity to interact with the faculty advisors throughout three years of rigorous training, and wide range of simulation and experiences in case competition. Due to our continuous success, TBS receives over 10 invitations from all over the world each year (Standard10).

TBS Innovative Learning and Teaching Methods

Technology-based learning is a key pedagogical approach which increase student learning opportunities for interaction and provide feedback to students. TBS was the first business school in Thailand to use business simulation games (e.g., INTOP and Management Game) as a learning tool in Strategic Management courses for the MBA and X MBA programs. These two simulations were also used in executive training courses (Mini-MBA or in-house training). TBS innovations in new business simulations include TBS BizVille – a finance simulation game developed by Assoc. Prof. Arnat Leemakadej. Another example is Littlefield Technologies - an online competitive simulation of a queuing network in production line with inventory management which is used in the MBA Operation Management course. A group of MBA students participated in an online simulation using this approach in competition among top-ranked universities around the world. In 2016, TBS is awarded the first prize among 199 teams from top universities for this simulation (Standard 12).

Student Distinction, Impact, and Engagement

TBS students have performed at an outstanding level as team and the case solutions have been successful in top international business and case competitions in Asia, Europe, and North America. A long list of first prize awards over the past five years has demonstrated the distinction of TBS students (Table 1-3). The achievement of students' performance in the international competitions verifies the strong knowledge, creativity and international competencies of TBS students to compete in the global environment. Examples of the winning teams from undergraduate case competition and master programs business venture competition are presented in Standard 10 and Standard 12.



Table 1-3 Mission 2 Expected Outcomes Achievement: Student Distinction, Impact, and Engagement

Indicators	2011	2012	2013	2014	2015
1. Increase in the number of awards from national and international case competitions	25	28	40	88	72
2. Increase in the number of students participating in national and international competitions	70	92	107	181 (69% over 2013)	212 (17% over 2014)
3. Maintain the overall score of the employer satisfaction of TBS graduates (above 4 out of 5). - Undergraduate level - Graduate level	3.88 n/a*	4.07 4.20	4.11 4.11	4.10 4.09	4.29 4.41

* Employer Satisfaction survey on TBS Master's graduates was started on 2012.

Findings from the TBS graduates survey indicated that the employment rate of bachelor was high (93.76%) and the satisfaction of employers has increased ([Standard 12](#)). TBS has maintained a high number of incoming and outgoing international exchange students at the undergraduate and graduate levels through the Partnerships in International Management (PIM) network which enhances the TBS international education environment through exchange opportunities ([Standard 13](#)).

TBS students have a socially responsible mindset in terms of community service and development through a real practice project-based course (e.g., Business for Society TU100). Business for Society projects of TBS students has been recognized by small and medium enterprises in many regions of Thailand. Recently, Rayong city governor and industry sectors created the collaboration with TBS to help improve SMEs product in Rayong province. This project is conducted by TBS five-year program students with the supervision of TBS faculty. This shows that TBS students and faculty have the strong impact on Thai community development and engagement ([Standard 10](#), [Standard 13](#)).

1.3.3 Mission 3 Achievement: Strong Human Resources Development Support and Great Workplace

Mission 3: To support faculty and professional staff self-development and build a great workplace with good governance.

Goal 3.1: To enhance and maintain quality level of faculty expertise in pedagogy and research in their disciplines.

Goal 3.2: To improve professional staff service quality.

Goal 3.3: To make TBS a great work place.

TBS has resource initiatives to support faculty members and professional staff career development. The qualifications of faculty have increased in terms of education level, academic rank, reputation and international experience. TBS provides full scholarship for future career TBS faculty to study PhDs abroad. TBS allocates substantial funding for career development for all faculty members. Every three years, TBS provided US\$8,500 for faculty development budget to each faculty. During 2012-2014, the utilization of faculty development budget was about 70% ([Standard 6](#)). The development support has led to an increase international publications and academic promotions of faculty.

Impact of TBS Faculty Development and Support

TBS faculty have successfully promoted in academic rank since 2013 (Table 1-4, [Standard 6](#)). There are 16 faculty members who are in process of academic promotion. For teaching effectiveness, TBS conducts a teaching evaluation survey at the end of each semester at all academic levels. Only 1.8% of faculty members have an evaluation score less than 3.5 out of 5 ([Standard 12](#)).

Table 1-4 Promoted and On-Going in Academic Promotion of TBS Faculty (As of May 2016)

Promoted and In Process	2011	2012	2013	2014	2015	2016	Total
Academic rank promoted							
- Assistant Professor	0	0	1	2	5	3	11
- Associate Professor	0	4	0	0	1	1	6
- Professor	0	0	0	0	0	0	0
Total Faculty Academic Promotion	0	4	1	2	6	4	17
Academic rank in process							
- Assistant Professor	0	1	0	0	2	2	5
- Associate Professor	0	0	0	0	2	2	4
- Professor	0	0	2	4	1	0	7
Total Faculty in Process of Academic Promotion	0	1	2	4	5	4	16

Engagement and Internationalization of TBS Faculty

In the academic year 2014, 24 international faculty members were invited to teach in TBS's international programs, mostly BBA, MIM, MIF, and IMBA. TBS also retains a stable international faculty. They teach classes and serve as advisors for the independent study (IS) requirements for graduate students. TBS faculty members have strong international involvement and experience in research, teaching, and executive training (e.g., international publication, research and teaching visiting scholars, international executive training, hosting the international conferences, academic cooperation with top universities etc.). Examples of TBS faculty activities outside Thailand are as follows:

- TBS faculty are invited to teach at different universities in Europe, such as ESCP Europe Business School (France) and Wirtschaftsuniversität Wien (WU).
- TBS faculty are working with the ASEAN Secretariat to help the Lao government be ready for their chairmanship of ASEAN in 2016 relating to connectivity and logistics.
- Associate Professor Dr. Ruth Banomyong and Assistant Professor Dr. Sathaporn Opananon are involved in a tripartite cooperation program between Nantes University in France, Foreign Trade University in Vietnam and TBS in delivering a number of courses in Ho Chi Minh, Vietnam.
- Assistant Professor Dr. Peter Ractham has been a visiting scholar to many universities in Asia (National Chung Cheng University, Taiwan), North America (Virginia Tech, USA), and Europe (University of Edinburgh, UK).

The professional staff initiate individual development plans to improve their service capability. TBS provides workshops to improve skill and productivity of professional staff. Professional staff are required to attend at least four workshops. The professional staff retention rate is very positive. There is less than 10% turnover among the 165 professional staff. All professional staff participate in training or workshop at least four topics per year. The student satisfaction survey rated professional staff service quality at 4.45 out of 5.0 (Standard 7). This showed high professional staff service quality. The retention rate of permanent faculty and professional staff is 95% and 90% respectively (Table 1-5). TBS Board of Directors, International Advisory Board, internal and external auditors are external bodies who monitor and provide improvement recommendations to management team for management effectiveness with good governance of the school.

Table 1-5 Retention Rates of TBS Faculty and Professional Staff

Indicators	2011	2012	2013	2014	2015
Retention of Permanent Faculty (target 95%)	99.14%	100%	100%	99.02%	95.61%
Retention of Professional Staff (target 90%)	91.77%	93.13%	92.77%	90.18%	90.44%

Innovation on Incentive Program for Professional Staff

Apart from the individual development support, TBS has initiated an innovation on incentive program to promote continuous self-improvement of professional staff related to English proficiency and information technology skill. Professional staff who pass English proficiency or information technology skill test are rewarded with US\$42 up to US\$140 per month in addition to their salary (Standard 7).

1.3.4 Mission 4 Achievement: Innovative academic service with strong engagement, and sustainable development and social responsibility.

Mission 4: To provide academic service to support sustainable development and social responsibility in business.

Goal 4.1: To be the leader in executive education by having high impact business training, consulting, and coaching focused on social responsibility.

Goal 4.2: To create various socially responsible activities that benefit society with the cooperation of TBS partners.

The Consulting Networking and Coaching Center (CONC) is the unit that provides executive education, consulting projects, and networking activities. Over the past 5 years, the executive education programs provided by TBS have had significant revenue growth, increasing from 1.19 million US\$ in 2011 to 2.81 million US\$ in 2015 (Standard 14). TBS is strongly positioned as a prominent brand for executive education through the Global Mini-MBA program and innovative in-house customized coaching and training programs designed to solve specific business issues identified by national and international organizations. A number of in-house training

programs, sustainability workshops, and community service projects increased more than 10% (13 courses in 2014 to 19 courses in 2015).

Impact of CONC Executive Training

CONC executive training was assessed as highly satisfactory by an external evaluation firm. The survey result of impact on CONC participants in 2015 shows that more than 40% of public training participants are able to apply the knowledge gained from the training in their work and their plan for doing business. The overall satisfaction level is 5.71 out of 7, classified as good (Figure 1-5, Standard 14). The overall satisfaction level is higher at 6.28 out of 7 for in-house-training, indicating an excellent level of satisfaction (Figure 1-4, Standard 14).

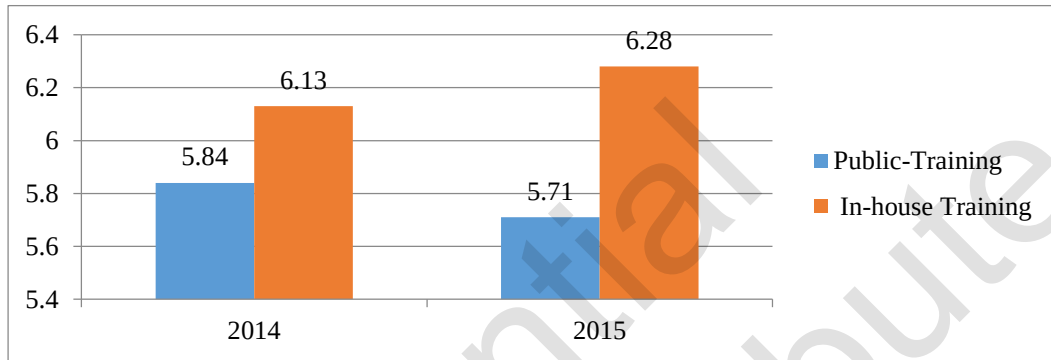


Figure 1-4 Public and In-House Training Impacts Survey of CONC Participants

Engagement with Corporate and Community

During 2014 – 2015, TBS created partnerships with many organizations in various activities and projects (such as internships, company visit field trips, guest speakers to support the career development of TBS student, public seminars, CONC forum, and events that benefit to students and community). 114 total activities was cooperated and increased more than 10% from 2013. TBS provided a number of free workshops and forums related to sustainability and social responsibility activities to the public (Figure1-5, Standard 14).

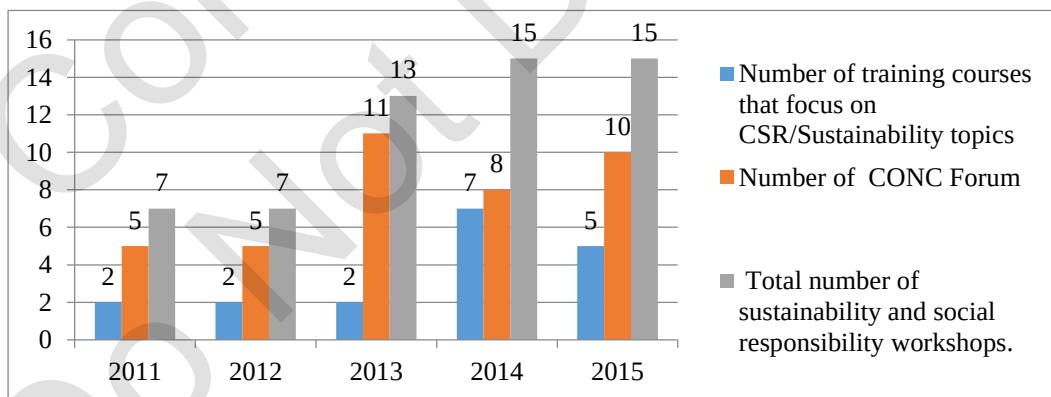


Figure1-5 Number of Sustainability and Social Responsibility Free Workshops provided to the Public

Innovative Project for Strong Engagement with Business Sectors

75th Anniversary and 75 Partnerships

On the occasion of the 75th Anniversary of the school in 2013, TBS initiated 75 partnerships to expand its networks and strengthen its relationships with outstanding large Thai and international organizations. This project focused on academic and social responsibility in cooperation with the TBS 75 business partnerships for academic excellence, student preparation for work and competition, and philanthropic support of the Thai community and sustainable business development. The examples of collaboration are presented below.

75 partnerships for the 75th Anniversary

TBS signed MOUs with more than 75 partners. The 75 partners include 58 (76%) international corporations including PwC, ExxonMobil, Toyota, Unilever, Tesco, CP Group, and Siam Cement Group among others. The list of partner organizations have been distributed to TBS departments and degree programs for further cooperation related to student internships, job search, placement, extra-curricular activities, research, and consulting

This initiative shows the strong impact of TBS engagement and dissemination of innovative solutions to society. TBS cooperates with partners to arrange public seminars to provide applicable research to solve significant business problems. Additionally, the project provides greater opportunity for the career development of TBS graduates to have internship or recruitment with international firms. Companies can also recruit qualified graduates with many projects collaborated. Examples of collaboration include:

- Public Seminar with Stock Exchange of Thailand on the SET 40th anniversary.
- Financial Research Forum with the Securities and Exchange Commission of Thailand.
- Customized training program “Corporate Governance Business Acumen” for Central Group.
- Public training program “Retail Management: The Best Practice Series with M-Academy”, McDonalds Thailand.
- TBS student teams with Siam Macro to launch the “MACRO Mitr Tae Cho Huai Project (MACRO a good friend of small retailers)” to build traditional local retailer capabilities in shop management and service enhancement for their small business survival.
- A joint project between MIM program and Unilever on “One Amazing Week” to develop marketing students into world-class communicators in a week.
- “SCB Campus Relationship Program: Finance Management Trainee” with Siam Commercial Bank for careers in banking.
- “Tesco Career Academy” with TESCO Thailand to equip students with the essential skills to successfully start their career in retail sector.

1.4 Vision Achievement: Innovation, Impact, and Engagement

The vision “*To be one of Asia’s leading business schools providing innovative solutions to improve the performance of business in Thailand and ASEAN with commitment to social responsibility*” has been communicated and currently it is being reinforced through unit meetings, and multi-channels distribution and advertising. It is also being used to guide mission fulfillment and to do the gap analysis for the next improvement. Table 1-6 shows the three dimensions of TBS Vision which drives the school mission to deliver the impact and innovation of intellectual contributions, and engagement with social responsibility to the Thai and ASEAN business communities.

Table 1-6 Vision Achievement: Impact, Innovation, and Engagement

Dimensions	Impact / Innovation / Engagement
1. One of Asia’s leading business schools	1.1 Impact and Innovation of Intellectual Contributions in Asian Context During 2011-2015, the portfolio of the school intellectual contributions represents research that focused on Asian business and global contexts, reflecting the priority stated in the School Vision. There were 26 articles related to Asian context published in international peer-reviewed journals. In terms of publication quality, 4 of 26 articles were published in high quality journals (Journals ranked in Quartile 1 and 2 in SJR index) with impact factors range from 0.20 to 1.318. An example of innovation and impact of Asian study, the outstanding paper award of the article published in the Journal of Asia Business Studies was granted to TBS faculty by Emerald Group Publishing in 2015 (Standard 2).
	1.2 Faculty Engagement in Asian Out of the current 113 faculty, TBS has faculty members who graduated from universities in Asia (apart from Thailand), had Asian studies background and had specialization related to Asian; • 8 faculty graduated from Asian universities or graduated with Asian business major • 14 faculty published articles in international journal related to Asian business issues

Table 1-6 Vision Achievement: Impact, Innovation, and Engagement

Dimensions	Impact / Innovation / Engagement																																				
	8 faculty had Asian recognitions/awards such as - Serve as committee of AACSB-APAC, Euro-Asia Management Studies Association; - Invited to be editorial board member of the journals with an Asian focus; - Received best professor award from Asia's Best Business School Awards, Singapore.																																				
	1.3 Student Distinction TBS students have performed at an outstanding level, 253 awards including first prizes were granted during 2011-2015 (Standard 13: Table 13-1). Many of the competitions and awards were focused on innovative projects and social responsibility related issues with high Impact.																																				
	1.4 Internationalization and Recognition In 2012, TBS was EQUIS accredited by EFMD for all program levels: bachelor, master, and doctoral programs. The school was reaccredited in 2015. TBS is ranked in the top 151-200 school with four stars in Business and Management by QS World Ranking in 2015 and 2016. We are the first PRME (Principles of Responsibility Management Education) signatory member in Thailand in 2008, and exclusive member of Partnership in International Management (PIM) which is a network of top quality business schools across the world. 																																				
	1.5 QS World Ranking TBS is ranked in the top 151-200 school with four stars in Business and Management by QS World Ranking in 2015 and 2016. TBS is ranked in the top 151-200 school with four stars in Business and Management by QS World Ranking in 2015 and 2016. The section below presents the area of excellence. The higher score is the better school's performance. <table><tr><th>School</th><th>QS Ranking 2016</th><th>Academic Reputation</th><th>Employer Reputation</th><th>Citations per Paper</th><th>H-index Citations</th></tr><tr><td>NUS</td><td>12</td><td>88.9</td><td>95.4</td><td>90</td><td>81.8</td></tr><tr><td>NTU</td><td>18 with four stars</td><td>84.1</td><td>83.9</td><td>92.5</td><td>100</td></tr><tr><td>CUHK</td><td>31</td><td>80.5</td><td>85.7</td><td>84.4</td><td>82</td></tr><tr><td>TBS</td><td># 151-200 with four stars</td><td>60.1</td><td>69.3</td><td>78</td><td>77.9</td></tr><tr><td>Chulalongkorn</td><td># 151-200</td><td>55.65</td><td>81.7</td><td>75</td><td>67.8</td></tr></table> Sources: NUS: http://www.topuniversities.com/universities/national-university-singapore-nus#subject NTU: http://www.topuniversities.com/universities/nanyang-university-singapore-ntu#subject CUHK: http://www.topuniversities.com/universities/chinese-university-hong-kong-cuhk#subject TBS: http://www.topuniversities.com/universities/thammasat-university#subject Chulalongkorn: http://www.topuniversities.com/universities/chulalongkorn-university#subject	School	QS Ranking 2016	Academic Reputation	Employer Reputation	Citations per Paper	H-index Citations	NUS	12	88.9	95.4	90	81.8	NTU	18 with four stars	84.1	83.9	92.5	100	CUHK	31	80.5	85.7	84.4	82	TBS	# 151-200 with four stars	60.1	69.3	78	77.9	Chulalongkorn	# 151-200	55.65	81.7	75	67.8
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Table 1-6 Vision Achievement: Impact, Innovation, and Engagement

Dimensions	Impact / Innovation / Engagement
2. Solutions to improve performance in terms of competitiveness and sustainability	Impact, Engagement, and Innovation of Publication and Consulting to Practice During 2011-2015, there were 137 international PRJs related to innovative solutions to improve performance in terms of competitiveness and sustainability (Standard 2: Table 2-5). In terms of publication quality, 38 articles were published in high quality journals (Journals ranked in Quartile 1 and 2 in SJR index) and had impact factor range from 0.295 to 6.599. 228 competitive grants for research and consulting projects from both government and private organizations with total funding of \$32,961,954 were conducted during 2011-2015 (Standard 2: Table 2-4). The example of intellectual contributions to practice that have a strong impact and provide innovation solutions to the Thai economy is “A Study on National Rice Consumption Trend”. TBS was tasked to conduct an extensive study of Thai rice consumption, the first of its kind. This is to understand the current and future demand which is necessary for optimizing future production. This in turn will help stabilize the crop price and create more value for farmers.
3. With commitment to social responsibility	Impact, Engagement, and Innovation of Publication and Activities with Social Responsibility Commitment TBS is the first Business School in Thailand, to commit to PRME and has been a signatory since 2008. During 2011-2015, there were 16 social responsibility publications in international journals (Standard 2: Table 2-5). For publication quality, 5 articles were published in high quality journals (Journals ranked in Quartile 1 and 2 in SJR index) and had impact factor from 0.320 to 1.934. An example of innovation and impact of social responsibility study, the outstanding paper award of the article published in Social Responsibility Journal was granted to TBS faculty by Emerald Group Publishing in 2014 (Standard 2).

Continuous Improvement

According to TBS strategic plan in 2013, the target for publishing articles in top-tier international journals by 2016 was 20% increase of publications which are 6 articles. At the end of 2015, TBS published 4 articles in top-tier international journals. There are more articles in review for 2016. A number of faculty members have submitted papers to top-tier international journals which sometimes require a long time to show the results (at least 2-3 years). With the major support from TBS, the result should be positive in the near future. For the AOL the school will closely monitor those programs which could not achieve the required target of 85% in the learning goals.

Table 1-7 Standard 1: Action to be implemented

Action to be Implemented	Person Responsible	Resources Needed	Timeline
Evaluate strategic performance according to the strategic plan and narrow the gap.	Management team, department heads, program directors, and center directors.	Time Commitment	Twice a year, 2016 ongoing
Follow up AOL assessment for continuous improvement.	Management team, department heads, program directors, AOL Committee	Time Commitment	Twice a year, 2016 ongoing

STANDARD 2 - INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION

Alignment with Standard 2 ● Yes ○ No

Overall Assessment for Standard 2

The school is aligned with key aspects in the Standard 2:

- The school provides a range of support for research including funding, editing, and submission fees. To encourage the faculty to publish in top-tier journals, the school also offers significant awards as an incentive. Currently, TBS faculty members from all eight departments are involved in ICs production. During 2011-2015, the participation rate of faculty was 94.59% which increased by 10% from 2009-2013 (83.64%) (Figure 2-3).
- TBS has produced intellectual contributions (ICs) that are consistent with the mission across a diverse range of academic and practical research covering the basic/discovery scholarship, applied a combination of integration or application, and teaching and learning scholarship (Table 2-1).
- TBS has maintained the current portfolio of high quality ICs. The ICs production during the past 5 years has shown positive impact quality based on the school's expectation (Section 2.3 and 2.4).

2.1. School Policies to Guide Faculty in ICs Production Aligned with Mission, Expected Outcomes, and Strategy

Intellectual contribution production is a major emphasis of the TBS mission. The school aims to produce and disseminate innovative knowledge in accounting and business administration which responds to the changing global environment and creates economic value added and business competitiveness. TBS has policies and strategies for research support to guide and encourage faculty members to increase their research and intellectual contributions (ICs) guided by the Business Research Center (BRC). The BRC is governed by the Business Research committee chaired by Associate Dean for Research. (<http://brc.bus.tu.ac.th/About-BRC.htm>)

The expected outcomes and strategy are clearly defined through the strategic planning process (Figure I-2). The progress toward mission fulfillment is presented in [Standard 1: Section 1.3.1](#). TBS expects to produce the diverse range of academic and practical intellectual contributions covering basic/discovery scholarship, applied or integration/applications, and teaching and learning. According to the TBS mission, TBS places the highest priority on the applied or integration/application intellectual contributions which provide innovative solutions and increasing business performance, competitiveness, and sustainable development.

The TBS research strategic goals are to produce high impact academic intellectual contributions published in quality peer-reviewed journals that are relevant to Thai and international business, and to be the leader in practical intellectual contributions that lead to cutting edge solutions for business organizations and government agencies. Based on the mission and strategic goals, TBS research strategies are to:

- Motivate faculty to focus on top-tier journal publications by rewarding publication excellence
- Maximize academic research with an emphasis on cross-disciplinary research teams
- Maintain a leading role in practical research on competitiveness, sustainability, and social responsibility
- Expand strategic partnerships in research and funding

The school aims to create and stimulate research environment for faculty and increase IC production by having policies to

- Support research and publications production
- Reward the research productivity and quality of output
- Allocate workload for research and publication production
- Offer a research track appointment to qualified faculty so they can focus on research for up to one academic year
- Set up research and consulting focus on the three areas: Competitiveness, Sustainability, and Social Responsibility
- Continue initiate an annual research theme related to current business issues. The most recent theme includes the 'ASEAN Readiness Index'. A group of around 20 researchers from different disciplines work together to produce research and cases

These policies combined with supports have positively increased the production of peer-reviewed journal articles and other ICs over the past five years. The support of the BRC according to the policies and strategies includes:

- **Research support**
 - Funding for conducting research projects, producing publications (i.e. editing fees, submission fees), and providing grants for faculty to present papers at international conferences in order to eventually publish in high quality journals. There is an unlimited amount for these grants as long as the faculty members meet the requirement of publishing one paper in international peer-reviewed journal after three consecutive conferences.
 - Motivating faculty members to create and foster strong relationships with world class university research units by providing funding to attend top-rank conferences in their fields. Faculty exchange programs with other top universities are also encouraged.
 - Facilitating international visiting professors to collaborate with the faculty in research. Currently, TBS has eight international faculty in the research track.
 - Investing in a variety of databases for research (e.g., BankScope, DataStream, EuroMonitor, etc.).
 - Encouraging new research ideas for faculty through group brainstorming, seminars, and workshops arranged by the BRC.
- **Publication Award**
 - Incentives are available for all levels of faculty to encourage publications in high impact journals and provide publication rewards for publishing in peer-reviewed journals. The list of journals for each level is provided in the BRC website (<http://bit.ly/1SMC1MI>). Three levels of publication award are available based on the quality of journals.
 - 1) Outstanding level: \$15,500 (500,000 Baht) for publishing in selected 14 top-tier quality journals covering all eight disciplines of the school. This group has average SJR Index 4.914 (ranged from 0.275 – 17.138).
 - 2) Excellence level: \$6,000 (200,000 Baht) for publishing in selected 171 high quality journals covering all eight disciplines. This group has average SJR Index 1.631 (ranged from 0.101 – 8.898)
 - 3) Accepted level: \$1,500 (50,000 Baht) for published articles in acceptable international peer-reviewed journals (e.g. journals listed in Scopus).

2.2 A 5-Year Summary of Intellectual Contributions: Portfolio, Types and Breadth

Over time TBS has shown improvement related to the number of ICs and faculty involvement in producing ICs in all TBS disciplines (Table 2-1).

2.2.1 Portfolio of ICs

Table 2-1 reports the five-year summary of ICs produced by TBS faculty in each department. During 2011-2015, TBS generated a diverse portfolio of ICs. Out of a total of 901 ICs, 85.35% was applied or a combination of integration or application research. 8.99% was focused on teaching and learning scholarship, and 5.66% was basic/discovery scholarship (Table 2.1, Figure 2-1). The distribution of the ICs portfolio is aligned with the missions of both Thammasat Business School and Thammasat University emphasizing applied research and integrated studies.

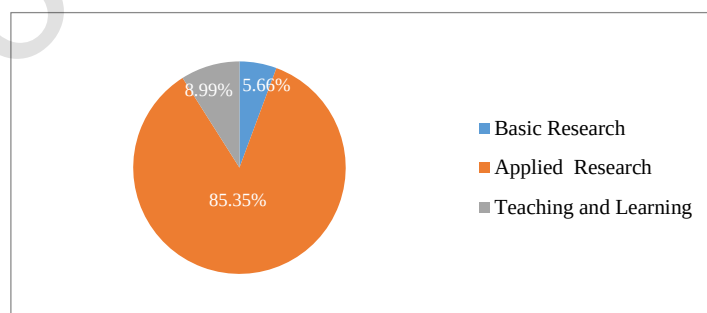
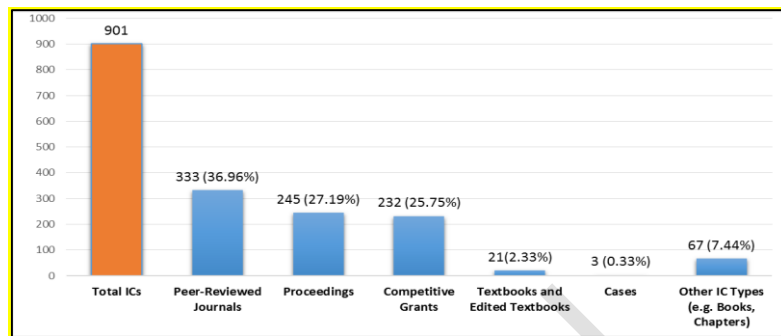


Figure 2-1: Portfolio of Intellectual Contributions during 2011-2015

2.2.2 Types of ICs

In terms of the types of ICs, TBS classifies types of ICs into academic ICs and practical ICs. Academic ICs consists of articles published in peer-reviewed journals (national and international PRJs) and other academic ICs such as academic/professional meeting proceedings, textbooks and edited textbooks, cases, and book chapters.

Practical ICs focus on competitive grants from external organizations for research and consulting. Figure 2-2 shows the percentage of types of ICs during 2011-2015. The highest percentage is peer-reviewed journals (36.96%). The percentage of competitive grants is 25.75%.



Note: Data are based on Table 2-1 which is counted from the total IC production of each faculty.

Figure 2-2 Percentage of Type of ICs during 2011-2015

2.2.3 Analysis of the Breadth of Faculty Involvement within Each Discipline

The TBS IC portfolio included TBS faculty from all disciplines. The TBS faculty involvement in producing ICs is shown in Table 2-1. During 2011-2015, TBS faculty involvement in ICs production has increased to 94.59%. This involvement has increased over time from 83.64% during 2009-2013 to 94.59% during 2011-2015 (Figure 2-3). By discipline, the percentage of faculty involvement ranges from 92% to 100% during the current 5-year period from 2011-2015.

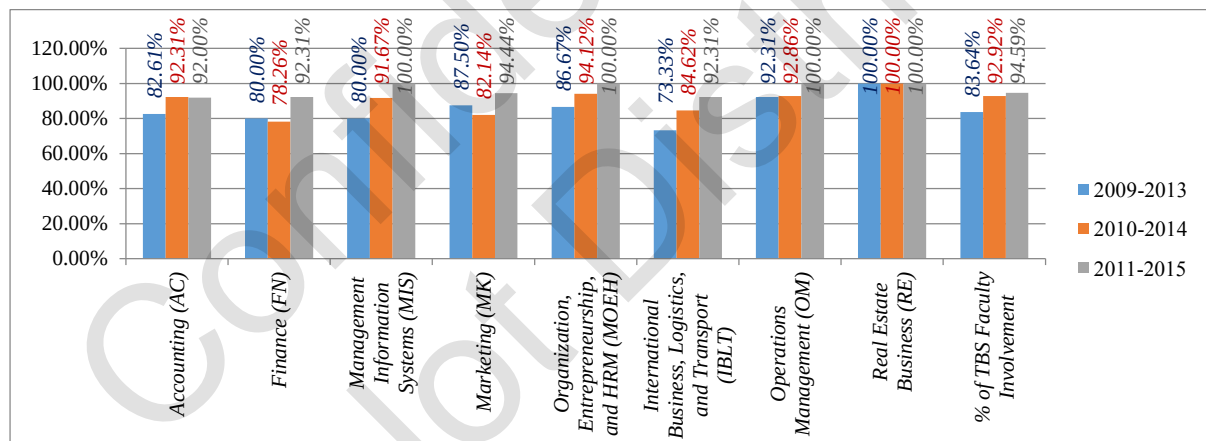


Figure 2-3 Involvement of TBS Faculty in Intellectual Contribution Productions

2.2.4 Intellectual Contributions Outputs

TBS research outputs in academic and practical ICs are presented in Table 2-2. The highest proportion of ICs is peer-reviewed journal articles (PRJs). TBS produced 292 PRJs (35.92%), 293 other academic ICs (36.04%) including textbooks, proceedings, cases, chapters in book, and 228 competitive grants or practical ICs (28.04%). An average of 52.40% of 292 PRJs were published in international PRJs and 47.60% were national PRJs (Table 2-2). The list of high quality PRJs is presented in [Appendix S2: Table S2-1](#).

Table 2-2 TBS Intellectual Contribution Outputs during 2011-2015

IC Outputs	2011	2012	2013	2014	2015	Total (%)
1. Academic ICs	89	104	142	125	125	585 (71.96%)
1.1 Peer-Reviewed Journal Articles (PRJs)	52	60	75	52	53	292 (35.92%)
• International PRJs	41	36	37	20	19	153 (52.40% of PRJs)
• National PRJs	11	24	38	32	34	139 (47.60% of PRJs)
1.2 Other Academic ICs (Proceedings, Textbooks, Cases etc.)	37	44	67	73	72	293 (36.04%)
2. Practical ICs or Competitive Grants	33	42	48	41	64	228 (28.04%)
Total IC Outputs (1+2)	122	146	190	166	189	813 (100%)

Note: Data are counted from the IC outputs.

Table 2-1: Intellectual Contributions for the 5-year period 2011-2015

Note: The portfolio of ICs includes only IC production from TBS participating faculty only, not including ICs from Adjunct Faculty.

Part A: A 5-year Summary of Intellectual Contributions (2011 – 2015)												
Faculty members aggregated by department ¹	Portfolio of Intellectual Contributions*			Types of Intellectual Contributions							Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration / Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings /	Competitive Grants for Research and Consulting	Textbooks, Edited Textbooks	Cases	Other IC Type Selected by the School (e.g. Book Chapter)	Total ICs	Percent of Participating Faculty producing ICs	Percentage of total FTE Faculty producing ICs
Accounting	6	92	30	57	31	13	16	1	10	128	92.00%	94.92%
Finance	15	66	3	43	19	12	3	0	7	84	92.31%	92.31%
Management Information Systems	2	124	7	50	67	10	3	0	3	133	100.00%	100.00%
Marketing	7	103	8	34	36	38	2	1	7	118	94.44%	94.25%
Organization, Entrepreneurship and Human Resource Management	11	112	2	48	26	49	2	0	0	125	100.00%	100.00%
International Business, Logistics and Transport	4	124	6	38	36	50	6	0	4	134	92.31%	92.68%
Operations Management	6	86	25	44	20	27	15	1	10	117	100.00%	100.00%
Real Estate Business	0	62	0	19	10	33	0	0	0	62	100.00%	100.00%
Thammasat Business School	51	769	81	333	245	232	47	3	41	901		
	5.66%	85.35%	8.99%	36.96%	27.19%	25.75%	5.22%	0.33 %	4.55%	100%	94.59%	97.06%
Part B: Alignment with Mission, Expected Outcomes, and Strategy												
TBS produced ICs across a diverse range of academic and practice-oriented research. Out of a total 901 ICs, 5.66% were focused on basic/discovery scholarship, 85.35% included applied or a combination of integration or application and 8.99% emphasized on teaching and learning scholarship. This distribution aligns with the missions of both Thammasat Business School and Thammasat University emphasizing applied research and integrated studies. During 2011-2015, the breadth of TBS participating faculty involvement in ICs increased about 10% from 2009-2013 period (Figure 2-3). This was the result from the implementation of TBS research strategy since 2013. When considering the breadth of TBS Participating, Adjunct Participating and Adjunct Supporting faculty, the percentage of involvement is higher than the percentage of SA faculty which is also aligned with TBS mission, expected outcome and strategy to encourage faculty involvement in producing ICs. See also Section 2.4 Impact of Intellectual Contributions.												
Part C: Quality of Five-Year Portfolio of Intellectual Contributions												
See Section 2.3 Quality of Intellectual Contributions												
Part D: Impact of Intellectual Contributions												
See Section 2.4 Impact of Intellectual Contributions												

2.3 Quality of Intellectual Contributions

For academic intellectual contributions, TBS prioritizes international journal publications. Publications in international journals having high impact factors are strongly encouraged. National publications must be indexed in Thailand Citation Index (TCI), publications in TCI Tier 1 are highly supported. For practical intellectual contributions, TBS prioritizes competitive grants research and consulting projects emphasizing competitiveness, sustainability, and social responsibility. TBS continues to emphasize on publishing in high quality international peer-reviewed journals. For international publications in high quality journals, those range from 42 to 38 articles over the three 5-year periods (Figure 2-4).

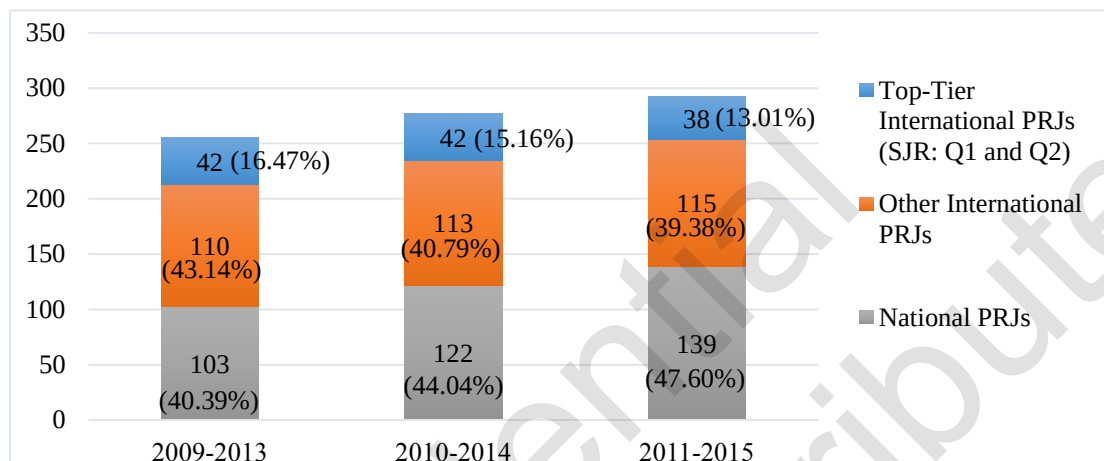


Figure 2-4 Proportions of High Quality PRJs in three 5-year periods from 2009-2015

TBS faculty, especially the ones who continuously publish in international journals, normally target their publications in the top-tier international journals which usually takes at least 2-3 years to achieve a result. Currently, there are a number of international journal submissions from TBS faculty that are still under review which, maybe, requires several revisions and takes longer time before the final acceptance; especially, in the case of publishing in highly ranked journals. For this case, TBS will further support, as required, by providing the mentors to guide and enhance faculty to publish in high quality international journals.

For national journals, TBS will reduce the proportion of published articles in internal (TBS & TU) journals to 40% by 2016. Table 2-3 shows that the proportion is reduced over time. Figure 2-5 shows the proportion of published articles in TBS and Thammasat University journals and external journals of the national PRJs in three 5-year periods from 2009-2015.

Table 2-3 TBS National PRJ Publications

National PRJs	2009	2010	2011	2012	2013	2014	2015
Internal Journal (TBS and TU)	10 (77%)	15 (88%)	10 (91%)	17 (71%)	28 (74%)	18 (56%)	17 (50%)
External Journal	3 (23%)	2 (12%)	1 (9%)	7 (29%)	10 (26%)	14 (44%)	17 (50%)
Total National PRJs	13 (100%)	17 (100%)	11 (100%)	24 (100%)	38 (100%)	32 (100%)	34 (100%)

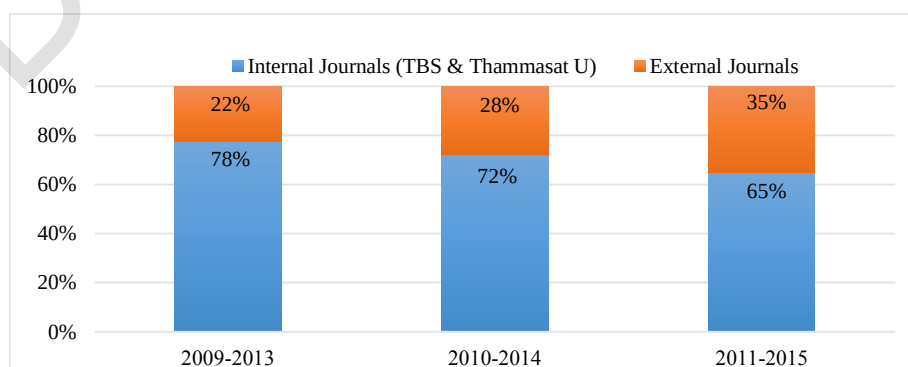


Figure 2-5 Proportion of Articles Published in Internal (TBS & TU) and External National PRJs

According to its mission, TBS contributes to society by producing practical ICs through applied research and consulting projects. The quality of practical ICs is validated by the increase of competitive grant projects and the sustained high level of funding from external organizations which normally have very high competition. (Table 2-4)

Table 2-4 Competitive Grants for Practical ICs for the 5-Year Period

Competitive Grants	2011	2012	2013	2014	2015	5 years
• Research Projects	12	29	17	12	15	85
• Consulting Projects	21	13	31	29	49	143
Total Projects	33	42	48	41	64	228
Total Amount (US\$)	6,601,096	5,315,108	6,247,874	5,324,951	9,472,924	32,961,954

* Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar

2.4 Impact of Intellectual Contributions

2.4.1 Mission Alignment Impact

According to the mission based research themes of competitiveness, sustainability, and social responsibility, Table 2-5 shows the alignment of IC production to the TBS research themes.

Table 2-5 Mission Alignment of Intellectual Contributions (2011-2015)

Intellectual Contributions (ICs)	Total	Competitiveness		Sustainability		Social Responsibility	
		#	%	#	%	#	%
Peer-Reviewed Journal Publications	292	234	80.14%	33	10.96%	25	8.56%
- International PRJs	153	116	75.82%	21	13.73%	16	10.46%
- Thai PRJs	139	118	84.89%	11	7.91%	9	7.19%
Competitive Grants for Research and Consulting Projects	228	122	53.51%	79	34.65%	27	11.84%

2.4.2 Academic Impact

- Publications in high impact factor (Highly recognized, leading peer-reviewed journals)**

Table 2-6 presents the impact factor of TBS publications in international journals average of 0.295 to 0.354 from 2009 to 2015. The highest impact factor is from the publication in the Journal of Operations Management (6.599).

Table 2-6 Impact Factors of International PRJs

International PRJs	2009-2013	2010-2014	2011-2015
Average	0.354	0.333	0.295
Range	0.017 to 6.599	0.016 to 6.599	0.016 to 6.599

- Citation Count**

For the citation analysis, at the end of 2015, TBS improved its average number of citations per article from 20.45 to 22.58 while the number of the cited articles also increased as shown in Table 2-7. The top three cited papers in 2015 are presented in Table 2-8.

Table 2-7 Peer-Reviewed Journals Articles Citation Analysis

PRJs Articles	December 2013	December 2015	% Change
Number of Papers (Cited)	107	150	+ 40.18 %
Citation Count	2188	3387	+ 54.79 %
Average Citation/Paper	20.45	22.58	+ 10.42 %

Source: Google Scholar and Scopus

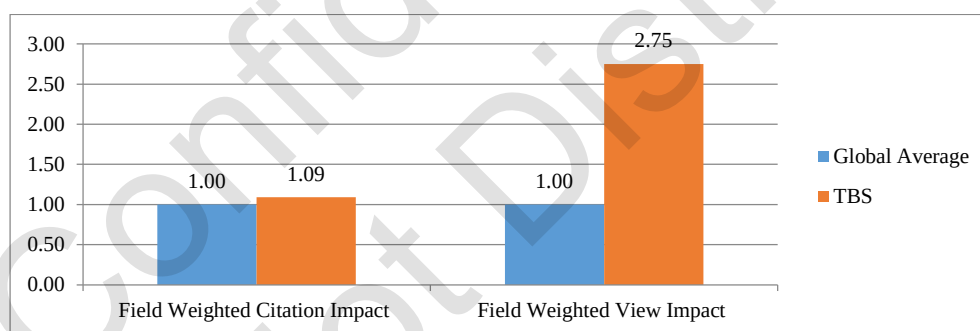
Table 2-8 The Top Three Citation Count of TBS PRJs Articles

No.	Article	Citation Count (Dec.2015)
1	Richard Elliott & Kritsadarat Wattanasuwan (1998) "Brands as symbolic resources for the construction of identity", <u>International Journal of Advertising</u> , 17:2, pp.131-144.	688
2	Siriluck Rotchanakitumnuai, Mark Speece (2003) "Barriers to Internet banking adoption: a qualitative study among corporate customers in Thailand", <u>International Journal of Bank Marketing</u> , 21:6/7, pp.312 – 323	310
3	Chee Yew Wonga, Sakun Boon-itt, Christina W.Y. Wong (2011) "The contingency effects of environmental uncertainty on the relationship between supply chain integration and operational performance", <u>Journal of Operations Management</u> , 29:6, pp.604–615	227

• Publications Field Weighted Citation and View Impacts

Compared with the global average, the citation impact analysis from www.scival.com in the Business, Management and Accounting fields during 2010-2015 shows that TBS has had a Field Weighted Citation Impact of 1.09. This indicates that the TBS PRJs articles have been cited more than the global average of 1.00 for similar publications in the Scopus database (Figure 2-6).

In addition, from www.scival.com shows that overall TBS publications have 9,059 Scopus view count with an average of 45.3 publications. In the Business, Management and Accounting fields, TBS has the Field Weighted View Impact of 2.75. This indicates that the TBS publications have been viewed more than the global average of 1.00 for similar publications (Figure 2-6).



Source: www.scival.com

Figure 2-6 Publications Field Weighted Citation and View Impacts during 2010-2015

2.4.3 Teaching/Instructional Impact

• Textbooks, teaching manuals that are widely adopted

TBS faculty members have produced many textbooks to support student learning. A widely adopted textbook is an indication of quality from both the pedagogical and practical perspectives. TBS evaluates the impact of faculty-authored textbooks based on a high number of editions of the textbook.

Examples of widely adopted textbooks are:

- Financial Accounting (S. Laothammathat, et al., 2014). This textbook was distributed by SE-ED Publisher, a major academic publisher in Thailand, and has had 21 editions since 1991.
- Cost Accounting (M. Phadoongsitthi, 2015). This textbook was distributed by Physics Center Publishing, a major academic publisher in Thailand, and has had 6 editions since 2010.
- International Financial Management (P. Chunchachinda, 2015). This textbook was distributed by Prachomthong Publishing, and has had 6 editions since 2010.

• Instructional software adopted in number of course or programs

The TBS BizVille is a hybrid simulation game developed by Associate Professor Dr. Arnat Leemakkadej in 2010. It has been used in the teaching of the course FN425 Financial Viability Study and FN413 Strategic Financial Management. It also has been used in the executive education programs such as the public training – Global Mini MBA, and the in-house training offered for various companies since 2011.

2.4.4 TBS Research Center Impact on External Organizations

- **Invitations by governmental or other agencies/organizations for center representatives to serve on policy-making bodies**

The BRC has been requested by government agencies and external organizations to provide recommendations and consultations. The examples are:

- The Ministry of Information and Communication Technology invited the BRC to represent as an expert in the area of Management Information Systems of the Thailand Statistical Management System Committee. This consultation related to the development of Thailand statistic policy and statistical information system.
- The BRC collaborated with The Bank for Agriculture and Agricultural Cooperatives, Thailand to conduct research on “Utility Function of Thai Farmer and Application on Crop Insurance Premium”. The Findings of this research provided to the government as a source to set up policy for smallholder farmers risk management.

Number of attendees (representing academics, practitioners, policymakers, etc.) at Business Research Center-sponsored events

Over the past 5 years, the BRC arranged several seminars for the public attendees. Table 2-9 presents the selected seminars during 2011-2015.

Table 2-9 Examples of Public Seminars by TBS Business Research Center

Seminar	Number of Participants			
	Total Participants	TBS Faculty	TBS Students	External Participants (Faculty, Students and Practitioners)
Seminar on "Tools and Techniques for Enterprise Risk Management (ERM)", 31 Mar. 2011	664		2	662
Seminar on "Credit of Financial Institutions, Private Companies and Debentures: Will “They” Default on Us?", 17 Aug. 2011	397	1	24	372
Seminar on "A TBS Public Lecture on Corporate Social Responsibility (CSR)", 21 Mar. 2012	324	3	9	312
Seminar on “Financial Engineering Perspective on the Thailand Rice Subsidy Scheme”, 16 Aug. 2013	268		31	237
The Professor Sangvien's Seminar series on "Financial Mareket", 3 Nov. 2015	238			238
Seminar on "Saving Money", 14 May 2015	215		5	210
Seminar on "AEC Portfolio Investment", 8 Mar. 2016	252	3		255

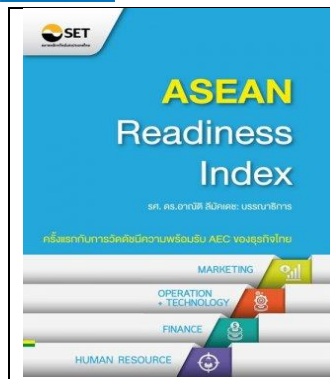
2.4.5 Recognitions of Intellectual Contributions

Over the past 5 years, 77 TBS faculty from all disciplines received the award and recognition through their research and publications such as awards from external organizations, best paper/best author awards, editorships, associate editorships, editorial board memberships, and invitations to act as journal reviewers for peer-review journals. The details are presented in Appendix S2: Table S2-2.

2.5 Innovation of Intellectual Contributions with Strong Engagement

2.5.1 Innovation of Intellectual Contributions

Several innovative research projects were initiated. For instance, TBS initiated an extremely contemporary research to improve business development related to the ASEAN Economic Community (AEC) - ‘ASEAN Readiness Index’ (ARI) in 2013. This was a comprehensive analysis across sectors and corporations on different components of readiness.



ASEAN Readiness Index research focused on measuring the ASEAN Readiness at the firm level in a variety of industries (e.g., Banking, Food, and Service Industry). The findings have been disseminated through a book, shared expert opinions in leading Thai and English newspapers and magazines including online media. A public conference was arranged by TBS and seminars have been conducted by the Stock Exchange of Thailand. The results from the ARI research have been widely used to improve corporate performance. The index can be used to assess firm's potential in conducting business in ASEAN countries. In addition, the ARI has been used by the provincial governments related to AEC readiness for their development plans.

The innovation and impact of practical ICs are emphasized by research and consulting projects leading to the competitiveness, sustainability development (e.g. to compete in a dynamic market, strengthen organizational change, strengthen organizational capabilities, and gain competitive advantage through organization change and innovation). During 2011-2015, TBS provided research and consulting services to 114 organizations with the funding of US\$32,961,954. Appendix S2: Table S2-3 provides details of research and development projects granted by government agencies, state owned enterprises, and private companies. The additional examples of innovative ICs with high impact and engagement of a variety of organizations are highlighted below.

Highlight of Innovative ICs with Engagement

The Credit Rating Migration Matrix by Professor Dr. Anya Khanthavit with Thai Bond Market Association: ThaiBMA

- The matrix is being maintained and regularly published by ThaiBMA. It is being used as the key methodology in pricing debt instruments in Thailand (Available at: <http://www.jba.tbs.tu.ac.th/files/Jba135/Article/JBA135Anyapdf>).

StatXchange by Associate Professor Dr. Arnat Leemakdej with National Statistical Office, Thailand

- The standard is being used by all Thai government units to exchange statistical information online. (Available at: <http://www.unescap.org/resources/sdmx-implementation-national-statistical-office-thailand-statxchange-project>).

Green Tomorrow Synthetic Gypsum Business Project by Associate Professor Dr. Fredric Swierczek with the Electric Generating Authority of Thailand (EGAT) and the Ministry of Industry

- This project promoted the CSR and sustainable impacts of synthetic gypsum for EGAT, the building materials companies, and Thai agricultural producers. The application of the Clean Development Mechanism was used as a sustainable approach in the project which helped reduce the use and depletion of natural resources, promoted alternative energy technologies, and reduced the environmental impact of business operations.

HELP Logistics AG by Associate Professor Dr. Ruth Banomyong with the Kuhne Foundation (Switzerland)

- This project has created a bridge between humanitarian, commercial and academic organizations to develop professional humanitarian logisticians. It also transferred innovative supply chain knowledge which contributes to more effective and efficient emergency relief operations.

National Rice Consumption Trends Project by Dr. Suthikorn Kingkaew with the Department of Internal Trade, Ministry of Commerce, Thailand

- This project studied an extensive study of Thai rice consumption, the first of its kind. This is to understand the current and future demand which is necessary for optimizing future production. This in turn will help stabilize the crop price, and create more value for farmers.

Leolink's Business Expansion by Dr. Suthikorn Kingkaew with Singha Corporation Co., Ltd.

- A Study on Leolink's business expansion in Cambodia project with Singha Corporation Co., Ltd. This project assessed an opportunity for business expansion in Cambodia for Singha, a leading Thai beverage producer. This project will strengthen the position of Thai businesses in the ASEAN region.

2.5.2 Engagement

Engagement among Faculty

The BRC has created the faculty research capacity building program (Center of Excellence: COE) which emphasizes joint research and publication among faculty and mentoring support. In 2015, a group of faculty

members from Operation Management, Management Information Systems, and International Business, Logistics and Transportation Departments has formed the Center of Excellence in Operations and Information Management to conduct research leading to top-tier publications.

Engagement with Research Funding Agencies

TBS continues to receive competitive grants to conduct research projects from major national/international agencies and also from the public/private organizations. Table 2-10 shows that TBS faculty received 85 grants for research projects from the external sources.

Table 2-10 External Grants for Research Projects

Grants	2011	2012	2013	2014	2015	5 Years
Research Projects	12	29	17	12	15	85
- From Thailand Research Fund	1 project	6 projects	5 projects	5 projects	2 projects	19 projects
	US\$13,369	US\$482,116	US\$231,018	US\$583,907	US\$88,410	US\$1,398,820
- From Public Organizations and Private Companies	11 projects	23 projects	12 projects	7 projects	13 projects	66 projects
	US\$106,0491	US\$975,6391	US\$517,9599	US\$322,374	US\$355,7933	US\$19,876,788

* Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar

Engagement with Corporations

TBS conducted research and workshops through co-creation with many organizations. For instance, TBS has signed MOUs with key alliances to work on academic research issues. The Securities Exchange Commission (SEC) jointly hosted a forum for TBS faculty and alumni to present current issue research papers. The Thai Bond Market Association (TBMA) provides trading data to facilitate TBS faculty research on the bond market.

Engagement with Top International Universities and Visiting Professors

TBS recently joined a consortium of six leading business schools in Asia to publish a bi-monthly academic journal; Asian Management Briefs (AMB). AMB was founded by Singapore Management University (SMU). TBS is one of the founding members of the journal. The focus is on practical issues facing Asian based businesses, governments and society. AMB is distributed worldwide via the Asian Learning Exchange (www.Alex.sg.com). This cooperation also highlights TBS engagement with many distinguished scholars in Asia to disseminate faculty academic works to have higher impact in this region.

In terms of international research engagement and cooperation, TBS faculty have conducted joint research with distinguished international scholars (University of Edinburgh Business School, University of Leeds, Virginia Tech, University of New South Wales). Some faculty members have publication with visiting professors. For instance, Assistant Professor Peter Ractham produced one IC ((Social Media Use and Senior Citizen's Life Satisfaction, available at <http://aut.researchgateway.ac.nz/handle/10292/8158>) with Visiting Professor Angsana Techatassanasoontorn from Auckland University of Technology.

Continuous Improvement

TBS is committed to increasing high quality IC production in international PRJs, specifically more publications in top-tier journals to enhance the school's citation impact and research contributions to the Thai and Asian regional business communities and other stakeholders.

Table 2-15 Standard 2: Action to be implemented

Action to be implemented	Person Responsible	Resources Needed	Timeline
Support faculty research development and encourage faculty to publish in quality international PRJs continuously.	Associate Dean for Research and The TBS Research Center Committee	Budget \$62,000 per year	2016 ongoing

STANDARD 3 - FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES

Alignment with Standard 3 ● Yes ○ No

Overall Assessment for Standard 3

TBS is fully aligned with the Standard 3:

- TBS has sufficient financial sustainability with reserves built up over 78 years and a strong capability to generate future income, supported by a realistic financial planning model and contingency plans.
- TBS has sufficient current funding to provide resources for achieving its mission and strategic directions.
- The financial strategy and financial model of TBS allocates resources to improve program management quality, support to students, provide infrastructure and technology to faculty and students, increase high-quality faculty intellectual contributions and professional development and implement the school's initiatives.

3.1 Financial Strategy and Planning Process

TBS financial strategy has been initiated to improve financial performance to support the strategic directions of the school. Financial strategies were formulated in terms of revenue generation, cost management effectiveness, and sustainability to maintain income generation and manage the accumulated TBS funds to generate appropriate returns (Appendix S3-Table S3-1).

TBS has two major units in the supervision financial resources: the Finance and Accounting Division and the Academic and Social Services Division. Finance and Accounting Division manages funds from the government budget, block grants, tuition income, donations, fund-raising, and foreign student exchange funds. This unit monitors expenses related to faculty and professional staff, students, facilities, and administration. This unit has financial autonomy according to government and university requirements. The Academic and Social Services Division is responsible for the financial management of TBS profit center units. It monitors the income and expenses. The school is self-supported through profit center units. These units have more flexible financial procedures according to TBS regulations. Net income from all profit center units is a major source of financial support for TBS. Profit center units of the school include the BBA international program, all graduate programs, the Thammasat Consulting Networking and Coaching Center (CONC) and other profit center services (e.g. Scholastic Management Aptitude Requirement Test (SMART) Center, The Technology Education and Development Centre (TEDC), Thammasat Business Journal, etc.). Each unit of the school has to set up an annual financial budget submitted to the TBS Financial Committee chaired by Associate Dean for Finance and Planning. TBS applies three financial models to assess the financial evaluation of the profit center units for sustainable financial support of the school's mission and activities as follows:

- **To determine the feasibility of new programs**
In order to determine the feasibility of new academic or executive training programs and projects, the training program directors or coordinators must determine an appropriate tuition or training fee by estimating appropriate pricing and related expenses area both fixed and variable costs (e.g., administration support and marketing/advertising costs, etc.). This will calculate the required number of participants to ensure a reasonable profit margin for each new program.
- **To improve the cost effectiveness of current programs/projects**
In order to manage the effectiveness of current programs and projects, the school or program directors must compare the actual performance of programs against the original budget to determine whether tuition or training fees are appropriate to maintain the program or project. Both fixed and variable costs (e.g., administration support and marketing/advertising costs) must be evaluated by comparing the actual amount with the flexible budget to analyze the variance to maintain a reasonable profit. Cost effectiveness is also assessed based on the mission-based requirements for all expenditures of the school.
- **To evaluate the status of programs performing below standards**
For ongoing degree programs that are profit center units, degree programs with low performance are evaluated annually. TBS closely monitors the performance of programs with a financial loss for 3 consecutive years. These programs are evaluated for discontinuation. A high variance of actual cost compared to expenditure budget indicates the inefficiency of program administration.

If there is any financial deficit or major problem, the school will implement a contingency plan by applying the financial strategy and models for analysis. A flexible budget will be adopted to assess the actual financial performance. The school annual budget will be approved by the Board of Directors. The school financial performance is quarterly reported to the Board of Directors for their comment and advice.

3.2 Financial Resources: Mission Support for Innovation, Impact, and Engagement

3.2.1 Financial Position

Income from profit center units is the most significant source of fund to ensure the sustainability of the school's financial position. In 2015, the retained earnings to total expenses ratio is 2.25 times (\$27.7 million / \$12.3 million). Table 3-1 shows that major revenue was generated from profit center units with tuition fees, trainings, research and consulting, and other services. Donations from corporations and alumni and interest income from investments are also part of the school income.

Table 3-1 TBS Income Statement during 2011-2015 (US\$)

Income/Expense Items	Sep. 30 th , 2015	Sep. 30 th , 2014	Sep. 30 th , 2013	Sep. 30 th , 2012	Sep. 30 th , 2011
1. Income from TU	972,783.75	718,794.26	840,866.62	849,526.93	775,563.88
2. TBS Income	12,474,274.29	12,319,886.76	12,184,602.31	12,455,646.29	10,862,620.88
2.1 Income from TBS Profit Center Units					
- Training Service	2,290,052.24	2,599,204.25	3,024,535.22	2,208,924.18	1,087,475.93
- Research and Consulting Service	517,038.12	191,093.62	196,558.68	230,094.69	110,480.07
- Tuition Fees	7,393,792.49	7,142,761.23	6,762,826.85	7,410,009.09	7,499,310.43
- Other Profit Center Services	878,202.65	834,124.87	715,835.11	696,565.21	730,460.61
2.2 Interest Income	762,993.14	822,860.86	933,421.24	1,006,164.81	884,217.09
2.3 External Sponsors to Support Business / Case Competitions	308,246.34	376,753.85	276,359.49	252,289.24	246,948.10
2.4 Other Income	323,949.31	353,088.08	275,065.71	651,599.07	303,728.66
- External Donations for Academic Purposes, Exchange Programs, Research Fees, Admission Fees, Compensation from Insurance, etc.					
Total Income (1+2)	13,447,058.04	13,038,681.02	13,025,468.92	13,305,173.22	11,638,184.77
Expenses:					
Faculty Related Expenses	3,521,945.13	3,734,381.09	3,849,557.83	3,705,648.75	3,857,654.85
Students Related Expenses	2,958,539.12	3,301,332.12	3,613,110.76	2,892,208.12	2,697,034.88
Professional Staff Related Expenses	1,876,258.85	1,789,619.78	1,733,197.61	1,527,207.36	1,501,883.41
University Overhead Charges	2,094,922.93	1,989,219.88	1,880,571.44	1,922,028.18	1,592,105.57
Public Relations Expenses	298,701.00	282,160.33	307,944.50	320,475.59	378,743.28
Other Expenses					
- Journal Memberships and Databases, Academic Seminars, Academic Excellence Projects, CSR Activities, International Memberships and Accreditation, Admissions, etc.	861,035.47	1,431,875.38	1,580,057.78	1,488,170.50	1,395,351.97
Total Expenses	12,307,112.95	12,528,588.57	12,964,439.92	11,855,738.50	11,422,773.95
Net Income before Depreciation (Loss)	1,139,945.08	510,092.44	61,029.00	1,449,434.72	215,410.81
Depreciation	444,234.63	411,233.35	573,870.00	881,795.78	758,763.72
Net Income after Depreciation (Loss)	695,710.45	98,859.09	(512,841.00)	567,638.94	(543,352.91)
TBS Retained Earnings as of the End of the Fiscal Year	27,705,079.04	27,053,595.29	26,884,923.51	26,994,038.68	26,363,349.75

* Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar

During 2011-2015, financial support from the Thai government and Thammasat University has been stable at around 20% of the school total income (Figure 3-1). 80% of TBS income is self-generated. Income from profit center units is the most significant source of income to support strategy implementation. There was a positive trend for TBS net income with an increase of \$98,859.09 from 2014 to \$695,710.45 in 2015 (Table 3-1). TBS generates sufficient income and can maintain its financial sustainability with a built up reserve of \$27,705,079.04 in 2015. The current financial reserve is twice as much as the annual total expenses of the school. This reflects that TBS has a strong financial position to sustain school activities and mission achievement in the event of a future financial crisis.

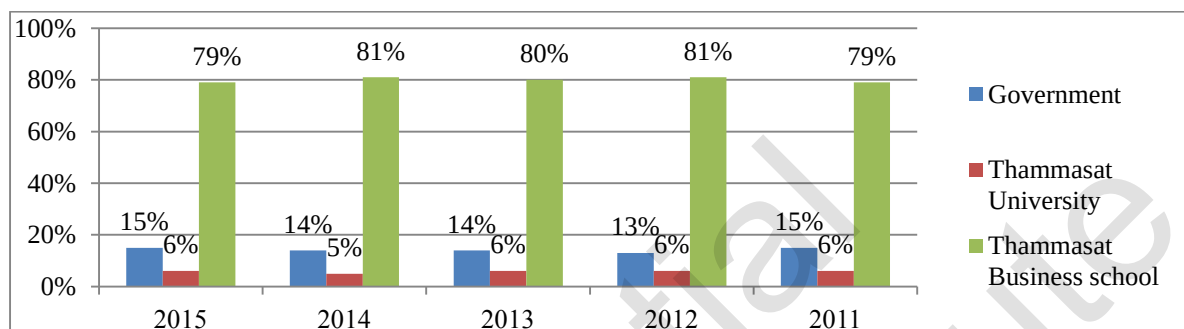


Figure 3-1 TBS Sources of Income (%)

3.2.2 Financial Resources Allocation for Mission Success

The school has adequate financial resources to support its mission achievement. Figure 3-2 shows the proportion of budget allocated to support mission requirements in 2016. In 2016, TBS allocates the highest proportion in student support (47.01%). Table 3-3 shows the details of financial resources to support mission achievement.

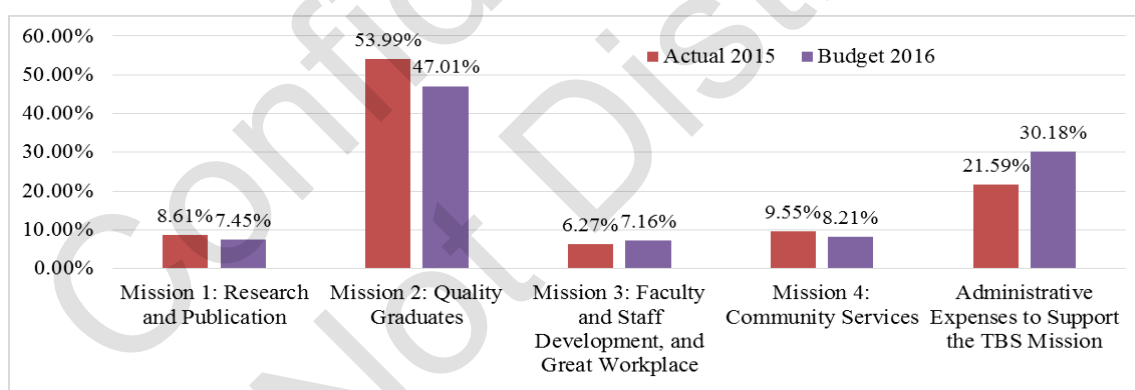


Figure 3-2 Proportion of TBS Mission Support Budget in 2016 Compared with Actual Expenses in 2015

Table 3-2 TBS Mission Support Budget (US\$*)

Mission Support	Actual 2015 (1 Oct. 2014-30 Sep., 2015)	Budget 2016 (1 Oct. 2015-30 Sep., 2016)
Mission 1: Research and Publication - Faculty academic intellectual production and support	1,059,162.04	1,267,703.92
Mission 2: Quality Graduates - Student academic excellence and support	6,644,192.34	6,759,402.14
- Investment for supporting learning, teaching, and academic service facilities**	-	1,243,457.26
Mission 3: Faculty and Staff Development, and Great Workplace - Faculty and professional staff development support	771,134.86	1,218,886.95
Mission 4: Community Services - Academic service to the public	1,175,034.92	1,397,097.52
Administrative Expenses to Support the TBS Missions	2,657,588.80	5,138,433.46
Total Expenses Allocated to TBS Missions	12,307,112.95	17,024,981.26

*Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar

**Computer facility, classrooms, and student reading room and lounge renovation.

Faculty Engagement and Innovation Support

TBS allocates financial resources to support high-quality faculty intellectual contributions and their impact in accordance with the school's mission, expected outcomes, and strategies. Research funds are substantial with an overall research budget of US\$313,097 in 2015 to support new research projects and provide incentives for publications in the top-tier international journals. In order to ensure the school's continuous improvement in faculty research, learning and learning capabilities, TBS also provides a fund of nearly \$8,500 (for three years) for individual faculty to attend international conferences, seminars and training, and teaching development. There is additional funding available from both the university and TBS for faculty research and awards. The largest project budget received \$35,000. There are also awards for publications in international journals averaging from \$6,400 to \$16,000 depending on the quality of the journal. Table 3-2 demonstrates sufficient financial resources to provide support services for faculty and professional staff. Financial support for the assurance of learning of all degree programs was allocated to enhance faculty and professional staff capabilities and implement the online SEDONA system.

TBS Engagement for Fund Raising

TBS completed a renovation of its building, facilities, support infrastructure, and information technology costing approximately \$7.7 million in 2010. Part of this investment cost was donated from TBS corporate partners and alumni. The amount of donation resulted from the strong engagement of TBS and its external stakeholders (e.g. corporations, alumni, partners etc.). The renovation was to improve the physical infrastructure of the school, enhance safety, and increase modernization with an information technology network essential for business education. In 2016, the student reading room and lounge will be renovated based on survey feedback of student requirements. TBS has allocated \$600,000 for renovation and the TBS Alumni Association has supported half of the budget.

Student Support to Enhance Engagement, Innovation, and Social Responsibility

Table 3-3 demonstrates the details of student, teaching and learning related expenses. This confirms that the school has sufficient financial resources to provide support services for student development including business and case competitions, the career development center, the three-years-three-camp project, and additional activities to prepare and develop student readiness to work in the global environment and commit to social responsibility.

Table 3-3 Details of TBS Expenses for Supporting Students, Teaching and Learning (2015-2016)

Expense Item / Project	Budget 2015		Actual 2015		Budget 2016	
	Amount (US\$*)	%	Amount (US\$*)	%	Amount (US\$*)	%
3 Years-3 Camps Project	168,483	33%	140,149	45%	168,483	23%
Computer Facilities	92,104	18%	41,974	13%	205,829	28%
Student Club Activities	60,289	12%	29,996	10%	48,703	6%
Operational Expenses of Student Affairs Office	47,372	9%	11,533	4%	54,159	7%
Student Activities - TBS Student Organization Committee	41,539	8%	32,851	11%	41,781	6%
Department Student Activities	34,342	6%	6,281	2%	33,011	4%
Networking Systems and Online Database	31,590	6%	13,569	4%	147,141	20%
TBS Student Development Activities	19,712	4%	17,268	6%	19,712	3%
Business Case / Plan Competitions	18,988	4%	15,870	5%	24,068	3%
Total Student Teaching and Learning Related Expenses	514,419	100.0%	309,491	100%	742,887	100%

*Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar

3.3 Financial Support for Future Initiatives

TBS has prepared the following financial resources to support future initiatives since 2014 (Table 3-4).

Table 3-4 Financial Support for Future Initiatives

Future Initiatives	Start Date	First Year Cost or Revenue	Continuing Annual Cost or Revenue	Source or Disposition of Funds
1. Sourcing more research project funding	October 1, 2014 to September 30, 2016	Funding of \$350,000	Funding of \$400,000-415,000	Government and business sectors
2. Establishing new executive education programs	Academic year of 2015	Startup cost of \$15,000-25,000	Approximate net profit of \$100,000 per year	TBS
3. Developing TBS database system	October 1, 2014	Startup cost of \$31,000	Continuing annual cost of \$62,000	TBS
4. Establishing Center of Excellence (COE)	April 2014	Startup cost of \$62,000	Continuing annual cost of \$62,000	TBS
5. Implementing Assurance of Learning system	May 2014	Startup cost of \$31,000	Continuing annual cost of \$3,000	TBS
6. Renovating student reading room and lounge	April 2016 - December 2016	Investment cost of \$600,000		TBS and TBS Alumni Association

Continuous Improvement

The school will monitor the financial budget related to its strategic focus, mission accomplishment, and resource usage effectiveness for sustainability.

Table 3-5 Standard 3: Action to be Implemented

Actions to be Implemented	Person Responsible	Resources Needed	Timeline
Analyze resource usage effectiveness according to budget and mission achievement.	Associate Deans for Finance and Planning	TBS Oracle System Upgraded and Microsoft Excel for financial analysis Budget US\$20,000	2016 ongoing

STANDARD 4 - STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT

Alignment with Standard 4 ● Yes ○ No

Overall Assessment Standard 4

The school is aligned with all key aspects of Standard 4. TBS has clear admission policies and criteria that are consistent with international standards and has an effective system for admission and student support. There is an alignment between the mission and students profile, reinforced through an interview of all applicants and admission tests in the admission process. An early identification and prevention system is in place to ensure student academic progression toward degree completion. TBS Career Development Center has been setup as the major channel for career support and job placement opportunities for students.

The effective student admission process, and progression and career development supports from TBS are reflected in the student academic and career achievement.

Impact: Student Achievement

- The graduation rates (within 4 years for undergraduate and 2 years for master) are 92%-94% for overall undergraduate programs, and 84%-91% for graduate programs. The percentage of dismissed students is below 1% for all programs (Table 4-1)
- The high employment/continuing higher education rate between 91% - 97% during the past five years (Table 4-4) with higher monthly salary rate than Thailand job market rate (Table 4-5)
- The high employer satisfaction level on TBS graduates working performance. The average satisfaction score, rated by employers, is at the excellence level (Table 4-7)
- The student publications in peer-reviewed journals and proceedings under TBS faculty supervision (Table 4-8)

4.1 Admission Policy, Criteria and Process

4.1.1 Admission Policy

TBS selects students in accordance with international standards. The current standards of admission are consistent with the school mission and appropriately reflect the markets served by the school. TBS admission policy is focused on (1) selecting quality applicants who have good academic background and a social responsibility mindset and (2) applying good governance with a transparent admission process. The standards of admission of all school programs are clearly stated and reviewed by the relevant program's committee and faculty. Detailed admission requirements are published both in printed brochures and on the school website.

4.1.2 Admission Criteria and Process

TBS selects students in accordance with international standards. All applicants must meet the qualification requirements for TBS degree program. The standardized test scores are strictly used to screen and to identify eligible applicants for interview process. Performance based on the test scores and the interview are the key factors for acceptance.

Engagement of Stakeholders in Admission Interview Process

The most important process of TBS admission is an interview part. The qualified applicants are interviewed in order to express their potential whether their personal development is suitable for the program and their commitment to complete the degree. Many stakeholders (TBS faculty, alumni, business professionals) are invited to engage in interview process. Performance from the interview is a major influence for selection.

The school has the evaluation procedures to ensure that the admission process and criteria of each program are rigorous, fair and appropriate. A formal evaluation related to the admission criteria is done by a program committee and reported to the Dean or Associate Dean for Academic Affairs and Graduate Studies. It is transparent and applied professionally. There have been no major criticisms of the process from faculty or prospective students. Programs are continually reviewing the characteristics of students on a comparative basis to insure the validity of the criteria.

Undergraduate Level Admission Criteria and Process

TBS uses two approaches for Thai undergraduate admissions as follows:

- 1) **The Direct Admission System:** The OHEC allows each university to determine its own direct admission criteria based on what each institution requires. The Scholarly Management Aptitude Requirement Test I-Undergraduate Level (SMART-I) of the TBS Test Center can be submitted for the Thai undergraduate admissions. Both SMART-I and the Scholastic Aptitude Test (SAT) can also be submitted for Thammasat Business School's international BBA program.
- 2) **The Central University Admissions System (CUAS):** The national undergraduate admissions system assesses students' academic performance based on their cumulative grade point average (GPAX) and their scores from the Ordinary National Educational Test (O-net), and the General Aptitude Test (GAT). For some scientific fields, the Professional and Academic Aptitude Test (PAT) are used.

The Associate Dean of Academic Affairs and Graduate Studies, the TBS Test Center (SMART), and the TBS Direct Admission Committee are responsible for direct admission to the Thai bachelor programs. The Central University Admissions System (CUAS) is overseen by the Thammasat Registrar Office and the Associate Dean of Academic Affairs and Graduate Studies of the school. The BBA Director and Committee are responsible for direct admissions to the International BBA program. Department heads, program directors, committee, department and program faculty are routinely engaged in selection and interviews.

Admission criteria and process for undergraduate level are:

- 1) General Qualification
 - Complete the M6 (Mathayom 6) or its equivalent high school level (i.e., grade 12 from American-system schools and O-Level from British-system schools). Approval by the Ministry of Education is required for diplomas from foreign schools.
 - Have qualifications in compliance with Thammasat University Regulations.
- 2) Standardized Test Score Submission

Approach	Thai Program	International Program
Direct Admission System	Quantitative Proficiency: SMART-I - Scholastic Management Aptitude Requirement Test – Undergraduate Level	1) Quantitative Proficiency: one of the following tests is acceptable. - Scholastic Aptitude Test (SAT), or - Scholastic Management Aptitude Requirement Test I – Undergraduate Level (SMART-I) 2) Short essay on an unannounced topic before interview process.
Central University Admissions System (CUAS)	GAT – General Aptitude Test PAT – Professional Aptitude Test	

- 3) Interview process: The interview process assesses qualified candidates in terms of motivation, work experience, personal and professional characteristics, communication skills, leadership ability, attitude towards social responsibility, and other factors such as creativity and critical thinking which are difficult to assess in a written examination.

Graduate Level Admission Criteria and Process

All graduate programs use the direct admission system. The TBS graduate program has its own application process that is supported by the Graduate Affairs Office but is overseen by the program directors and committee of each program. The criteria for student selection to the graduate programs depend on the program and university admission policies. TBS uses the Scholarly Management Aptitude Requirement Test II (SMART-II) score for mathematic and reading proficiency for its Thai graduate degree programs. For international Master programs, the standardized test such as the Graduate Management Admission Test (GMAT), and an international English aptitude test TOEFL, IELTS, or the Thammasat University English Proficiency Test (TU-GET) can be submitted.

For Doctoral program, applicants must hold a master's degree in a related field and have relevant professional experience. The selection committee determines whether the candidate has strong research capabilities, ability to communicate in English (TOEFL or IELTS scores are required), and the commitment to complete the Ph.D.

Admission criteria and process for graduate level are:

1) General qualification

- Hold a bachelor's degree for Master Programs and a Master degree for Doctoral Programs in any field from an institution accredited by Thammasat University Council or international equivalents.
- Have relevant professional experience.
- Have qualifications in compliance with the Thammasat University regulations.

2) Standardized Test Score Submission

Approach	Thai Program	International Program
Direct Admission System	Quantitative Proficiency: Scholastic Management Aptitude Requirement Test II- Graduate Level (SMART- II)	1) Quantitative Proficiency: one of the following tests is acceptable. - SMART-II ≥ 400, or - TBS International Graduate Programs Admission Exam, or - GMAT score 2) English Proficiency for international programs: one of the following tests is acceptable. - TOEFL ≥ 79 - IELTS ≥ 6.0 - TU-GET ≥ 550

3) Interview process: The interview process assesses qualified candidates in terms of motivation, work experience, personal and professional characteristics, communication skills, leadership ability, attitude towards social responsibility, and other factors such as creativity and critical thinking which are difficult to assess in a written examination.

TBS student admission is very selective in terms of quality of applicants. For five-year average, acceptance rate of undergraduate programs are about 8% - 10% and acceptance rate of graduate programs are about 40%-60% as shown in Figure 4-1.

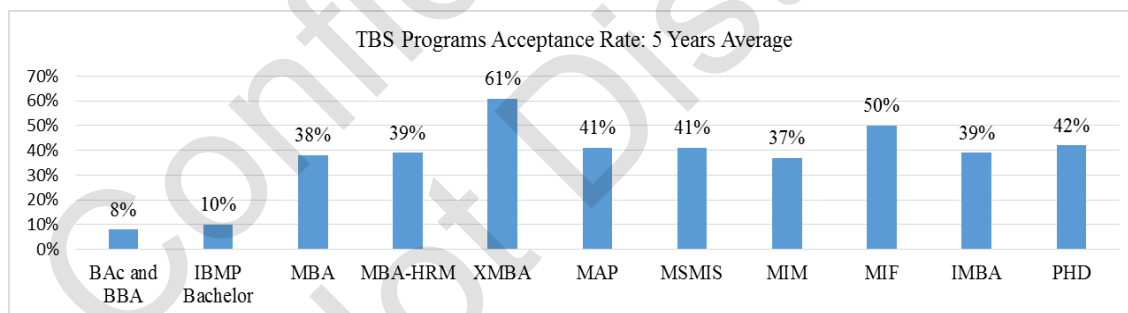


Figure 4-1 Five-Year Average of TBS Admission Acceptance Rate (2011-2015)

For undergraduate level, the results of admission scores based on Scholastic Aptitude Test (SAT) and Scholastic Management Aptitude Requirement Test I (SMART-I) have indicated the increasing trend of scores as shown in Figure 4-2.

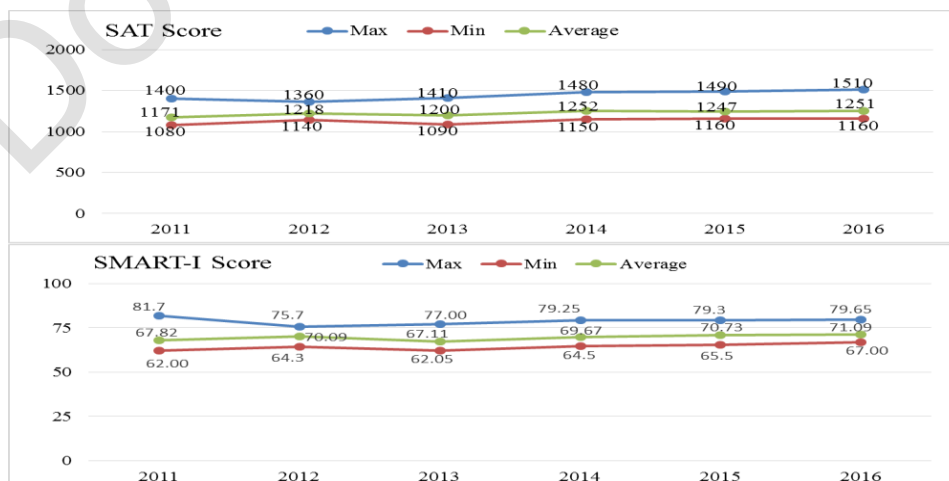
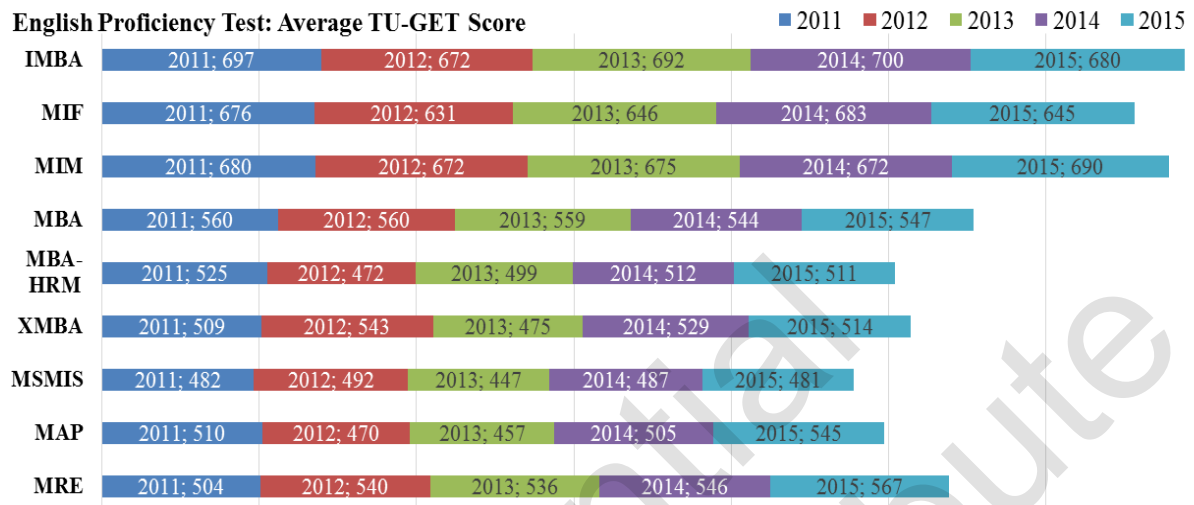


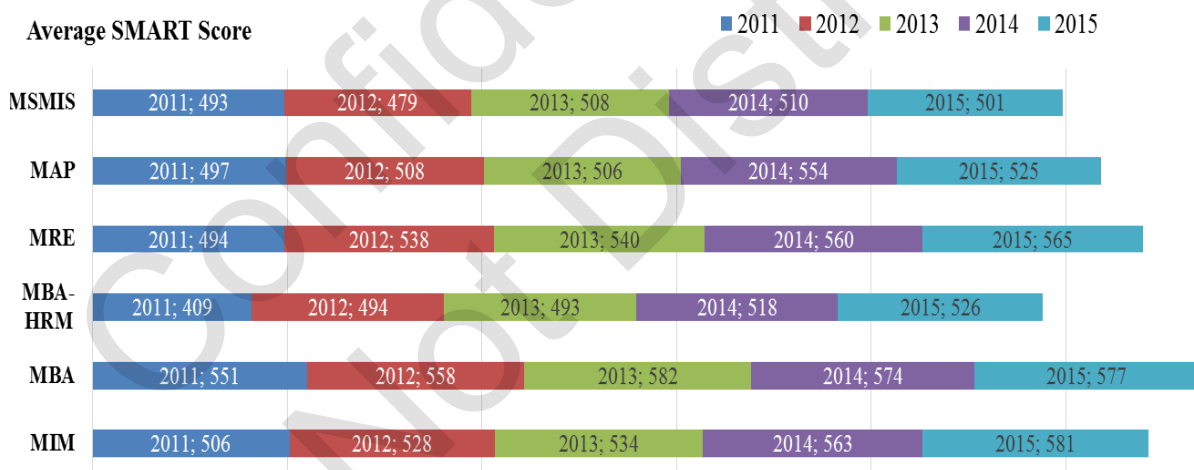
Figure 4-2 Admission Score of SAT and SMART1 Tests (2011-2015)

For master level the results of admission scores based on Thammasat University English Proficiency Test (TU-GET) and Scholastic Management Aptitude Requirement Test II (SMART-II) are summarized in Figure 4-3 and Figure 4-4. Related to the English proficiency test, only the international programs (MIF, MIM, and IMBA) require a minimum TU-GET score of 550 out of 1000. For SMART-II, the accepted score is 400 out of 1000.



Note: the cutout score of TU-GET for Thai programs is 400 and for international programs (MIM, MIF, and IMBA) is 550.

Figure 4-3 Admission Score of TU-GET Test (2011-2015)



Note: MIF, IMBA and XMBA programs do not use SMART-II as their admission criteria

Figure 4-4 Admission Score of SMAR-II Test (2011-2015)

4.2 Students Supports for Academic Progression towards Degree Completion

4.2.1 Students Preparation

Undergraduate Level

The school uses an in-depth orientation as an introduction to the programs. The orientation activities are to prepare students for the rigorous studies in the program, to inform students about the rules, regulations, and curriculum requirements, and to cultivate school values in the students. TBS faculty, staff, alumni, and business professionals are extensively involved.

Graduate Level

All master's programs use an orientation as an introduction to the programs. TBS faculty, staff, current students, and alumni are extensively involved. This also constitutes an initial team building opportunity for new students. The master's programs also conduct a pre-course. The pre-course allows the program to assess and remedy deficiencies in student backgrounds that might affect their performance. [Appendix S4: Table S4-1](#) describes the student preparation before the formal start of the programs.

TBS provides financial support for student's research and conference participation as follows:

- Funding for thesis credit tuition fee to all students who register for the Thesis Plan (Plan A)
- 20 scholarships per year at the amount of US\$421 (15,000 Baht) per scholarship to conduct research
- 13 scholarships per year for presenting paper at the international conference at the amount of US\$2,246 (80,000 Baht) per scholarship
- 10 scholarships for presenting paper at the National conference at the amount of US\$281 (10,000 Baht) per scholarship

From 2011-2015 TBS provided US\$133,985 to support students' research and conference participation.

4.2.2 Student Learning Support

The process to support student learning throughout their study is done through the curricula activities and extracurricular activities with budget allocation ([Standard 3: Table 3-4](#)) and the involvement of the Dean, associate deans and relevant administrators, faculty, staff, outside professionals, students, alumni, business executives, and other stakeholders.

Curricula Activities

All courses include an interactive approach, allowing students to participate in class discussions, presentations, and group assignments. This enables faculty to encourage interpersonal development of students. Group assignments provide the opportunity for students to improve teamwork skills and encourage the exchange of ideas among students and faculty. Programs arrange business trips and company visits during coursework to increase student interactions with external business professionals (i.e., Toyota, Siam Cement Group, etc.) to improve their readiness to work in the global environment. The more detail of curricula activities are discussed in [Standard 10: Section 10.1.1](#).

Extracurricular Activities

TBS supports various activities to ensure students learn to work in teams and develop the necessary skills for the business world. The school and degree programs encourage students to actively engage in social responsibility projects and do volunteer work that enhances social responsibility. All interactive activities are relevant to the degree programs and achievement of the TBS learning goals (Academic Excellence, Ready-to-Work in a Global Business Environment, and Social Responsibility and Ethical Conduct). Extracurricular activities are also initiated by students and supported by the school and outside organizations. For graduate students, extracurricular activities are also provided and supported to enhance graduates' personal and professional development (e.g. leadership, creativity, cross-cultural responsiveness and research writing). Standard 10: Section 10.1.2 describes students' extracurricular activities throughout their study for undergraduate and graduate programs.

4.2.3 Educational Facilities Support

TBS provides both physical and online library to support student learning.

Physical Facilities

TBS has 19 smart classrooms and 9 meeting/function rooms that are fully equipped with LCD projectors, lecture PCs with internet connectivity, VHS/DVD players, document cameras, power cords, and wireless network or internet access. There are 4 computer labs with PCs, individual work stations for Ph.D, and students and common rooms or social areas for students. TBS also has 2 multi-purpose classrooms for seminars, workshops, events, and public presentations. While Thammasat University has an auditorium for large events and public presentations, no classes are taught in an auditorium.

Library

TBS has its own library named "the Sangvian Indaravijaya Library" in addition to the central library of the university. The Sangvian library service hours are Monday-Friday 8.00am-8.00pm, Saturday-Sunday 8.30am-6.00pm. On-line service is available at <http://main.library.tu.ac.th/panitlib/index.php/en/#sthash.13E9zxcS.dpbs>. The library service include book loan, return and renewal, book delivery, interlibrary loan, reserved books, photocopy service, book suggestion, and information retrieval tutorial. The TBS library offers training on "How to Use On-line Database and OneNote" as requested by the degree program and faculty. The Sangvian library provides more than 40,000 books with 28,000 in English, 126 Thai and foreign language journals, and over 1,000 e-books and on-line databases. Example of online databases are ABI/INFORM, ScienceDirect, Emerald, EconLIT, ACM Digital Library, BANKSCOPE, McKinsey Quarterly, Datastream, Boston Consultant Group Publications, Business Source Complete, Business Monitor, etc.

Computer and Information Technology

The Technology Education and Development Centre (TEDC) supports faculty and students for computers, software and information technology. TBS has sufficient computing facilities to students which can be accessed outside normal working hours. TBS provides 138 computer stations in 4 computer labs, plus 10 computer kiosks around the TBS building. Service hours are from Monday-Friday 8.00am-9.00pm, Sat-Sun 08.00-19.00. Internet Wifi is available all around campus 24/7. Computer support contributes to individual programme needs.

4.2.4 Evaluation of Student Academic Progression and Early identification

Students Evaluation

TBS has clear and effective academic performance evaluation standards. A standard grading system is set by the Thammasat Registrar Office for assessing student academic progression ([Appendix S4: Table S4-2](#)). It is published on the website and also communicated through the orientation process.

Regular assessments of a student's academic progression are performed through quizzes, assignments, projects, midterm, and final exams. According to AOL, the course objectives, expected outcomes, assessment method, and grading criteria are included in all course syllabi and explicitly communicated to students in the first class session. To ensure students meet the objectives and learning outcomes, the school has implemented the assurance of learning process that includes student achievement evaluation, continuous improvement, and closing the gaps in achievements. Each course in all programs has a set of learning objectives which are related to the TBS learning goals. The course assessments are consistent with those objectives. For example, the weight on mid-terms and final exams is higher in course objectives related to theoretical or conceptual understanding. More emphasis is placed on cases and projects if it is an application oriented course.

Early Identification

Most courses use mid-term examinations to determine problems that students may have in academic performance. Various courses apply quizzes or exercises that are done periodically to assess on-going progress. These assessments allow students to discuss their academic performance and their future in the program with advisors or course instructors. Any student shortcomings are identified and improvement suggestions are made.

Warning and Probation Policy

The Warning and Probation Policy is set by the university. This policy is clearly defined in Thammasat University's regulations for undergraduate and graduate studies available in the university website and student's handbook which is given to all new students.

TU Undergraduate Warning and Probation Policy

- Undergraduate students are required to maintain a cumulative grade point average of 2.00.
 - If GPA drops below 2.00 in any semester, undergraduate students will receive WARNING 1.
 - Receiving WARNING 1 and WARNING 2 for two consecutive semesters, students will be placed on PROBATION in the next semester.
 - If undergraduate students fail to return their GPA to at least 2.00 after one semester on PROBATION, students will be dismissed from the University.
- In the first semester of their first-year, students with a GPA lower than 2.00 but not lower than 1.50 will not be given a WARNING.
- In the first semester of their first-year, students with a GPA lower than 1.50 will be given a WARNING (a special warning).
- If students fail to increase their GPA from lower than 1.50 after the first two semesters, they will be dismissed from the University.

Grades from Summer semester are considered as part of the second semester grades, and therefore do not affect the academic status of a student's previous semester.

Example: Semester 1/2009 GPA = 2.00
 Semester 2/2009 GPA = 1.86 WARNING 1
 Summer 2009 GPA = 1.97 WARNING 1 not WARNING 2

TU Graduate Warning and Probation Policy

- Graduate students are required to maintain a cumulative average grade point of 3.00.
 - If GPA drops below 3.00 in any semester, graduate students will receive PROBATION 1.

- If graduate students fail to maintain a GPA of at least 2.70 after one semester on PROBATION 1, students will be dismissed from the University.
- If graduate students fail to return their GPA to at least 3.00 but maintain a GPA above 2.70 after one semester on PROBATION 1, students will receive PROBATION 2.
- If graduate students fail to return their GPA to at least 3.00 after one semester on PROBATION 2, students will be dismissed from the University.

Table 4-1 and 4-2 shows the summary of student progression from 2011-2015.

4.2.5 Prevention and Feedback to Students

Prevention System

TBS has established a prevention procedure to monitor students with unsatisfactory academic performance. Data on this group of students can be accessed from the Registrar Office of Thammasat University online grading report system. Students with GPA lower than 2.00 for undergraduate and 3.00 for graduate students are reported to the Associate Dean for Academic Affairs and Graduate Studies. The student lists are sent to student advisors or program directors for special counseling and monitoring. Advisors meet students to counsel or resolve any problems as needed. Table 4-3 shows the number of students who have unsatisfactory academic performance. Very few students have unsatisfactory academic performance in each program due to this close monitoring and advising. [Appendix S4: Table S4-3](#) provides progression report of the unsatisfactory academic performance of students.

Student Counseling

Student counseling is organized at the department and program levels for undergraduate and graduate levels. The availability and quality of support varies from adequate to very supportive. Student's advisors, department secretary, program managers, and program staff are able to identify problems quickly because of their familiarity with the students. Depending on the severity of the problem most can be managed within the department or program. For more serious cases the university has a counselling center with professional staff.

4.3 Career Development Support

Career development support for undergraduates is currently handled by the Student Affairs Office and each academic program through the Career Development Center (CDC). The CDC has established in order to enhance the employability of TBS students through individual career advice and career preparation workshops. The CDC assists students in identifying and developing career goals and to succeed in their future professions. Career development activities are customized to student needs at each stage (i.e., Freshman year, Sophomore year, Junior year, and Senior year). The purposes and activities at each stage are described in [Appendix S4: Table S4-4](#).

TBS actively supports internships to undergraduate students to obtain valuable business training and experience. The Student Affairs Office policy is to keep strong engagement with the school partners (e.g. 75 partnerships for the 75th Anniversary) to provide opportunity for students to train with high-quality corporate partners. The school also provides placement support with a series of skill workshops (CV writing for job placement, interview technique).

Table 4-1 Summary of Progression of Students Cohort 2009 – 2015 (As of 31 December 2015)

Cohort	Program	# Enrollment	# Withdrawal	%	# Dismissed	%	# Graduation within duration*	%	# Graduation longer than duration**	%
Batch 2009	Undergraduate	519	37	7.13%	6	1.16%	476	91.71%	0	0.00%
	Master	714	47	6.58%	6	0.84%	651	91.18%	10	1.40%
Batch 2010	Undergraduate	556	25	4.50%	1	0.18%	523	94.06%	7	1.26%
	Master	706	57	8.07%	10	1.42%	613	86.83%	26	3.68%
Batch 2011	Undergraduate	576	27	4.69%	1	0.17%	530	92.01%	18	3.13%
	Master	701	54	7.70%	7	1.00%	622	88.73%	18	2.57%
Batch 2012	Undergraduate	499	37	7.41%	1	0.20%	3	0.60%	n/a	n/a
	Master	637	49	7.69%	5	0.78%	555	87.13%	28	4.40%
Batch 2013	Undergraduate	573	31	5.41%	2	0.35%	n/a	n/a	n/a	n/a
	Master	606	34	5.61%	1	0.17%	511	84.32%	60	9.90%
Batch 2014	Undergraduate	626	51	8.15%	0	0.00%	n/a	n/a	n/a	n/a
	Master	623	38	6.10%	1	0.16%	0	0.00%	585	93.90%
Batch 2015	Undergraduate	595	2	0.34%	0	0.00%	n/a	n/a	n/a	n/a
	Master	576	18	3.13%	0	0.00%	0	0.00%	565	98.09%

* Graduation within duration: Undergraduate degree ≤ 4 years, Graduate degree ≤ 2 years

** Maximum duration time to graduation: Undergraduate degree = 7 years, Graduate degree = 5 years

n/a: not yet graduated

Table 4-2 Summary of Ph.D. Students Progression 2011 – 2015 (As of 31 December 2015)

	# JDDBA Students*	# DPB Students**	# Ph.D. Students***
Enrollment			
Batch 2011	n/a	3	n/a
Batch 2012	n/a	n/a	9
Batch 2013	n/a	n/a	6
Batch 2014	n/a	n/a	7
Batch 2015	n/a	n/a	8
Withdrawal (W) / Dismissed (D)			
Batch 2011	n/a	0	0
Batch 2012	n/a	n/a	1 (W)
Batch 2013	n/a	n/a	0
Batch 2014	n/a	n/a	0
Batch 2015	n/a	n/a	1 (W)
Time to Graduation of Ph.D Students during 2011-2015			
4 years	2	4	1
5 years	3	4	n/a
6 years (Study limit)	5	2	n/a

* The Joint Doctorate in Business Administration (JDDBA) was started in 1992, the last enrollment is 2010.

** The Doctoral Program in Business (DPB) curriculum was started in 2008, the first enrollment is 2009 and the last enrollment was 2011.

*** The Ph.D. Program was established in 2012, the first enrollment opened in 2012. The maximum duration time to graduation is 6 years.

Table 4-3 Records of Unsatisfactory Academic Performance of Students

Undergraduate Level*								
Program	Semester 1/2014		Semester 2/2014		Semester 1/2015			
	Total Students	# Probation (%)	Total Students	# Probation (%)	Total Students	# Probation (%)		
- Thai BBA	1,676	17 (1.01%)	1,340	8 (0.06%)	1,796	11 (0.61%)		
- International BBA	491	4 (0.81%)	489	4 (0.82%)	513	3 (0.58%)		
- IBMP	297	1 (0.34%)	282	1 (0.35%)	364	1 (0.27%)		
Graduate Level**								
Program	Semester 1/2014		Semester 2/2014		Semester 1/2015			
	Total Students	# Probation (%)	Total Students	# Probation (%)	Total Students	# Probation (%)		
- IBMP-Master	132	1 (0.75%)	118	1 (0.85%)	98	-		
- MAP	86	1 (1.16%)	87	1 (0.15%)	87	-		
- MSMIS	125	-	120	-	103	-		
- MRE	167	-	160	-	180	2 (1.11%)		
- PHD	34	-	28	-	29	-		
Program	Trimester 1/2014		Trimester 2/2014		Trimester 3/2015		Trimester 1/2015	
	Total Students	# Probation (%)	Total Students	# Probation (%)	Total Students	# Probation (%)	Total Students	# Probation (%)
- MBA	312	-	308	-	344	-	332	2 (0.60%)
- MBA-HRM	69	-	68	-	61	-	60	-
- XMBA	42	-	42	-	51	-	50	-
- MIF	80	-	72	1 (1.39%)	71	1 (1.41%)	70	1 (1.43%)
- MIM	160	2 (1.25%)	157	-	162	1 (0.62%)	162	6 (3.70%)
- IMBA	58	1 (1.72%)	51	-	50	1 (2%)	53	2 (3.77%)

*GPA less than 2.00, **GPA less than 3.00

4.4 Impact of Undergraduate and Graduate Levels Education

4.4.1 Career Placement

Table 4-4 shows student achievement in terms of career placement of undergraduate students and job promotion of graduate students after graduation. The average of career placement of bachelor graduates over the past five years (2011-2015) is 92%.

The distribution of average monthly salary offered to the TBS bachelor graduates is presented in Table 4-5. The base salary in Thailand job market is \$468 (15,000 Baht) per month. TBS bachelor graduates are paid higher than the market rate for both Thai and international programs.

Table 4-4 TBS Student Achievement

Achievement	2011	2012	2013	2014	2015
1. % of Undergraduate Career Placement (1.1 + 1.2)	90.96%	96.65%	92.06%	89.53%	97.76%
1.1 % of Bachelor Graduates Employment	82.34%	79.37%	84.62%	83.37%	92.55%
1.2. % of Bachelor Graduates Continue Education at Graduate Level	8.62%	17.28%	7.44%	6.16%	5.21%
2. % of Master Graduates Promoted in Job Position	25.08%	25.42%	24.42%	24.87%	35.37%
- X-MBA	18.75%	100.00%	26.67%	11.11%	
- MBA	24.14%	25.93%	24.68%	18.95%	35.29%
- MAP	41.18%	23.68%	29.17%	22.73%	16.67%
- MRE	33.33%	32.43%	18.18%	37.50%	46.15%
- HRM	27.27%	36.36%	20.00%	36.36%	42.86%
- MIM	55.00%	43.90%	30.56%	27.08%	45.16%
- MIF	66.70%	29.63%	23.08%	40.91%	16.67%
- IMBA	15.38%	22.73%	-	17.39%	100.00%
- GPV	26.09%	25.00%	28.57%	9.09%	25.00%
- MSMIS	14.58%	23.21%	23.08%	14.29%	12.50%
- IBMP	n/a*	n/a*	20.00%	37.93%	43.75%
3. % of Doctoral Graduates Promoted in Job Position.	n/a*	n/a*	33.33%	50.00%	-

Sources: TBS Graduates Employment Survey, 2011-2015

* IBMP and Ph.D. graduates' employment survey started in 2013.

Table 4-5 Distribution of Average Monthly Salary Offered to Bachelor Degree Graduates

Average Monthly Salary	2011	2012	2013	2014	2015
Thai Program	\$500	\$591	\$625	\$620	\$653
International Program	\$729	\$764	\$850	\$1,032	\$1,486
Thailand job market average monthly salary is \$468 (15,000 Baht)					

Sources: TBS Employment Survey, 2011-2014, Thammasat University Employment Survey 2015

Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar

Table 4-6 shows the range of major employers of TBS graduates in private international and national companies, public sector, and government agencies.

Table 4-6 Sample of Employers of TBS Graduates over the Past 5 Years

Public and Government Sectors	Private Sector	
	Thai Corporations	International Corporations
Bank of Thailand, Ministry of Commerce, Ministry of Finance, Ministry of Foreign Affairs, Stock Exchange of Thailand (SET), Securities and Exchange Commission (SEC), Government Pension Fund, Social Security Office (SSO)	- Bank/Financial: Bangkok Bank PCL, Siam Commercial Bank PCL, Kasikorn Bank, Thanachart Bank, - Industrial: Siam Cement Group, PTT Group, Charoen Pokaphand Group, Central Group, etc.	- Bank / Financial: Asian Development Bank, Bank of America, CitiBank, GE Capital, TISCO Securities Co., Ltd., etc. - Auditing: Deloitte, Ernst & Young, Ernst & Young (New York), KPMG, PWC - Consulting: Accenture, Bain & Company, Deloitte Consulting, KPMG, McKinsey & Company, PWC, the Boston Consulting Group, L.E.K Consulting, Claris Consulting - Marketing: Nielsen, Colgate Palmolive, L'Oreal, Kimberly Clark, P&G, Toyota Motor, Unilever, Nestle, etc. - Other MNCs

4.4.2 Employer Satisfaction on TBS Graduates Performance

An annual employer survey conducted six months after graduation for all degree levels to assess quality of TBS graduates according to the TBS expected learning outcomes which are 1) Academic excellence (Knowledge and Cognitive Skill), 2) Ready-to-Work in Global Business Environment (Interpersonal skill and Analytical and communication skills), and 3) Social Responsibility and Ethical Conduct (Ethical and Moral Development, and Thammasat Identity). The employer survey results of each program are presented in [Standard 8: Table 8-4](#).

Overall, the undergraduate level results show that the employer overall satisfaction in 2015 was higher than previous years (Table 4-7). These employers recommended that the school emphasize more on increasing systematic analytical skills, decision making skills, English language skills, computer programming skills, and communication skills. For graduate level, employers also rated a higher satisfaction level over period of time. The employers also recommended that the school should focus more on increasing English language skills, opinion expression, and oral communication skills. Many extracurricular activities focused on these issues are regularly provided to students.

Table 4-7 Employer Satisfaction Survey on TBS Graduates Performance

TBS Graduates	Performance Score (Out of 5)				
	2011	2012	2013	2014	2015
Undergraduate level	3.88	4.07	4.11	4.10	4.29
Graduate level	n/a*	4.20	4.23	4.09	4.41

* Employer Satisfaction Survey on TBS Master's graduates was started on 2012.

Source: Employer Satisfaction Survey 2011-2015, Business Research Center

4.4.3 Students Publications under TBS Faculty Supervision

With the mentorship of TBS faculty and student research financial support, TBS graduate students have produced articles in proceedings and presented papers at the national and international conferences (Table 4-8).

Table 4-8 Intellectual Contribution Produced by TBS Students under Faculty Supervision

Publication	2011	2012	2013	2014	2015
Proceedings (International and National Conferences)	22 (22 Proceedings from TBS funding)	69 (12 Proceedings from TBS funding)	47 (12 Proceedings from TBS funding)	8 (8 Proceedings from TBS funding)	7 (7 proceedings from TBS funding)
Peer-Reviewed Journal Articles	6 PRJs (3 Intl. PRJs and 3 Thai PRJs)	12 PRJs (5 Intl. PRJs and 7 Thai PRJs)	18 PRJs (11 Intl. PRJs and 7 Thai PRJs)	2 PRJs (2 Intl. PRJs)	n/a till semester ended

4.4.4 TBS Alumni Career Success

TBS has a long history of successful careers of graduates. TBS graduates have made significant contributions to Thailand and the Asian region. Notable alumni include Ministers, leading government executives, governors, chief executive officers and experts in business, management and accounting fields. Examples of distinguished alumni are shown below. Additional example list of successful alumni are presented in Appendix S4: Table S4-5.

Distinguished TBS Alumni



NAME : Professor H.R.H. Nongyao Chaiseri
CURRENT POSITION : Foundation President
ORGANIZATION : Thammasat University Hospital
PREVIOUS POSITION : Former Minister, Ministry of University Affairs
 Former Rector of Thammasat University
 Former Dean, Thammasat Business School



NAME : Professor Hiran Radeesri
CURRENT POSITION : Independent Director, Chairman of Audit Committee and Director
ORGANIZATION : Shin Satellite Plc, Thaicom Public Company Limited
PREVIOUS POSITION : Former Governor, The State Railway of Thailand



NAME : Honorary Professor Kesree Narongdej
CURRENT POSITION : Advisor
ORGANIZATION : Thai Airways International Public Company Limited
PREVIOUS POSITION : Founder and Former President of The Institute of Certified Accountants and Auditors of Thailand



NAME : Dr. Maruai Phadungsit
CURRENT POSITION : Chairman of the Board of Directors
ORGANIZATION : Sahaviriya Steel Industries Public Company Limited
PREVIOUS POSITION : Former Deputy Minister, Ministry of Finance
 Former President, The Stock Exchange of Thailand

Continuous Improvement

TBS will redesign Career Development Center website to provide career service more extensively. Students with unsatisfactory academic performance will be closely monitored and followed up.

Table 4-9 Standard 4: Action to be Implemented

Action to be Implemented	Person Responsible	Resources Needed	Timeline
Redesign Career Development Center website for job placement and student interaction with TBS faculty.	Associate Dean for Student Affairs, Associate Dean for Academic Affairs and Associate Dean for Graduate Studies	Time Commitment, Budget \$14,000	2016 onwards
Monitor and follow up students with unsatisfactory academic performance	Associate Dean for Student Affairs and Associate Dean for Graduate Studies	Time Commitment	2016 ongoing

STANDARD 5 - FACULTY SUFFICIENCY AND DEPLOYMENT

Alignment with Standard 5 ☒ Yes ☐ No

Overall Assessment for Standard 5

The school is aligned with the key aspects of Standard 5. Based on the criteria for participating and support faculty status. TBS has sufficient faculty to maintain all the activities that support the school mission. The departments and degree programs meet the level of participating faculty according to the AACSB standard and the TBS mission.

5.1 Criteria for "Participating" or "Supporting" Faculty

TBS has developed new operating guidelines, the Criteria and Policy of Faculty Sufficiency and Qualifications ([Appendix S5](#)) aligned with the 2013 AACSB standards and TBS mission. The criteria were agreed upon in faculty meetings and approved by the TBS board of directors on September 8, 2014. The criteria in [Appendix S5](#) classify instructional personnel as either "Participating" or "Supporting".

In practice, all TBS permanent and contract faculty are participating faculty. The job responsibilities and expectations are explained to each faculty by his/her respective department heads and the management team. The classification of adjunct faculty is set by the TBS management team, AACSB committee, and program directors. The decision is based on their contribution to TBS mission beyond their direct teaching responsibilities.

Participating faculty are defined as permanent and contract TBS faculty and include adjunct faculty who teach at least 1.5 credit hours per academic year with a particular expectation or commitment of continuation, and who are engaged in activities beyond direct teaching responsibilities. Participating faculty serve the TBS mission through teaching and at least one of the following activities: assurance of learning; curriculum development and revision; advisory or committee participation (at the school, department, or program level); strategic planning activities (at the school, department, or program level); student development and advising (independent study/thesis advisor and reader, etc.); representation and participation in school and university meetings and conferences on behalf of school; academic management services (Department Head, Center Director, Program Director, Academic Committee, etc.); accreditation and quality assurance processes; participation in intellectual contributions; participation in research projects; participation in consulting projects; teaching for executive education; direction for executive education; and other school activities.

Supporting faculty are defined as those faculty who are solely engaged in TBS teaching activity. The appointments are normally ad hoc for one term, one course, or module at a time without an expectation or commitment for continuation.

Adjunct participating and supporting faculty are selected based on academic expertise, teaching experience, and past teaching evaluations. They are typically international professors or experienced executives from international and Thai corporations. They are evaluated similarly to all faculty for teaching effectiveness.

The school values more permanent collaborators and promotes more continuous relationships with supporting faculty serving with excellence in the classroom. Continuous participation with excellence in a supporting role is a condition to attaining participating status. Participating status can be appointed by degree program directors and the Dean attached to that particular degree program. This applies that they continuously collaborate in teaching (with excellence, or teaching evaluation score above 3.5 out of 5.0), provide support in student advising, final project advising, curriculum revision, service, research collaboration, and produce intellectual contributions with TBS faculty.

5.2 Review of "Participating" or "Supporting" Faculty

Since the TBS Board of Directors approved the Criteria and Policy of Faculty Sufficiency and Qualifications on September 8, 2014, the operating guidelines were announced and communicated to all departments and degree programs. This constitutes the guidelines to invite or not re-invite adjunct faculty and the formal process to document the activities of adjunct faculty to meet the required level of participating faculty.

The review process of "Participating" and "Supporting" status of TBS faculty is conducted on an annual basis by the department or degree program directors through their contributions and their teaching evaluation scores.

The review results of their status in each department/degree program are proposed to the Associate Dean for Academic Affairs and Graduate Studies. If adjunct faculty are not re-invited due to the unsatisfactory teaching evaluation results (as defined in Standard 12), the Associate Dean will check the result again with that particular adjunct faculty and/or some students in the class before making final decision proposed to the department head or program director and AACSB committee.

Before the beginning of the next academic year, the Associate Dean for Academic Affairs and Graduate Studies consults with AACSB committee to ensure that all qualifications and the status of adjunct faculty meet the Criteria of Faculty Sufficiency and AACSB indicators.

5.3 Faculty Sufficiency

Based on the criteria for participating and supporting status, TBS has sufficient faculty to maintain all the activities that support the school mission. The required activities are published in the faculty policy for workload and performance evaluation of TBS faculty. All departments and degree programs meet the level of participating faculty set by AACSB. Table 15-1 presents the deployment of participating and supporting faculty with their qualifications aggregated by department for the academic year 2015. Table 15-2 presents the deployment of participating and supporting faculty with their qualifications aggregated by degree program for the academic year 2015.

5.3.1 Faculty Sufficiency by Department

Table 5-1 which is summarized from Table 15-1, presents the deployment of the participating and supporting faculty by department in academic year 2015. The metric used in this table is student credit hours (SCHs). It confirms that TBS meets the AACSB participation indicator across its different departments with participation above 60%. The percentage for the entire school is 89.90% which complies with the AACSB standard (above 75%). Table 15-1 provides details by individual faculty in each department.

Table 5-1: Summary from Table 15-1 Participating and Supporting Faculty Deployment by Department

Department	SCHs Participating Faculty (P)	SCHs Supporting Faculty (P)	Ratio 'P'	AACSB Indicator
Accounting	291,116.50	32,457.00	89.97%	Must be $\geq 60\%$
Finance	162,787.00	51,045.00	76.13%	Must be $\geq 60\%$
Management Information Systems	51,150.50	2,340.00	95.63%	Must be $\geq 60\%$
Marketing	168,895.50	14,382.00	92.15%	Must be $\geq 60\%$
Organization, Entrepreneurship and Human Resource Management	102,984.00	19,026.00	84.41%	Must be $\geq 60\%$
International Business, Logistics and Transports	68,823.00	8,037.00	89.54%	Must be $\geq 60\%$
Operations Management	165,226.00	-	100.00%	Must be $\geq 60\%$
Real Estate Business	24,356.50	1,999.50	92.41%	Must be $\geq 60\%$
Thammasat Business School	1,035,339.00	129,286.50	89.90%	Must be $\geq 75\%$

5.3.2 Faculty Sufficiency by Degree Program

Table 5-2 shows the summary of the deployment of participating and supporting faculty by degree program for academic year 2015. The metric used in this table is student credit hours (SCHs). It confirms that all degree programs meet the participating faculty indicators for AACSB with percentage above 60%.

Table 5-2 Participating and Supporting Faculty Deployment by Degree Program

Degree Program	SCHs of Participating Faculty (P)	SCHs of Supporting Faculty (S)	Ratio "P"	AACSB Indicator
Undergraduate Programs				
Bachelor of Accounting (Thai and International Program)	247,645.50	23,172.00	91.44%	Must be $\geq 60\%$
Bachelor of Business Administration (Thai and International Program)	480,289.50	28,833.00	94.34%	Must be $\geq 60\%$
Integrated Bachelor's and Master's Degree Programs				
Integrated Bachelor Programs	63,504.00	23,931.00	72.63%	Must be $\geq 60\%$
Integrated Master Programs	25,800.00	8,013.00	76.30%	Must be $\geq 60\%$
Master Programs				
Master of Business Administration: MBA and MBA-HRM	95,630.00	21,258.00	81.81%	Must be $\geq 60\%$
Master of Business Administration (Strategic Management): XMBA	9,989.00	2,688.00	78.80%	Must be $\geq 60\%$
Master of Science in Accounting: MAP	19,101.00	2,268.00	89.39%	Must be $\geq 60\%$
Master of Science (Real Estate Business): MRE	21,953.50	1,999.50	91.65%	Must be $\geq 60\%$
Master of Science (Management Information Systems): MSMIS	11,085.00	-	100.00%	Must be $\geq 60\%$
Master of Business Administration (International): IMBA	11,214.00	3,330.00	77.10%	Must be $\geq 60\%$
Master of Science (Marketing) (International): MIM	32,403.00	8,064.00	80.07%	Must be $\geq 60\%$
Master of Science (Finance) (International): MIF	13,665.00	4,698.00	74.42%	Must be $\geq 60\%$
Doctorate Program				
Doctor of Philosophy Program in Business Administration: Ph.D.	3,059.50	1,032.00	74.78%	Must be $\geq 60\%$
Thammasat Business School	1,035,339.00	129,286.50	89.90%	Must be $\geq 75\%$

Continuous Improvement

Participating and supporting faculty CV will be input in the Sedona system to integrate with the school database.

Table 5-3 Standard 5: Action to be Implemented

Action to be Implemented	Person Responsible	Resources Needed	Timeline
Input the CV of participating and supporting faculty in the TBS Database.	Associate Dean for Administration, Department Heads, and Program Directors	Time commitment	Annually, 2016 ongoing

STANDARD 6 - FACULTY MANAGEMENT AND SUPPORT

Alignment with Standard 6 ● Yes ○ No

Overall Assessment for Standard 6

The school is aligned with all the key aspects of Standard 6. Faculty management is systematically aligned. The school clearly communicates performance expectations to the faculty. Policies on faculty development and the school management system are clearly and consistently communicated through multiple channels (i.e., intranet and internal document distribution, etc.). The faculty performance evaluation system is formally understood and focused on higher impact intellectual contributions.

6.1 Faculty Management Policy

At the policy level, the TBS Board of Directors includes internal and external members which establish policies and oversee the planning, operations, and monitoring of the business school to be consistent with the overall strategy and operational requirements of the school and Thammasat University. Faculty management policies are specified by the Office of the Higher Education Commission (OHEC) and at the university level.

At the school level, the Dean and management team have overall responsibility for faculty management and administration. The oversight of faculty resources is done by the department heads and the Manpower and Human Resource Management Committee chaired by the Dean. The committee is responsible to ensure that all personnel decisions are made in accordance with the school mission, university policies, OHEC regulations, and the Labor Laws of Thailand. TBS aims to attract and retain outstanding faculty through effective human resource management in recruitment, development, management, promotion, welfare and rewards to achieve the school mission. The faculty management policy includes:

- Faculty workload assignments
- Faculty development support and welfare
- Performance evaluation and contract renewal
- Academic promotion
- Faculty codes of conduct

6.2 Recruitment and Employment

6.2.1 Recruitment and Employment Process

Every 3 years, faculty and professional staff resource plans are developed and revised by the Manpower and Human Resource Management Committee chaired by the Dean, approved by the TBS Board of Directors, and submitted to the university for approval.

The school recruitment process begins at the department level. Faculty of each department determine the qualifications needed. Recruitment priority is given to Ph.D. graduates and candidates with international qualifications. If necessary, candidates with master degrees are considered only if they are committed to continue their education for a doctorate degree. TBS provides scholarships to all faculty members with master degrees to pursue doctorate degrees.

A recruitment committee consists of the Dean, Associate Dean for Academic Affairs, and department faculty. Department faculty oversee the recruitment and hiring process for permanent faculty positions. The committee identifies the department's specific qualifications. Applications are subsequently screened by the committee. Selected candidates are invited for interviews, teaching auditions, and research presentations. The hiring decision is made by the committee.

The employment contract has 4 stages. The initial stage is a 2-year contract. This stage has 2 reviews at 6 months and 12 months. At the end of the second year, there is a contract renewal evaluation. The second stage is a 3-year contract. The third stage is a 5-year contract. The fourth stage is a permanent contract until retirement (i.e., equivalent to tenure). Only faculty member who receives associate professor rank is eligible for permanent contracts. If not, the contract will be allowed to continue for a maximum 2 years with annual review to complete the requirement of permanent contract.

Adjunct faculty are selected for the undergraduate and graduate programs as needed from other universities, schools, or industries. Overall, adjunct faculty must meet the academic and experience requirements for faculty status in the respective programs.

6.2.2 Overall Faculty Resource Plan

In the last 5-year period, only three faculty resigned before retirement. The 5-year retention rate of faculty is extremely high with a range from 95.61% to 100% (Table 6-1).

Table 6-1 TBS Faculty Retention Rate (2011-2015)

Retention rate	2011	2012	2013	2014	2015
Faculty	99.14%	100%	100%	99.02%	95.61%

With 113 fulltime faculty members, TBS has adequate coverage for the degree granting programs and major fields of study. Faculty holding doctorate degrees are 67.26% of the total faculty. TBS currently has 9 faculty pursuing Ph.D.s at other schools in Thailand and abroad which will increase the percentage of Ph.D. faculty from 67.26% to 75.22% in the next 3-5 years (Table 6-2).

The faculty resource plan is reviewed every 3 years according to the term of appointment of the Dean. Table 6-3 presents the new faculty appointments over the past six years and the faculty retirements expected over the next three years in each discipline. From 2011-2016, TBS added 22 faculty, 19 with doctorate degree and 3 with master degrees in all disciplines. In the next 3 years, there will be 12 senior faculty who will retire. TBS will need time to recruit and develop qualified faculty. The mentor system has been implemented to support the development of new faculty competencies in teaching and research. New faculty recruitment in some majors is highly competitive with business sectors such as accounting and finance professions. It takes quite a long time to recruit the qualified applicants to fill in the vacant positions. The school plans to use multi-channels to announce the recruitment. Additionally, TBS will re-appoint some qualified retired faculty on a yearly basis based on their teaching performance and research contribution.

Table 6-2 TBS Faculty Overall Resources (as of 30 April 2016)

Department	Total Faculty (1)+(2)	Doctorate (1)	Master (2)	Continue Doctorate (3)	Full Professor (4)	Associate Professor (5)	Assistant Professor (6)	Lecturer (7)
1. AC	26	15	11	2	1	7	12	6
2. FN	14	11	3	2	2	4	4	4
3. MK	18	13	5	1	0	7	4	7
4. MIS	10	7	3	-	1	4	4	1
5. MOEH	12	7	5	1	0	7	2	3
6. IBLT	15	11	4	1	1	6	4	5
7. OM	13	10	3	-	0	3	5	4
8. RE	5	2	3	2	0	2	2	1
Total # of TBS Faculty (%)	113	76 (67.26%)	37 (32.74%)	9 (7.96%)	5 (4.42%)	40 (35.40%)	37 (32.75%)	31 (27.43%)
Graduated from Abroad	88 (77.88%)	60 (53.10%)	28 (24.78%)					
Graduated from Thailand	25 (22.12%)	16 (14.16%)	9 (7.96%)					
- TBS	11	6	5					
- Other schools	14	10	4					

Table 6-3 TBS Faculty Trends from 2011-2018 (as of 30 April 2016)

Department	# of New Appointment Faculty				# of Retirement Faculty		
	2011-2013		2014-2016		2016-2018		
	Doctorate	Master	Doctorate	Master	2016	2017	2018
1. AC	2	-	2	2	-	1	-
2. FN	1	-	2	-	1	1	-
3. MK	3	-	2	-	-	1	-
4. MIS	-	-	-	-	1	-	2
5. MOEH	2	-	1	-	1	-	2
6. IBLT	2	-	-	-	-	-	1
7. OM	-	-	2	-	-	1	-
8. RE	-	-	-	1	-	-	-
Total	10	-	9	3	3	4	5
	10		12		12		

Remark: This table presents 3-year period according to the term of appointment of the Dean

6.3 Orientation and Mentoring

The university provides an orientation for all new faculty. At the school level, faculty orientation and guidance are provided through the faculty handbook, department and program meetings, and individual meetings with the management team and related faculty. Each department assigns mentors to new faculty for professional development (e.g. teaching, research, academic promotion, and publications).

6.4 Faculty Workload

6.4.1 Minimum Workload

The minimum workload for permanent faculty is teaching 4 courses and producing one intellectual contribution per year (PRJ article, proceeding etc.). To encourage faculty to publish articles in international PRJs, TBS counts one international PRJ article for 2 years in minimum workload. Faculty are required to teach at least 2 undergraduate courses and 2 other courses that can be compensated with other activities that serve the school mission. These include ICs publication, supervision as independent study/thesis advisor, service on school academic or administrative committee, participation in executive education and practical research and consulting services, etc. In addition, the school supports faculty to conduct research through the research track which requires course load of at most 2 courses or sabbatical leave to focus on quality publications or other ICs. Over the past five years, one faculty committed in research track and six faculty took sabbatical leave.

6.4.2 Expectations and Allocation of Faculty Responsibility

The specific workload and research expectations are discussed and allocated at the department level, consistent with school policies, mission, and strategic initiatives.

In addition to assigned course load and IC production, permanent faculty are required to conduct relevant research in their specialization, guide student independent study projects (IS) or theses, participate in curriculum design and innovation, and perform administrative and academic services for departments, programs, the school, and the university. Core courses in the undergraduate and graduate programs are normally taught by permanent faculty.

TBS also employs external faculty from industry, other schools, and international universities to complement the teaching in its degree programs. This provides students and programs with the benefit of international experience and global competencies. International professors are invited as adjunct faculty to teach 1-2 courses with a continuing commitment to the program. They are also substantially involved with student independent study projects as advisors or committee members. They advise the program on curriculum development and also conduct research or case writing with TBS faculty.

6.5 Performance Evaluation

TBS evaluates faculty performance annually to assess increased IC production and teaching quality related to the minimum workload for teaching and other academic and service contributions. Particular emphasis is given to increase the intellectual contributions in peer-reviewed publications and teaching quality. Given their importance for the strategic directions of the school, incentives are offered to faculty who produce more articles in high-impact international journals. Other incentives for faculty include the outstanding teacher awards given to faculty with high evaluation scores for lecturing and achievement in student learning. Faculty who fail to meet minimum workload requirements may be penalized through limited salary increases or complete salary suspension.

6.6 Career Progression

For career progression through academic promotion of permanent faculty, there are specific requirements for assistant professor, associate professor, and full professor. The promotion criteria for academic rank are specified in the regulations of the Office of Higher Education Commission and the university (Table 6-4).

6.7 Faculty Development Plan

The development process is based on the mission and strategy of TBS and supported by the school budget. Each faculty has to submit a 3-year development plan to the department for review and approval. The departments submit their plans to the school for faculty development. The faculty development plan has 3 major components. These are: 1) Teaching; 2) Producing peer-reviewed journal articles and other ICs; and 3) Attending national and international conferences, workshops, and training for individual self-development. The school provides financial support for faculty to attend seminars, trainings, and conferences at the national and international levels to review new trends in business practices, for example, knowledge management, innovations, and

sustainability. Progress on each faculty development plan will be reviewed annually by the department heads and reported to TBS Administrative Committee. All faculty members have utilized the faculty development funding. The total utilization of the available funding is about 70% during 2012-2014 (Table 6-5).

Table 6-4 Academic Rank Promotion Requirements

Criteria	Assistant Professor	Associate Professor	Full Professor
Work Experience	- At least 5 years of work experience with a master degree - At least 2 years of work experience with a doctorate degree	Assistant Professor for at least 3 years	Associate Professor for at least 2 years
Teaching Evaluation	Documented teaching quality in one selected subject evaluated by the academic evaluation committee as being at the professional level	Documented teaching quality in one selected subject evaluated by the academic evaluation committee as being at the senior professional level	Documented teaching quality in one selected subject evaluated by the academic evaluation committee as being at the expert level
Research Publications	Research publications or other forms of academic work such as published books, textbooks, or publications which must be evaluated by the academic evaluation committee as good quality.	Research publications and other forms of academic work such as published books, and textbooks which must be evaluated by the academic evaluation committee as very good quality.	Research publication and other forms of academic work such as published books, and textbooks which all must be evaluated by the academic evaluation committee as outstanding quality and being innovative academic knowledge contributions.

Table 6-5 Utilization of Faculty Development Budget

Budget Year	2012	2013	2014	Total 3 years Utilization	2015	2016	2017
Available Budget (US\$)	789,371				816,674		
Utilized Budget (US\$)	149,082	140,692	259,079	548,853	136,728	n/a	n/a
% Utilization	19%	18%	33%	70%	17%	n/a	n/a

* Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar
Source: Bank of Thailand

Mentoring is provided as requested and financial support is available to all faculty producing ICs in order to achieve academic rank. Currently, 4.42% of TBS faculty are full professors, 35.40% are associate professors, and 32.74% are assistant professors (Table 6-2). Table 6-6 presents the number of faculty promoted and in process for academic promotion during 2011-2015.

Table 6-6 TBS Faculty Promoted and On-going in Academic Promotions (as of 30 April 2016)

Promoted and In Process	2011	2012	2013	2014	2015	2016	Total
Academic Rank Promoted							
- Assistant Professor	0	0	1	2	5	3	11
- Associate Professor	0	4	0	0	1	1	6
- Professor	0	0	0	0	0	0	0
Total Faculty Academic Rank Promoted	0	4	1	2	6	4	17
In process							
- Assistant Professor	0	1	0	0	2	2	5
- Associate Professor	0	0	0	0	2	2	4
- Professor	0	0	2	4	1	0	7
Total Faculty in Process of Academic Promotion	0	1	2	4	5	4	16

TBS has implemented a formal faculty support and development plan based on the individual development plans of faculty. The key priority activities to be supported by the school budget include:

- Teaching Expertise
 - Conduct training needs assessment on teaching techniques and innovation
 - Conduct workshops on teaching techniques and innovation

- Follow up teaching effectiveness. If the individual faculty teaching evaluation scores are less than 3.5 out of 5, the score will be reported to TBS management and the instructor is required to take immediate action to improve performance
- Support for attending seminars/workshops to improve teaching techniques and innovation
- Research Expertise
 - Conduct workshops on research design, methodology, and implementation
 - Provide financial support to participate in international conferences, publication process, and editing services
 - Provide financial support for collaboration in research and publication through the Center of Excellence (COE)
- Publication Expertise
 - Conduct workshops on how to publish ICs (e.g., PRJs, case studies, textbooks, etc.)
 - Provide financial support for IC production and financial rewards for peer-reviewed journal publications
 - Support for case study publications
- Understanding of Policies and Procedures
 - Develop Knowledge Management database to support academic promotion
- Academic Promotion
 - Conduct workshops on how to be successful in academic promotion
 - Provide a mentoring committee to advice in related fields of faculty applying for academic promotion

6.8 Outstanding Performance of TBS Faculty: Innovation, Impact, Engagement

A significant school strategic direction is to provide financial resources and facilities that support faculty to develop and publish articles in high quality international PRJs and expertise in their specialization. From 2011-2015, TBS faculty received research awards and recognition from Thammasat University and national and international organizations for innovative and high value research ICs ([Appendix S2: Table S2-2](#)). In addition, TBS faculty have contributed to the internationalization strategy of the school through a variety of international academic engagement activities such as:

- Hosting regional or international conferences, being a chair, co-chair, guest speaker invitations for international conferences, scholarly programs, and international or regional research forums
- Serving as editors, associate editors, editorial board memberships, or invitations to act as reviewers for leading peer-review journals
- Being invited as visiting professors or dissertation external examiners
- Cooperating with other institutions for research and publications

For instance, Associate Professor Dr. Pavida Pananond and Professor Dr. Alvaro Cuervo-Cazurra from Northeastern University have collaborated in two research projects sponsored by the Thailand Research Fund: ‘Multinational and Performance: Policy Implications’; and ‘Global Value Chains and Emerging Market Multinationals: Policy Implications’.

Another example is Assistant Professor Dr. Peter Ractham who has also been very active in research activities. Dr. Peter has been invited as a visiting scholar to high ranking universities such as National Chung Cheng University (Taiwan) in 2012 and 2013. He also served as a visiting scholar for 3 months at Virginia Tech (USA) in 2014 and has been visiting University of Edinburgh from October 2015 – June 2016 (9 months). He has published in multiple top-tier journals and has collaborated on research with top rank researchers from Virginia Tech, University of Edinburgh, DePaul University, University of New South Wales, National University of Singapore, and Auckland University of Technology. In addition, he will serve as a Publicity Chair for PACIS2016; a top Information System Conference in the field of Information Systems.

Continuous Improvement

The school continues to support faculty to increase the number of top-tier international journal articles and other ICs, to increase utilization of faculty development budget, and to recruit new faculty for the school.

Table 6-7 Standard 6: Action to be Implemented

Action to be Implemented	Person Responsible	Resources Needed	Timeline
Follow-up support for faculty members based on the individual development plan and actual performance, and recruit new faculty for the vacant positions.	Associate Dean for Administration and Department Heads	Time commitment Mentors	Annually, 2016 onwards

STANDARD 7 - PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT

Alignment with Standard 7 ● Yes ○ No

Overall Assessment for Standard 7

The school is aligned with all aspects in Standard 7. Professional staff are sufficient to support all school activities. TBS provides a range of professional development opportunities for professional staff with processes that enable service quality and apply best practices. A professional staff development plan was implemented to support quality service improvement and mission achievement. The student satisfaction survey of professional staff services showed high service quality and mission achievement.

7.1 Professional Staff Sufficiency

TBS currently has a sufficient number of professional staff to serve the school mission. The school's mission and strategy are focused on enhancing service quality through the professional development of staff. The school puts an emphasis on creating a great work place and ensuring good governance. Table 7-1 shows the professional staff resources for mission related services. The highest percentage relates to admission and academic services (52.12%) which is the most important activity of the school. The professional staff are sufficient for student support services. For newly developed mission or strategic initiatives, TBS has a working group focusing on specific staff responsibilities (e.g., career advising, alumni relations, fund raising) and other mission requirements like commitment to the UN-PRME.

Table 7-1 TBS Professional Staff Resource Allocations (As of 21 April 2016)

TBS Service Resources	No. Professional Staff	%
TBS Secretariat	1	0.61%
Admissions, Academic and Student Services	86	52.12%
Undergraduate Academic and Student Services	30	18.18%
Graduate Academic and Student Services	33	20.00%
Admission and Recruitment Test (SMART)	6	3.64%
International Affairs	3	1.82%
Facilities, Information Technology and Library Services	14	8.48%
Intellectual Contributions and Executive Education	15	9.09%
Research and Publications	4	2.42%
Executive Training, and Research and Consulting Service (CONC)	11	6.67%
Human Resource Management and Development	6	3.64%
Human Resource Management	6	3.64%
Other Service Support Mission	57	34.54%
National Quality Assurance and International Accreditation	6	3.64%
Corporate Communications and Public Relations	4	2.42%
Accounting and Financial Services	24	14.54%
Other Operational and Administration Support	23	13.94%
Total Professional Staff	165	100%

7.2 Professional Staff Development and Support: Engagement, Innovation and Impact

7.2.1 Engagement to Improve Quality

TBS provides opportunities for all professional staff to have ongoing self-development in their areas of work. Professional staff are required to attend at least 24 hours of training courses annually. They must initiate individual development plans to improve their service quality.

Funding is available for all professional staff to attend external professional development training amounting to \$125 per person. In-house staff training has been provided based on the professional staff individual development

plans and training need survey. TBS arranges in-house staff training for at least 4 topics a year in order to improve work efficiency and develop additional expertise of professional staff. Additionally, TBS also established the Knowledge Management (KM) Program to encourage knowledge sharing among professional staff throughout the organization. The TBS KM seminar is usually arranged twice a year. For instance, the KM seminar on purchasing and procurement was arranged for the central administrative and profit center units staff in March 2016. Examples of in-house training courses that TBS has arranged for professional staff are shown below.

Examples of in-house training courses	
2013 – 2014	Time Management, Service Mind, 5-S (Specify, Streamline, Support, Standardize, and Sustain), Document Management, Quality Assurance System, and Plan-Do-Check-Act (PDCA) for Work Process Improvement.
2015	Self-Assessment and Social Adaptation, Plan-Do-Check-Act (PDCA), the 2014 Quality Assurance System, English for Work, and Telephone Communication for Customer Satisfaction.

7.2.2 Innovation on Incentive Program

Apart from the individual development support, TBS has initiated an innovation on incentive program to promote continuous self-improvement of professional staff related to their work. Currently, 90% of all professional staff pass at least one test of proficiency in English or Information Technology skills. Many professional staff complete both.

Innovation: Incentive for English Language Proficiency and IT skills

Professional staff who pass the English Language Proficiency Exam or obtain an Information Technology related certificate are eligible for rewards from US\$42 up to US\$140 per month in addition to their salary.

English Language Proficiency				
TOEIC Score	450-599	600-699	700-799	Above 800
Reward / Month	US\$ 42	US\$ 84	US\$ 112	US\$ 140

IT Skill		
Microsoft Office Specialist Certification (MOS)	Microsoft Office <u>Specialist</u> for Word or Excel or Access	Microsoft Office <u>Specialist Expert</u> for Word or Excel or Access
Reward / Month	US\$ 56	US\$ 112

Foreign Exchange Rates as of 1 March 2016: 35.612 Baht/US Dollar

Remark:

a) The TOEIC score and MOS certificate are valid for 3 years. Professional Staff are required to re-submit this score or certificate every 3 years.

b) Registration fees for initial TOEIC and IT certification examination can be reimbursed from TBS.

7.2.3 Impact: Satisfaction Survey of Professional Staff Service Quality

The school has conducted an online student satisfaction survey of professional staff service and school facilities. This survey measures the quality of academic services of professional staff. The results are used to resolve any student complaint. 4.45 out of 5 is the average score for professional staff service quality in the service areas (Table 7.2). In the latest survey (Table 7-2), an example of resolving complaint relates to dissatisfaction with the reading room space. As a result budget has been allocated for the expansion and renovation of the student reading room and lounge in 2016.

Table 7-2 Student Satisfaction Survey 2015 of Professional Staff Service Quality and School Facilities

Satisfaction	Total Responses	Average Score (Out of 5)
Professional Staff Service Quality		
Undergraduate Staff	615	4.68
Graduate Program Staff	383	4.71
Academic Affairs Staff	287	4.45
School Facilities		
Computer Center	190	4.34
Library	65	4.66
Reading Room	494	3.29
Student Lounge	247	4.17

7.3 Professional Staff Career Path Development

Two separate career paths are available to professional staff at TBS. For staff employed directly by the university, positions start at professional staff with possible promotion to staff supervisor and service unit head. For staff employed directly by the school, positions start at the professional level with promotions available to program or center manager. Promotion to the next level of staff position is based on performance and experience. The TBS Secretary position requires an appointee to have been the head of at least two service units in order to be eligible. Selection for promotion is made by a committee of administrators, faculty and professional staff representatives.

Continuous Improvement

Table 7-3 Standard 3: Action to be Implemented

Actions to be Implemented	Person Responsible	Resources Needed	Timeline
Follow up professional staff development plan and services.	Associate Dean for Administration	Time commitment	2016 ongoing

STANDARD 8 - CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING

Alignment with Standard 8 ● Yes ○ No

Overall Assessment for Standard 8

TBS has a clear structure, effective processes, and timelines for the review of curricula to guarantee that TBS graduates are high quality. TBS has analyzed, planned, developed, and implemented the AOL five-year plan for all curricula to achieve the learning goals and initiate continuous improvement. The school is committed to strengthen all aspects of its alignment with standard 8. To meet all TBS program learning goals, supporting continuous improvements have been implemented during the past two academic years.

8.1 Curricula Management

The school has two approaches to manage its curricula. The first approach is managed at the department level. The Thai undergraduate programs are managed by eight academic department heads; Accounting (AC), Finance (FN), International Business, Logistics, and Transport (IBLT), Marketing (MK), Operations Management (OM), Organization, Entrepreneurship and Human Resource Management (MOEH), Management Information Systems (MIS), and Real Estate Business (RE). The Undergraduate Academic Committee consists of representatives from each department chaired by the Associate Dean of Academic Affairs to oversee the Thai bachelor programs curricula management (Figure 8-1).

The second approach of curricula management is managed by programs. The International BBA Program and the Integrated Bachelor's and Master's Program (IBMP) are managed by program directors supervised by program committees. All Master and Ph.D. programs are also managed by program directors with supervision of program committees. These graduate program directors are members of the Graduate Studies Committee chaired by the Associate Dean of Graduate Studies (Figure 8-1).

The TBS Administrative Committee consists of all associate and assistant deans, and department heads. It considers all program management issues which require preliminary approval before submission to the School Board of Directors (Figure 8-1). The governance of the undergraduate and graduate programs management is overseen by the TBS Board of Directors, chaired by the Dean.

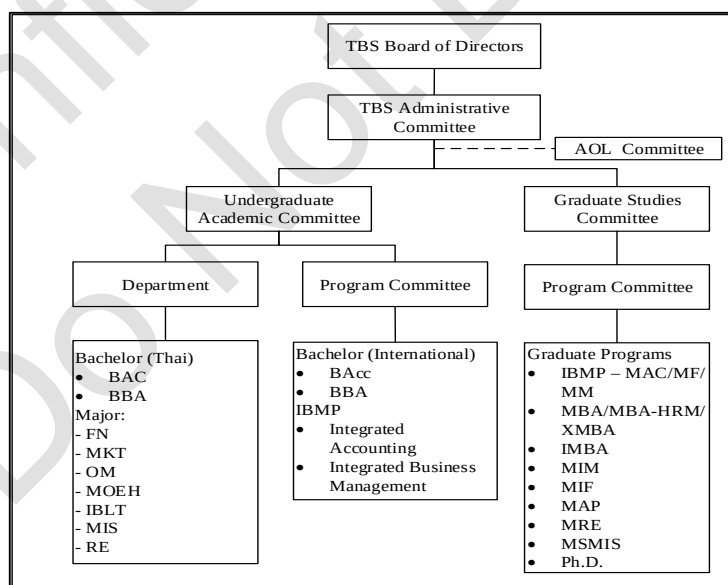


Figure 8-1 Structure of TBS Curricula Management

8.2 Curriculum Development and Revision Process

Major curriculum revision is conducted at least once every five years which is a requirement from the Office of Higher Education Commission (OHEC). The curriculum revision committee includes representatives from the department/program appointed by the Dean and chaired by Associate Dean for Academic Affairs. The curriculum revision process includes a high level of stakeholder engagement including internal faculty and current students,

adjunct professors, employers, alumni, business practitioners, representatives from professional associations. In this process, changes are determined through a review of curricula offered by competing national/international programs, ideas and suggestions from faculty and alumni, and feedback and comments from current students. This review follows the requirements of the OHEC. In addition, the existing curriculum is revised based on research using surveys, in-depth interviews, and focus group discussions of internal and external stakeholders. Most importantly, the curricula revision focuses on up-to-date and innovative business applications and teaching approaches which increase the impacts related to the TBS learning goals.

New curriculum development is initiated based on school policy and aligned with the school mission. Market demand assessment and academic contributions are essential criteria for new curriculum initiation. The curriculum development process is similar to the curriculum revision process. Each Department/Program is entitled to initiate new or revised curricula. All are approved by the TBS Board of Directors. The final approval is made by the Thammasat University Council and the Office of the Higher Education Commission, Ministry of Education (Figure 8-2). The Thailand Qualifications Framework for Higher Education (TQF: HED) has been mandated for all Thai universities to ensure higher education quality standards in Thailand since 2013. The TQF framework reflects the main policy priorities of Thailand's higher educational system based on four frameworks: TQF2 for curriculum development, TQF3 for course specification, TQF5 for course assessment, and TQF7 for overall program assessment.

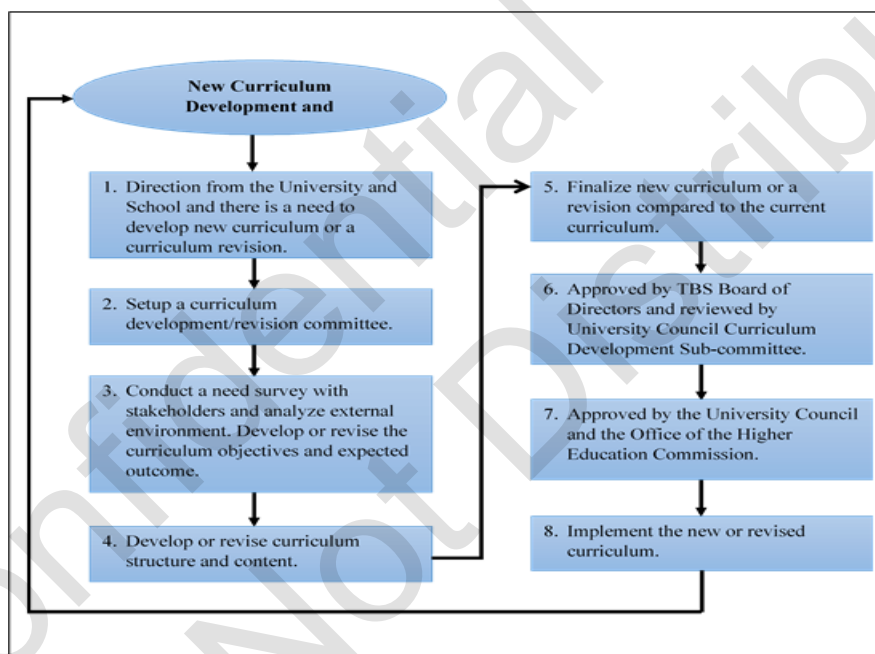


Figure 8-2 Curriculum Development Process

8.3 Assurance of Learning Development and Implementation

8.3.1 Initiating the AOL Committee

In March 2014, TBS began the AACSB Assurance of Learning (AOL) by attending the AACSB workshop in Bali, Indonesia in order to understand the guidelines and assessment practices of the AACSB AOL. The Dean gave a comprehensive overview of the AACSB AOL to the management team, department heads, program directors, faculty and professional staff in order to understand and apply the AOL requirements.

In May 2014, the AACSB working committee invited the AACSB Mentor - Professor Geoff Perry, Pro-Vice Chancellor and Dean, Faculty of Business and Law, Auckland University of Technology (AUT), to discuss the school's gap analysis and clarify the Assurance of Learning standards. He suggested that TBS needed to develop a systematic AACSB AOL process although TBS has clear structures, processes, timelines for the curricula assessment based on the TQF: HED framework. The systematic AOL process consists of identifying an AOL infrastructure and selecting a committee to drive and involve faculty in the AOL, establishing learning goals aligned with TBS mission, mapping curricula to specify the learning goals to be developed and measured in TBS, gathering data on the learning goals and assessing the results. It could establish changes where necessary in content, delivery, assessment tools, or important learning goals, and measure the impact of the changes.

In early June 2014, Thammasat Business School began its first year of the assurance of learning (AOL) by forming the AOL committee. The AOL working committee is comprised of the TBS management team and representatives from each program ([Appendix S8: Section S8-1](#)). The AOL working committee has to develop the AOL plan, design an AOL prototype for each program. It facilitates the implementation of the AOL plan with all faculty and staff, to analyze and evaluate the achievement of program learning goals. The committee prepares an AOL annual report, presents the AOL annual report with recommendations to the AACSB working committee and TBS Board of Directors, and will effectively close the loop in the AOL by continuous improvements in each program.

8.3.2 TBS AOL Learning Goals Development

The TBS learning goals are derived from Mission 2 of the school, “To develop graduates who are *business competent*, *socially responsible*, and *ready-to-work in a global business environment*. There are three essential components: 1) to provide students with academic excellence in business competencies; 2) to enable students to work in a global environment; and 3) to cultivate social responsibility and ethical conduct in students. All three learning goals are consistent with the expected outcomes of the TQF framework as shown in Table 8-1.

Table 8-1 TBS Three Learning Goals and Thailand Qualification Framework (TQF) Learning Outcomes

Mission/Goal	TBS Learning Goals	TQF Learning Outcomes
Mission 2: To develop graduates who are business competent, socially responsible, and ready-to-work in a global business environment. Goal: To strengthen graduates academic knowledge and competencies in business while increasing awareness of global issues, ethical issues, and social responsibility.	LG1: Academic Excellence	- Knowledge Development - Cognitive Skill
	LG2: Ready-to-Work in Global Business Environment	- Interpersonal skill - Analytical and communication skills
	LG3: Social Responsibility and Ethical Conduct	Ethical and Moral Development

On June 26, 2014, an AOL guideline template was designed and discussed as a prototype to demonstrate the AOL learning goals, objectives, traits, rubrics, and assessment methods for each department and program. In the AOL development process, AOL tasks were assigned to each program to design specific learning goals, objectives, traits, and measurement methods. Each program was given a timeline and guidance to collaborate at the program level. Participants included department heads and program directors, all faculty and supporting staff (e.g., program managers/staff). The initial AOL requirements were submitted by each program on July 15, 2014 and reviewed by the AOL Expert, Associate Professor Dr. Gayle Morris, Associate Dean and Director of Learning and Teaching at Auckland University of Technology, for an AOL workshop held on July 18-19, 2014. More than 80 participants attended the two-day workshop and actively developed a comprehensive TBS AOL ([Appendix S8: Section S8-2](#)). Dr. Morris suggested that each undergraduate and graduate program follow four steps:

- Ensure all programs and course learning goals are aligned with the overall TBS learning goals, objectives, and traits.
- Ensure that within courses, the objectives, assessment methods, and learning/teaching activities align with, and contribute to the development and provide evidence of program learning goal achievement. The school should use capstone courses to measure the last two learning goals concerning readiness-to-work in the global environment, and social responsibility and ethical conduct in students.
- Redefine the rubrics measuring the traits of each program with a clear description of standards at each level. Three levels of rubric achievement were revised in the workshop: Unsatisfactory, Satisfactory, and Outstanding.
- Identify instruments and measures to assess the accomplishment of the learning objectives. Each program was asked to identify assessment methods to measure the traits for each learning goal. Each method (e.g., exams or assignments) had to be directly aligned with the learning goals and objectives.

The 5-year plan of AOL course assessment for all curricula is presented in [Appendix S8: Section S8-3](#). The learning objectives, traits, and rubrics of each goal were used as the guidelines for AOL assessment. The rubrics measuring the traits of each program were defined by three assessment levels: Unsatisfactory (U), Satisfactory (S), and Outstanding (O) ([Appendix S8: Section S8-4](#)). The targets for bachelor and master programs are at least 85% of the students achieving satisfactory and outstanding levels, whereas with doctoral students, the target is 100% of the students achieving satisfactory and outstanding levels. The AOL Committee (AOLC) met at least twice a semester to support the understanding of the instructors for the assessment processes, to monitor the

assessment progress, actively solve any problems, and provide suggestions for improvement. The 5-year plan for TBS AOL implementation is presented in Table 8-2.

Table 8-2: TBS AOL Process and 5-Year AOL Plan

Activity	March-August 2014	Academic Year				
		2014	2015	2016	2017	2018
1. Develop TBS AOL (Learning goals, objectives, trait, rubric, and courses assessment of each degree etc.), AOL plan, and other details.	X					
2. Implement the first cycle AOL assessment.		X				
3. AOL courses assessment and evidence collection		X	X	X	X	X
4. Analyze and prepare AOL report		X	X	X	X	X
5. AOL Committee meets and discusses with instructors, and delivers the requirements to instructors for continuous improvements.		X	X	X	X	X
6. AOL Committee summarizes and reviews the next academic year AOL assessment and closing the gap.		X	X	X	X	X
7. Dean reports academic year AOL assessment results and continuous improvements to management team.		X	X	X	X	X

8.4 The First Cycle of AOL Implementation

The TBS AOL implementation took place in the first semester of academic year 2014 at all program levels. Almost all programs achieved the target of students achieving the designated traits at or above the satisfaction level ([Appendix S8: Section S8-5](#)). The programs/majors that could not achieve the target along with their continuous improvement plans are presented in [Appendix S8: Section S8-6](#). More counseling on closing-the-loop was provided to ensure the implementation of improvements in the AOL process, especially for the courses of the programs that could not achieve the target. These included Finance, IBLT, MOEH, BA401, IMBA. The meeting of AOL committee suggested the IMBA program to use Independent Study II for assessment because the Independent Study I was the early stage of research development and did not integrate the whole result of the learning outcomes to assess the effectiveness of the three learning goals.

8.5 The Second Cycle of AOL for Academic Year 2015

The second cycle assessment was conducted to identify the impact of changes on student achievement of the learning goals and to monitor the continuous improvement from the first cycle AOL. In 2014-2015, there were few major changes from the AOL plan regarding the curriculum revision which changed the assessment of AOL courses in academic year 2015 and 2016. The AOL Committee has discussed and worked closely with the program committee to ensure that any change in curriculum revision would effectively enhance the program teaching and learning quality and increase the level of learning goal achievement.

8.5.1 Effectiveness of Recent Curricula Revision and Impact on AOL course Assessment

According to the OHEC requirement to revise a master degree program every 3-5 years, TBS has revised four master degree programs during 2014-2015 (Master of Science in Marketing - MIM, Master of Science in Finance - MIF, Master of Science in Management Information Systems - MSMIS, and Master of Science in Real Estate Business - MRE). The new curricula were designed to fulfill the expectations for course offerings in a contemporary master's level program in each specialization. Changes came from reviews of curricula offered by rival programs (in Thailand and / or Asia, Australia, United States, and Europe), ideas and suggestions from program faculty, employers, and alumni, feedback and comments from current students, the requirements of OHEC, and the AACSB Assurance of Learning Assessment. During the curriculum process, the AOL courses in some programs were assessed and assigned the new appropriate courses for AOL assessment (e.g. MIM, MIF). All the revised curricula were approved by the University Council and OHEC.

The new MIM curriculum emphasizes four competitive strengths: critical thinking and problem solving skills, global orientation, entrepreneurial character, and professional competency. A new course "MK614 Global Marketing Strategy" has been added to the curriculum and used for the AOL assessment learning goal 2, 'Ready-to-Work in Global Business Environment'. The new curriculum was effective in academic year 2015.

The MIF new curriculum enhances the preparation for the ASEAN financial market and investment. The original AOL course (MF641 Corporate Financial Theory) could not assess team work and impact on stakeholders, Trait 2.1.3 ‘Demonstrate team-working skills’ and Trait 3.1.2 ‘Analyze the impact of business conduct on stakeholders’. In the new curriculum, the capstone course (MF792 Independent Study II) was redesigned to assess all traits in the three learning goals of the program in academic year 2015.

The MSMIS new curriculum emphasizes technology solutions to increase the competitiveness of corporations in the digital economy during 2016-2020. The capstone AOL course assessment, IS721 Planning and Management of Strategic Information System, was revised to be IS601 Strategic and Modern Business Management in the Digital Economy emphasizing emerging technology and management competencies. IS601 - Strategic and Modern Business Management in the Digital Economy will be used to assess AOL learning goals in academic year 2016.

The new MRE curriculum was reviewed and Independent Study II was considered the most appropriate for the AOL course assessment.

The revision of course content is the major reason to change the new AOL course assessment for the programs (e.g. MIM, MSMIS). Besides the content issue, the appropriateness of course assessment methods used to evaluate the traits of each learning goal is another factor that the program committee revised to change the AOL assessment courses (such as, MIF, IMBA). The MRE program had no change for AOL course assessment. A summary of changes in AOL course assessment from new curriculum revision and AOLC suggestion is presented in Table 8-3.

Table 8-3 Summary of Change in AOL Course Assessment from Curriculum Revision/AOLC Suggestion

Curriculum	LG1: Academic Excellence		LG2: Ready-to-Work in Global Business Environment		LG3: Social Responsibility and Ethical Conduct		Reason of Change
	2014 AOL Course	New AOL Course	2014 AOL Course	New AOL Course	2014 AOL Course	New AOL Course	
MIM	MK601	MK601	MK612 MK703	MK612 MK614 MK703	MK601	MK601	Add one more related course to assess LG2 more effectively.
MIF	MF641 MF630 MF791	MF792	MF792	MF792	MF792	MF792	MF 792 was redesigned assessment methods to measure all three LGs more effectively.
MSMIS	IS721	IS601*	IS721	IS601*	IS721	IS601*	Course code and course description revision.
MRE	RB651	RB651	RB651	RB651	RB651	RB651	-
IMBA	GI760	GI761	GI602	GI602	GI760	GI761	GI761 integrates more effective results to assess the learning outcomes

*Effective in academic year 2016

MK601- Marketing Management, MK612 – International Marketing, MK614- Marketing Research, MK703 – Independent Study II
MF630 Research Methodology in Financial Studies, MF641 – Corporate Finance Theory, MF791 – Independent Study I, MF792 – Independent Study II
IS601 – Strategic and Modern Business Management in Digital Economy, IS721 - Planning and Management of Strategic Information System
RB651 – Real Estate Valuation Analysis
GI760 – Independent Study I, GI602 – Marketing Decisions, GI761 – Independent Study II

8.5.2 AOL Course Assessment Result of Academic Year 2015

In the first semester (1/2015) AOL courses were assessed and completed based on the continuous improvement for the second semester in late of January 2016. The Chair of AOLC (Dean) met with the faculty for feedback and comments for continuous improvement and report preparation. The second cycle of AOL was completed in early June 2016. The loop was closed from the first cycle AOL. The statistics have been reported to the Assurance of Learning Committee and the TBS Administrative Committee for further actions.

Figure 8-3 shows that the overall assessment result of the three learning goals of undergraduate level in Accounting (BAC) and Business Administration (BBA) majors achieved the target of 85%. Details of AOL report for academic year 2015 are presented in Appendix S8 Section S 8-7.

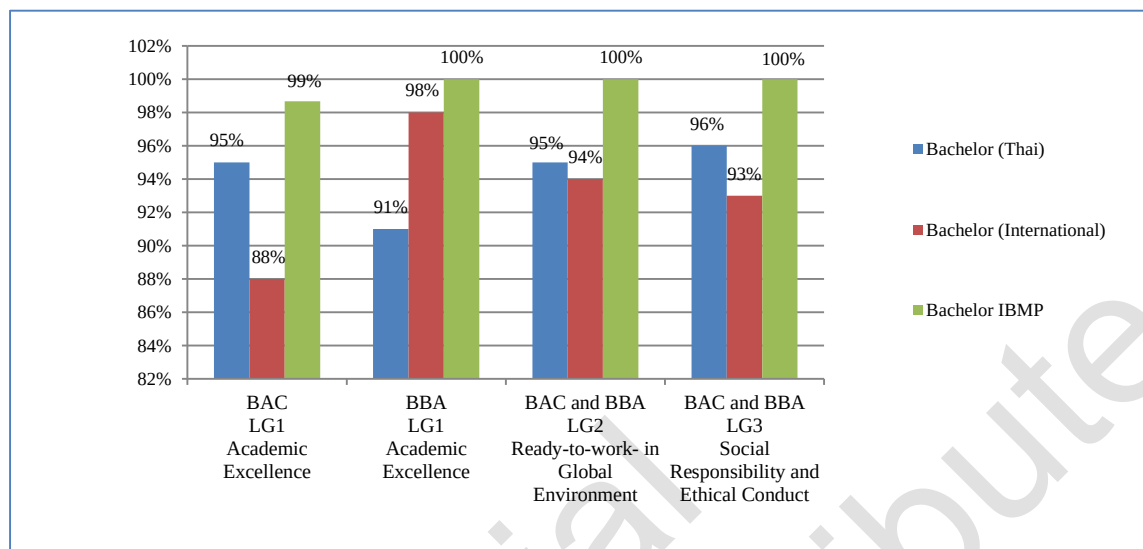


Figure 8-3 Learning Goals Achievement of All Undergraduate Programs

When considered by trait and major, two courses (HR311 – Organization Behavior and HR312 – Performance Management Systems) of the Organization, Entrepreneurial and Human Resource Management (MOEH) major could not achieve the 85% target for Trait 1.1.1 ‘Illustrates relevant concepts and theories in Organization, Entrepreneurial and Human Resource Management and Trait 1.2.1 ‘Applies concepts and frameworks in organizational behavior and business practice in practical situations’ (Figure 8-4). Continuous improvement was suggested by the HR311 instructor to use active learning approach to encourage students to engage in class participation and express their ideas relevant to the application. Small workshop will be provided to increase student capability to analyze problems and answer the exam questions. For HR312, the instructor will update course content and use relevant, up-to-date cases to assist students to understand and apply the basic concept. In addition, IB312-Research Methodology of the International Business, Logistics, and Transportation major could not achieve the 85% target for Trait 1.1.1 ‘Illustrates relevant concepts and theories in international business, logistics, and transportation. The instructor realized that students could not achieve Trait 1.1.1 as last academic year because this course focuses on applying knowledge and research methodology and does not put much emphasis on basic knowledge of international business, logistics and transportation. The consequence is that the learning objective 1.1 ‘Student demonstrates understanding of concepts and theories in International Business Logistics and Transport’ could not be appropriately assessed.

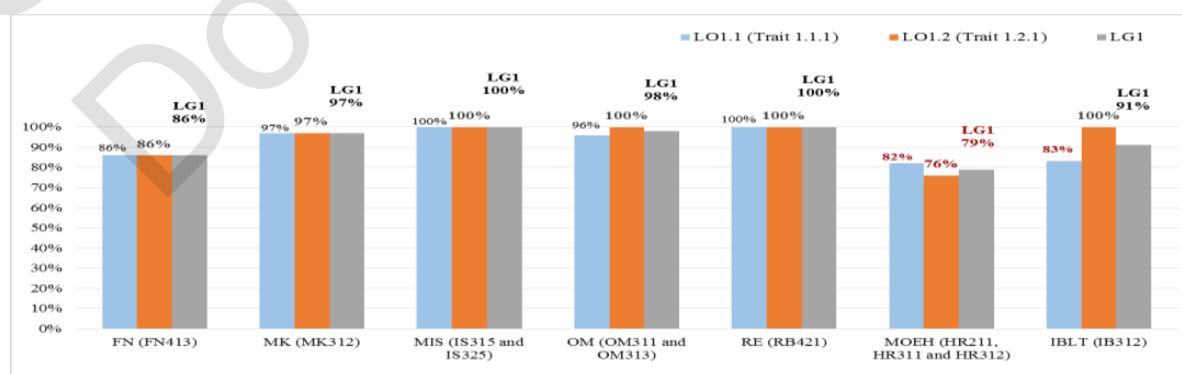


Figure 8-4 Academic Excellence Achievement Classified by Traits of Business Administration Majors

For the graduate level, AOL report shows that the percentage of graduate and doctoral students in all programs met the three learning goals except the MIM program that students in MK601 (Marketing Management) could not meet the target of 85% achievement level for Trait 1.2.2 ‘the ability of students to apply concepts and frameworks

in marketing problem solving’ of LG1 (Figure 8-5). Because MK601 is the first core course of the program and the input of MIM students comes from diverse academic and professional backgrounds, the instructor will spend more time in student class participation and encourage students to apply marketing concept in real-world marketing situations (Figure 8-6). In addition, students in MK614 also could not achieve the target of 85% for Trait 2.1.1 ‘the target resulted from the factors such as the ineffective use of media in presentations including visual aids and PowerPoint, difficulties in handling questions during the presentation. The majority of the teams were well prepared and able to present with confidence and professionally. Only a few teams needed to improve the poise, vocal projection including tone and pitch and also formal verbal communication in business setting. All points about the oral presentation skills are well noted for further improvements.

Details of AOL report for all programs are presented in Appendix S8 Section S 8-7.

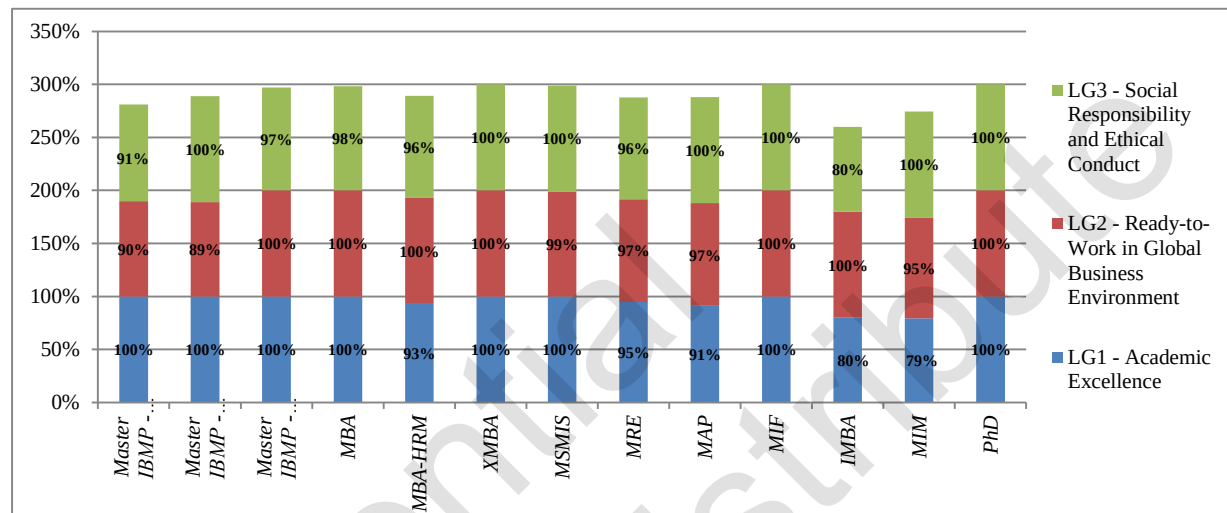


Figure 8-5 Learning Goals Achievement of Graduate and Doctoral Programs

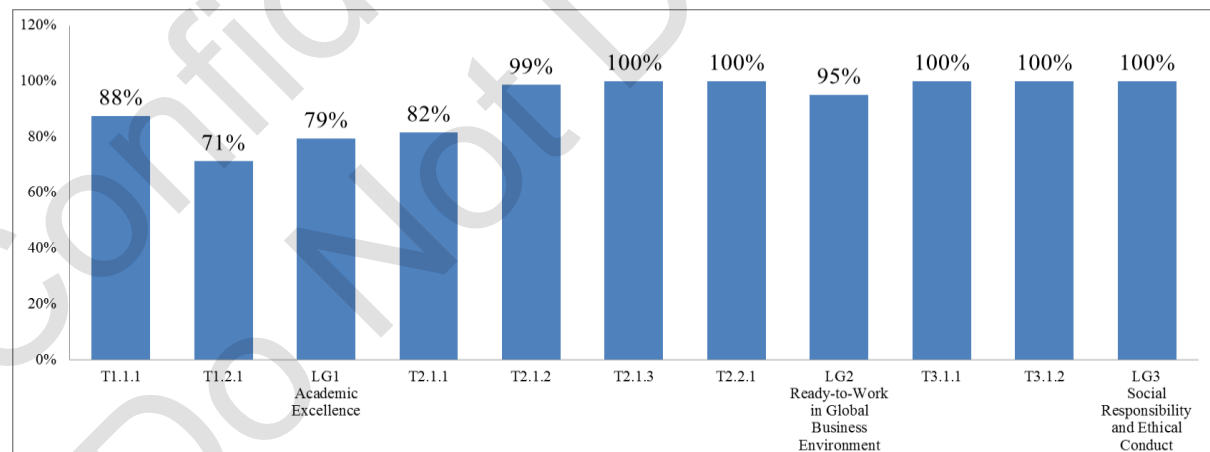


Figure 8-6 Assessment Results by Traits for MIM Program

8.5.3 AOL Indirect Assessment

Besides course assessment in each program, the school also combined an external assessment of the TBS learning goal achievement from employers to ensure that both direct and indirect assessments indicated the same results. The survey result from employers showed that TBS graduates have high score of satisfaction above 4 out of 5 in all measurement items of learning goals achievement (Table 8-4).

Table 8-4 Employer Satisfaction Survey of TBS Graduates in 2015

Learning Outcomes	Bachelor Degree			Master and Doctoral Degrees										
	BBA Thai	BBA Inter	IBMP Bachelor	IBMP Master	MBA	MBA-HRM	XMBA	MSMIS	MRE	MAP	MIF	IMBA	MIM	Ph.D.
LG1 Academic Excellence														
- Knowledge Development	4.2	4.3	4.3	4.7	4.3	4.3	4.5	4.4	4.3	4.5	4.6	4.4	4.4	5.0
- Cognitive Skill	4.0	4.2	4.3	4.3	4.2	4.1	4.4	4.4	4.2	4.2	4.4	4.1	4.3	5.0
LG2 Ready-to-Work in Global Business Environment														
- Interpersonal Skill	4.2	4.3	4.4	4.3	4.4	4.2	4.5	4.6	4.4	4.4	4.5	4.4	4.4	5.0
- Analytical and communication Skill	4.1	4.4	4.4	4.4	4.3	4.2	4.6	4.2	4.2	4.4	4.4	4.4	4.4	5.0
LG3 Social Responsibility and Ethical Conduct														
- Ethical Conduct	4.6	4.6	4.5	4.2	4.6	4.6	4.9	4.8	4.7	4.9	4.7	4.5	4.5	5.0
- Social Responsibility	4.4	4.4	4.4	4.6	4.4	4.4	4.8	4.3	4.4	4.6	4.5	4.5	4.7	5.0

8.6 Next Step for AOL Continuous Improvement

Assurance of Learning Committee has closely followed up the continuous improvement of AOL assessment in academic year 2014 and was successful in addressing the recommendation for course improvement. The course assessment in academic year 2014 that could not achieve the target has shown the improvement of students' performance to achieve the target of the three learning goals in 2015 (e.g. FN413, BA401). In academic year 2015, HR311 and HR312 in Organization, Entrepreneurial and Human Resource Management (MOEH) major, IB312 in International Business, Transportation, and Logistic (IBLT) major, and MK601, MK614 in Master of Science in Marketing Program could not achieve the target of 85% in some traits. The AOL Committee will work closely with the instructors to monitor the course content, teaching and assessment methods. In June 2016, the Assurance of Learning Committee meeting has assigned the IBLT department to evaluate the content and assessment method of this course and consider whether IB312 is still appropriate to be a capstone course for the AOL assessment in order to ensure the effectiveness of teaching and learning assessment of this major.

The school provided SEDONA training to faculty and staff to learn how to use and integrate all AOL assessment data into the SEDONA system in December 2015. This workshop was conducted by a SEDONA representative from the United States. The school AOL data collection and analysis was improved. The online AOL data input via the SEDONA system will be implemented soon in academic year 2016.

Continuous Improvement

TBS will closely monitor and follow-up the continuous improvement of AOL course assessment results of all programs to achieve the three learning goals. Online AOL will be implemented for systematic data management with the school support.

Table 8-5 Standard 8 Action to be Implemented

Action to be Implemented	Person Responsible	Resources Needed	Timeline
Closing the gap for continuous improvement.	Associate Dean for Academic Affairs, AOL Committee	Time Commitment	2016 ongoing
Online AOL for systematic data management.	Associate Dean of Administration, Computer Center Staff, AOL Committee	Time Commitment Budget US\$1,000	November 2016 – 2017

STANDARD 9 - CURRICULUM CONTENT

Alignment with Standard 9 ● Yes ○ No

Overall Assessment for Standard 9

The school is aligned with all key aspects of Standard 9. The contents of all degree programs at TBS cover the breadth and depth of general business, and management skills including relevant knowledge content at the appropriate level for the degree programs. Curriculum development for each program has been monitored through the assurance of learning assessment. Continuous improvements are integrated in the teaching and AOL assessment process.

9.1 Contents of Degree Program Curricula development

The content of all TBS degree program curricula is developed from effective curricula design and revision process described in [Standard 8: Figure 8.2](#) which include effective learning experiences to prepare graduates for business and management careers. Since academic year 2014, TBS has implemented the Assurance of Learning. The AOL committee has reviewed all degree contents to ensure that curricula address the skill and knowledge content in programs are based on mission fulfillment and continuous improvement. Additionally, the committee ensures that all TBS curricula match the AACSB requirements, degree program learning goals, employer needs, and meet the TBS mission and expected learning outcomes.

The TBS mission provides guidance for developing and reviewing programs according to two criteria: (1) to offer programs that respond to the needs of domestic and international business and society, and to discontinue programs, majors, or concentrations that are not strategically feasible and not aligned with the TBS mission; (2) to assure that the learning outcomes based on three TBS learning goals and five learning outcomes of the Thailand Qualifications Framework for Higher Education (TQF) are achieved.

The philosophy and objectives of all TBS degree programs are developed following the university philosophy to achieve academic excellence, provide service to society, promote Thai arts and culture, social equality and social justice based on the commitment to democracy. The learning goals are derived from TBS Mission 2, “To develop graduates who are business competent, socially responsible, and ready-to-work in a global business environment” which are consistent with the five TQF learning outcomes. All degree programs content and learning outcomes are aligned with the TBS mission and the three TBS learning goals and the five TQF learning outcomes ([Standard 8: Table 8-1](#)).

9.2 Content Areas

According to the TBS three learning goals, the different levels of degree programs offer the content related to each learning goal. General skill areas are provided to all students for basic business and management, analytical thinking, information technology and basic ethical understanding. The fundamental courses and core courses focus on providing general skill areas to all TBS students. The more specific business and management content of each major or program knowledge and skills are included in the compulsory and major/program elective courses. The TBS curricula are designed to prepare students to be successful in their chosen field and to achieve the TBS assurance of learning.

9.2.1 Undergraduate Level

General Skill Areas

General skill areas consist of core courses which provide basic business concepts and skills. These include basic business concept, applications of knowledge, information technology, analytical skills, and communication skills for all the TBS bachelor degrees. The list of subjects is presented below.

- | | |
|---|--|
| • <i>Basic business concept</i> | Principles of Marketing, Principles of Management, Fundamental Accounting, Business Finance, Principles of Operations Management, Introductory Microeconomics, Introductory Macroeconomics |
| • <i>Information technology</i> | Management Information Systems |
| • <i>Analytical skills</i> | Business Quantitative Analysis, Business Statistics |
| • <i>Social responsibility and ethical conduct</i> | Business Law, Strategic Management, Civic Education |
| • <i>Analytical thinking and Application of knowledge</i> | Strategic Management |

- *Teamwork skill* Strategic Management (Project work)
- *Written and communication* Communicative Business English 1-2, Strategic Management

Business and Management Knowledge Areas

Business and management skills consist of compulsory and major/program elective subjects. The list of subjects that serve the three learning goals is specified in Table 9-1.

Table 9-1: Business and Management Knowledge Areas: Bachelor Degrees

Degree Level	LG 1: Academic Excellence	LG 2: Ready-to-Work in a Global Business Environment	LG 3: Social Responsibility
Bachelor Degrees	- Intermediate Accounting - Advanced Accounting - Seminar in Accounting - Financial Reporting and Statement Analysis - Financial Management - Strategic Financial Management - Consumer Behavior - Marketing Planning - Database Systems - Information System analysis - Electronic Business - Organizational Behavior - Human Resource Management - Performance Management System - Data Analysis for Decision Making - Operations Planning and Control - Process Analysis and Improvement - Real Estate Seminar - Research Methodology - Accounting Internship - Business in Practice Internship - Seminar in Financial Accounting - Seminar in Management Accounting - Seminar in Auditing - Strategic Financial Management - Electronic Business - Performance Management Systems - Management Science - Strategic Management - Accounting Internship - Business in Practice: Internship	- International Financial Management - International Transport - Business Culture and Etiquette - International Marketing - Managing Business in Asia - International Logistics - Comparative Business Systems - International Accounting - International Trade Operations - International Business Management - Strategic Management - Business Etiquette - Business Etiquette	- Good Governance and Risk Management - Sustainability Marketing - Social Entrepreneurship - Civic Education - Strategic Management - Accounting for Society Campaign (Civic Education) - Business for Society Campaign (Civic Education)

9.2.2 Graduate Level

Master Programs General and Specialized Business and Management Knowledge

The Master of Business Administration program (MBA) is the general business master's degree. The International MBA program (IMBA) is a specialized program in global entrepreneurship and Asian business. The other master programs focus on specialized knowledge (e.g. MIM, MIF, MAP, MSMIS, MRE, etc.). At the master level, all the programs provide additional non-credit fundamental courses for graduate students who may have different bachelor degrees from business studies. The Master in Management Information Systems

(MSMIS) provides basic courses for business information technology before taking specialized courses in management information systems. The Master in Marketing (MIM) requires students to take Effective Business Presentation, Introduction to Business, and Marketing Introduction Seminar. The contents of all master programs have pre-requisite courses to provide the fundamental concepts in order to understand each specific discipline before taking advanced courses. Advanced courses focus on integrating knowledge across fields, thinking innovatively, designing effective solutions, and applying specialized knowledge related to learning goals. Table 9-2 presents list of subjects in each learning goal.

Doctoral Program General and Business and Management Knowledge

Doctorate degree focuses on research-based study and new knowledge creation in the dissertation. Courses offered in this program in three major areas are accounting, finance, and marketing. The list of subjects is presented at the end of Table 9-2.

Table 9-2: Business and Management Knowledge: General and Specialized Masters and Ph.D. Degrees

Degree Level	Academic Excellence	Ready-to-Work in a Global Business Environment	Social Responsibility
General and Specialized Masters Degrees	- Strategic Management - Financial Reporting Standards - Management Control System - Accounting Research Methodology - Business Research - Real Estate Valuation Analysis - Marketing Management - Marketing Research - Corporate Financial Theory - Independent Study/Thesis - Seminar in Strategic Management - Research Methodology in Financial Studies - Planning and Management of Strategic Information Systems - Modern Management in Digital Era - Financial Reporting Standards - Management Control System - Comprehensive Examination	- Business Management in a Regional Context - Modern Entrepreneurship and Business Innovation - International Finance - International Marketing - Business Environment in Asia - International business Management - Global Business Strategy - International Real Estate Investment Analysis - International Organization Behavior for Sustainability - Global Strategy and Strategic Business Models - Doing Business in China/Japan - International Finance - International Financial Management - Business Management in Regional Contexts - Independent Study/Thesis - Planning and Management of Strategic Information Systems - Modern Management in Digital Era - Business Communication Skills - Innovation for Value Creation - Global Marketing Strategy - Marketing Decision - Real Estate Valuation Analysis - Marketing Research - Management Control System	- Corporate Governance and Social Responsibility - Professional Ethics and Governance - Macro Environments and Sustainability - Business Laws and Regulations - Professional-Related Rules and Regulations - Real Estate Law and Regulations - Independent Study/Thesis - Strategic Corporate Social Responsibility - Marketing Management - Planning and Management of Strategic Information Systems - Modern Management in Digital Era - Professional Ethics and Governance - Real Estate Valuation Analysis - Management Control System
Ph.D. Degree	- Financial Economics - Corporate Finance - Marketing Theory and Practice - Advanced Consumer Behavior - Dissertation	- Marketing Decision Modeling - Advanced Consumer Behavior - Dissertation	- Advanced Consumer Behavior - Dissertation

9.3 Learning Approach

In all degree programs, teaching approaches consist of (1) the conventional approach such as lecture-based learning, (2) a student-teacher interactive approach such as case discussion, business simulation, and role playing, and (3) a student-student interactive approach such as group projects assignments, case discussions, and business simulation. There is no required balance between these approaches but on average it is a mix of 60% lectures and 40% interactive approaches for undergraduate programs and a mix of 30-40% lectures with over 60% interactive approaches for graduate programs.

Undergraduate programs focus on concepts and theories. Teaching and learning methods concentrate on developing the knowledge in students. According to the assurance of learning 85% of the students are expected to achieve an adequate understanding by the end of each semester.

Master programs focus on the application of more integrated concepts and theories. Teaching and learning methods concentrate on assessing competencies in students. According to the assurance of learning 85% of the students are expected to achieve a comprehensive understanding at the end of each semester.

Ph.D. program focuses on the development of new knowledge. The Ph.D. concentrates on research and teaching techniques for students. According to the assurance of learning 100% of the students are expected to demonstrate a comprehensive understanding contributing to the academic knowledge in their dissertations and to publish in high impact international peer-reviewed journals.

The level of student learning is emphasized through the assurance of learning assessments. Assessments are used to determine how effectively students are learning. Instructors are evaluated in each course. Faculty revise the course materials and help instructors change their teaching methods to be more effective based on the assessments.

9.4 Effective Curriculum Content: Engagement, Innovation and Impact

Engagement

The content review includes the involvement of external experts, business practitioners, and representatives of professionals. Other stakeholders are engaged including students, alumni, employers and faculty. With the strong engagement with many stakeholders, the school can obtain innovative business knowledge and their expectations of TBS graduates. This leads to continuous improvement of the course contents and teaching methods.

Curriculum Innovation with Social Responsibility and Engagement

As part of the TBS commitment to PRME in the TBS curriculum all programs require social responsibility and ethical conduct. All TBS degree programs include at least one course that covers ethics, social responsibility, sustainability and related subjects.

The significant example of innovative curriculum content is ‘The Integrated Bachelor’s and Master’s Degree Program’ (IBMP). At the undergraduate level, one example of innovative contents is the IBMP compulsory course the ‘AI323/BI329 Accounting/Business for Society Campaign’. In academic year 2014, the university adopted this course and changed course code and name to be ‘TU100 Civic Education’, which all TU students are required to take. However, only the TU100 course offered by the IBMP is conducted as a project-based learning approach through which students are required to work with community and business organizations. Applying social responsibility and adopting basic ethical conduct result in a positive impact through community support projects. This unique content is aligned with the TBS learning goal 3 ‘Social responsibility and ethical conduct’. The detail of IBMP innovative curriculum content is presented below.

Innovative Curriculum and Content

The Integrated Bachelor’s and Master Degree Program (IBMP)

In 2006, TBS launched the IBMP. It is the first and the most unique program in Thailand. The program involves five years of intensive study, 3.5 years at the undergraduate level and 1.5 years at the master level. The outstanding curriculum contents of the IBMP are the integrative contents in all business functions, concentration on the problem-solving skills of business leaders with a commitment to social responsibility and key competencies in various disciplines. Students are required to take an internship with 6 credits to develop their professional experience with corporates. Students are also required to work with the business sector, society and community through the innovative course AI323/BI329 Accounting/Business for Society Campaign.

Innovative Curriculum and Content

AI323/BI329 Accounting/Business for Society Campaign' (TU100 Civic Education)

AI323/BI329 is a project-based course to assist small businesses in rural areas to develop new products, streamline operations, improve packaging design, and estimate costs for appropriate pricing. Students are required to work with community and business organizations to design and carry out business and social projects that benefit the community. The objectives of this project are 1) to promote interaction among student, faculty, business organizations and community, 2) to improve the real business practice learning experience and 3) to encourage students to fulfill social responsibilities corresponding to Thammasat University's philosophy, contemporary good governance principles and the school values. This project creates impacts on the students learning and the sustainability of the Small and Medium Enterprises (SMEs) or the community. The detail of current IBMP TU100 projects with high engagement with community and business sectors is presented in [Standard 13: Section 13.3](#).

For the graduate level, an outstanding example of innovation and engagement content is the entrepreneurship courses offered by the Master of Science in Marketing (MIM). These include a three-course sequence in 'MK726 New Venture Creation and Opportunity Evaluation', 'MK727 Business Plans for New and Early Stage Ventures', and MK728 Presenting New Ventures for Investment. These courses are conducted through a combination of lecturing, frequent presentations by students, and practical real-world experience from the entrepreneurial business community.

Innovative Content: The MIM's Entrepreneurship Courses

The MIM's entrepreneurship courses including MK 726: New Venture Creation and Opportunity Evaluation, MK 727: Business Plans for New and Early Stage Ventures, and MK 728: Presenting New Venture for Investment are a 9-month project that requires students to develop a business plan for a new start-up company, starting from finding new ideas and innovations, identifying a potential business opportunity, researching and identifying the market potential, and constructing a realistic business plan to generate an attractive return of investment for investors. Students in groups are assigned an "Entrepreneur Advisor" who is a business professional bringing practical experience into the classroom. The courses allow MIM students to create a connection with the business community. Because many advisors have intensive travel schedules, MIM has employed various communication channels such as video conferencing and social media to connect and coordinate the parties involved. MIM also employs social media and other communication technologies to foster interactive and online learning among students, instructors, and the entrepreneur advisors.

Examples of projects turned to the real start-up business are: PowerPrawns (used specialized technology to breed larger, 100% male prawns which are virus free at a lower cost than competitors); GalvaPlus (an innovative nickel based alloy galvanisation process, reducing steel corrosion by a factor of four at lower cost, saving average customers millions in annual maintenance fees); JuiceInnov8 Co., Ltd. (produced natural fruit juices with up to 95% sugar reduction, no sweeteners added with same natural taste and all nutrients fully retained).

Impact of Quality Curriculum Content

The impact from the effective curriculum content on TBS graduates is reflected by the employer feedback. Based on the employer satisfaction survey over the past five years, employer rated TBS graduates at the excellence level (above 4 of 5). In 2015, employers rated 4.21 out of 5 for bachelor graduates and 4.41 out of 5 for master graduates. The details of employer feedback of each degree program are presented in the [Standard 8: Section 8.5.3](#). In addition, a number of student teams were awarded in top national and international competitions ([Standard 10: Table 10-2](#)).

Continuous Improvement

The school will monitor all curricula learning goals achievement and close the gaps for continuous improvement.

Table 9-3 Standard 9: Action to be Implemented

Action to be Implemented	Person Responsibility	Resources Needed	Timeline
AOL assessment, solutions for closing gaps	AOL Working Committee, Instructors	Time Commitment, Budget US\$3,000	2016 ongoing

STANDARD 10 - STUDENT-FACULTY INTERACTIONS

Alignment with Standard 10

☒ Yes

☐ No

Overall Assessment for Standard 10

The school is aligned with all key aspects of Standard 10. There are many opportunities, both inside and outside the classroom, for student-faculty interactions. TBS implements its mission and learning goals through the student-student and student-faculty engaging interactions. This strengthens student qualifications for the job market. The interaction activities which are supported also create innovation, impact, and engagement with the business community and society.

10.1 Student-Faculty and Student-Student Interactions

TBS teaching and learning policy is derived from its learning goals to strengthen graduate academic knowledge and competencies in business while increasing global awareness and ready to work issues, ethical behaviors, and social responsibility. One of the important factors in students' learning success is student-faculty and student-student interactions which enhance student learning throughout the completion of degree. All programs include interaction activities in both curricula activities and extracurricular activities. All students have access to the information and opportunities on the relevant activities from the school and program websites or poster announcements.

10.1.1 Curricula Activities

The TBS programs emphasize on (1) practical learning based on competencies to develop graduates who are business competent, socially responsible, and ready-to-work in a global business environment; (2) direct interaction between individual students and instructors inside and outside the classroom; (3) enhancing student learning through the use of assignments, case studies, group projects, examinations, and simulations supported by technology enhanced-learning. All courses include an interactive approach, engaging students to participate in class discussions, presentations, and group assignments. Group assignments provide the opportunity for students to improve teamwork skills and encourage the exchange of ideas among students and faculty. Programs arrange business trips and company visits during the coursework to increase student interactions with business professionals (i.e., Toyota, Siam Cement Group, etc.) to improve their readiness to work in a global environment.

Technology enhanced-learning has been used to increase opportunities for interaction and provide feedback to students via the internet and social media. Business simulations have been developed and incorporated into the school programs to promote innovative learning of real business practice and to integrate the specific business competencies of decision making and problem solving. These include TBS Bizvill Simulation, Management Game, and Littlefield Technologies. This innovative learning approach enhances the student-faculty and student-student interactions to work as a team and get feedback from instructors in the real practice business simulations.

The IBMP students have to take the course Business for Society Campaign in which students are required to apply their business and management knowledge to support small business development of a selected Thai rural community ([Standard 13: Section 13.3](#)). Graduate students are required to develop business plans with private enterprises in Thailand in term projects or independent studies under faculty supervision. Every IBMP student is required to have internship with six credits in the junior year for one semester. These show high engagement of student-student and student-faculty interactions with external communities and organizations.

Other forms of faculty-student interaction take place during orientation and advising sessions at the beginning of an academic program, student course evaluations, the student satisfaction survey, and the graduate survey at the graduation ceremony. The feedback of students is used for course and program review, future teaching and continuous improvement of learning. Sharing of current student learning experience plays a major role to the curriculum revision of the degree programs. TBS also supports other student-faculty and students-students interaction activities as follows:

- The Dean and management team hold periodic exchanges with undergraduate and graduate students for feedback and continuous improvement (i.e., need for additional working space, faster internet, etc.).
- Student advisors hold annual meetings with their advisees (normally each faculty is assigned 20 students).

- Instructors are required to provide regular office hours specified in the course syllabus.
- The school sets up an academic advisory committee that consists of one faculty from each department to advise students on their study plan.

10.1.2 Extracurricular Activities

TBS provides extracurricular activities related to the three learning goals to the students. TBS supports student-student and student-faculty extracurricular activities with the involvement of the Dean and relevant administrators, faculty, staff, outside professionals, students, alumni, business executives, and other stakeholders. The Student Affairs' Office supervised by Associate Dean for Student Affairs is responsible for planning and arranging the extracurricular activities for undergraduate students. The TBS Student Organization and Undergraduate Student Academic Clubs including the eight departments of the school are supported with budget and facilities to enhance student-student interaction with the supervision of faculty. The purposes are to increase student learning across departments, organize academic and practical training, support social community activities, which contribute to students' career development in order to achieve TBS learning goals. The BBA case club was established to increase student ability to compete in international competition. Faculty members closely interact with students to mentor and prepare their competencies in analytical problem solving and presentation skills. TBS students have hosted and organized many international case and business plan competitions (such as Asia Venture Competition - AVC, Global Social Venture Competition - GSVC, Thammasat Undergraduate Business Challenge - TUBC). These activities enhance student-student and student-faculty interaction in the global competitions. Students learn how to organize world-class events in practice. Students can gain valuable experiences for future endeavors and strengthen their ability and readiness to work in the global environment. Table 10-1 shows the examples of student extracurricular activities initiated by the school, degree programs and students supported by the school and external organizations. The activities are designed to promote a full range of interaction including external organizations.

Table 10-1 Extracurricular Activities for Mission and Learning Achievement

Extracurricular Activities		Number of Participants (Academic Year 2015)	Interaction and Engagement		
			Student-Student	Student-Faculty	Students /Faculty /External Organizations
Undergraduate Level					
Orientation	The first orientation is specifically designed for every first year undergraduate student in the first semester to welcome them to the program, introduce faculty, explain course descriptions, inform them of the university’s rules and regulations and familiarize them with peers, seniors, and instructors. The orientation prepares first year students with an awareness of the expectations of completing in the program.	905 students	✓	✓	✓
Three Years – Three Camps	The camps are arranged by each undergraduate degree program and academic department for 2 nd , 3 rd , and 4 th year students. Each camp builds on specific subject matter. The 2 nd year camp provides information about the major and how to prepare for course work. The 3 rd year camp includes business case analysis, presentations, and group-based work. The 4 th year camp puts the emphasis on preparation for the work world, career development and experience sharing by alumni.	831 students	✓	✓	✓
BBA Case Club	The BBA Case Club is for students interested in entering the case competitions. The purpose of the BBA Case Club is to provide the necessary business competencies for students who wish to compete. The school utilizes the expertise of distinguished supporting faculty to coach	43 students	✓	✓	✓

Table 10-1 Extracurricular Activities for Mission and Learning Achievement

Extracurricular Activities		Number of Participants (Academic Year 2015)	Interaction and Engagement		
			Student-Student	Student-Faculty	Students /Faculty /External Organizations
	students.				
Case and Business Plan Competitions	Students are encouraged to join international case and business plan competitions. The BBA and MIM students at Thammasat University have won major international awards. These include HSBC Case Competition, Thammasat University Business Competition, McGill Management International Case Competition, and the Asia Venture Competition.	40 students	✓	✓	✓
Seminars and Workshops on Career Skill Development	The Student Affairs' Office has arranged a variety of activities to prepare undergraduate students for their future career in the 3CDs (Connection Development, Community Development, and Competition for Self-Development) and 4Is (Internationalization, Interpersonal, Innovative thinking and working and Integrity) concepts.	235 students	✓	✓	✓
Summer Internship Program (with Non Credits)	TBS encourages students to do an internship during the summer school break because it enables students to gain first-hand work experience. Many companies are invited for roadshows and career weeks to provide internship information and job opportunities. Students can also independently arrange internships with companies. TBS provides the essential documentation required for internships.	281 students		✓	✓
Social Camp	This program is organized by the TBS Student Organization and is focused on various social responsibility projects. An example is building or renovating schools for primary students in rural or underdeveloped areas.	397 students	✓	✓	✓
BBA Charity Concert	The BBA international program arranges the BBA Charity Concert every year at the Thammasat auditorium. All profits from this event go directly to charitable institutions (e.g., Thai Red Cross Society, Rajavithi Hospital, etc.). To successfully hold this event, students have to cooperate with major internal and external stakeholders.	85 students	✓	✓	✓
Thammasat Undergraduate Business Challenge (TUBC)	TUBC, hosted by the BBA international program, is specifically designed for international undergraduate business students to enhance their skills in management, analysis, logical thinking, communication and presentation. Each team of participants needs to respond to challenges from distinguished guests from companies such as Prime Street Advisory, KPMG and Boston Consulting Group. In 2011- 2015, many top business schools around the world joined the TUBC competition (e.g. America, Canada, Brazil, Singapore, Taiwan, Hong Kong, Japan, Netherlands and New Zealand). Representative institutions from Thailand included Thammasat University, Chulalongkorn University, Mahidol University and Assumption University.	80 students	✓	✓	✓

Table 10-1 Extracurricular Activities for Mission and Learning Achievement

Extracurricular Activities		Number of Participants (Academic Year 2015)	Interaction and Engagement		
			Student-Student	Student-Faculty	Students /Faculty /External Organizations
HSBC Thailand Business Case Competition – The Challenger	The Challenger Business Case Competition is hosted by BBA Thammasat Business School. This event has been sponsored by HSBC since 2014. The main objective is to provide an opportunity for undergraduate teams with hands-on experience in solving a real-life business case. This emphasizes teamwork with the supervision of the faculty. They utilize their presentation skills. The challenge is to practice in a real business setting. The winning team will be the representative of HSBC Thailand to compete in the global round in Hong Kong.	40 students	✓	✓	✓
CSR Project Competition	Besides conducting CSR activities as part of their extracurricular activities, TBS students compete in the Young Financial Star Competition organized by the SET. TBS has received the PTT CSR Star Team Award for the most outstanding CSR project.	587 students	✓	✓	✓
Graduate Level					
Orientation and Team Building	An orientation for first-year graduate students is held on campus and off campus in the first semester. During the orientation. The program faculty are introduced, course descriptions are explained and expectations of study are set. Top CEOs in well-known companies are invited to give talks and provide first-hand experience of how to become successful business professionals. Both first-year and second-year graduate students participate in this orientation which builds strong relationships between them.	902 students	✓	✓	✓
Social Activities	All first-year graduate students are required to attend an orientation camp typically held outside Bangkok. This allows instructors, second-year students and first-year students to build relationships. Second-year students work with the first-year students on business and social activities (e.g. company visit, walk-rally, group singing and creativity show etc.) and then offer advice on successful study habits. Students also attend a get together where they meet all faculty and second-year students.	3,095 students	✓	✓	✓
Company Visit Aboard	Students gain field trip experience by visiting well-known companies with outstanding performance in business, sustainability and innovation. These include Google, Microsoft, and Nestle.	132 students	✓	✓	✓
Asia Venture Competition (AVC)	The Asia Venture Competition, formerly ASIA MOOT CORP®, is the premier intercollegiate business plan competition in the region. The objective is to foster the entrepreneurial spirit and the ASIA VENTURE CHALLENGE ability of future managers in Asia who are master students from the region's leading business schools. The competition is organized by the Master of Science in Marketing (MIM).	7 students	✓	✓	✓

Table 10-1 Extracurricular Activities for Mission and Learning Achievement

Extracurricular Activities		Number of Participants (Academic Year 2015)	Interaction and Engagement		
			Student-Student	Student-Faculty	Students /Faculty /External Organizations
Global Social Venture Competition (GSVC)	The Global Social Venture Competition (GSVC) – Southeast Asia has been hosted by Thammasat Business School. The global final round of the GSVC was organized by the University of California Berkeley - Haas School of Business. In 2016, TBS is proud to host the global finals in Bangkok. It is a student-led business plan competition providing mentoring, exposure to the investor commitment, and prizes from social ventures around the world. Its mission is to catalyze the creation of social ventures, educate future leaders and increase awareness of social enterprises.	2 students	✓	✓	✓
Sports Day	A graduate student sports day is held annually in order to promote good physical health, emphasize the importance of cooperation and form strong relationships among all graduate students.	400 students	✓	✓	-
CSR Activities	Corporate social responsibility (CSR) activities are supported and encouraged, such as planting trees, donating learning materials and sports equipment to school in remote areas of Thailand and donating money to those affected by flooding or other natural disasters. These activities help students learn how to give back to society and work effectively with others in difficult circumstances.	239 students	✓	✓	✓

10.2 Student-Student and Student-Faculty Supports

Every year funding is made available for students to attend international conferences, enter national and international case and business plan competitions and other school activities, national and international, such as business trips. The Student Affairs' Office and each degree program provides the annual budget to support student interaction activities at the school and program levels. For example, in 2016, TBS allocated a budget of approximately \$742,887 ([Standard 3, Table 3-3](#)) to support student interaction activities in all programs. The school also has sufficient human resources to support student-student and student-faculty interactions. TBS has strong engagement with its academic, business and community partners and other stakeholders to provide opportunities and support students to work together on some learning task and learn from each other (such as company visits, case studies, business plan projects and sponsorship of business competitions etc.).

10.3 Evaluation Student-Faculty Interactions: Engagement, Innovation, Impact

The impacts of student-student and student-faculty interactions are identified at the program level. The curricula interaction activities can be evaluated in the assurance of learning of the programs, which TBS achieved almost all the programs. The surveys have been conducted to collect feedback opinion on several extracurricular activities to measure student satisfaction on extracurricular activity engagements and impact with innovation. The highlight of student-faculty interactions is presented in Table 10-2.

Table 10-2: Impacts of Student-Faculty Interactions

1. Three Years-Three Camps: Innovative Project to Enhance Student-Faculty and Student-Student Interactions TBS has initiated the 3 Years-3 Camps Project for the second year through fourth year of undergraduate students on preparation for study plan, work and career development. Each department camp builds on a specific focus such as the plan for selecting major courses, soft skill development, and corporate social responsibility. For three years of their study, undergraduate students have had the chance to work a group with peers, get more real-life work experiences and exchange ideas with successful alumni and managers.

Table 10-2: Impacts of Student-Faculty Interactions

2. BBA Case Club : Engagement with Strong Innovation and Impact

TBS provides mentoring and financial support to students to compete in various business plan and case competitions at the national and international levels. For the BBA international program, BBA Case Club has been initiated in order to encourage and engage BBA students with faculty and experts to compete in international case / business plan competitions since the first year of study. BBA students have performed at an outstanding level and worked well as teams to achieve winning solutions in top business plan and case competitions as shown in Figure below.



BBA students were part of an International Team which won First Place in the McGill Management International Case Competition in 2014. This International Team was formed from four famous universities including

- Wharton School of The University of Pennsylvania;
- McGill University;
- Simon Fraser University;
- Thammasat University

BBA Thammasat University Team also won the Second Place in the McGill Case Competition 2014.

3. The Asia Venture Challenge: Engagement with High Innovation and Impact

The Asia Venture Challenge has been hosted by MIM to demonstrate the Entrepreneurial Spirit in MBAs and other graduate students around the world. This competition seeks to encourage entrepreneurially oriented graduate students to start and grow new ventures based on their own ideas and technologies or those developed by others, including faculty members at their colleges and universities. MIM teams have achieved the outstanding performance in global competitions with innovative and high impact solutions as shown below.

- Aerox Team got the Finalist Award and the additional two awards: Best Written Business Plan and Courageous Women Entrepreneur Awards from the Rice Business Plan Competition (RBPC) held by Rice University in April 2015, and won the Third Runner-up and Wells Fargo Clean Energy Award Winner from Global Venture Labs Investment Competition (VLIC) held by University of Texas at Austin in May 2015. Aerox also won the 1st Runner-up at Asia Venture Challenge Competition, the Business Plan Competition for Asia Region held in Bangkok Thailand in March 2015.
- Ecogent Team won the First Prize from the New Venture Championship (NVC) at University of Oregon Lundquist College of Business, Portland, Oregon in April 2015, and got the First Runner-up from Global Venture Labs Investment Competition (VLIC) held by University of Texas at Austin in May 2015, Finalist and 2nd runner up at Ivey Business Plan Competition 2015 held at the University of Western Ontario, Canada; and 60-second Idea Pitch Winner held at Stu Clark Investment Competition 2015 held at the University of Manitoba, Canada.



Continuous Improvement

The school will continually monitors student-faculty interactions, achievement of learning goals and their innovation and impacts.

Table 10-3 Standard 10: Action to be Implemented

Action to be Implemented	Person Responsible	Resources Needed	Timeline
Monitor student-faculty interactions and their impacts.	Associate Dean for Administration and Associate Dean for Student Affairs	Time commitment	2016 ongoing

STANDARD 11 - DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE

Alignment with Standard 11 ☒ Yes ☐ No

Overall Assessment for Standard 11

The school is aligned with all key aspects of standard 11. The structure, content, and completion requirements of the TBS degree programs are consistent with the OHEC of Thailand and international standards.

Undergraduate curricula are reviewed and revised at least every 5 years and graduate curricula every 3-5 years based on feedback from various stakeholders. In 2014 the AOL process was incorporated into the curriculum review and revision to ensure the continuous improvement and the achievement of high-quality learning outcomes and mission alignment. The validation of high quality graduates is shown by the high employment rate with a higher entry salary above the job market level, high scores of employer feedback and significant student awards received in business/case competitions every year.

11.1 TBS Degree Program Portfolio

TBS offers undergraduate and graduate degree programs that respond to the needs of domestic and international business and society in various functional business areas and develop a generation of business leaders, entrepreneurs, and scholars for Asia's development. All TBS degree programs were designed and revised to align with TBS Mission 2, "To develop graduates who are business competent, socially responsible and ready-to-work in a global business environment". It is consistent with the three TBS learning goals and the five expected outcomes of TQF ([Standard 8: Table 8-1](#)). Table 11-1 presents the portfolio of TBS degree programs.

Table 11-1 Portfolio of TBS Degree Programs

Undergraduate Programs						
Degree Granting Program	Established	Latest Curriculum Revision	Duration	Total Credits	Type of Program	Program Structure
1. Bachelor of Accounting (Thai and International programs)	Thai 1956 Intl. 1992	2013	4 years	129 (Semester System)	Full-time	Appendix S11: Table S11-1
2. Bachelor of Business Administration (Thai and International programs)	Thai 1956 Intl. 1992	2013	4 years	135 (Semester System)	Full-time	
TBS offers 4-year undergraduate Thai and international programs in the Bachelor of Accounting and the Bachelor of Business Administration. These programs are designed to develop students who are academically excellent and adaptable graduates who are ready-to-work in global business environments. TBS regularly invites leading business experts to share their knowledge and experiences with students. TBS also supports students to gain real-life working experience through internship programs, participating in business projects, and business plan and case competitions. <i>The Thai bachelor program</i> provides eight areas of study: Accounting, Finance, Marketing, Management Information Systems, Organization, Entrepreneurship, Human Resource Management, Operations Management, International Business, Logistics and Transport and Real Estate Business. <i>The international bachelor program</i> provides three areas of study: Accounting, Finance and Marketing.						
Integrated Bachelor's and Master's Degree Programs: IBMP						
Degree Granting Program	Established	Latest Curriculum Revision	Duration	Total Credits	Type of Program	Program Structure
3. Bachelor of Accounting (Integrative Business Accounting)	2006	2013	3.5 years	129 (Semester System)	Full-time	Appendix S11: Table S11-2
4. Bachelor of Business Administration (Integrative Business Management)	2006	2013	3.5 years	120 (Semester System)	Full-time	

Table 11-1 Portfolio of TBS Degree Programs

Integrated Bachelor's and Master's Degree Programs: IBMP (Cont.)						
Degree Granting Program	Established	Latest Curriculum Revision	Duration	Total Credits	Type of Program	Program Structure
5. Master of Accounting (Integrative Business Accounting)	2006	2013	1.5 years	38 (Semester System)	Full-time	
6. Master of Science (Financial Management)	2006	2013	1.5 years	38 (Semester System)	Full-time	
7. Master of Science (Marketing)	2006	2013	1.5 years	38 (Semester System)	Full-time	
<i>The first 3.5 years at the undergraduate level</i> emphasizes learning a variety of business contents and tools to equip students with the flexibility to work in global business environments with six credits internship. <i>The remaining 1.5 years at the master level</i> emphasizes three areas of specialization: Integrative Business Accounting, Financial Management and Marketing Management.						
Master Programs						
Degree Granting Program	Established	Latest Curriculum Revision	Duration	Total Credits	Type of Program	Program Structure
8. Master of Business Administration: MBA and MBA-HRM MBA focuses on providing students with a strong theoretical business management foundation with excellent practices in using management tools to solve business problems. MBA-HRM focuses on strategic human resource management as a driving force for business success. The program combines both academic and practical teaching approaches.	MBA 1972 MBA-HRM 2002	2012	2 years	54 (Trimester System)	Part-time (Evening & Weekend)	Appendix S11: Table S11-3
9. Master of Business Administration (Strategic Management): XMBA XMBA is Thailand's first executive MBA. The program provides business managers with strategic management competencies to adapt to the fast changing local and global business environment. The XMBA creates opportunities for students to acquire a global business mind-set. Courses are taught by experienced faculty and top CEOs using case studies and business simulations.	1985	2012	2 years	48 (Trimester System)	Part-time (Evening & Weekend)	Appendix S11: Table S11-4
10. Master of Science in Accounting: MAP MAP is a bilingual program: 30% of courses are taught in English and 70% taught in Thai. The program enables students to apply the competencies of accounting, taxes, and management to real domestic and international business situations.	2004	2012	2 years	42 (Semester System)	Part-time (Evening & Weekend)	Appendix S11: Table S11-5

Table 11-1 Portfolio of TBS Degree Programs

Master Programs (Cont.)						
Degree Granting Program	Established	Latest Curriculum Revision	Duration	Total Credits	Type of Program	Program Structure
11. Master of Science (Real Estate Business): MRE MRE is a unique program with a distinctive feature in integrating specific disciplines for real estate business (i.e. Real Estate Finance, Project Construction, Research Methodology, and Real Estate Law and Taxes). MRE been approved by the Royal Institution of Chartered Surveyors (RICS), United Kingdom. In 2013 MRE was ranked 75th of the World's Best Master's in Real Estate Management by EDUNIVERSAL.	1996	2016	2 years	48 (Trimester System)	Part-time (Evening & Weekend)	Appendix S11: Table S11-6
12. Master of Science (Management Information Systems): MSMIS MSMIS trains IT capability to IT executives. It emphasizes competencies in the design and implementation of appropriate IT technologies to increase organizational performance. Learning is based on case studies to develop an in-depth assessment of organizational problems concerning technology.	2006	2016	2 years	45 (Trimester System)	Part-time (Evening & Weekend)	Appendix S11: Table S11-7
13. Master of Business Administration (International): IMBA IMBA is an international, innovative, and high impact MBA Program. The IMBA focuses specifically on giving students the competencies to be change makers worldwide in their existing company, family business, new venture, community, or country.	2004	2012	2 years	51 (Trimester System)	Part-time (Evening & Weekend)	Appendix S11: Table S11-8
14. Master of Science (Marketing) (International): MIM MIM is program offering a specialized degree in marketing for executives with a diverse mix of professional and academic backgrounds. The MIM is designed to balancing theory with real-world participation. It provides in-depth learning across a wide range of marketing competencies.	1983	2015	2 years	45 (Trimester System)	Part-time (Evening & Weekend)	Appendix S11: Table S11-9
15. Master of Science (Finance) (International): MIF MIF is designed to develop financial professionals. MIF equips graduates with the 'Breadth and Depth' of knowledge and skill necessary to succeeded in a professional career in financial service or further study at the doctorate level.	1999	2015	2 years	45 (Trimester System)	Part-time (Evening & Weekend)	Appendix S11: Table S11-10

Table 11-1 Portfolio of TBS Degree Programs

Ph.D. Program						
Degree Granting Program	Established	Latest Curriculum Revision	Duration	Total Credits	Type of Program	Program Structure
16. Doctor of Philosophy in Business Administration: Ph.D. The Ph.D. emphasizes on developing competent scholars with teaching and research skills. All doctoral students are required to demonstrate competence in academic research. Students work closely with faculty advisers to complete their dissertation. The Ph.D. is designed for participants with a strong commitment and determination to become competent lecturers and researchers.	2012	2012	4 years	63 (Semester System)	Full-time	Appendix S11: Table S11-11

11.2 Appropriateness and Equivalence of the Degree programs: Innovation and Engagement

Innovation and Engagement

TBS has a long history of innovative degree programs and continuously adapting its curriculum to meet the changing business environment and stakeholder requirements. All TBS degrees program were designed through the curriculum development processes ([Standard 8: Figure 8-2](#)) which engaged various stakeholder such as TBS faculty, students, adjunct faculty, employers, alumni and business practitioners in the process.

Validation of Appropriateness and Equivalence

All TBS degree programs are appropriated and equivalent to the level of degree programs having both national and international standards. The structure, content, and completion requirements of all degree programs consistent with the TBS learning goals and The Thailand Qualifications Framework for Higher Education (TQF). This framework reflects the main policy priorities of Thailand's higher educational system. The framework specifies the expected levels of competencies and skills for each degree in terms of depth and rigor and the requirement for the degree completion such as total credits, contact hours, etc. In 2013 the curricula revisions of TBS applied the TQF framework and were approved by the OHEC (source: <http://www.mua.go.th/users/tqf-hed/news/FilesNews/FilesNews8/NQF-HEd.pdf>, accessed 15/06/2016). Table 11-2 presents the comparative equivalence of the TBS degree programs to peers.

Table 11-2 Comparative Equivalence of the TBS Degree Programs to Peers / Competitors / Aspirant

	Undergraduate		Master	
	Total Credits	Year(s) to graduate	Total Credits	Year(s) to graduate
Thammasat Business School (TBS)	120-135	3.5 - 4 years	38-51	1.5 – 2 years
Chulalongkorn Business School (CBS)	136-143	4 years	36-51	2 years
SASIN Graduate Institute of Business Administration (SASIN)	-	-	72 – 76.5	1.5 – 2 years
National University of Singapore (NUS)	120-160	4 years	40-68	1 – 2.5 years
Nanyang Technological University (NTU)	124 - 144	3.5 - 4 years	36	1 – 2 years
Chinese University of Hong Kong (CUHK)	123	4 years	36	1 – 2 years

The validation of high quality degree programs has been confirmed by the EFMD-EQUIS re-accreditation award in December 2015 and the membership of Partnership in International Management (PIM) as shown in box below.

Validation of the TBS High Quality Degree programs



TBS was awarded EQUIS Accreditation by the European Foundation for Management Development (EFMD) in 2012 and re-accredited in 2015. TBS is the first and only Thai business school with EQUIS accreditation at both the undergraduate and graduate levels.



TBS was selected as the only Thai university to be a member of the Partnership in International Management (PIM) since 2001. PIM includes the University of Chicago, UCLA, University of North Carolina, University of Texas as well as major institutions in Asia, such as Tsinghua University, National University of Singapore and Hong Kong University of Science and Technology.

11.3 Effective and Innovative Program Delivery

Effective Delivery Mode

In all programs, teaching delivery is a mix approach of conventional and active and experiential methods. The school employs a sufficiently diverse range of pedagogical approaches to optimize student learning and the practical application of learning outcomes (Table 11-3). To ensure an up-to-date effective delivery, the school reviews state-of-the-art delivery practices of the top business schools in Asia, US and Europe in two ways. First, innovation workshops and discussion groups are held annually. Second, programs are reviewed during the curriculum review process every five years. Student learning is emphasized through the AOL assessments. Assessments are used to determine how effectively students are learning and instructors are teaching. Programs adjust the course materials and help instructors change their teaching methods to be more effective based on the assessments.

Table 11-3 Pedagogical Approaches

Program	Conventional Approach	Active and Experimental Approach
Undergraduate programs	- Lecture - Guest Lectures - Quizzes/Tests	- Cases/Student Discussion - Group/Team Project Work - Individual Project Work - Computer Laboratory Work - Experimental Learning - Service Learning - Internship / Summer Internship - Active learning with Online Youtube and discussion with instructors
Graduate programs	- Lecture - Guest Lectures - Quizzes/Tests	- Cases/Student Discussion - Group/Team Project Work - Individual Project Work - Computer Laboratory Work - Experimental Learning; like Littlefield - Business Simulations - Active learning with Online Youtube and discussion with instructors - Independent Study / Thesis / Dissertation

Innovative Delivery

TBS has promoted innovation in program delivery methods as part of its mission to provide students with the competencies to work in the global workplace and to achieve academic excellence by using technology-based learning (e.g. TBS BizVille and Littlefield Technologies simulations). Technology-based learning is used in all programs to enhance teaching and learning, and support student interaction. Social media, particularly Facebook is extensively used in all programs, for example, in class assignments or group projects. Faculty also provide support outside the classroom using online learning communities through Facebook groups, Youtube and e-mail.

11.4 High Quality Achievement of TBS Graduates

TBS ensures the quality of student learning regardless of the delivery mode in all programs through student assessment and program evaluation. Results are assessed during the periodic curriculum review to ensure high quality, continuous improvement and effectiveness of the programs.

Student learning Assessment

The grading process is a regular student assessment performed through quizzes, assignments, midterm and final exams. Grades are reviewed at the end of each semester by the TBS Administrative Committee for undergraduate programs and by the program committee for graduate programs. To ensure students meet the

school learning goals and program objectives, the Assurance of Learning process has been implemented. The AOL includes student achievement evaluation, continuous improvement and closing the gaps in the achievements of learning goals. The target of the assurance of learning is that 85% of students achieve either satisfactory or outstanding levels of achievement. This is considered a sufficiently rigorous target and the results are reviewed by the Assurance of Learning Committee (AOLC) at the end of each semester.

Program Evaluation and Curriculum Revision

For each academic year, the program committees review their annual performance. Evaluations are based on the three TBS learning goals and five TQF learning outcomes for continuous improvement.

During the curriculum review for each program, research is conducted on market needs using both secondary data and data collected through surveys or interviews. This research includes specific key stakeholders such as employers, HR managers, alumni, and current students.

In 2014 the AOL process has been implemented and the results are being used for continuous improvement in all degree programs to ensure the achievement of high-quality learning outcomes and mission alignment. The most recent curriculum revision of the MIM, MIF, MSMIS and MRE in 2014-2015 has been incorporated the feedback from the AOL process. The changes of AOL courses for AOL assessment from curriculum revision or AOLC feedback are described in [Standard 8: Table 8-3](#).

11.5 Impact: Graduates' Achievements

The high quality of TBS graduates is validated by:

- High level of employment after graduation and continuation in graduate education at a rate of 91-97% during the past 5 years ([Standard 4: Table 4-5](#)).
- Higher starting salary rate than the market based salary of bachelor degree graduates ([Standard 4: Table 4-6](#)).
- High level of employer satisfaction (above 4 out of 5) from the annual employer survey which was conducted six months after graduation for all degree levels. Figure 11-1 shows the employer satisfaction scores TBS during the past 5 years.

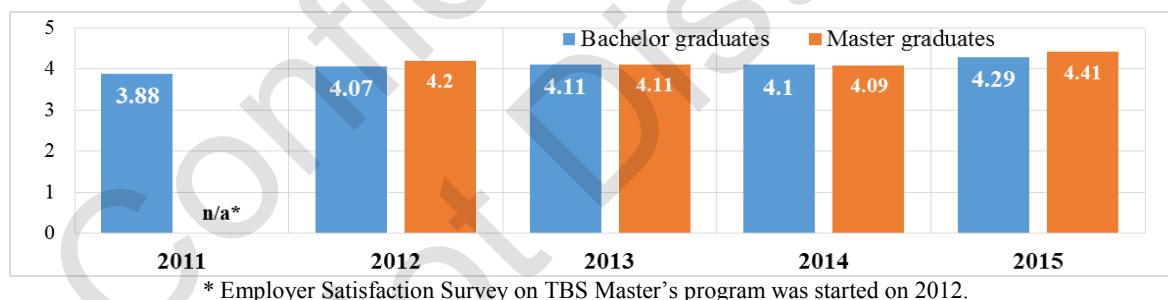


Figure 11-1 Scores of Employer Satisfaction Survey on TBS Graduates (5-Likert Scale)

- Student Awards from Business/Case Competitions. TBS students have continuously performed at an outstanding level in teams and in winning top international business and case competitions in Asia, Europe and North America. They received a long list of first prizes over the past five years. Table 11-4 presents 253 awards received from business/case competition during 2011-2015. The student performance in international competitions verifies the strong international competencies of TBS students to compete in the global environment. The list of awards shows in [Appendix S11: Table S11-12](#).

Table 11-4 Student Awards from Business/Case Competitions

Business/Case Competition	2011	2012	2013	2014	2015	Total
# of Awards	25	28	40	88	72	253

Continuous Improvement

The school will monitor the quality of the programs from the AOL assessment for continuous improvement.

Table 11-5 Standard 11: Action to be Implemented

Action to be Implemented	Person Responsible	Resources Needed	Timeline
Curriculum review incorporating feedback from the AOL process	Relevant Degree Program Directors, Department Heads, Associate Dean for Academic Affairs, Associate Dean for Graduate Studies and AOL Committee	Time commitment	2017 onwards

STANDARD 12 - TEACHING EFFECTIVENESS

Alignment with Standard 12 ☒ Yes ☐ No

Overall Assessment for Standard 12

TBS is aligned with the key aspects of standard 12. The school has an annual evaluation system of teaching effectiveness for each faculty with input from students. The school also provides development activities and financial support focused on the ment of teaching effectiveness of all faculty members. This contributes to the overall evaluation of each faculty member and is used for the annual recognition and reward system.

12.1 Systematic Process for Evaluating Teaching Quality

The school ensures the teaching and learning effectiveness by the AOL process to insure students achieve the three learning goals (Academic Excellence, Ready-to-Work in a Global Environment and Social Responsibility and Ethical Conduct) and designed traits for each degree program (Standard 8). The school also ensures the teaching effectiveness by the student course evaluation. Student evaluations of teaching effectiveness are measured every semester via an anonymous online system at the undergraduate level and a manual system at graduate level. Instructors must achieve an average teaching evaluation score of at least 3.5 out of 5. Faculty members have to revise the course syllabus to use in the following semester based on the students' feedback and performance for continuous improvement to achieve the learning goals. The teaching effectiveness evaluation includes the following indicators:

- The instructor has systematically prepared his/her lessons and covered all the topics stated in a course outline.
- The instructor can explain the course contents clearly.
- The instructor encourages thought-provoking discussions in the classroom.
- The instructor clearly links theories to practices, enabling students to see practical benefits of the course contents.
- The textbooks / teaching materials / teaching media / learning tools appropriately and effectively aid an understanding of the course.

The results of the student evaluation survey are presented to the TBS Administration Committee and reported to the department meeting/program committee meeting for course revision and improvement of instruction. For external instructors the evaluation is used for continuing faculty status. The results of these evaluations are also used for academic rank promotion and faculty contract renewal. High-quality teaching has an impact on contract renewal and academic rank promotion of each faculty. Faculty must show continued accomplishment in teaching effectiveness. The appropriate teaching evaluation score should not be below 4 out of 5 (a rating of very good). In 2015, only 1.8% of TBS faculty members have an evaluation score less than 3.5 out of 5, which is lower the target of 5%.

12.2 Faculty Participation and Involvement in Teaching Enhancement Activities

TBS also arranges workshops/seminars related to teaching development for those faculty who need to improve their skills. This is done by inviting the best teaching faculty to share his/her experiences and to coach on how to improve.

12.3 Faculty Development Activities on Teaching Enhancement

TBS encourages faculty to enhance their teaching by:

- Allocating budget of US\$8,500 to each faculty for self-development for 3 years
- Conducting workshops/seminars related to teaching techniques and learning innovations according to the faculty development plan on teaching expertise
- Encouraging and providing financial support for faculty to attend the workshops/seminars related to teaching enhancement arranged by the university or an external organization
- Assigning a mentor by the department head to advise new faculty in teaching development and other academic work

In 2012-2014, TBS faculty spent \$789,371 for faculty self-development activities. TBS will increase the development budget for the next period (2015-2017) to be \$816,674. In 2013, 53 faculty attended 91 conferences, workshops, or seminars. In 2014, 56 faculty attended 56 conferences, workshops or seminars. In 2015, 44 faculty attended 41 conferences, workshops or seminars. The experience from participating in conferences, workshops and seminars is typically used to improve course development and delivery. The impact from the training is described in [Appendix S12: Table S12-1](#).

TBS and Thammasat University also encourage faculty to enhance their teaching effectiveness by providing outstanding teacher awards. The outstanding teacher award is presented annually to permanent faculty whose teaching improves student learning. Outstanding instructors must be TBS permanent faculty with a teaching evaluation score including effective delivery above the average department or degree program score. The criteria are:

- The instructor's course content must be in-depth, up-to-date, and appropriate to expectations for the degree program and learning goals.
- The instructor must promote active learning and successfully encourage students to think innovatively, critically and independently.
- The instructor's pedagogical techniques must be appropriate and provide a variety of different learning approaches.
- The instructor must interact enthusiastically and effectively with students beyond the classroom by providing office hours and other opportunities to promote learning and respond to individual student needs.
- The instructor must comply with the university code of conduct.

12.4 Teaching Effectiveness Evaluation: Innovation, Engagement, and Impact

The teaching awards show substantial continued achievement in teaching. Seven TBS faculty received awards for outstanding teaching; three of which were international awards. TBS has arranged workshop to enhance teaching effectiveness by inviting faculty who received outstanding teacher awards to share their teaching methods and experiences to the faculty. Teaching effectiveness is also supported using faculty research to enhance teaching and learning of students. For instance, Associate Professor Arnat Leemakdej uses the Risk Aversion Framework of Professor Anya Khanthavit to teach and stimulate discussion.

12.4.1 Innovation

Innovation of Business Simulation Development

TBS BizVille by Associate Professor Arnat Leemakdej

Examples of effective teaching practices from TBS faculty who received TBS and Thammasat University awards and initiated the innovative teaching methods to enhance impacts of teaching effectiveness.

TBS innovation in business simulation includes TBS BizVille – a finance simulation game developed by Associate Professor Arnat Leemakdej. TBS BizVille was developed based on research identifying patterns in financial decision making. This is innovative approach using simulation to conduct real practice business and integrate the business and finance competencies of decision making and problem solving. The game allows the students to decide on investment, production, and pricing based on changing environmental conditions such as demand fluctuation or inflation. This teaching method allows the students to learn financial statement analysis by observing cash flow changes during the game and providing more responsive student support through social media. Students have competencies to assess financial statements, analyze financial problems and make decisions while enjoying the game.

Innovation with Technology-based Learning Effectiveness

Assistant Professor Obrom Chaowalerd – TBS and Thammasat Outstanding Teacher Awards

With limited class hours and the learning culture of Thai students who typically feel reluctant to interact with faculty outside the classroom, instructors do not receive adequate feedback useful for continuous improvement of teaching performance. Assistant Professor Obrom Chaowalerd introduced social media (e.g., Facebook) as a communication channel. Interaction between instructors and students significantly increased. Social media provides instructors more immediate feedback to improve their teaching effectiveness. This approach is increased student learning. Another innovative teaching practice is Massive Open Online Course (MOOC) which promotes continuous learning regardless of place and time. MOOC helps increase the interaction between the instructor and students outside the classroom.

Assistant Professor Pannapachr Itthiopassagul – TBS and Thammasat Outstanding Teacher Awards

Marketing Strategy is a capstone course for students majoring in Marketing. Professor Pannapachr Itthiopassagul introduced the Marketing Simulation in the Marketing Strategy course to demonstrate best practice. Students learn competencies in marketing strategy formulation. Students are assigned to work in teams in the role of marketing managers for a firm and make strategic decisions over a period of time (7 decision periods) in a realistic competitive setting.

The value of using the simulation for undergraduate students with no real working experiences is to engage students in actually analyzing information, making decisions and adapting to market reactions. This simulation demonstrates their readiness-to-work in a global business environment.

The learning methods used in this course emphasize learning-by-doing as opposed to passive learning. Students gradually shift from memorizing to internalizing strategy-related competencies and approaches. They are able to effectively understand and integrate the competencies as a marketing professional. In addition students are required to communicate effectively as if they present their business plan to top management. This process demonstrates their real world business capabilities. Overall, these learning methods take time and effort but are very effective for learning strategic marketing competencies.

12.4.2 Impact on Students

Through teaching effectiveness, it enhanced the percentage of students after graduated with employment and continuing education at the master level over 5 years to be steady around over 90% (Table 12-1). For master level, about 25% of graduates got promoted after graduation (Table 12-1).

Table 12-1 Percentage of Employment Rate and Job Promotion

	2011	2012	2013	2014	2015
% of Undergraduate Employment and Continuing Education at Graduate level	90.96%	96.65%	92.06%	89.53%	97.76%
- % Employment	82.34%	79.37%	84.62%	83.37%	92.55%
- % Continuing Education at Graduate Level	8.62%	17.28%	7.44%	6.16%	5.21%
% of Job Promotion Rate of Master Students after Graduation	25.08%	25.42%	24.42%	24.87%	35.37%

12.4.3 Engagement with High Impact

In general, the technology-based learning tools are available to programs, however, some faculty prefer certain software solutions (e.g., TBS BizVille and Google Hangouts). Other faculty members use Littlefield for MBA students. The Littlefield Technology is an online competitive simulation of a queuing network in production operations focused on inventory management. It is the simulation software used in the MIT Sloan's Annual Operations Simulation Competition. It is used in the TBS MBA Operation Management course. In 2015, MBA students engaged in this online simulation competition among top-ranked universities around the world. The TBS MBA team was ranked the 17th out of 202 teams from this competition. In 2016, MBA students won the MIT Sloan's 12th Operations Simulation Competition. As shown in Figure 12-1, three teams from TBS MBA students were ranked the 1st, 21st and 29th out of 199 teams. The teaching effectiveness of faculty has demonstrated by such outstanding performance example of TBS students in international competitions.



MBA Thammasat... 'WIN' the 12th Annual MIT Operations Simulation Competition

PREVIOUS WINNERS

2016: Thammasat University

2015: UC San Diego, Rady School of Management
 2014: University of Michigan, Ross School of Business
 2013: UC San Diego, Rady School of Management
 2012: UC San Diego, Rady School of Management
 2011: Purdue University, Krannert School of Management
 2010: UC San Diego, Rady School of Management
 2009: MIT Sloan School of Management
 2008: China Europe International Business School
 2007: Yale School of Management
 2006: University of California, Berkeley
 2005: NYU Stern School of Business



Winner Prize \$3,500

Rank	Team	Cash Balance (\$)
1	tbsgravity	2,358,129
2	rotmanroxstars	2,353,007
3	avecesesmejorganaarqueperder	2,322,881
4	booththroughput	2,270,095
5	alexstarr	2,233,510
6	thesneakyhurricanes	2,232,554
19	palletspitchforks	2,120,744
20	ferutdt	2,119,736
21	tbsranger58	2,119,308
29	tbsredeem	2,069,234
30	radyhartshorn	2,052,463

... Some of 2016 Participants from 199 teams...



Figure12-1: Littlefield Competition Team Ranking

Continuous Improvement

The school will continuously monitor the teaching improvement of faculty with unsatisfactory evaluation results and support them for continuous improvement.

Table 12-2 Standard 12: Action to be Implemented

Action to be Implemented	Person Responsible	Resources Needed	Timeline
Emphasize teaching quality and provide workshops to support modern and active learning methods that are current, innovative, and appropriate according to the TBS mission.	Associate Dean for Academic Affairs, Associate Dean for Graduate Studies	Time commitment Organizing workshops Mentors/facilitators	2016 ongoing
Support and motivate faculty development with budget according to individual development plan	Associate Dean of Finance and Planning	Time commitment, Budget - 8,500 US\$ per faculty (for 3-year period)	2015-2017

STANDARD 13 - STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT

Alignment with Standard 13 ● Yes ○ No

Overall Assessment for Standard 13

TBS meets all key aspects of Standard 13. TBS encourages students to engage in active learning which is competency based and enhances the participation of students in realistic situations. The interaction between faculty and students outside of the classroom to enhance student learning and professional development is ongoing. TBS innovates several approaches to provide opportunities for students in all degree programs to engage their academic with real business practices through coursework, projects, and extracurricular activities to cater the student academic capability through the professional engagement in order to support the TBS learning goals of academic excellence, ready-to-work in a global environment, and increased commitment to social responsibility.

13.1 Academic Excellence

TBS students remain engaged with both faculty and the business community throughout their academic studies in a variety of ways. In the classroom, students work with faculty through active and experimental learning activities. TBS students acquire knowledge and managerial skills from case study, applications, and projects through the class contribution from guest lecturers from business sectors and alumni group. For professional development, TBS undergraduate students are developed through the internships and company visits. In some graduate programs, company visit and the business trip abroad are arranged to enhance student engagement with professions. [Standard 11: Table 11-3](#) shows the pedagogical approaches that have been used by faculty to create professional engagement to student academic during a semester.

13.2 Ready-to-Work in a Global Environment

In addition to continuously developing student academic competency based classroom engagement, TBS also offers students opportunities to acquire practical business experience through a variety of internship opportunities. They interact with business leaders through independent study projects and business plan presentations in which executives participate in committees as panels or judges. TBS students engage in more extensive experimental learning through several international field trips and student exchange programs. Over the past five years, TBS students had five international business trips per year with a chance to go to Europe, North America, and Asia. From these opportunities TBS students gained practical international business experience especially a global mindset which prepares them for careers in international business.

Internships and studying abroad provide experiential learning in which students earn academic credit. An internship is required in the Integrated Bachelor's and Master's Program (IBMP) for graduation condition. Every year most IBMP students in accounting have internships either (6 Credits) at Ernst & Young, PricewaterhouseCoopers, Deloitte, or KPMG. Marketing and finance students have internships (6 Credits) in companies such as Unilever, P&G, Siam Cement Group, CP Group, PTT Global Chemical, Siam Future Development, Prime Street, TISCO, Krungthai Bank, Bangkok Bank etc. (Table 13-1).

In 2013, TBS initiated the 75 partnerships project. 66 companies have agreed to provide internships which focus on international business. In 2014, 323 students embarked on internships in 72 companies. In 2015, 320 students had internships in 67 companies.

TBS students also participate in a variety of business case competitions. Over the past three years 450 students have participated in national and international competitions in Asia, Europe, and North America. TBS students displayed academic excellence, innovative thinking, and effective business solutions leading to 253 awards from national and international competitions from 2011 - 2015. Table 13-1 shows an increasing participation of students in internships, business trips abroad and business/case competitions.

Table 13-1 Number of Students Participation in Internships, Business Trips and Business/Case Competitions (2011-2015)

	2011	2012	2013	2014	2015	Total
IBMP Internship (All IBMP Students)	161	142	107	87	69	566
Undergraduate Summer Internship (Thai BBA and International BBA students)	38	81	68	236	251	674

Table 13-1 Number of Students Participation in Internships, Business Trips and Business/Case Competitions (2011-2015)

	2011	2012	2013	2014	2015	Total
Graduate Business Trip Aboard (MIM, XMBA, IMBA, MBA, MBA-HRM and MRE students)	167	186	182	156	235	926
Business / Case Competitions						
- Number of Students Participated	70	92	107	181	212*	450
- Number of Awards	25	28	40	88	72	253

*increase 98% from 2013 and 17% from 2014

For study abroad, TBS students are encouraged to join the exchange program with the TBS network of university partners including PIM's members. Over the past 5-year period TBS had extensive incoming and outgoing exchange students. Figure 13-1 shows the total of 541 incoming students and 462 outgoing students during 2011-2015. In 2015, the number of incoming students has increased 50% from 2014, but the number of outgoing students has dropped 24%. This was related to the political situation in Thailand and security issues in many regions e.g Europe, Asia and America.

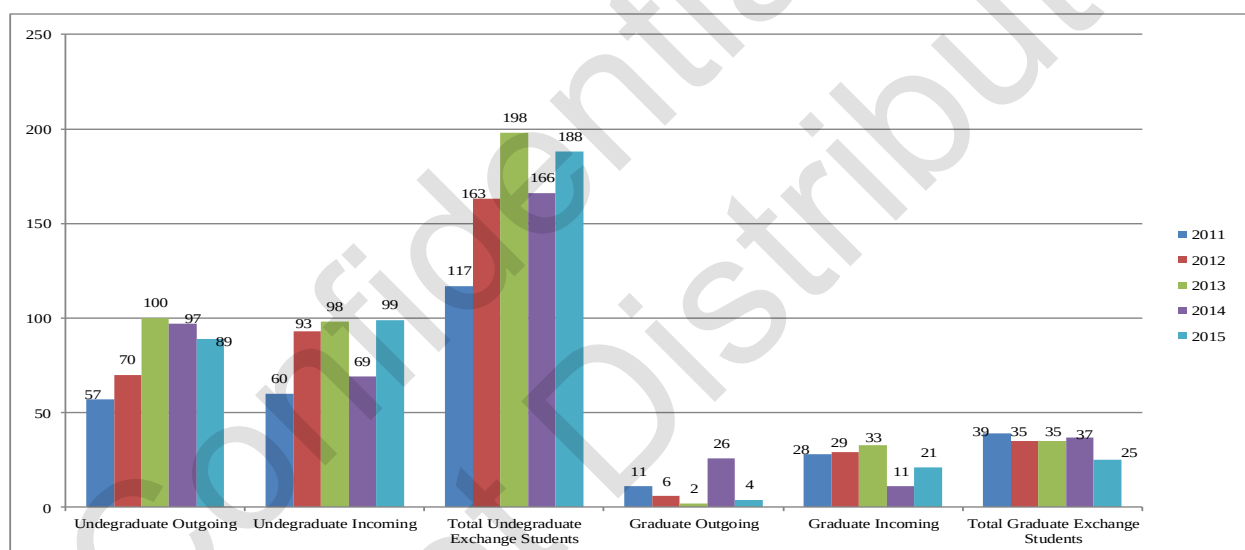


Figure 13-1 Student Exchange with International Academic Engagement

For professional engagement in 2013, TBS was the sole signatory in Thailand of a memorandum of understanding with the Chartered Institute of Management Accountants (CIMA) in United Kingdom as a strategic partnership in promoting academic collaboration in management accounting and related fields. As part of this collaboration, CIMA awarded 10 scholarships to faculty, 10 scholarships to graduate students, and 10 scholarships to undergraduate students to pursue professional qualifications. In 2014, CIMA granted TBS scholarships to 5 faculty, 10 graduate students, and 8 undergraduate students. TBS was the only recipient of these scholarships in Thailand.

13.3 Social Responsibility

TBS has been a signatory of Principles of the Responsible Management Education (PRME) in Thailand since 2008. In 2015, TBS submitted The Sharing Information on Progress (SIP) of PRME which is indicative of Responsible Management Education (<http://www.unprme.org/reports/ThammasatBusinessSchoolThailand.pdf>). As part of its commitment to the PRME which also aligns to the TBS vision, the school therefore provides courses that cover social responsibility and related topics in the curricula such as corporate governance, sustainability, and ethics. For instance, Business for Society Campaign is one example of TBS course innovation concerning social responsibility and sustainability for IBMP students. Students have to provide community service and development through a real practice project-based course. Students have high engagement with small businesses in rural areas and suggest them to develop product and improve business management for sustainability. The significant project for academic year 2015 is presented below.

CPA-SMCE Smart Up: Student Academic and Professional Engagement with High Innovation and Impact

CPA-SMCE Smart Up project applies the Thammasat Model Project in Maptaphut Industrial Estate. This project is a collaboration between Thammasat Business School and The Community Partnership Association (CPA) with support of leading international companies. The purpose is to increase the capability of Small and Medium Community Enterprises (SMCE) to develop and promote their products and services related to sustainable development.

TBS was approached by the Rayong Community to initiate a three-party project – TBS, The Community Partnership Association (CPA), and industrial companies within the Maptaphut Industrial Estate to assist local SMEs in product development. The IBMP student teams are assigned to work closely with eight local communities in the Maptaphut area with mentorship from TBS faculty and supports from many industries in Maptaphut Industrial Estate including PTT, SCG, Siam Yamato Steel, Dow Chemical, Indorama Ventures, GLOW Power plant, BLCP Power plant, Bangkok Synthetics, Linde (Thailand), Air Liquide (Thailand), Vinythai, Padaeng Industry, Bangkok Industrial Gas, and CPA Center.

For extra-curricular activities, TBS provides support for all degree programs/departments and student organizations to implement social responsibility projects in the underprivileged regions of Thailand. These include community development camps, CSR activities related to environmental preservation, fund raising projects for non-profit organizations that support the disabled and the economically disadvantaged (e.g., Charity Concert projects, BBA 20 Years 20 Good Things for the Community, etc.). Every year the International MBA hosts the Global Social Venture Competition in Southeast Asia (GSVC-SEA). The GSVC is unique in its intensive formula of moving a business idea into the real market with a strong focus on the social, environmental and financial impacts, not just profit. In 2016, TBS hosted the Global Social Venture Competition (GSVC) Global Finals with University of California - Berkeley for the first time outside the United States. There were 17 finalists from 13 countries representing global business schools from North America, South America, Europe, Africa and Asia. This event was sponsored by the Stock Exchange of Thailand and the Siam Commercial Bank who are not only sponsors for the GSVC this year but has also supported for the GSVC-SEA for several years.

Continuous Improvement

The school will continue to support student academic and professional engagement to increase the number of TBS students to go on exchange with our network of university partners, increase the number of students coming to TBS and increase the participation of students in business and case competitions. All these student activities will also be integrated in the TBS database.

Table 13-2 Standard 13: Action to be implemented

Action to be implemented	Person Responsible	Resources Needed	Timeline
Motivate TBS students to go on exchange with our partner schools.	Director of International Affairs, Program Directors	Time Commitment, Budget US\$112,322	2016 ongoing
Motivate and support the participation of students in national and international business and case competitions.	Associate Dean for Student Affairs, Program Directors	Time Commitment, Mentor Support, Budget US\$345,035	2016 ongoing
Develop a system to integrate student academic and professional engagement data into TBS database	Associate Dean for Administration, TBS Computer Center Staff	Time Commitment, Budget US\$ 8,000	2016-2017

STANDARD 14 - EXECUTIVE EDUCATION

Alignment with Standard 14

● Yes

○ No

Overall Assessment for Standard 14

TBS meets all the key aspects in Standard 14. The Thammasat Consulting Networking and Coaching Center (CONC: <http://www.conc.tbs.tu.ac.th/>) plays an important role in TBS income generation. CONC provided 21% of the school total income to TBS in 2015. Many value added services are provided for external stakeholders. CONC facilitates connections for faculty to the business community. This creates networks to enhance research, consulting, and publication. CONC has sufficient evaluation processes to design the training courses, monitor and measure the impacts on participants and their organizations from their involvement in CONC executive training programs. The school has effective processes to determine the extent to which client expectations are met and to identify and develop opportunities for improvement in order to increase professional engagement. In addition, CONC executive training programs enhance the quality of student learning in degree programs and the generation of intellectual contributions from the faculty.

14.1 Mission Alignment

The executive training and practical research and consulting activities funded by external organizations are undertaken by the Thammasat Consulting Networking and Coaching Center (CONC).

CONC contributes to the TBS mission and strategic directions by providing executive training to support sustainable development and social responsibility in business and building relationships with corporations. CONC assists Thai entrepreneurs and the private and public sectors to compete in a dynamic market, strengthen organizational capabilities, and gain competitive advantage through innovation and organizational change. Ready-to-work in a global context is a focus of CONC training courses for executives and managers of Thai and multinational corporations. CONC has three major engagement approaches to increase the performance of its clients:

- Practical research and consulting service in which CONC helps enterprises to solve critical problems.
- Coaching service which is an integration of training approaches from classroom to project-based learning including business simulations and one-on-one advising.
- Networking by which CONC catalyzes business networks among clients and encourages lifelong learning. The CONC Thammasat Forum Monthly Business Seminar is offered free of charge to its clients, alumni, participants, and people interested in sharing experiences with practitioners from many business sectors. This supports the TBS mission of social responsibility.

CONC contributed 21% (US\$ 2.81 million) of the total income of TBS in 2015 (Figure 14-1). The contributions of executive training, practical research and consulting generate major income for the school to support innovations in degree programs, teaching quality and improvements in faculty and staff development. Its activities enhance the school's engagement and relationships with corporations and other stakeholders.

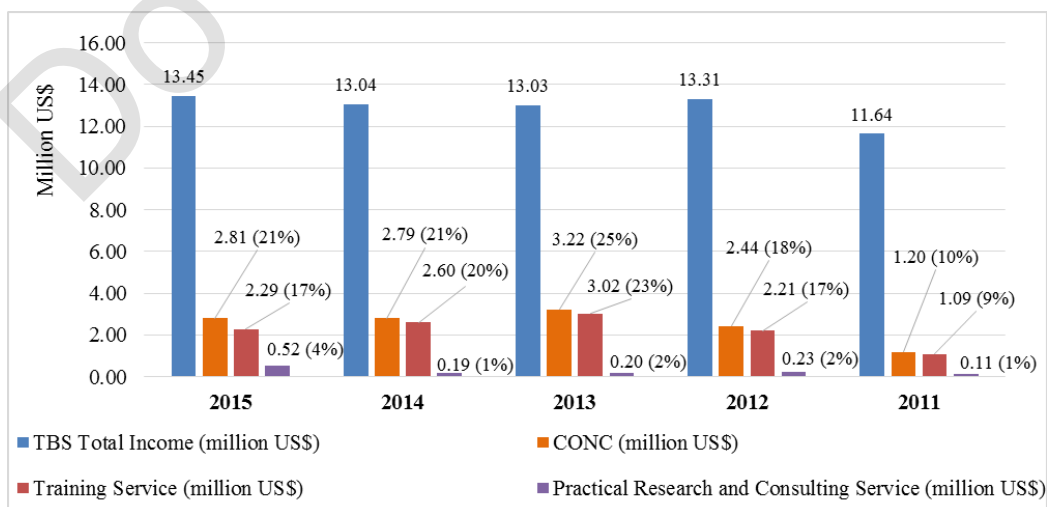


Figure 14-1 TBS Total Income and CONC Income during 2011-2015

14.2 Executive Training Management

14.2.1 Executive Training Portfolio

Public Training

TBS has a strong brand in innovative executive training based on the Mini-MBA program. TBS launched the Mini-MBA, the first development program for executives in Thailand in 1982. Currently, the Mini-MBA has opened the Global Mini-MBA#88 (Entrepreneurial Manager Series) with additional globalization program content. [Appendix S14: Table S14-1](#) shows the executive training courses that CONC offers during a year.

In-house Training

For in-house training, CONC offers innovative customized coaching programs for both managers and functional specialists in organizations. The coaching course is a combination of training and practical research and consulting which is designed to solve specific issues for clients. These programs are tailor-made based on training needs. Courses include the Leadership Development Program, In-house Mini-MBA, Productivity Improvement Program, Advance Financial Management Program, and Organizational Change.

14.2.2 Executive Training Management and Quality

CONC's organizational structure and its position within TBS are described in Figure 14-2.

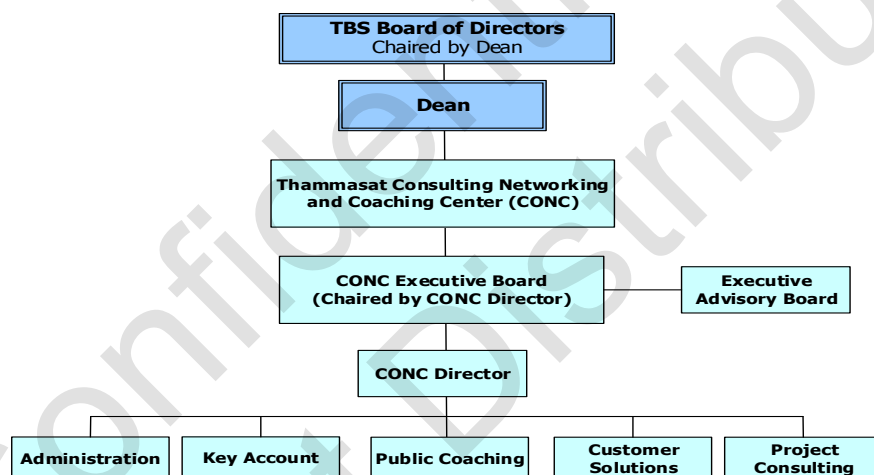


Figure 14-2 The CONC Organizational Structure

The school enhances the quality of its executive training with a strong emphasis on training design and service with the advice of the CONC Executive Board. The design process quality for public training programs begins with surveying training needs, identifying current and future trends, designing the course, implementing the course after approval, and analyzing the training results from the participants and an external evaluation by a third party (Mitsiam Outsourcing Centre Asia Pacific Limited: MOCAP) (Figure 14-3).



Figure 14-3 Design Process Quality of Public Training

For in-house training program design, the CONC design process quality starts with identifying the company's requirements. The program design is discussed with the client and implemented (Figure 14-4). If there is any continuing in-house training program, the school coordinators will evaluate the performance of all facilitators. The content of the completed in-house training program may be revised.

Example of in-house training program quality improvement

The second batch of Krungthai Bank training program “Skill Development on SME Loan Approval for Krungthai Bank Manager: sSME Star project” is an example of effective quality control of TBS in-house training courses. The representatives from the bank and TBS faculty have evaluated the TBS faculty and external experts who facilitated in the first batch by ranking their performance. The facilitators with low performance were not involved in the second batch of the training program for Krungthai Bank.

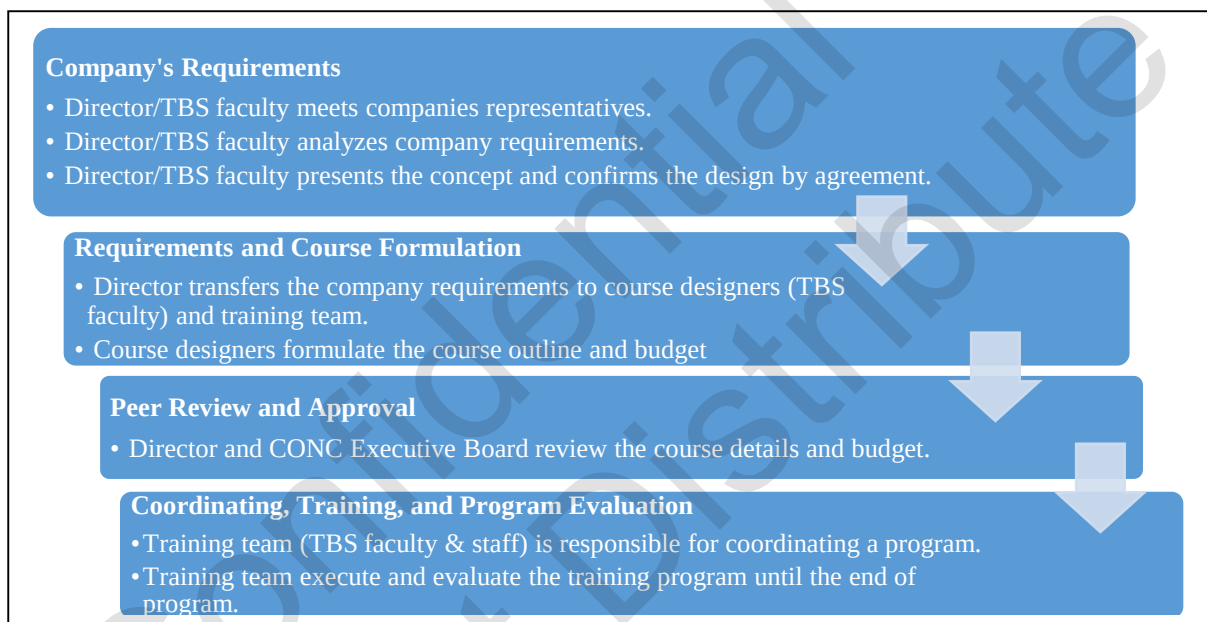


Figure 14-4 Design Process Quality of In-House Training

14.2.3 High Quality of Facilities Provided

TBS has a well-designed learning environment with sufficient facilities to support high quality executive training. The physical facilities available for executive training are good. Program delivery takes place in newly renovated classrooms which provide a positive learning environment appropriate for executive participants. The facilities offered for participants include:

- Computer rooms for business simulations
- Multi-purpose lecture rooms for active learning
- Working space for group projects
- Library
- Free Internet Wifi
- Breakout Rooms
- Lounge and catering

14.3 CONC Financial Performance

Over the past 5 years the executive training programs and competitive grants for practical research and consulting projects provided by CONC have had significant growth, increasing from 20 programs in 2011 to 64 programs in 2015, and generated net income about \$3.29 million during 2011-2015 (Figure 14-5, Table 14-1). CONC income, CONC expenses, TU overhead charge, and net income are presented in Figure 14-5. About 12% of total expenses were allocated as overhead to Thammasat University (Table 14-1).

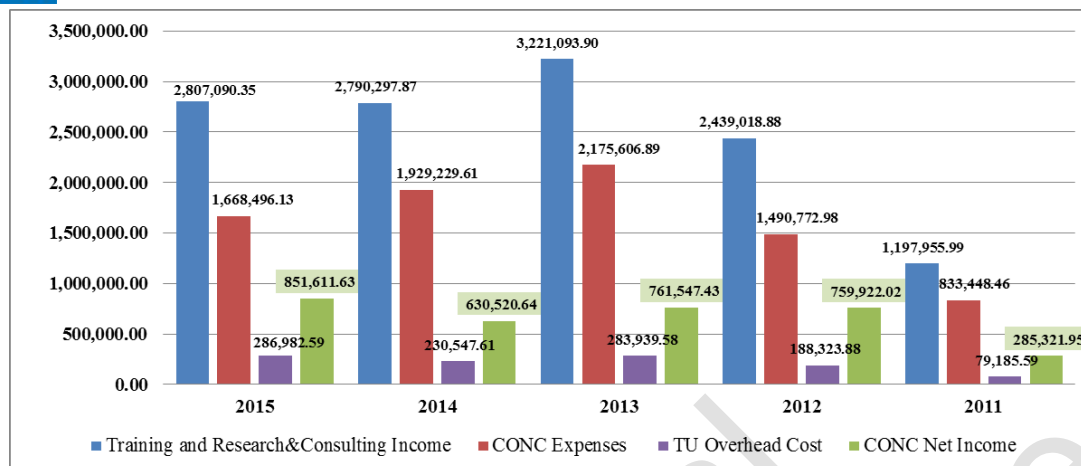


Figure 14-5 CONC Net Income Generation during 2011-2015 (US\$)

Table 14-1 CONC Income, Total Expenses, and Net Income during 2011-2015 (US\$)

Items	2015	2014	2013	2012	2011	Total
1. Training and Practical Research and Consulting Income	2,807,090.35	2,790,297.87	3,221,093.90	2,439,018.88	1,197,955.99	12,455,456.99
2. Total Expenses	1,955,478.72	2,159,777.22	2,459,546.47	1,679,096.86	912,634.05	9,166,533.32
2.1 CONC Expenses	1,668,496.13	1,929,229.61	2,175,606.89	1,490,772.98	833,448.46	8,097,554.07 (88%)
2.2 TU Overhead Cost	286,982.59	230,547.61	283,939.58	188,323.88	79,185.59	1,068,979.25 (12%)
3. CONC Net Income (1-2)	851,611.63	630,520.64	761,547.43	759,922.02	285,321.95	3,288,923.67

14.4 Innovation with Strong Brand Loyalty

Innovation: Leadership in Executive Training in Thailand

For 34 years the Mini-MBA has maintained its leadership position by continuously adapting its curriculum to meet the changing requirements of the customers and new business applications. An example of this was the redesigned of the Global Mini-MBA. The 90th batch will begin early of 2017. CONC has a strong brand for executive training through the Global Mini-MBA program and innovative in-house customized coaching and training programs. CONC has also ongoing in-house training with many organizations over several years (such as Siriraj Hospital, Siam Commercial Bank, Muangthai Insurance etc.). CONC offers innovative coaching programs for both managers and functional specialists in organizations. The coaching program is a combination of training and practical research and consulting designed to solve specific client issues ([Appendix S14, Table S14-2](#)).

14.5 Strong Engagement

14.5.1 Engagement with External Experts

CONC has invited external experts who have relevant experience in related areas to facilitate its programs. CONC has continuous collaboration with the training program coordinators, TBS faculty and external experts, to involve in the course design process to enhance the program quality. In addition, TBS faculty and external experts from many business sectors have produced a monograph titled “In-depth Marketing Practice with Marketing Guru” for CONC.

14.5.2 Engagement with External Organizations

CONC builds and maintains the school relationships with corporations through executive training. CONC continuously engages external organizations to develop training programs. For public training, CONC collaborates in the co-creation of public training programs with various non-profit organizations to develop the programs that have impact on the career advancement or business development of participants. For in-house training, CONC develops the tailored-training program to major companies in various industries, listed in the Stock Exchange of Thailand. Examples of engagement with external organizations are presented below.

Public Training: Examples of co-creation programs with external organizations

- **The Federation of Thai Industries (FTI):** To develop the Mini MBA for FTI Business Administration. This course is offered for FTI members to enhance and update their knowledge and increase networking of the members for business development.
- **The Federation of Accounting Professions:** To initiate the Business System Development: The Practical Approach Program. Participants completing this program can use it for Continuing Professional Development (CPD) required to renew professional certificates such as the CPA.
- **The Thailand Securities Institute (TSI):** To develop the Certified Investment and Securities Analyst Program (CISA) course. Participants must attend the CISA course in order to be eligible for the CISA examination and professional certification for Financial and Investment careers.

In-house Training: Examples of CONC customers

- Food Industry: CP Group, Betagro, Siam Food
- Banking Industry: Siam Commercial Bank, Kasikorn Bank, KrungThai Bank
- Energy, Automobile, Construction, and Telecommunications: PTT Group, Thai Summit Autoparts Industry, Siam Cement Group, Italian-Thai Construction, Total Access Communication
- Service Industry: Siriraj Hospital; Mahachai Hospital, Muangthai Insurance
- Real Estate Business: Prukha Real Estate, Supalai, L.P.N. Development

14.5.3 Engagement with Community

For the community, the CONC Forum offers free seminars on current issues to alumni and public participants to provide new competencies in business (e.g. Start-up social enterprise, social media, CSR, and Green Logistics etc.). This contributes to the mission of social responsibility and sustainability of the school (Table 14-2).

Table 14-2 CONC Strong Engagement with Sustainability and Social Responsibility

	2011	2012	2013	2014	2015
Increase in number of sustainability and social responsibility workshops	7	7	13	15	15
- Number of training courses that focus on CSR/sustainability	2	2	2	7	5
- Number of CONC forums	5	5	11	8	10

14.6 Impacts on Variety of Stakeholders

The CONC executive training and practical research and consulting services have major impacts on participants and organizations, degree programs, and intellectual contributions.

14.6.1 Impact on Participants and Organizations

The assessment of the impact on participants in CONC training is determined by the quality of business solutions assessed by independent judges for public courses and by top executives in the companies for in-house training.

Before the end of a training program, participants require to do business projects under the supervision of TBS faculty. These projects contribute to enhancing efficiency and effectiveness of their organization management (e.g. cost reduction, new innovative project). There are also the positive impacts on their organization's good governance and social responsibility activities. An independent third-party evaluation in 2015 conducted by Mitsiam Outsourcing Centre Asia Pacific Limited (MOCAP) was conducted on the impact of CONC training on participants. The below summary demonstrates the major impacts.

Impact of CONC training on participants:

- **For public training,** 61% of respondents are delighted (i.e., "exceeds expectations", the highest satisfaction level) with the results achieved from the program. More than 40% of them are able to apply the knowledge gained from the training in their work and their plan for doing business in other ASEAN countries related the ASEAN Economic Community integration. the overall satisfaction level is 5.71 out of 7, classified as good

- **For in-house training**, 73.7% of participants increased their understanding of what they learned. 42.1% could apply this knowledge in work and 52.6% of participants could work more efficiently after the training. In addition, 90% of participants would recommend CONC to others. 75% of participants are interested in using the service of CONC in the future because of the reputation of CONC and the reputation of experts involved in the programs. The overall satisfaction level for in-house training is higher at 6.28 out of 7, indicating an excellent level of satisfaction.
- **Overall**, the satisfaction level of public and in-house training is higher than 5 out of 7 which is the school strategic target. However, when analyzing this score, the main factor reducing the overall satisfaction is the service quality of the CONC staff. This is an area for continuous improvement.

14.6.2 The Impact of Executive Training on Degree Programs

Several in-house training programs (e.g., CPF Mini-MBA: Global Business Executive Development Program) provide TBS students the opportunity to apply their capability as assistants in practical research and consulting projects to analyze business data. Some participants from CONC training programs have furthered their studies by joining a TBS degree program. For example, the managing director of the P.L.M. Auto Co. Ltd, Miss Pailin Mar, an alumni of Mini-MBA, continued in the MBA for Executive (X-MBA). Miss Kuntiya Chawalertsakul, the general manager of the Far Kumnode Co. Ltd and alumni of the Marketing Certificate Program-MCP Excellence Series (MCP), entered the Master in Marketing (International) Program (MIM).

At National level, the TBS has been requested to implement “The Nationwide Business Skills Training Program for Technical College Students”. Technical college graduates are important because business skills that they acquire will enhance the overall competitiveness of Thai businesses in the private sector and in SMEs.

14.6.3 The Impact of Executive Training on Intellectual Contributions

CONC executive training programs and practical research and consulting services support the generation of intellectual contributions by faculty and external experts. For instance, CONC executive training programs like the “Strategic Financial Management: Managing for Value Creation” and the “TBS BizVille: Hybrid Game” developed by Associate Professor Dr. Arnat Leemakkadej were based on research identifying real applications of financial decision making. In addition, a monograph titled “In-depth Marketing Practice with Marketing Guru” for CONC has been published and distributed to public (Figure 14-6).



Figure 14-6 Example of a Monograph Titled “In-depth Marketing Practice with Marketing Guru”

Continuous Improvement

The school will continue to analyze the training impacts on the participant work progression and their organization competitiveness.

Table 14-3 Standard 14: Action to be Implemented

Action to be implemented	Person Responsible	Resources Needed	Timeline
Monitor and improve the results of the training impacts on participants and the CONC staff service quality.	Director of CONC	- Time Commitment - Evaluation experts - Budget 10,000 US\$	2016 ongoing

STNADARD 15 - FACULTY QUALIFICATIONS AND ENGAGEMENT

Alignment with Standard: ● Yes ○ No

Overall Assessment for Standard 15

TBS meets all the key aspects in the Standard 15. TBS developed appropriate criteria for faculty qualifications that are aligned with AACSB standard 15 and the TBS mission. In the academic year 2015, TBS has met its own and AACSB standard requirements for faculty qualifications. Table 15-3 (summarized from [Table 15-1](#)) presents the details by department. Table 15-2 presents the details by program. Faculty qualification especially SA faculty has improved since 2013 (Table 15-4).

There have been improvements in faculty qualifications especially the SA faculty. TBS faculty qualifications have met the target of SA at above 40% in 2013 and met the target above 60% in 2015 as specified in the iSER continuous improvement plan for standard 15. Table 15-4 supports this improvement.

The integration of permanent faculty qualification evaluations including their engagement activities is integrated into the annual faculty status review conducted by the TBS Administrative Committee. For adjunct and visiting faculty, the review is conducted by program directors and the program committee under the guidelines determined by the school.

15.1 Criteria for Faculty Qualifications and Engagement

TBS faculty are categorized according to their academic preparation and professional experiences, and to their sustained academic and professional engagement activities. As detailed in Appendix B: Figure B-1, the four categories are used to classify faculty: Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP).

Based on the AACSB guidelines, TBS has developed operational guidelines to classify faculty qualifications and engagement, and informed to all faculty members about the qualification and their status. These specify how the faculty meet the criteria. The school continually assesses and measures their performance and development. [Appendix S5](#) provides details of the policy for faculty sufficiency and qualifications agreed upon at a school-wide faculty meeting and approved by the TBS Board of Directors on 8 September, 2014. Figure 15-1 summarizes the operational criteria for each category.

Scholarly Academics (SA)

Initial Academic Preparation

- Faculty who obtained a doctorate degree in a discipline related to the faculty member's teaching field with sustained engagement activities, or
- Faculty obtained a doctorate degree in a discipline related to the faculty member's teaching field within the last 5 years, or
- Faculty who are Doctoral student with "All But Dissertation (ABD)" Status (i.g. Ph.D. candidate or passed the defense of dissertation proposal)

Sustained Engagement Activities over the previous five years

Evidence of sustained academic engagement status for Scholarly Academics should include:

- Production of a minimum of two peer-reviewed journal articles and at least one of the following academic activities, or
- Active participation in leadership roles and accomplish at least one of the following academic activities

Academic Activities

- a) Produce ICs (i.e., PRJs, proceedings in academic conference, textbooks, revision of textbooks, case studies, and book chapters)
- b) Receive competitive grants for research and consulting projects
- c) Be active editorships with academic journals or other business publications
- d) Service on editorial boards, as reviewers or committee of academic journals or academic conferences
- e) Receive or renew professional certification that enhances classroom activities and research
- f) Receive recognition from academic societies and associations, research awards, academic fellowships, and invitation for presentations

Practice Academics (PA)

Initial Academic Preparation

- Faculty who obtained a doctorate degree in a discipline related to the faculty member's teaching field with sustained engagement in academic and professional activities.

Sustained Engagement Activities over the past five years

Evidence of sustained professional engagement for PA should include at least one academic and one professional activities:

Academic Activities

- Produce ICs (i.e., PRJs, proceedings in academic conference, textbooks, revision of textbooks, case studies, and book chapters etc.)
- Receive competitive grants for research and consulting projects
- Be active editorships with academic, professional, or other business and management publications
- Service on editorial boards, as reviewers or committee of academic journals or academic conferences
- Receive or renew professional certification that enhances classroom activities and research
- Receive recognition from academic societies and associations, research awards, academic fellowships, and invitation for presentations
- Supervise thesis (12 credits) / independent study (6 credits) for master student or dissertation for doctoral student

Professional Activities

- Service in consulting projects and activities align with the school mission
- Service on corporate boards or government committees
- Service in development and presentation of executive education programs of the school
- Have sustained professional work supporting qualified status
- Significantly participate in business professional associations
- Be relevant and active service on boards of directors
- Participate in professional events that focus on the practices of business, management, and related issues
- Other appropriate actions in professional activities

Scholarly Practitioners (SP)

Initial Academic Preparation

1. Faculty with significant work experience in the field in which they teach who hold a master degree in a discipline related to the faculty member's teaching field with sustained engagement activities. Normally, SP faculty should have managerial and executive level experience that enhances their teaching and other contributions to the school.

Sustained Engagement Activities over the past five years

Evidence of sustained engagement for SP should include at least one academic and one professional activities:

Academic Activities

- Produce ICs (i.e., PRJs, proceedings in academic conference, textbooks, revision of textbooks, case studies, and book chapters etc.)
- Receive competitive grants for research and consulting projects
- Be active editorships with academic, professional, or other business and management publications
- Service on editorial boards, as reviewers or committee of academic journals or academic conferences
- Receive or renew professional certification that enhances classroom activities and research
- Receive recognition from academic societies and associations, research awards, academic fellowships, and invitation for presentations
- Supervised Thesis/Independent Study (6 credits) for master student or Dissertation for doctoral student

Professional Activities

- a) Service in consulting projects and activities that align with the school mission
- b) Service on corporate boards or government committees
- c) Service in development and presentation of executive education programs of the school
- d) Have sustained professional work supporting qualified status
- e) Significantly participate in business professional associations
- f) Be relevant and active service on boards of directors
- g) Participate in professional events that focus on the practices of business, management, and related issues
- h) Have development and presentation of continuing professional education activities or executive education programs
- i) Other appropriate actions in professional activities

Instructional Practitioners (IP)

Initial Academic Preparation

1. Faculty who hold a master degree in a discipline related to the faculty member's teaching field.

Sustained Engagement Activities,

Evidence of sustained engagement for IP should include at least one of the following activities:

Academic Activities

- h) Produce ICs (i.e., PRJs, proceedings in academic conference, textbooks, revision of textbooks, case studies, and book chapters etc.)
- i) Receive competitive grants for research and consulting projects
- j) Be active editorships with academic, professional, or other business and management publications
- k) Service on editorial boards, as reviewers or committee of academic journals or academic conferences
- l) Receive or renew professional certification that enhances classroom activities and research
- m) Receive recognition from academic societies and associations, research awards, academic fellowships, and invitation for presentations
- n) Supervised Thesis/Independent Study (6 credits) for master student or Dissertation for doctoral student

Professional Activities

- j) Service in consulting projects and activities that align with the school mission
- k) Service on corporate boards or government committees
- l) Service in development and presentation of executive education programs of the school
- m) Have sustained professional work supporting qualified status
- n) Significantly participate in business professional associations
- o) Be relevant and active service on boards of directors
- p) Participate in professional events that focus on the practices of business, management, and related issues
- q) Have development and presentation of continuing professional education activities or executive education programs
- r) Other appropriate actions in professional activities

Other Qualifications (O)

Faculty who do not meet above criteria for SA, PA, SP, and IP.

To further the school mission, OQ faculty are encouraged to acquire additional academic preparation and conduct professional engagement activities in order to meet the criteria for SA, PA, SP, or IP.

15.2 Criteria to Calculate the Percentage of Time Devoted to TBS Mission for Each Faculty Qualification Group

Permanent Faculty Equivalent		
Participating Faculty	Responsibility (one academic year)	Permanent Equivalent
Permanent Faculty (Thai Nationals)	- Teach at least 4 courses - Produce at least 1 publication - Serve other TBS mission beyond direct teaching responsibility	100%
Research Track Faculty (International)	- Produce at least 1 international PRJs - Serve other TBS mission or teaching responsibility	100%
Contract Faculty hired by TBS	- Teach at least 2 courses - Plus at least 1 publication - Serve other TBS missions beyond direct teaching responsibility	$>30\% \leq 100\%$
Contract Faculty hired by TU	- Teach at least 2 courses - Serve other TBS missions beyond direct teaching responsibility	30%
Admin Track Faculty (International)	- Teach at least 2 courses - Serve other TBS missions beyond direct teaching responsibility	40%
Adjunct Faculty	- Teach at least half course - Serve other TBS missions beyond direct teaching responsibility	$\geq 10\% \leq 40\%$
Supporting Faculty	Responsibility (one academic year)	Permanent Equivalent
Adjunct Faculty	Teach at least half course only	5%

15.3 Faculty Qualifications by Department

Table 15-1 provides the individual faculty qualifications. Table 15-3 presents the summary of faculty qualifications by department during the academic year 2015. It shows that TBS has met the faculty qualifications indicators set by AACSB and the TBS during 2011-2015.

Table 15-3 Summary of Faculty Qualification by Department

Faculty Qualification by Department	Standard 15					2015
	Percent of Time Devoted to Mission for Each Faculty Qualification Group					
	SA	PA	SP	IP	O	
Accounting	61.54%	4.81%	30.77%	2.50%	0.38%	
	AACSB Indicators: Min.SA $\geq 40\%$: Met					61.54%
	Min.SA+PA+SP $\geq 60\%$: Met					97.12%
	Min.SA+PA+SP+IP $\geq 90\%$: Met					99.62%
Finance	68.24%	10.47%	7.43%	10.14%	3.72%	
	AACSB Indicators: Min.SA $\geq 40\%$: Met					68.24%
	Min.SA+PA+SP $\geq 60\%$: Met					86.15%
	Min.SA+PA+SP+IP $\geq 90\%$: Met					96.28%
Management Information Systems	68.90%	0.96%	28.71%	1.44%	0.00%	
	AACSB Indicators: Min.SA $\geq 40\%$: Met					68.90%
	Min.SA+PA+SP $\geq 60\%$: Met					98.56%
	Min.SA+PA+SP+IP $\geq 90\%$: Met					100.00%

Table 15-3 Summary of Faculty Qualification by Department

Faculty Qualification by Department	Standard 15					2015
	Percent of Time Devoted to Mission for Each Faculty Qualification Group					
	SA	PA	SP	IP	O	
Marketing	60.41%	20.57%	17.48%	1.03%	0.51%	
	AACSB Indicators: Min.SA $\geq$ 40%: Met					60.41%
	Min.SA+PA+SP $\geq$ 60%: Met					98.46%
	Min.SA+PA+SP+IP $\geq$ 90%: Met					99.49%
Organization, Entrepreneurship and Human Resource Management	58.06%	20.00%	12.90%	7.42%	1.61%	
	AACSB Indicators: Min.SA $\geq$ 40%: Met					58.06%
	Min.SA+PA+SP $\geq$ 60%: Met					90.97%
	Min.SA+PA+SP+IP $\geq$ 90%: Met					98.39%
International Business, Logistics and Transport	74.92%	6.84%	6.84%	10.42%	0.98%	
	AACSB Indicators: Min.SA $\geq$ 40%: Met					74.92%
	Min.SA+PA+SP $\geq$ 60%: Met					88.60%
	Min.SA+PA+SP+IP $\geq$ 90%: Met					99.02%
Operations Management	55.56%	1.59%	34.92%	7.94%	0.00%	
	AACSB Indicators: Min.SA $\geq$ 40%: Met					55.56%
	Min.SA+PA+SP $\geq$ 60%: Met					92.06%
	Min.SA+PA+SP+IP $\geq$ 90%: Met					100.00%
Real Estate Business	59.22%	0.00%	19.42%	21.36%	0.00%	
	AACSB Indicators: Min.SA $\geq$ 40%: Met					59.22%
	Min.SA+PA+SP $\geq$ 60%: Met					78.64%
	Min.SA+PA+SP+IP $\geq$ 90%: Met					100.00%
Thammasat Business School	63.37%	9.43%	20.08%	6.16%	0.96%	
	AACSB Indicators: Min.SA $\geq$ 40%: Met					63.37%
	Min.SA+PA+SP $\geq$ 60%: Met					92.88%
	Min.SA+PA+SP+IP $\geq$ 90%: Met					99.04%

15.4 Faculty Qualifications by Degree Programs

Table 15-2 summarizes the faculty qualifications aggregated by degree programs during the academic year 2015. All degree programs meet all the AACSB faculty qualification indicators.

For the Ph.D. program, the expectation of SA faculty is nearly 100%. In 2013, TBS has implemented its continuous improvement plan and set the target at 95% SA faculty in the Ph.D. program. In 2015, the Ph.D. program has achieved the school target at 95% SA faculty.

Continuous Improvement

- To increase the SA faculty for Ph.D. program to 100%. The Ph.D. program invites the qualified faculty with more publication to involve in teaching and advising students.
- To increase PRJs from at least 2 to 3 plus other intellectual contributions for standard set of SA category within a 5-year period starting in 2016.

Table 15-4 Standard 15: Action to be implemented

Action to be implemented	Person Responsible	Resources Needed	Timeline
Encourage faculty to produce more PRJs to achieve the standard set for SA.	TBS Management Team, Head of Departments, and Program Directors	Time Commitment	2016 ongoing

Table 15-2: Deployment of Participating and Supporting Faculty By Qualification Status In Support of Degree Programs for Calendar Year 2015

	Percent of teaching (whether measured by credit hours, contact hours, or another metric appropriate to the school)					
Degree Programs	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Other (O)	Total
Undergraduate Programs						
Bachelor of Accounting (Thai and international programs)	63.32%	6.44%	28.89%	1.05%	0.30%	100.00%
Bachelor of Business Administration (Thai and international programs)	62.06%	9.44%	22.39%	5.65%	0.47%	100.00%
Integrated Bachelor’s and Master’s Degree Program						
Integrated Bachelor Programs	63.31%	8.01%	22.91%	5.59%	0.19%	100.00%
Integrated Master Programs	70.65%	0.25%	22.14%	5.47%	1.49%	100.00%
Master Programs						
Master of Business Administration: MBA and MBA-HRM	63.29%	11.01%	19.23%	4.55%	1.92%	100.00%
Master of Business Administration (Strategic Management): XMBA	70.81%	5.95%	21.62%	0.81%	0.81%	100.00%
Master of Science in Accounting: MAP	68.97%	0.00%	28.45%	2.59%	0.00%	100.00%
Master of Science (Real Estate Business): MRE	50.75%	1.01%	47.24%	1.01%	0.00%	100.00%
Master of Science (Management Information Systems): MSMIS	72.29%	12.65%	14.46%	0.60%	0.00%	100.00%
Master of Business Administration (International): IMBA	83.04%	4.46%	0.00%	8.04%	4.46%	100.00%
Master of Science (Marketing) (International): MIM	58.73%	36.51%	0.00%	4.76%	0.00%	100.00%
Master of Science (Finance) (International): MIF	93.33%	2.50%	0.83%	1.67%	1.67%	100.00%
Ph.D. Programs						
Doctor of Philosophy Program in Business Administration: Ph.D.	94.68%	5.32%	0.00%	0.00%	0.00%	100.00%

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

***This table presents on-going process of ICs production of TBS from January 2011 to May 2016**

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Scholarly Academic (SA) ⁴		Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴		
Department of Accounting													
Achavanuntakul, Srisuda	Associate Professor	May 13, 1999 (Retired 2014 and contracted by TBS, 2014)	M.B.A.	1982	2,736.00		BT, RES, SER			30%		Qualification: M.B.A., Associate Professor (Retired 2014 and contracted by Thammasat University) Sustained academic engagement: - Produced 1 textbook and 2 books Sustained professional engagement: - Served on committee/sub committee/working committee of many organizations such as the National Broadcasting and Telecommunications Commission, the Federation of Accounting Professions Thailand, the Office of the Auditor General Thailand.	
Ansell, Jake	Professor	February 22, 2016	Ph.D	1986	-		RES	100%				Qualification: Ph.D., Professor Sustained academic engagement: - Produced 6 PRJs Sustained professional engagement: - Served on Professional Affairs Committee, the Royal Statistical Society United Kingdom - Served as associate editor for Journal of Institute of Mechanical Engineering	
Arunruangsirilert, Teerachai	Lecturer	October 14, 2010	M.Acc.	2010	-		RES	100%				Qualification: M.Acc. (Ph.D. candidate), CPA Sustained academic engagement: - Continuing Ph.D. with "ABD" status - Produced 4 PRJs, 1 proceeding and 1 case - Maintained CPA	
Issarawornrawanich, Panya	Assistant Professor	April 2, 2004	Ph.D.	2012	17,734.50		BT, MT, ADM, RES, SER	100%				Qualification: Ph.D. (AC), Assistant Professor Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years) - Produced 5 PRJs and 6 proceedings Sustained professional engagement: - Served on sub committee/working committee of the Federation of Accounting Professions Thailand	
Jantadej, Kulaya	Assistant Professor	May 27, 1993	Ph.D.	2006	16,593.00		BT, MT, RES, SER	100%				Qualification: Ph.D. (AC), Assistant Professor Sustained academic engagement: - Produced 2 PRJs - Received 1 competitive grant (research project) Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand	
Kittiakrastein, Pichamon	Lecturer	February 2, 2015	M.Acc.	2013	7,695.00		BT, RES, SER			100%		Qualification: M.Acc. Sustained academic engagement: - Produced 1 PRJ Sustained professional engagement: - Served as volunteer field researcher to the Fiscal Policy Office, Ministry of Finance Thailand	
Kosonboon, Lapinee	Assistant Professor	August 3, 1998	Ph.D.	2004	5,760.00		BT, RES, SER		100%			Qualification: Ph.D. (AC), Assistant Professor, CPA. Sustained academic engagement: - Received 1 competitive grant (research project) - Maintained CPA - Supervised Master students (Independent Study) Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions of Thailand	

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Laothammathat, Supitchchayaa	Assistant Professor	August 20, 1982	M.S.	1981	13,926.00				100%			Qualification: M.S. Accounting , Assistant Professor Sustained academic engagement: - Produced 1 textbook (22nd Ed., 2014) Sustained professional engagement: - Served on Tax Auditor Assessment committee of the Revenue Department, Ministry of Finance Thailand
Phadoongsitthi, Monvika	Associate Professor	May 4, 1995	Ph.D.	2003	35,754.00			100%				Qualification: Ph.D. (Bus. & Mgmt.), Associate Professor Sustained academic engagement: - Produced 8 PRJs and 3 textbooks Sustained professional engagement: - Served on Editorial Board of the Journal of Humanities and Social Sciences, Mahasarakham University - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand - Served on Served on Tax Auditor Assessment committee of the Revenue Department, Ministry of Finance Thailand
Pipatanasern, Anchalee	Associate Professor	May 17, 1996 (Retired 2012 and contracted by TU, 2012)	M.S.	1976	3,822.00				30%			Qualification: M.Sc. (AC), Associate Professor (Retired 2012 and contracted by Thammasat University) Sustained academic engagement: - Produced 1 PRJ - Received 6 competitive grants (research/consulting projects) Sustained professional engagement: - Served on Academic Audit Committee of the Tapee University, Thailand - Served on Audit Committee of various listed companies
Pongpattrachai, Dichapong	Assistant Professor	June 2, 1997	Ph.D.	2012	11,577.00			100%				Qualification: Ph.D. (AC), Assistant Professor, CPA Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years). - Produced 5 PRJs - Maintained CPA Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand
Ratanaubol, Kobkaew	Associate Professor	February 1, 1989	M.B.A.	1991	10,353.00				100%			Qualification: M.B.A. (AC), Associate Professor Head, Department of Accounting Sustained academic engagement: - Produced 1 PRJ and 1 book Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand - Served on Academic Committee of the Southeast Asia University
Rattanapijit, Pornchanok	Associate Professor	August 20, 1982	M.B.A	1981	7,200.00				100%			Qualification: M.B.A. Associate Professor Sustained academic engagement: - Produced 1 PRJ Sustained professional engagement: - Served on Tax Auditor Assessment committee of the Revenue Department, Ministry of Finance Thailand

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Sethasakko, Watchaneeporn	Associate Professor	October 15, 1981	Ph.D	2007	8,519.00		BT, MT, DT, RES, SER	100%					Qualification: Ph.D. (Environment and Resources study), Associate Professor Sustained academic engagement: - Produced 3 PRJs and 8 proceedings Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand
Singhasaneh, Santana	Lecturer	May 1, 1999	M.P.A.	1991	7,917.00		BT, SER			100%			Qualification: M.P.A., CPA Sustained academic engagement: - Maintained CPA Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand - Served as advisor to the Stock Exchange of Thailand
Siritatsawas, Wattanee	Lecturer	June 2, 2014	Ph.D.	2012	7,302.00		BT, MT, RES, SER	100%					Qualification: Ph.D. (Accounting), CPA Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years) - Produced 1 PRJ - Maintained CPA Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand
Sithipolvanichgul, Jurhamon	Lecturer	November 16, 2010	M.B.A.	2008	-		RES	100%					Qualification: M.B.A. (Ph.D. candidate) Sustained academic engagement: - Continuing Ph.D. with "ABD" status - Produced 8 proceedings
Srijunpetch, Sillapaporn	Assistant Professor	November 3, 1997	Ph.D.	2004	7,488.00		BT, MT, RES, SER	100%					Qualification: Ph.D. (AC), Assistant Professor, CPA Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years) - Produced 9 PRJs, 1 textbooks, 3 books and 9 book chapters - Served as reviewer to Kasetsart Applied Business Journal - Maintained CPA Sustained professional engagement: - Served on committee/sub committee/working committee of many organizations such as the Federation of Accounting Professions Thailand, the Secretariat of the House of Representatives Thailand, the Stock Exchange of Thailand
Supattarakul, Somchai	Associate Professor	February 1, 1993	Ph.D.	2003	20,450.00		BT, MT, RES, ADM, SER	100%					Qualification: Ph.D. (AC), Associate Professor, CPA Sustained academic engagement: - Produced 6 PRJs, 2 proceedings and 3 textbooks - Maintained CPA Sustained professional engagement: - Served on committee/sub committee/working committee of many organizations such as the Federation of Accounting Professions of Thailand, Council of University Presidents of Thailand, The office of Tax Auditor Standards of Revenue Department of Ministry of Finance Thailand

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Supphatada, Somchai	Assistant Professor	December 18, 1980	M.P.A. 1984	17,973.00		BT, MT, ADM, SER			100%			Qualification: M.P.A., Assistant Professor Associate Dean for Finance and Acting Head, Department of Finance Sustained academic engagement: - Served as Editor of the Journal of Accounting Profession Sustained professional engagement: - Served on committee of Oceanian Standard Setters Group (TAOSSG) on "Consolidation", the Federation of Accounting Professions, Thailand - Served on committee/sub committee/working committee of the Federation of Accounting Professions of Thailand - Served as Board of Director and Chairman of Audit Committee, Intouch Holdings Public Company Limited
Taechoyotin, Wannee	Assistant Professor	February 1, 1989	Ph.D. 2003	5,508.00		BT, MT, RES, SER	100%					Qualification: Ph.D. (AC), Assistant Professor Sustained academic engagement: - Produced 2 PRJs - Received 1 competitive grant (research project) Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand
Tangruenrat, Chanchai	Lecturer	November 1, 2012	Ph.D. 2014	11,259.00		BT, MT, DT, RES, SER	100%					Qualification: Ph.D. (AC), CPA Sustained academic engagement: - Graduated Ph.D. in 2014 (< 5 years). - Produced 3 PRJs and 1 proceeding - Maintained CPA Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand
Tantiprabha, Wipada	Assistant Professor	November 17, 1983	M.B.A. 1988	12,219.00		BT, MT, RES, ADM, SER			100%			Qualification: M.B.A. (AC), Assistant Professor Director, Master of Accounting Program Sustained academic engagement: - Produced 1 PRJ and 1 edited textbook (22 Ed., 2014) - Received 2 competitive grants (consulting projects) Sustained professional engagement: - Served as Chair of the Auditors Performance Evaluation Working Committee and Academic Working Committee to the Federation of Accounting Profession Thailand - Served on committee/sub committee/working committee of many organization such as the Insurance Commission of Thailand, the Federation of Accounting Professions Thailand
Trongmateerut, Pailin	Assistant Professor	June 1, 2012	Ph.D. 2011	11,466.00		BT, MT, DT, RES, SER	100%					Qualification: Ph.D. (AC), Assistant Professor, CMA Sustained academic engagement: - Graduated Ph.D. in 2011 (= 5 years). - Produced 4 PRJs - Maintained Certified Management Accountant (CMA)

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
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Yorabil, Orapan	Assistant Professor	August 6, 1996	D.B.A.	2009	21,471.00		BT, DT, RES, ADM, SER	100%					Qualification: D.B.A. (AC), Assistant Professor Director, Bachelor's Degree in Business Administration (International Program) Sustained academic engagement: - Produced 2 proceedings - Served on editorial board of the Journal of Accounting, Ethics & Public Policy Sustained professional engagement: - Served as risk management advisor to the Thai Airways International Public Company Limited - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand
Yomchinda, Nontawan	Assistant Professor	August 1, 2002	D.B.A.	2012	12,570.00		BT, MT, DT, RES, SER	100%					Qualification: Ph.D. (AC), Assistant Professor, CPA. Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years). - Produced 1 PRJ and 2 proceedings - Maintained CPA
Adjunct Participating Faculty													
Charoensuk, Phuriphan	n/a	May 15, 2003	M.B.A.	2000	720.00		MT, SER			10%			Qualification: M.B.A. (AC), CPA. Partner, Business Advisory Services, EY, Thailand Sustained academic engagement: - Maintained CPA - Approved Auditors of Securities Exchange Commission - Licensed Financial Advisor of the Securities and Exchange Commission of Thailand Sustained professional engagement: - Fellow of the Federation of Accounting Professions Thailand - Served as speaker in many seminars on the subject of IFRS 9, IAS39, BASEL II and FATCA to Bank of Thailand, Federation of Accounting Professions, Office of Insurance Commission, Thai Life Assurance Association, and Thai Bank Association. - Served as adjunct lecturer in Risk Management to various leading universities in Thailand. - Served as Partner, Business Advisory Services, EY, Thailand
Kullakattimas, Benjamas	n/a	August 16, 2012	M.B.A.	2004	1,776.00		MT, SER			10%			Qualification: M.B.A., CPA Partner KPMG Thailand Sustained academic engagement: - Maintained CPA Sustained professional engagement: - Served as Partner KPMG Thailand - Has been specializing in taxation for approximately 20 years with experience in tax compliance and advisory for Thai and multinational companies.

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Pacharanan, Attaporn	n/a	Aug 16,2012	LL.M. 2002	1,728.00		MT, SER				10%		Qualification: LL.M. Partner, Tax & Legal, KPMG Thailand Sustained professional engagement: - Served on Member of Lawyers Council of Thailand - Served as Partner, Tax & Legal, KPMG Thailand - Served as speaker in many seminars on the subject Business Tax, Labor law, Doing Business in Thailand to many public and private organizations - Served as adjunct lecturer in Taxation to Thammasat Business School - Served as Partner, Tax & Legal, KPMG Thailand - Had over 19 years experience in Tax and Legal advising services
Pridanonda, Varunee	n/a	August 16, 2012	M.Acc. 1988	720.00		MT, SER				10%		Qualification: M.Acc. Partner Governance, Risk, and Compliance & Internal Audit Services, PwC Thailand Sustained professional engagement: - Served as chairman of Accounting Profession in Accounting System Committee of the Federation of Accounting Professions Thailand - Served as Partner Governance, Risk, and Compliance and Internal Audit Services, PwC Thailand
Rungrojdee, Namthip	n/a	May, 2010	M.A. 1998	5,544.00		BT, SER				10%		Qualification: M.A. (Political Science) Director of Tax Laws office, Revenue Department, Ministry of Finance Thailand Sustained professional engagement: - Served on advisory committee-Tax of the Federation of Accounting Professions Thailand. - Served as adjunct lecturer at various leading universities in Thailand - Served as Director of Tax Laws office, Revenue Department, Ministry of Finance Thailand - Had over 20 years professional experience in Tax and Law
Sakakorn, Chantana	Associate Professor	June 1, 1966 (Retired 2008)	M.S.C. 1972	1,140.00		BT, SER				10%		Qualification: M.S.C. (Accounting), Associate Professor (Retired 2008) Sustained professional engagement: - Served as course coordinator for CONC Thammasat and developed executive training course "Business System Development".
Tansuwanrat, Theeradaje	n/a	Aug 16,2012	LL.M. 1992	1,332.00		MT, SER				10%		Qualification: LL.M. (1992) and M.B.A.(2001) Associate Principal, KPMG Phoomchai Tax Ltd. Sustained professional engagement: - Served as advisor to many clients in many fields of business including the client in finance and banking, trading, insurance, manufacturing business and oil and gass business. - Served as Associate Principal, KPMG Phoomchai Tax Ltd.

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Vichitlekarn, Sansakrit	Lecturer	November, 2011	Ph.D.	2000	864.00		MT, SER		10%				Qualification: Ph.D. (Accounting) Permanent lecturer at Kasetsart University Sustained academic engagement: - Served on Editorial Board of the International Journal of Accounting Practice and Research Sustained professional engagement: - Served on sub-committee/working committee of Federation of Accounting Professions Thailand - Served as guest speaker to several organizations such as Bank of Thailand, Kimberly-Clark (Thailand) Ltd., Asia Business Forum (Thailand) Ltd., TSI, etc.
Adjunct Supporting Faculty													
Chalidabhongse, Junavit	Lecturer	August, 2014	LL.M.	2005		6,390.00	BT					5%	Qualification: LL.M. Full-time lecturer at Faculty of Law, Thammasat University Sustained professional engagement: - Served as advisor to the Legal Affairs Committee, Legal Affairs Bureau Office of the Permanent Secretary for Interior Thailand
Chansirisri, Duanpen	n/a	January, 2012	M.B.A.	1995		1,260.00	BT			5%			Qualification: M.B.A. Deputy Vice President, The Stock Exchange of Thailand Sustained academic engagement: - Produced 3 articles in the Thailand Securities Institute online-publication Sustained professional engagement: - Served as Deputy Vice President, The Stock Exchange of Thailand - Served as Associate Member of Thailand Business Council for Sustainable Development
Peyayopanakul, Rawewan	Assistant Professor	June 23, 1970 (Retired 2007)	M.AC.	1970		3,612.00	MT			5%			Qualification: M. AC., Assistant Professor (Retired 2007), CPA Sustained academic engagement: - Maintained CPA Sustained professional engagement: - Served as independent director to several listed companies such as Tata Steel (Thailand) PLC, Thai Theparos PLC. AIRA Securities PLC.
Pongtanya, Sathit	n/a	May, 2004	Ph.D.	2001		2,430.00	BT		5%				Qualification: Ph.D. (Accounting) CPA and TA (Tax Auditor License) FSVP, Tax law and Legal Research at Siam Commercial Bank Public Company Limited in Thailand Sustained academic engagement: - Maintained CPA and TA (Tax Auditor License) Sustained professional engagement: - Served as FSVP, Tax law and Legal Research at Siam Commercial Bank Public Company Limited in Thailand
Rattanaphaichit, Sahathon	Professor	September, 1995	LL.M.	1986		5,445.00	BT, MT			5%			Qualification: Qualification: LL.M., Professor at Faculty of Law, Thammasat University Sustained academic engagement: - Received 6 competitive grants (research projects) Sustained professional engagement: - Served on Committee related to Commercial Law of the Thai Government - Served as legal advisor to various listed companies

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Saengratmaneedet, Somchai	n/a	September, 1995	LL.B. 1981		1,596.00	MT					5%	Qualification: LL.B and B.B.A Deputy Director General of the Revenue Department, Ministry of Finance Thailand Sustained professional engagement: - Served as adjunct lecturer to various leading universities in Thailand - Served as guest speaker to various organizations related to Tax Laws - Served as Deputy Director General of the Revenue Department, Ministry of Finance Thailand
Saksudhayakom, Santana	n/a	August 16, 2012	M.B.A. 2008		936.00	MT			5%			Qualification: M.B.A. KPMG Advisor Sustained academic engagement - Produced an article in the International Tax Review (ITR) released 2015 edition of Tax Controversy Leaders guide, KPMG online Sustained professional engagement: - Served as guest speaker to various public and private organizations - Served as KPMG advisor
Sathavorasit, Arthit	n/a	September, 2001	Ph.D. 2009		6,120.00	BT					5%	Qualification: Ph.D. (Law) Senior Legal Officer, Revenue Department, Ministry of Finance Thailand Sustained professional engagement: - Served as adjunct lecturer to various leading universities in Thailand - Served as Senior Legal Officer, Revenue Department, Ministry of Finance Thailand
Savaraj, Lovepon	n/a	December, 2013	D.B.A. 2009		486.00	MT		5%				Qualification: D.B.A., CPA and CISA Partner, Siam Whiz Audit & Advisory Co., Ltd. Partner, IVL Auditing Co., Ltd. Partner Sustained academic engagement: - Maintained CPA and CISA Sustained professional engagement: - Served as adjunct lecturer to several leading universities in Thailand - Served as Partner at Siam Whiz Audit & Advisory Co., Ltd. and IVL Auditing Co., Ltd. Partner
Techasarin, Term	n/a	September, 2010	M.B.A. 2000		1305.00	BT					5%	Qualification: M.B.A. Lead Partner, KPMG Phoomchai Business Advisory Limited Sustained professional engagement: - Served as Lead Partner, KPMG Phoomchai Business Advisory Limited

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Thornberg, Chirstopher F.	n/a	May, 2006	Ph.D.	1997		1,701.00	MT		5%				Qualification: Ph.D. Principal and Founder-Beacon Economics, Chief Economist-California State Controller John Chiang Sustained academic engagement: - Served on Editorial Board of the Graziadio Business Report, Graziadio School of Business and Management, Pepperdine University, Quarterly peer-reviewed report. Sustained professional engagement: - Served as Chairman of Council of Economic USA - Served as advisor to the California State Controller John Chiang USA - Served as Principal and Founder-Beacon Economics, Chief Economist-California State Controller John Chiang
Wilawan, Kasemsan	n/a	September 2004	L.L.B.	1974		1,176.00	MT					5%	Qualification: L.L.B. and Honorary Ph.D. Degree in Business Administration from Thammasat University Senior judge of the Central Labor Court Sustained professional engagement: - Served as adjunct lecturer and guest speaker related to the Business Laws, Labor Laws, Labor relations, and Industrial psychology " to various leading universities and public/private organizations in Thailand - Served as advisor to the academic committee of various leading universities in thailand - Served as Senior judge of the Central Labor Court
Department of Accounting					291,116.50	32,457.00		16.00	1.25	8.00	0.65	0.10	
					89.97%	10.03%		61.54%	4.81%	30.77%	2.50%	0.38%	
Department of Finance													
Chaowalerd, Obrom	Assistant Professor	October 1, 1992	M.B.A.	1992	28,539.00		BT, MT, RES, SER			100%			Qualification: M.B.A. (FN), Assistant Professor Sustained academic engagement: - Produced 1 PRJ (accepted Feb. 2016) Sustained professional engagement: - Served as risk management advisor to the Government Pharmaceutical Organization, and Kiatnakin Bank PCL - received outstanding teacher award 2013 from Thammasat University
Charoenrook, Anchada Alias Aida	Assistant Professor	October 1, 2012	Ph.D.	2000	9,252.00		BT, MT, RES, SER	100%					Qualification: Ph.D.(FN), Assistant Professor Sustained academic engagement: - Produced 2 PRJs (1 PRJ was accpeted 2016), and 2 proceedings - Received 1 competitive grant (research project) Sustained professional engagement: - Served as consultant to Bank of Ayutthaya - Served as advisor to BBA Thammasat Team in Winner of CFA, Global Research Challenge 2012
Chunhachinda, Pornchai	Professor	May 15, 1995	Ph.D.	1995	8,064.00		BT, MT, RES, SER	100%					Qualification: Ph.D.(FN), Professor Sustained academic engagement: - Produced 4 PRJs, 3 proceedings and 1 textbook Sustained professional engagement: - Served on committee/sub committee/working committee of the National Broadcasting and Telecommunication Commission Thailand, the Federation of Accounting Professions Thailand, and the Securities and Exchange Commission Thailand

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Jaroenjitrkam, Anuchanat	Lecturer	March 22, 2006	M.S.	2003	355.50		BT, RES, SER				100%		Qualification: M.S. (FN) Sustained academic engagement: - Produce 1 proceeding
Jumreornvong, Seksak	Associate Professor	June 24, 1996	Ph.D.	1992	7,605.00		BT, RES, SER	100%					Qualification: Ph.D.(FN), Associate Professor Sustained academic engagement: - Produced 6 PRJs and 3 proceedings
Khanthavit, Anya	Professor	May 23, 1985	Ph.D.	1992	6,345.00		BT, RES, SER	100%					Qualification: Ph.D., Professor Sustained academic engagement: - Produced 17 PRJs and 1 proceeding Sustained professional engagement: - Served on Editorial Board of Applied Economics Journal - Served as advisor to various listed companies such as Thai Airways International PCL., Kiatnakin Bank PCL., Thai Credit Guarantee Corporation, Government Pharmaceutical Organization Thailand - Served as Chairman of Audit Committee, Risk Management Committee, the Thailand Tobacco Monopoly, Ministry of Finance Thailand
Leemakdej, Arnat	Associate Professor	September 28, 1998	D.B.A.	1998	7,281.00		BT, MT, RES, ADM,SER, ED	100%					Qualification: D.B.A., Associate Professor Associate Dean for Research Director, Master of Science in Finance Sustained academic engagement: - Produced 5 PRJs, 1 textbook, 6 book chapters and 1 business simulation game - Received 8 competitive grants (research/consulting projects) Sustained professional engagement: - Served as advisor to the Risk Management Committee of the Bank for Agriculture and Agricultural Cooperatives - Served on committee/sub committee/working committee of the Ministry of Information and Communication Technology, the Secretariat of the Senate Thailand
Padungsaksawadsdi, Chaiyuth	Assistant Professor	June 21, 2012	Ph.D.	2012	9,006.00		BT, MT, DT, RES, SER	100%					Qualification: Ph.D.(FN), Assistant Professor Sustained academic engagement: - Produced 5 PRJs, 5 proceedings
Pattarathammas, Suluck	Assistant Professor	August 23, 2002	D.B.A	2003	10,789.50		BT, MT, ST, RES, ADM, SER	100%					Qualification: D.B.A., Assistant Professor Head, Department of Finance Director, Doctor of Philosophy Program in Business Administration (until March 2016) Sustained academic engagement: - Produced 1 PRJ Sustained professional engagement: - Served as Board of Director of Capital Engineering Network PCL - Served on Risk Management Committee of PHOL DHANYA PCL
Pavabutr, Pantisa	Associate Professor	August 10, 1990	Ph.D.	2004	10,083.00		BT, MT, DT, RES, ADM, SER	100%					Qualification: Ph.D.(FN), Associate Professor Director, Master of Science in Finance (until 2015) Sustained academic engagement:: - Produced 1 PRJ (accepted 2016) and 2 proceedings - Received 2 competitive grants (research projects)

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

***This table presents on-going process of ICs production of TBS from January 2011 to May 2016**

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Pornsooksawang, Sippapas	Associate Professor	June 29, 1992	Ph.D.	1990	12,060.00		BT, RES, SER		100%				Qualification: Ph.D.(Econ), Associate Professor Sustained academic engagement: - Produced 1 textbooks Sustained professional engagement: - Served as dissertation committee to 4 Ph.D students of the Collage of Management, University of Phayao
Tungsong, Satjaporn	Lecturer	December 1, 2008	M.S.	2008	-		RES	100%					Qualification: M.S. (FN), Ph.D. candidate Sustained academic engagement: - Continuing Ph.D. with "ABD" status - Produce 2 proceedings
Adjunct Participating Faculty													
Bunkanwanicha, Pramuan	Professor	May, 2013	Ph.D.	2013	1,218.00		MT, SER	10%					Qualification: Ph.D. (Economics), Professor at ESCP Europe. Sustained academic engagement: - Produced 2 PRJs and 1 book chapter - Graduated Ph.D. in 2013 (< 5 years).
Chatfield, Robert E.	Professor	May, 2006	Ph.D.	1979	3,192.00		MT, SER	10%					Qualification: Ph.D., Professor of Finance and Director of MBA Programs at the University of Nevada, Las Vegas Sustained academic engagement: - Produced 2 PRJs and 1 proceeding Sustained professional engagement: - Served as invited faculty and guest speaker to various leading international university such as the Southwestern Graduate School of Banking, the Stonier Graduate School of Banking at the University of Pennsylvania and the Texas Tech School of Banking - Served as a consultant to banks and Fortune 500 companies
Hintao, Pongjittima	Associate Professor	August 16, 1978 (Retired 2011)	M.B.A.	1978	546.00		MT, ED					10%	Qualification: M.B.A. Associate Professor (Retired 2011) Sustained professional engagement: - Served as course coordinator to the CONC. Thammasat and developed executive education course "Business System Development"
Jantarakolica, Tatre	Associate Professor	January 2007	Ph.D.	1996	2,049.00		MT, DT, SER	10%					Qualification: Ph.D. (Quantitative Economics), Associate Professor, Faculty of Economics, Thammasat University. Sustained academic engagement: - Produced 5 PRJs - Received 12 competitive grants (research/consulting projects)
Janyanguen, Worapong	n/a	September, 2000	D.B.A.	2008	12,540.00		BT, MT, SER						10% Qualification: D.B.A (Finance) Managing Director, Northscape Learning Center Acting Director, Bachelor's Degree in Business Administration (International Program) Sustained professional engagement: - Served as consultant to several listed companies (i.e. Unilever, Diethelm, Nestle, PTT group, Ministry of Industry) - Served as adjunct lecturer to various leading universities in Thailand since 2000-current - Served as Managing Director, Northscape Learning Center
Kongcharoen, Chaleampong	Lecturer	May, 2013	Ph.D.	2011	2,430.00		MT, SER	10%					Qualification: Ph.D. (Economics), Lecturer, Faculty of Economics, Thammasat University. Sustained academic engagement: - Graduated Ph.D. in 2011 (= 5 years). - Produced 1 PRJ (Forthcoming), and 1 working paper - Received 1 competitive grant (research project) - Served as referee to the Journal of Empirical Finance

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Limpaphayom, Piman	Associate Professor	May, 2011	Ph.D.	1998	702.00		10%					Qualification: Ph.D. (Finance and Insurance), Associate Professor at School of Business Administration, Portland State University Sustained academic engagement: - Produced 3 PRJs Sustained professional engagement: - Serves on Editorial Board of the Asia-Pacific Journal of Risk and Insurance and Sasin Journal of Management. - Served on the Board of Directors of the CFA Society of Portland (CFASP) and CFA Charter holder. - Active member of the OECD's Asian Corporate Governance - Served as Consultant to various corporations and agencies.
Mokkhavesa, Sutee	n/a	January, 2005	Ph.D.	2003	3,894.00						10%	Qualification: Ph.D. (Finance) Executive Vice President, Muang Thai Life Assurance PCL. Managing Partner, Prescient Investments Ltd. Sustained professional engagement: - Served as consultant to the Government Housing Bank - Served as advisor to the President, Phatra Leasing PCL - Served as guest speaker to the SEC (Thailand), Asia Business Forums, KBank, OIC, Tisco Bank - Served as Executive Vice President, Muang Thai Life Assurance PCL. and Managing Partner, Prescient Investments Ltd.
Nathaphan, Sarayut	Assistant Professor	November 1, 2010	Ph.D.	2006	12,565.00		10%					Qualification: Ph.D. Assistant Professor at Mahidol University International College Sustained academic engagement: - Produced 3 PRJs and 1 proceeding Sustained professional engagement: - Served as consultant to several listed companies (e.g., Unilever, Diethelm, Nestle, PTT group, Ministry of Industry) - Served as adjunct lecturer at various leading universities in Thailand since 2000-current
Ongpipattanakul, Visit	n/a	January, 2009	D.B.A.	2012	1,638.00			10%				Qualification: D.B.A. (Finance) Managing Director, Trinity Securities Co., Ltd.. Sustained academic engagement: - Produced 2 PRJs Sustained professional engagement: - Served as executive of various organizations such as ISCO Securities Co., Ltd., SG Asia Credit Securities Co., Ltd., Global Thai Finance and Securities, Peregrine Finance and Securities Ltd., HSBC James Chapel Asia, Ltd. - Served as Managing Director, Trinity Securities Co., Ltd.
Pongpaibool, Nantaphol	n/a	May, 1994	Ph.D.	1989	5,385.00						10%	Qualification: Ph.D. (Communication Arts) CEO, United Office Supplies Co., Ltd.. Sustained professional engagement: - Served on the Board of Director of Amanah Leasing PCL - Served as CEO, United Office Supplies Co., Ltd.
Roengpitya, Rungporn	n/a	September 2011	Ph.D.	2007	1,218.00		10%					Qualification: Ph.D. Economics Head of Quantitative Models and Financial Engineering Team, Financial Institution Policy Group, Bank of Thailand Sustained academic engagement: - Produced 2 PRJs and 1 other IC

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Saengchan, Sarayuth	n/a	January, 1994	Ph.D.	2009	1,530.00		MT, SER				10%	Qualification: Ph.D. (Econ.) VP Finance, MitrPhol PLC Sustained professional engagement: - Served on academic committee of Chulalongkorn University Economic Association - Served as adjunct lecturer to various leading universities in Thailand (1991-current) - Served as VP Finance, MitrPhol PLC
Sungkaew, Jirat	Associate Professor	June, 1975 (Retired 2012)	M.B.A.	1979	2,385.00		BT, MT, SER				10%	Qualification: M.B.A. (Finance), Associate Professor (Retired 2012) Sustained academic engagement: - Produced 1 textbook (4th Ed. 2014), and 1 proceeding
Viboonthanakul, Sittiphol	Associate Professor	May, 2013	Ph.D.	2009	2,115.00		BT, SER		10%			Qualification: Ph.D. (Econ.), Associate Professor at Faculty of Economics, Thammasat University; Associate Dean, Faculty of Economics, Thammasat University Sustained Academic engagement: - Supervised master students thesis Sustained professional engagement: - Served as judged committee for Toyota Thailand Foundation Award 2011-current - Served on Corruption Prevention committee at the office of The National Anti-Corruption Commission, Thailand
Adjunct Supporting Faculty												
Supapol Bhanich, Atipol	Associate Professor	January, 2011	Ph.D.	1988		720.00	MT		5%			Qualification: Ph.D. (Econ.), Associate Professor of Economic Director, International MBA (IMBA) Program, Schulich School of Business, York University Sustained academic engagement: - Produced 3 PRJs, 1 book chapter and 1 referred working paper Sustained professional engagement: - Served as Chief Representative and Head of Corporate Finance to the Natwest Securities Hong Kong Ltd.
Boyrie, Maria E.	Professor	May, 2015	Ph.D.	1995		72.00	DT		5%			Qualification: Ph.D. (Finance), Professor of Finance at New Mexico State University (NMSU), College of Business, New Mexico, USA Sustained academic engagement: - 6 PRJs and 5 proceedings - Serves on the board of reviewers to the Global Economy Journal.
Chanyarungroj, Panya	n/a	September, 2015	M.B.A.	1984		3,528.00	MT				5%	Qualification: M.B.A. Treasurer & Head of Global Markets, HSBC Sustained professional engagement: - Had over 20 experience as executive of Marketing and Treasurer at international and local Banks - Served as chairmand and committee member of various professional associations in Thailand - Served as Treasurer & Head of Global Markets, HSBC
Charoenwong, Charlie	Associate Professor	September, 2015	Ph.D.	1994		90.00	DT		5%			Qualification: Ph.D. (Finance), Associate Professor, College of Business, Nanyang Business School Sustained academic engagement: - 5 PRJs and 5 proceedings
Charupat, Narat	Professor	May, 2006	Ph.D.	1997		1,023.00	MT		5%			Qualification: Ph.D. (Finance), Professor, DeGroote School of Business, McMaster University Sustained academic engagement: - Produced 5 PRJs

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Chavalitcheevin, Nattapol	n/a	May, 2010	M.A.	1979		3,186.00	BT				5%		Qualification: M.A.(Economics) Financial Advisor, Quant Pro Group Sustained professional engagement: - Had over 20 years' executive experience in Financial Business especially Bond and Capital Market. - Served as adjunct lecturer at various leading universities in Thailand - Served as Financial Advisor, Quant Pro Group
Foo Yoong Tao, Kelvin	n/a	January, 2016	B.A.	1996		1,215.00	BT					5%	Qualification: B.A. Business, Marketing Deputy President, Centaco Group of companies Sustained professional engagement: - Served as Executive Vice President, Head of Retail Lending (2008-2012) - Served as Deputy President, Centaco Group of companies
Johansson, Ander C.	Associate professor	January, 2016	Ph.D.	2007		546.00	MT	5%					Qualification: Ph.D. Economics, Associate professor, Stockholm School of Economics and Director, Stockholm China Economic Research Institute Sustained academic engagement: - Produced 4 PRJs and 4 working papers Sustained professional engagement: - Served as visiting professor to the CCEER/National School of Development, Peking University, Harvard Kennedy School, Thammasat Business School
Leelahanon, Sittisak	Assistant Professor	June, 2011	Ph.D.	2002		168.00	DT		5%				Qualification: Ph.D. (Economics), 2002 and Ph.D. (Mathematical Economics), 2008, Assistant Professor at Faculty of Economics, Thammasat University. Teaching the course related to Statistic for Economist, Econometrics since 2004 to current Sustained academic engagement: - Produced 2 book chapters, and 3 working papers for the Stocs Exchange of Thailand Sustained professional engagement: - Served as adjunct lecturer and guest speaker to various leading university and public/private organizations in Thailand
Leelahawong, Kusaya	n/a	August 8, 2008	Ph.D	2003		1,980.00	BT		5%				Qualification: Ph.D. (Finance) Sustained academic engagement: - Produced 9 translation books - Served as supervisory panel member, Doctor of Business Administration Program, University of South Australia Sustained professional engagement: - Served as adjunct lecturer, the Doctor of Business Administration Program, University of South Australia - Served as Independent Director and Chairperson of Audit committee, Yuasa Battery (Thailand) PLC. Former President, Stanford International University Thailand (2006)
Lerngutai, Paritat	n/a	January , 2007	M.B.A.	2007		609.00	MT			5%			Qualification: M.B.A., CFA,FRM,NASD Dseries 3&7, Managing Directoe, SCB Quant Asset Management Co., Ltd. Sustained academic engagement: - Maintained CFA,FRM,NASD Dseries 3&7 Sustained professional engagement: - Served as Managing Directoe, SCB Quant Asset Management Co., Ltd.

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Lisawadi, Supranee	Assistant Professor	September, 2012	Ph.D. 2008		1,350.00	BT	5%					Qualification: Ph.D. (Statistics), Assistant Professor, Faculty of Science and Technology, Thammasat University Sustained academic engagement: - Produced 4 PRJs
Narongwanich Wichai	n/a	September, 2012	Ph.D. 2002		630.00	MT		5%				Qualification: Ph.D. (Operations Research), FRM, CFA First Senior Vice President - Enterprise Risk Management Division at Kasikornbank PLC. Sustained academic engagement: - Maintained FRM and CFA Sustained professional engagement: - Served as First Senior Vice President - Enterprise Risk Management Division at Kasikornbank PLC.
Poapongsakorn, Nipon	Associate Professor	May, 1997	Ph.D. 1979		607.50	MT		5%				Qualification: Ph.D. (Econ.), Associate Professor, Faculty of Economics, Thammasat University Acting Program Director Sectorial Economic Program, Thailand Development Research Institute Foundation Sustained academic engagement: - Supervised master students thesis Sustained professional engagement: - Served on the Board of Directors of Puey Ungphakorn Institute, and the Foundation for Thai Rural Reconstruction Movement Under Royal Patronage - Served on committee/sub-committee of many organizations such as the Higher Education Policy and Planning sub-committee of the OHEC Thailand, Macroeconomic Surveillance sub-committee of the Parliament Commission on Fiscal Policy, Economic Committee, the Thai Chamber of Commerce
Preedasak, Paradorn	Associate Professor	May, 1996	M.A. 1993		5,670.00	MT					5%	Qualification: M.A.(Economics), Associate Professor, Faculty of Economics, Thammasat University Sustained academic engagement: - Produced 1 textbook
Punyasavatsut, Chaiyuth	Associate Professor	May, 2013	Ph.D. 1998		315.00	DT		5%				Qualification: Ph.D. (Agricultural and Applied Economics), Associate Professor, Faculty of Economics, Thammasat University Sustained academic engagement: - Produced 3 book chapters and 1 proceeding - Produced 13 research reports to many public organizations such as the UNICEF, the UNESCO, the Economic Research Institute for ASEAN and East-Asia, the National Education Accounts of Thailand, the Ministry of Energy Thailand, the Ministry of Education Thailand, the Quality Learning Foundation, etc. - Received Excellence Research Award in Social Science, Thammasat University Sustained professional engagement: - Served as consultant (The World Bank, UNESCO, UNIDO)
Ruensrichaiya, Kaipichit	n/a	August, 2014	Ph.D. 2012		1,833.00	MT	5%					Qualification: Ph.D. (Finance) Research Associate EDHEC Risk Institute1, France Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years) - Produced 2 proceedings Sustained professional engagement: - Served as visiting Professor at Sasin Graduate Institute of Business Administration Thailand, Chiang Mai University Thailand

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Rungthongkhamkul, Satien	n/a	August, 2012	LL.B.	2011		3,015.00	MT					5%	Qualification: LL.B. Judge, Courts of Justice, Nonthaburi Province, Thailand Sustained professional engagement: - Served as Judge, Courts of Justice, Nonthaburi Province, Thailand
Sastararuji, Laksamee	Associate Professor	March 15, 1977 (Retired 2011)	M.B.A.	1980		2,331.00	MT					5%	Qualification: M.B.A. (Finance), Associate Professor (Retired 2011)
Taechasirwan, Sirinatha	n/a	January, 2015	M.B.A.	1992		714.00	MT					5%	Qualification: M.B.A. Senior Vice-President, Syrus Securities, Sustained professional engagement: - Served as Senior Vice-President, Syrus Securities,
Tangkathach, Chatuporn	n/a	August 16, 2012	M.S.	1999		13,707.00	BT, MT			5%			Qualification: M.S. (Finance) CEO, Intelligent Strategies Co., LTD. Sustained academic engagement: - Maintained financial professional certification including Investment Banking License, Certified Marketing Representative-Equity Instrument, Certified Marketing Representative-Debt Instrument, and Chartered Financial Analyst (R) Level III candidate Sustained professional engagement: - Served as Financial Consultant, Chuechill Pryce Capital (Thailand) Co., Ltd. - Served as Adjunct leacturer to many leading universities in Thailand such as Thammasat Business School, Chulalongkorn Business School, Chiangmai University etc. - Served as CEO, Intelligent Strategies Co., LTD.
Tangtatswas, Kanjaraj	n/a	September, 2007	M.B.A.	2006		1,656.00	BT					5%	Qualification: M.B.A. Dealer, Bangkok Bank Public Co., Ltd. Sustained professional engagement: - Served as adjunct lecturer at Thammasat Business School, and Faculty of Economics, Chulalongkorn University - Served as Dealer, Bangkok Bank Public Co., Ltd.
Tantisawasdakarn, Patchara	n/a	May, 2012	M.E.	1984		1,890.00	BT					5%	Qualification: M. Economics Financial Analysis and researcher at Kasikorn Bank and PTT PLC Sustained professional engagement: - Volunteer English teacher at Phratumnuk Suankularb Primary School (2007-current) - Served as Financial Analysis and researcher at Kasikorn Bank and PTT PLC.
Tantivasadakarn, Chayun	Associate Professor	May, 2002	Ph.D.	1994		2,878.50	MT		5%				Qualification: Ph.D. (Econ.), Associate Professor at Associate Dean, Faculty of Economics, Thammasat University Sustained academic engagement: - Received 1 competitive grant for research from Thailand Research Fund Sustained professional engagement: - Served on judged committee for Toyota Thailand Foundation Award 2011-current - Served on Corruption Prevention committee at the office of The National Anti-Corruption Commission, Thailand
Theissen, Erik	Professor	May, 2015	Ph.D.	1997		72.00	DT	5%					Qualification: Ph.D. Professor of Finance, University of Mannheim Business School Sustained academic engagement: - 8 PRJs and 11 working papers

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Wrasai, Phongthorn	n/a	January, 2011	Ph.D.	2005		315.00	DT		5%				Qualification: Ph.D. (Economic), Faculty of Economics, Thammasat University Sustained academic engagement: - Produced 2 research reports Sustained professional engagement: - Served on the Sub-Committee for Analysis of Politics, Laws, and Society, Thai National Assembly
Finance Department					162,787.00	50,121.00		10.10	1.55	1.10	1.50	0.55	
					76.46%	23.54%		68.24%	10.47%	7.43%	10.14%	3.72%	
Department of Management Information Systems													
Intojunyong, Srisomruk	Associate Professor	December 18, 1980	M.B.A.	1989	11,641.50		BT, MT, RES, SER			100%			Qualification: M.B.A., Associate Professor Sustained academic engagement: - Produced 4 PRJs Sustained professional engagement: - Served on committee/sub committee/working committee of the Office of Higher Education Commission Thailand - Served as Quality Assurance peer reviewed chairman to several universities in Thailand
Kaewkitipong, Laddawan	Assistant Professor	September 11, 2009	Ph.D.	2009	5,293.50		BT, MT, RES, SER, ED	100%					Qualification: Ph.D. (Mgmt. Sc.), Assistant Professor Sustained academic engagement: - Produced 8 PRJs, and 13 proceedings - Received 1 competitive grant (research project) Sustained professional engagement: - Served as facilitator for CONC Executive training program
Khanti, Wanchai	Assistant Professor	March 1, 1995	M.A.	1987	2,118.00		BT, MT, RES, ADM, SER			100%			Qualification: M.A. (Administrative Sc.), Assistant Professor Associate Dean for Administration Sustained academic engagement: - Produced 1 PRJ and 1 book chapter - Received 3 competitive grants (consulting projects) Sustained professional engagement: - Served on committee/working committee of many public organizations such as the Secretariat of The Government House of Representative, the Royal Institute, and Ministry of Finance
Kointarangkul, Surat	Lecturer	December 1, 1992	D.B.A.	1989	5,166.00		BT, MT, RES, SER	100%					Qualification: D.B.A. (IB) Sustained academic engagement: - Produced 2 PRJs and 1 proceeding Sustained professional engagement: - Served on the Academic Committee at University of the Thai Chamber of Commerce
Panichpathom, Supeecha	Associate Professor	July 15, 1980	Ph.D.	2000	2,505.00		BT, MT, RES, SER	100%					Qualification: Ph.D. (MIS), Associate Professor Sustained academic engagement: - Produced 8 PRJs, 9 proceedings and 1 book chapter - Served as reviewer of the academic ICs for academic rank promotion of faculty from many university such as the National Institute of Development Administration (NIDA), Hadyai University, Ubonrachathani University

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Punnachaiya, Panjarasee	Associate Professor	March 1, 1995	M.B.A	1994	3,178.50		BT, MT, RES, ADM, SER			100%			Qualification: M.B.A. (MIS), Associate Professor Director of Master of Science in Management Information System Sustained academic engagement: - Produced 1 PRJ and 2 proceedings Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand
Racham, Peter	Assistant Professor	April 20, 2009	Ph.D.	2008	72.00		BT, MT, RES, SER	100%					Qualification: Ph.D. (IS), Assistant Professor Sustained academic engagement: - Produced 10 PRJs, 15 proceedings and 1 book chapter - Received 2 competitive grants (research projects)
Rotchanakitumnuai, Siriluck	Professor	December 18, 1980	Ph.D.	2004	462.00		BT, MT, RES, ADM, SER	100%					Qualification: Ph.D. (MOT), Professor Dean Thammasat Business School Sustained academic engagement: - Produced 8 PRJs, 11 proceedings, and 1 textbook - Received 1 competitive grant (research project) Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand - Serves on Asia Pacific Advisory Council, AACSB - Serves as Regional Vice President of the International Consortium for Electronic Business and program committee of the 15th International Conference on Electronic Business 2015
Thongmak, Mathupayas	Assistant Professor	July 20, 2004	Ph.D.	2008	4,246.50		BT, MT, RES, ADM, SER, ED	100%					Qualification: Ph.D. (Com. Eng.), Assistant Professor Head, Department of Management Information Systems Sustained academic engagement: - Produced 4 PRJs, 13 proceedings - Served as facilitator for CONC Executive training program
Wongpinunwatana, Nitaya	Associate Professor	January 28, 1980	Ph.D.	1998	4,998.50		BT, MT, DT, RES, SER, ED	100%					Qualification: Ph.D. (IS), Associate Professor Sustained academic engagement: - Produced 5 PRJs, 1 proceeding, and 2 textbook - Received 2 competitive grants (research projects) Sustained professional engagement: - Served on committee/sub committee/working committee of the Federation of Accounting Professions Thailand and the Office of the Anti-Corruption Commission - Served as facilitator for CONC Executive training program
Adjunct Participating Faculty													
Barua, Anitesh	Professor	September, 2006	Ph.D.	1991	3,192.00		MT, ADM, SER	10%					Qualification: Ph.D. (Information System) Professor at McCombs School of Business at The University of Texas at Austin TBS Advisory Board Sustained academic engagement: - Produced 6 PRJs - Received sponsored research from National Science Foundation, USA, CISCO System, Dell Computer, Ernst&Young, IBM Research, Intel Corporation and Sprint
Bhatiasavi, Veera	Assistant Professor	September, 2001	Ph.D.	2012	6975.00		BT, MT, SER	10%					Qualification: Ph.D. Assistant Professor and Chair of Business Administration Division, Mahidol University International College Sustained academic engagement: - Produced 6 PRJs

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15) ¹													
*This table presents on-going process of ICs production of TBS from January 2011 to May 2016													
Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Sottilaksana, Opas	Assistant Professor	February 19, 1980 (Retired 2010)	M.B.A.	1980	114.00		MT, SER, ED				10%		Qualification: M.B.A., Assistant Professor, Thammasat Business School (Retired 2010) Sustained professional engagement: - Served on Audit Committee of the Electronic Government Agency (Public Organization) - Served as facilitator for CONC Executive training program
Lertwongsatien, Chalernsak	n/a	September, 2011	Ph.D.	1996	1,188.00		MT, SER		10%				Qualification: Ph.D. Director, Computer and Network System, Office of the Permanent Secretary, Thailand Sustained academic engagement: - Produced 1 proceeding - Served on IGI Global's Editorial Advisory Review Board (2007-2014) - Served as Thesis/Independent Study advisor at Dhurakit Phundit University, Thailand (2003-2013) - Served as Dissertation co-advisors at Rajamangala University of Technology Thanyaburi, Thailand (2014-2016) Sustained professional engagement: - Served as Adjunct lecturer at Thammasat Business School - Served as guest speaker to many public and private organizations - Served as Director, Computer and Network System, Office of the Permanent Secretary, Thailand
Adjunct Supporting Faculty													
Nariphaphan, Vasana	n/a	September, 2000	M.S.	1991		2340.00	BT				5%		Qualification: MS in Computer Science Director, Digiwealth Co., Ltd. Sustained professional engagement: - Served as Director, Digiwealth Co., Ltd.
Department of Management Information Systems					51,150.50	2,340.00		7.20	0.10	3.00	0.15	-	
					95.63%	4.37%		68.90%	0.96%	28.71%	1.44%	0.00%	
Department of Marketing													
Boonchoo, Pattana	Lecturer	December 1, 2011	Ph.D.	2011	9,413.00		BT, MT, DT, RES, SER	100%					Qualification: Ph.D. Sustained academic engagement: - Graduated Ph.D. in 2011 (= 5 years). - Produced 3 PRJs, 5 proceedings and 2 book chapters
Charinsarn, Alisara	Assistant Professor	December 1, 2011	Ph.D.	2013	4,233.00		BT, DT, RES, SER	100%					Qualification: Ph.D. Assistant Professor Sustained academic engagement: - Graduated Ph.D. in 2013 (< 5 years). - Produced 2 PRJs, and 4 proceedings Sustained professional engagement: - Served as advisor to the Bank of Thailand
Itthiopassagul, Pannapachr	Assistant Professor	September 1, 1992	M.B.A.	1995	6,852.00		BT, MT, RES, ADM, SER			100%			Qualification: M.B.A., Assistant Professor Director of MIM Program Sustained academic engagement: - Produced 2 cases (1 case published in 2016) - Served on Editorial Board of the Asian Management Insights, Singapore Management University Sustained professional engagement: - Received outstanding teacher award 2012

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Juntongjin, Panitharn	Lecturer	May 27, 2014	Ph.D.	2014	10,464.00		BT, DT, RES, SER	100%				Qualification: Ph.D. in Business Administration (Marketing). Sustained academic engagement: - Graduated Ph.D. in 2014 (< 5 years) - Produced 2 PRJs and 5 proceedings Sustained professional engagement: - Served as reviewer for the Association for Consumer Research Annual North American Conference 2011
Kraisornsuthasinee, Suthisak	Associate Professor	June 8, 2005	Ph.D.	2005	6,651.00		BT, MT, DT, RES, SER	100%				Qualification: Ph.D., Associate Professor Sustained academic engagement: - Produced 1 PRJ, and 1 textbook Sustained professional engagement: - Served as expert for the Thailand Business Council for Sustainable Development - Served as CSR consultant to the Port Authority of Thailand
Lertwannawit, Aurathai	Assistant Professor	June 1, 2012	Ph.D.	2006	5,448.00		BT, MT, DT, RES, SER	100%				Qualification: Ph.D., Assistant Professor Sustained academic engagement: - Produced 7 PRJs, 4 proceedings and 1 book chapter Sustained professional engagement: - Served on editorial board of Asia Marketing Journal
Nelson, James E.	Associate Professor	October 1, 2011	Ph.D.	1974	1,680.00		MT, SER	40%				Qualification: Ph.D., Associate Professor of Marketing (Emeritus) from Leeds School of Business, University of Colorado at Boulder, U.S.A Sustained academic engagement: - Produced 1 PRJ - Served as Independent Study advisor to MIM students Sustained professional engagement: - Served as visiting professor in many universities in North America, Europe and Asia such as the Indian Institute of Management in Lucknow, Calcutta and Bangalore; University of Kebangsaan in Malaysia; University of Madrid in Spain
Phaniphuk, Thanmanustanan	Associate Professor	October 2, 1984	Ph.D	2008	6,348.00		BT, MT, SER, ED	100%				Qualification: Ph.D., Associate Professor Sustained academic engagement: -Produced 1 Business Simulation (May 2016) Sustained professional engagement: - Developed executive training courses for Sika thailand Ltd., SCG Network Management Ltd. And the Department of Business Development-Ministry of Finance Thailand
Piyasanan, Bhuminan	Lecturer	September 17, 2007	Ph.D.	2014	7,287.00		BT, RES, SER	100%				Qualification: Ph.D. Sustained academic engagement: - Graduated Ph.D. in 2014 (< 5 years). - Produced 1 PRJ
Ruammake, Pitipee	Lecturer	July 31, 2003	M.A.	2000	4,147.50		BT, MT, RES, SER, ED			100%		Qualification: M.A. Sustained academic engagement: - Produced 2 PRJs and 1 book chapter - Received 3 competitive grants (consulting projects) Sustained professional engagement: - Served on the Curriculum Development Committee of the Office of of the Vocational Education Commission - Developed and arranged executive training projects for various organizations such as Sicom Commercial Banks, PTT PLC, the Stock Exchange of Thailand, SCG group

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Ruangwanit, Nopporn	Lecturer	September 1, 2009	Ph.D.	2010	8,736.00		BT, MT, RES, ADM, SER, ED	100%					Qualification: Ph.D. (Marketing) Director, Integrated Bachelor's and Master's Degree Program in Business and Accounting Sustained academic engagement: - Produced 1 PRJ, 4 proceedings - Received 3 competitive grants (research and consulting projects) Sustained professional engagement: - Served as consultant to the National Science and Technology Development Agency, the National Metal and Materials Technology Center, and the Bank for Agriculture and Agricultural Cooperatives - Developed and arranged executive training projects for various organizations such as Siam Commercial Bank, Government Saving Bank, Olympus Thailand Ltd., the Ministry of Public Health
Rungruangphon, Witawat	Associate Professor	August 10, 1990	M.B.A	1993	13,950.00		BT, MT, RES, SER, ED			100%			Qualification: M.B.A. Associate Professor Sustained academic engagement: - Produced 4 PRJs and 1 proceeding - Received 5 competitive grants (research/consulting projects) Sustained professional engagement: - Served as Chairman of Adman Award & Symposium, The Advertising Association of Thailand - Served on committee/sub committee/working committee of the Thai Chamber of Commerce, the Office of the Consumer Protection Board Thailand - Developed and arranged executive training projects for various organizations such as Kasikorn Bank PCL, kiatakinn Bank PCL, etc.
Siripullop, Kitti	Associate Professor	January 30, 1981 (Retired 2011 and contracted By TBS, 2011)	M.B.A.	1978	9,143.00		BT, MT, RES, SER, ED			40%			Qualification: M.B.A., Associate Professor (Retired 2011 and recontracted by TBS 2011) Sustained academic engagement: - Produced 2 PRJs - Received 1 competitive grant (consulting project) Sustained professional engagement: - Served as advisor to Marketing Association of Thailand - Served as consultant to many companies such as Krungthep Hospital, FarEast Advertising Co., Ltd., M-Thai Group, SAMART PLC, Betagro Group
Teerakapibal, Surat	Lecturer	February 17, 2014	Ph.D.	2013	10,545.00		BT, MT, DT, RES, SER	100%					Doctor of Philosophy in Business Administration (Marketing). Sustained academic engagement: - Graduated Ph.D. in 2013 (< 5 years) - Produce 8 proceedings
Tharakulwattana, Pinrada	Assistant Professor	June 1, 1998	D.B.A.	1994	7,218.00		BT, RES, SER		100%				Qualification: D.B.A. (Intl.MK), Assistant Professor Sustained academic engagement: - Produced 1 PRJ and 1 proceeding Sustained professional engagement: - Served as marketing advisor of King Cabbage Co.,Ltd
Udom, Pipop	Associate Professor	September 30, 1992	Ph.D.	1999	7,548.00		BT, MT, DT, RES, ADM, SER, ED	100%					Qualification: Ph.D. (Service Marketing), Associate Professor, Vice Rector for Academic Affairs, Thammasat University Sustained academic engagement: - Produced 3 book chapters - Received 2 competitive grants (research projects) Sustained professional engagement: - Developed and arranged executive training projects for the Office of the National Human Rights Commission of Thailand

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Wattanasuwan, Kritsadarat	Associate Professor	October 22, 1985	D.Phil.	2001	22,766.00		BT, MT, DT, RES, ADM, SER	100%					Qualification: D.Phil., Associate Professor Head, Department of Marketing Sustained academic engagement: - Produced 5 PRJs, 4 proceedings
Adjunct Participating Faculty													
Chernatony, Leslie	Professor	May, 1996	Ph.D.	1987	1,701.00		MT, SER	10%					Qualification: Ph.D., Professor of Brand Marketing, Aston University and Managing Partner, Brands Box Consultancy (October 1990 - Present) Sustained academic engagement: - Produced 26 PRJs Sustained professional engagement: - Served as guest editor to the Journal of Business Research (2010, 2013) - Served as Managing Partner, Brands Box Consultancy
Chunkaratsamee, Somchai	n/a	November, 2010	Ph.D.	1992	621.00		BT, SER					10%	Qualification: Ph.D. Organization Management Psychology CEO, Premier Marketing Public Company Limited Sustained professional engagement: - Served as CEO, Premier Marketing Public Company Limited - Had been in top executive position for more than 20 years.
Hoffman, K. Douglas	Professor	January, 2006	D.B.A.	1988	1,617.00		MT, SER	40%					Qualification: Ph.D., Professor in Marketing, Colorado State University Partners to the Excellence Fellowship (2011-2014) Sustained academic engagement: - Produced 3 PRJs and 3 books
Jallat, Frédéric	Professor	September, 2001	Ph.D.	1992	1,596.00		MT, SER	10%					Qualification: Ph.D., Professor of Marketing and Scientific Director of the graduate program in Pharmaceutical & Bio-Tech Management, ESCP Europe Sustained academic engagement: - Produced 4 PRJs, 2 books and 3 book chapters Sustained professional engagement: - Served as visiting professor in five continents at over 20 universities such as New York University, Stanford University, University of Texas at Austin, Thammasat University
Maheswaran, Durairaj	Professor	May, 2006	Ph.D.	1987	3,402.00		MT, SER	10%					Qualification: Ph.D., Professor of Marketing, NYU Stern School of Business, USA Sustained academic engagement: - Produced 2 PRJs and 1 book chapter (produced over 50 PRJs, proceedings and edited book chapters since 1984). Sustained professional engagement: - Served as visiting professor to several universities such as Chinese University of Hong Kong, Korea University, National Economic University, National University of Singapore, University of Sydney, Singapore Management University, Peking University, Thammasat University

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Patterson, Paul	Professor	May, 1996	Ph.D.	1991	1,701.00		40%					Qualification: Ph.D., Professor of Marketing Sustained academic engagement: - Produced 14 PRJs, 2 proceedings and 1 book chapter - Served as reviewer (2004 - present) for Journal of Marketing, Journal of Retailing, Journal of Services Marketing - Served on Editorial Board of several journals such as European Journal of Marketing, Journal of Service Research, Journal of Business Research, Advances in International Marketing, Journal of Service Management, etc. - Served as independent study advisor and examination committee for the MIM program Sustained professional engagement: - Served as professional board member for the American Marketing Association, Australian Marketing Institute, Australia New Zealand Marketing Academy (ANZMAC)
Schlegelmilch, Bodo B.	Professor	September, 2005	Ph.D.	1983	1,659.00		40%					Qualification: Ph.D., Professor of Marketing, WU Vienna, Austria Founding Dean, WU Executive Academy (2004 to 2015) Founder & Chair of the Institute of International Marketing Management (since 1997) TBS Advisory Board Sustained academic engagement: - Produced 23 PRJs, 2 case studies and 2 Books Sustained professional engagement: - Held tenured Full Professorships in the UK and the US - Taught executive education programs on six continents - Worked for Deutsche Bank and Procter & Gamble - Served as Editor-in-Chief to the Journal of International Marketing - Received Distinguished Fellowship of the Academy of Marketing Science and a Fellowship of the Chartered Institute of Marketing
Smith, Malcolm C.	Professor	May, 2006	Ph.D.	1993	1,596.00			10%				Qualification: Ph.D. Professor of Marketing, the University of Manitoba's I.H. Asper School of Business Sustained academic engagement: - Received research grants funded by Canadian Institute for Health Research (CIHR)- Operating Grant (2002 to 2012) Sustained professional engagement: - Served as visiting professor to several university such as the L'viv Institute of Management (Ukraine), the University of Oregon, and at Thammasat University
Srivatava, Joydeep	Professor	May, 2006	Ph.D.	1996	1,596.00		10%					Qualification: Ph.D., Professor of Marketing, the Robert H. Smith School of Business at the University of Maryland, USA Sustained academic engagement: - Produced 9 PRJs Sustained professional engagement: - Invited Presentations during 2009-2013, TRC Market Research, Virginia Tech, McGill University, Monash University, Hong Kong University of Science and Technology, Texas A & M University - Served as 2012 Keynote Speaker, Pricing Conference, Wayne State University, Detroit, MI. - Served as affiliate member of American Marketing Association, Association of Consumer Research, Institute for Operations Research and Management Science, and Society for Consumer Psychology

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Zerrillo, Philip C.	Professor	September, 1977	Ph.D. 1995	3,108.00		MT, SER		40%				Qualification: Ph.D., Professor of Marketing, Lee Kong Chian School of Business, Singapore Management University Dean, Postgraduate Professional Programmes Deputy Dean, Programmes, Lee Kong Chian School of Business Executive Director, Centre for Management Practice Executive Director, Case Writing Initiative Editor of the Asian Management Insights, SMU TBS Advisory Board Sustained academic engagement: - Served as Editor of the Asian Management Insights, Singapore Management University Sustained professional engagement: - Recently consulted in the high tech, market research, packaged goods and automotive industries - Served on the board of directors of several companies operating in automotive industries
Adjunct Supporting Faculty												
Arunthanes, Wiboon	n/a	September, 1996	Ph.D. 1991		1,659.00	MT		5%				Qualification: Ph.D. (Marketing) Regional and Business Development Director, Moet Hennessey Asia Pacific Pte, Ltd. Sustained professional engagement: - Served as Regional and Business Development Director, Moet Hennessey Asia Pacific Pte, Ltd.
Basu, Kunal	Professor	January, 2006	Ph.D.		1,449.00	MT		5%				Qualification: Ph.D. (Business Administration: Marketing), Professor of Marketing at Said Business School, University of Oxford Sustained academic engagement: - Served on Editorial Board of several refereed journals such as Business Ethics Quarterly - Served as reviewer for a wide range of management and marketing journals, including the Academy of Management Review, Journal of Marketing Research, Journal of Consumer Research, Journal of Consumer Psychology, Sloan Management Review, Journal of the Academy of Marketing Science Journal of Business Research and the Asia Pacific Journal of Management. Sustained professional engagement: - Served as member of the Board of Directors of the International Society for Marketing and Development
Bhalakula, Patr	n/a	June, 2012	M.M. 2011		552.00	MT					5%	Qualification: M. Marketing, Account Director, Arc. Worldwide, The Leo Burnett Group, Thailand. Sustained professional engagement: - Has been in Top management position for more than 20 years - Served as Account Director, Arc. Worldwide, The Leo Burnett Group, Thailand.

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Chattopadhyay, Amitava C.	Professor	September, 2006	Ph.D.		1,659.00	MT	5%					Qualification: Ph.D. the L'OREAL Chaired Professor of Marketing-Innovation and Creativity at INSEAD Sustained academic engagement: - Produced 5 PRJs - Served as Associate Editor at the Journal of Consumer Psychology, and an Area Editor at the International Journal of Research in Marketing. - Served on Editorial Boards of the Journal of Consumer Research, Journal of the Academy of Marketing Science, Long Range Planning, Social Science Research Network, International Journal of Internet Marketing and Advertising, and the International Journal of Marketing Education
Gilitwala, Bhumiphat	n/a	September, 2011	Ph.D.	2014	5670.00	BT	5%					Qualification: M.S. (Environment & Natural Resource Economics) Managing Director, Export Management Company Director, M.B.A. Special Track, Assumption University Served as adjunct lecturer at Thammasat Business school Sustained academic engagement: - Graduated Ph.D. in 2014 (< 5 years) Sustained professional engagement: - Served as Managing Director, Export Management Company
Pengchue, Apinya	n/a	September, 2013	M.M.	2000	1,008.00	MT					5%	Qualification: M.M. Head, Client Service Group, Standard Chartered Bank, Thailand Sustained professional engagement: - Served as Head, Client Service Group, Standard Chartered Bank, Thailand - Had over 15 years experience at executive level for several banks such as Kasikorn Bank, Calyon Bank, HSBC, RBS Coutts Bank-Singapore
Prasongsukarn, Kriengsin	n/a	November, 2013	Ph.D.	2004	1,035.00	MT	5%					Qualification: Ph.D. (Marketing) Managing Director, Inspire Research Co., Ltd.. Sustained academic engagement: - Produced 3 PRJs Sustained professional engagement: - Served as consultant to various companies such as Metropolitan Electricity Authority-Thailand, GMM Grammy-Thailand, Thai Plastic Chemical PLC., etc. - Served as lecturer and guest speaker related to marketing and marketing research courses to various universities, e.g. Thammasat Business School, Chulalongkorn University, Assumption University, Mahidol University, NIDA, etc. and for various Business Institute such as the Asia Business Forum, Thailand Marketing Research Society, Junior Marketing Association Thailand, Omega World Class, etc. (1999-present). - Served on the Board of Committee of Thailand Marketing Research Society
Sirinopwongsagon, Seri	n/a	May, 2011	M.S.	1998	630.00	MT					5%	Qualification: M.S. (Marketing) Director - Business Relations, Aziam Burson-Marsteller Sustained professional engagement: - Served as Director - Business Relations, Aziam Burson-Marsteller
Turongsomboon, Vorasit	n/a	September, 2015	M.A.	2007	720.00	BT					5%	Qualification: M.A. (Marketing Brand) Communications Manager at Proctor and Gamble Thailand Sustained professional engagement: - Served a Communications Manager at Proctor and Gamble Thailand

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

***This table presents on-going process of ICs production of TBS from January 2011 to May 2016**

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Department of Marketing				168,895.50	14,382.00		11.75	4.00	3.40	0.20	0.10	
				92.15%	7.85%		60.41%	20.57%	17.48%	1.03%	0.51%	
Department of Organization, Entrepreneurship and Human Resource Management												
Bunnag, Chirajit	Associate Professor	May 1, 1996	M.L.H.R.	1988	10,482.00		BT, MT, RES, SER			100%		Qualification: M. Labour & HR, Associate Professor Sustained academic engagement: - Produced 1 PRJ
Chompuming, Peraset	Lecturer	June 3, 2008	Ph.D.	2007	6,165.00		BT, RES, SER	100%				Qualification: Ph.D. (Management) Sustained academic engagement: - Produced 3 PRJs
Danthamrongkul, Witaya	Associate Professor	December 29, 1983	M.B.A.	1988	10,170.00		BT, RES, ADM, SER		100%			Qualification: M.B.A., Associate Professor Director of Director of Corporate Communications, Thammasat Business School Sustained academic engagement: - Produced 1 PRJ - Received 3 competitive grants (consulting projects) Sustained professional engagement: -Served as deputy director of Human Resources Institute, Thammasat University
Kosonboon, Somprasong	Lecturer	January 4, 1999	Ph.D.	2006	6,075.00		BT, RES, SER, ED	100%				Qualification: Ph.D. (HRM) Sustained academic engagement: - Produced 1 PRJ - Received 7 competitive grants (consulting projects) Sustained professional engagement: - Served as consultant to several listed companies (e.g. Siam City Cement PLC, SAMART Corporation, IRPC PLC, etc.) - Developed and arranged executive training for many organizations such as Metropolitan Electricity Authority, Ministry of Finance, Pattaya Food Industry Co.Ltd.
Kulvisaechana, Somboon	Assistant Professor	January 4, 1999	Ph.D.	2004	18,979.50		BT, MT, RES, SER	100%				Qualification: Ph.D. (HRM), Assistant Professor Sustained academic engagement: - Produced 1 PRJ - Received 7 competitive grants (consulting projects) Sustained professional engagement: - Served as consultant for several listed companies (e.g. Siam City Cement PLC, SAMART Corporation, IRPC PLC, etc.) - Developed and arranged executive training for many organizations such as Metropolitan Electricity Authority, Ministry of Finance, Pattaya Food Industry Co.Ltd.
Limpanitgul, Thanawut	Assistant Professor	June 6, 2015	Ph.D.	2009	9,730.50		BT, RES, SER	100%				Qualification: Ph.D., Assistant Professor Sustained academic engagement: - Produced 5 PRJs and 1 proceeding - Received 1 competitive grant (research project) - Served as reviewer to the Journal of Hospitality and Tourism Management-Elsevier, Chulalongkorn Business Review, HR Intelligence, the Journal of Management Science-Prince of Songkla University

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

***This table presents on-going process of ICs production of TBS from January 2011 to May 2016**

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Peerapornvittoon, Methawut	Assistant Professor	March 19, 2009	Ph.D.	1999	7,266.00			100%				Qualification: Ph.D. (Workforce Dev.), Assistant Professor Head, Department of Organization, Entrepreneurship and Human Resource Management Sustained academic engagement: - Produced 1 PRJ - Received 5 competitive grants (research/consulting projects) Sustained professional engagement: - Developed and arranged executive training for Kit Charoen Engineering Co.Ltd., IRPC PCL, Total Access Communication PCL
Saridvanich, Supanee	Associate Professor	December 29, 1981	M.B.A.	1990	7,065.00				100%			Qualification: M.B.A. (Mgmt.), Associate Professor Sustained academic engagement: - Produced 1 PRJ - Received 4 competitive grants(consulting projects) Sustained professional engagement: - Served as advisor to the Nawatansan Co.Ltd. - Developed and arranged executive training for the Revenue Department, Ministry of Finance - Developed and Served as course coordinator for the executive training course on Human Resources & Organizational Development, CONC Thammasat
sorakraikitikul, Monthon	Lecturer	November 1, 2012	Ph.D.	2014	5,514.00			100%				Qualification: Ph.D. Sustained academic engagement: - Graduated Ph.D. in 2014 (< 5 years). - Produced 1 PRJ, and 3 proceedings - Received 1 competitive grant (consulting project) Sustained professional engagement: - Served as facilitator for CONC Executive training program
Yabushita, Natenapha	Assistant Professor	June 6, 2011	Ph.D.	2002	11,586.00			100%				Qualification: Ph.D. , Assistant Professor Sustained academic engagement: - Produced 10 PRJs and 4 proceedings - Served as editor to the Japanese Studies Journal and associate editor of HR Intelligence-Thammasat University
Napathorn, Chaturong	Lecturer	August 15, 2008	M.A.	2004	-			100%				Qualification: M.A. (Ph.D candidate) Sustained academic engagement: - Continuing Ph.D. with "ABD" status - Produced 3 PRJs, 3 proceedings and 2 manuals/guides
Andrews, Tim G.	Associate Professor	May 11, 2010	Ph.D.	2001	-			100%				Qualification: Ph.D. Associate Professor Sustained academic engagement: - Produced 2 PRJs, 2 proceedings, and 1 book chapter (accepted to be published on March 2016)
Bechter, Clemens	Associate Professor	March 15, 2010	Ph.D.	1990	-			100%				Qualification: Ph.D. Associate Professor Sustained academic engagement: - Produced 9 PRJs, and 8 proceedings Sustained professional engagement: - Served as Supervisory board member of the Tourism Department - Served as Member of Business Marketing Association USA
Swierzek, Fredric William	Associate Professor	May 1, 2009	Ph.D.	1978	-			100%				Qualification: Ph.D. Associate Professor Sustained academic engagement: - Produced 6 PRJs and 4 proceedings - Received 1 competitive grant (research projects)

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Wu, Jay	Associate Professor	February 23, 2010	Ph.D. 1995	-		RES, SER	100%					Qualification: Ph.D., Associate Professor Sustained academic engagement: - Produced 2 PRJs (1 PRJ accepted in 2016) and 2 proceedings
Adjunct Participating Faculty												
Srichatrapimuk, Supranee	Associate Professor	October 1, 1969 (Retired 2008)	M.B.A. 1975	1,743.00		MT, SER					10%	Qualification: M.B.A., Associate Professor (Retired 2008)
Likhitthanawong, Supawat	n/a	September, 2010	M.B.A. 2001		7464.00	BT, SER				10%		Qualification: M.B.A. Managing Director, Lakeshore Capital Partners Co., Ltd Sustained professional engagement: - Served as Managing Director, Lakeshore Capital Partners Co., Ltd
Yodwisitsak, Kangwan	Assistant Professor	September 20, 2000	D.B.A. 2003	8208.00		BT, MT, SER		10%				Qualification: D.B.A. (BA), Assistant Professor, Mahidol University Sustained academic engagement: - Produced 1 PRJs - Received 14 competitive grants Sustained professional engagement: - Served as Chair of Academic Committee to the Payap University - Developed and arranged executive training course for various organizations such as The National Housing Authority of Thailand, The Revenue Department, Ministry of Finance
Adjunct Supporting Faculty												
O'Connell, Hugh Patrick	n/a	August, 2011	D.B.A. 1996		7,740.00	BT					5%	Qualification: DBA Managing Director, Plan-it Consultants Limited. Sustained professional engagement: - Served as Managing Director, Plan-it Consultants Limited.
Randall, William James	n/a	May, 1996	M.M. 1990		1,596.00	MT					5%	Qualification: Master in Management Founder and Managing Director of Pacific Agri Capital Limited Sustained professional engagement: - Served on the Finance & Operations Committee and Member of Investments & Capital Markets Committee, Noble Group Limited - Served as guest lecturer at SMU, NTU, U of Texas, U of Lingnan, AIM - Founder and Managing Director of Pacific Agri Capital Limited
Phussadee Rumakom	Associate Professor	June 19, 1971 (Retired 2004)	M.B.A. 2004		2,226.00	MT						5% Qualification: M.B.A. Associate Professor (Retired 2004)
Sangkasem, Suchart	n/a	January, 2005	Ph.D. 1976		924.00	MT						5% Qualification: Ph.D. (Econ.) Director, Master of International Business Economics (MIBE) Program, University of Thai Chamber of Commerce Sustained professional engagement: - Served as Board of Director of various listed companies (i.e., Thai Reinsurance Public Co., Ltd.; Synphaet General Hospital); Muang Thai Life Complex Company, etc.) - Served as Director, Master of International Business Economics (MIBE) Program, University of Thai Chamber of Commerce
Department of Organization, Entrepreneurship and Human Resource Management				102,984.00	19,950.00		9.00	3.10	2.00	1.15	0.25	
				83.77%	16.23%		58.06%	20.00%	12.90%	7.42%	1.61%	

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Scholarly Academic (SA) ⁴		Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴		
Department of International Business, Logistics and Transport													
Banomyong, Ruth	Associate Professor	August 5, 1993	Ph.D.	2001	7,488.00		BT, MT, DT, RES, SER, ED	100%				Qualification: Ph.D. (Intl. Logistics), Associate Professor Sustained academic engagement: - Produced 13 PRJs, 1 proceedings, 1 book and 2 Book chapters - Received 24 competitive grants (research/consulting projects) Sustained professional engagement: - Served on editorial board of various international journals related to Logistics such as Asian Journal of Shipping and Logistics, Academic Journal of Business Sustainability - Served as advisor and expert related to Logistics, supply-chain and transport to the Ministry of Foreign Affairs, Ministry of Industry, Ministry of Transport Thailand - Served advisor to the Thailand Transportations committee, the Office of the Senate Thailand	
Chawawiat, Supoj	Associate Professor	January 9, 1988	M.S.	1988	6,213.00		BT, MT, RES, ADM, ED, SER		100%			Qualification: M.Sc. (Maritimes Studies), Associate Professor Associate Dean for International Affair and Accreditation, TBS Sustained academic engagement: - Produced 1 PRJ, 3 books - Received 2 competitive grants (research/consulting projects) Sustained professional engagement: - Served as advisor to the National Legislative Assembly	
Jantori, Parichat	Lecturer	February 26, 2010	M.A.	2009	5,052.00		BT, RES, SER			100%		Qualification: M.A. Sustained academic engagement: - Produced 7 PRJs and 2 proceedings	
Kingkaew, Suthikorn	Lecturer	September 16, 2012	Ph.D.	2012	8,311.00		BT, MT, RES, ADM, ED, SER	100%				Qualification: Ph.D. (Mgmt. Studies) Director of Thammasat Consulting, Networking and Coaching Center Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years). - Produced 5 proceedings and 1 book chapter - Received 11 competitive grants (research/consulting projects) Sustained professional engagement: - Served as advisor to the Asian Knowledge Institute	
Kotcharin, Santichai	Assistant Professor	September 1, 2000	Ph.D.	2014	5284.50		BT, MT, RES, ADM, SER, ED	100%				Qualification: Ph.D. (Logistics), Assistant Professor Head, Department of International Business, Logistics and Transport Sustained academic engagement: - Graduated Ph.D. in 2014 (< 5 years) - Produced 5 proceedings Sustained professional engagement: - Served as judged committee to the Excellent Logistics Management Award (ELMA 2014), Department of International Trade Promotion, Ministry of Commerce - Served as facilitator for CONC Executive training program	
Lortanavanit, Duangjai	Assistant Professor	March 4, 2011	Ph.D.	2007	435.00		BT, RES, SER		100%			Qualification: Ph.D., Assistant Professor Sustained academic engagement: - Produced 1 PRJ, 1 proceeding and 1 book chapter Sustained professional engagement: - Served on Editorial Board of the HR Intelligence - Served on the community recovering project committee of the Office of Thailand Research Fund. - Received Research Project award 2011 from SUMITOMO Foundation	

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Opasanon, Sathaporn	Assistant Professor	April 1, 2007	Ph.D.	2004	4,353.00		BT, MT, RES, SER	100%				Qualification: Ph.D. (Civil Eng.), Assistant Professor Sustained academic engagement: - Produced 7 PRJs, 3 proceedings, 1 textbook and 1 book - Received 3 competitive grants (consulting projects) Sustained professional engagement: - Served as expert on the World Bank Meeting "Logistics Costs and Experiences in Measuring them at the National Level" - Served as session chair and committee of The Scientific Committee of the 5th International Conference on Logistics & Transport 2013 (ICLT 2013) - Served as visiting scholar at the Transportation System Engineering Program, the Department of Civil Engineering, Utah State University, USA
Pananond, Pavida	Associate Professor	October 1, 1992	Ph.D.	2001	2,526.00		BT, MT, RES, SER	100%				Qualification: Ph.D., Associate Professor Sustained academic engagement: - Produced 4 PRJs, 10 proceedings - Received 2 competitive grants (research projects) Sustained professional engagement: - Served on editorial boards for various international journals related to international business such as Competitiveness Review - Served as expert of Outward FDI for Thai MNEs in the Loa PDR : Trends Motives and Determinants, The Thailand Research Fund
Rubesch, Edward	Lecturer	October 1, 2007	Ph.D.	2006	5,094.00		BT, MT, RES, ADM, SER	40%				Qualification: Ph.D. Director, International MBA Programme (until 2016) President, Sequoya Company Limited Sustained academic engagement: - Produced 2 proceeding - Received 5 competitive grants (consulting projects) Sustained professional engagement: - Member of the International Faculty Advisor Board, National Entrepreneurship Network, India - Regular participant of the Roundtable of Entrepreneurship Education (REE), a world-wide network of entrepreneurship educators initiated by the Stanford Technology Ventures Program
Somapa, Sirirat	Assistant Professor	March 1, 1996	M.M.M.	1993	2,802.00		BT, MT, RES	100%				Qualification: MMM. (Ph.D. candidate), Assistant Professor Sustained academic engagement: - Continue Ph.D. with "ABD" status - Produced 1 PRJ
Srisuphaolarn, Patnaree	Assistant Professor	October 27, 2009	Ph.D.	2001	6,203.00		BT, MT, RES, SER, ED	100%				Qualification: Ph.D. (Commerce & Mgmt.), Assistant Professor Sustained academic engagement: - Produced 2 PRJs, 6 proceedings Sustained professional engagement: - Served as facilitator for CONC Executive training program
Tanvisuth, Arunee	Lecturer	May 30, 1990	Ph.D.	2007	7,948.50		BT, MT, RES, ADM, SER	100%				Qualification: Ph.D. (BA) Director, Center of International Affairs Sustained academic engagement: - 2 PRJs Sustained professional engagement: - Served as dvisor to the committee at the Thai International Freight Forwarders Association - Served as judged committee of the Prime Minister's Export Award, Thai Owned Brand

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

***This table presents on-going process of ICs production of TBS from January 2011 to May 2016**

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²	Scholarly Academic (SA) ⁴		Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴		
Adjunct Participating Faculty													
Ho Hyun, Joong (Joon)	n/a	September, 2012	M.S.	2001	486.00		MT, SER				10%	Qualification: M.S. Information Technology, Vice President, Global Business Processes (expat assignment in Asia), DKSH Sustained professional engagement: - Served as Vice President, Global Business Processes (expat assignment in Asia), DKSH	
Hamilton, Jeff	n/a	March, 2015	M.A.	2016	396.00		MT, SER				10%	Qualification: M.A. (Critical & Creative Thinking) Research, Design, and Development Consultant at the National Science and Technology Development Agency Sustained professional engagement: - Served as Research, Design, and Development Consultant at the National Science and Technology Development Agency	
Kadish, Jonah	n/a	May, 2014	M.B.A.	2013	624.00		BT, MT, SER				10%	Qualification: M.B.A. Founder and Owner, Digital Masters Consulting Senior Customer Success Manager – APAC at AppsFlyer Sustained professional engagement: - Served as Senior Customer Success Manager – APAC at AppsFlyer - Founder and Owner, Digital Masters Consulting	
LoBello, Chris	n/a	July, 2011	M.B.A.	2013	486.00		MT, SER				10%	Qualification: M.B.A. Managing Director, Head of Business Strategy, Asianomics Sustained professional engagement: - Served as Managing Director, Head of Business Strategy, Asianomics	
Stayton, John	n/a	February, 2012	M.B.A.	1995	396.00		MT	10%				Qualification: M.B.A. International Business, DBA candidate (ABD status) Executive Director of Graduate and Executive Programs, School of Business and Economics, Sonoma State University Sustained adaemic engagement: - Continuing Ph.D. with "ABD" status Sustained professional engagement: - Served as Executive Director of Graduate and Executive Programs, School of Business and Economics, Sonoma State University - Served as consultant to many organizations on how to change toward sustainability.	
Tachibana, Eric	n/a	May, 2013	M.B.A.	2006	4,725.00		MT, SER				10%	Qualification: M.B.A. Chief Operating Officer (COO), APAC Chief Technology Office, UBS/Citihub and Global COO for Regulatory Enterprise Architecture Sustained professional engagement: - Served as Chief Operating Officer (COO), APAC Chief Technology Office, UBS/Citihub and Global COO for Regulatory Enterprise Architecture	
Adjunct Supporting Faculty													
Cheamchaeng, Winichai	n/a	May, 2008	M.S.	1978		2,025.00	BT				5%	Qualification: M.S. (Systems Science and Mathematics) Director, the International Institute for Asia-Pacific Studies, Bangkok University, Thailand Sustained professional engagement: - Served as Director, the International Institute for Asia-Pacific Studies, Bangkok University, Thailand	

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

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Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Herman, R. Paul	n/a	January, 2013	B.A.	1989		396.00	MT					5%	Qualification: B.A. (Finance, Entrepreneurship, Political Science) CEO, HIP Investor Inc. Sustained academic engagement: - published more than 15 non-referred article in Equities-com and Corporate Responsibility magazine (TheCRO.com) Sustained professional engagement: - invited as guest editor for Guest Editor for Sustainable Life Media (http://www.sustainablebrands.com/) - Served as advisor SASB, Sustainability Accounting Standards Board
McGaffey, Kevin	n/a	June, 2015	B.Sc.	1999		396.00	MT					5%	Qualification: B.Sc. Co-Founder, Principal Consultant, Caro Systems Inc. Sustained professional engagement: - Served as Co-Founder, Principal Consultant, Caro Systems Inc.
Riche, Jerrell Ross	Professor	June, 2014	Ph.D.	1991		396.00	MT		5%				Qualification: Ph.D. (Economics) Professor , Chair in Economics, Department of Business, Goshen, Indiana, USA Sustained academic engagement: - Produced 1 proceeding and 2 working papers Sustained professional engagement: - Serves as U.S. Forest Service Consultant, Department of Agriculture, National Forests, Region 5 (California) - Served as project director and Co-director National Visitor Use Monitoring Program (NVUM): Cleveland National Forest, San Diego, California
Tansuwanarat, Kessarín	n/a	May, 2009	M.B.A.	2006		1,890.00	BT					5%	Qualification: M.B.A. Deputy Managing Director, Bangkoktip O-Sod Group Sustained professional engagement: - Served as Deputy Managing Director, Bangkoktip O-Sod Group
Taylor, Genevieve	n/a	June, 2014	B.A.	2001		414.00	MT					5%	Qualification: B.A. Vice-President, Global Genesis, Inc. Sustained professional engagement: - Served as Vice-President, Global Genesis, Inc.
Yamla-or, Pattaporn	n/a	May, 2012	M.S.	2007		2,520.00	BT			5%			Qualification: M.S. (Marketing) Managing Director, Knowledge Dissemination at SalForest Sustained academic engagement: - Produced 2 non-refereed articles Sustained professional engagement: - Served as Managing Director, Knowledge Dissemination at SalForest
Department of International Business, Logistics and Transport					68,823.00	8,037.00		11.50	1.05	1.05	1.60	0.15	
					89.54%	10.46%		74.92%	6.84%	6.84%	10.42%	0.98%	
Department of Operations Management													
Boon-Itt, Sakun	Associate Professor	March 15, 1999	Ph.D.	2006	5,289.00		BT, MT, DT, RES, SER	100%					Qualification: Ph.D., Associate Professor Sustained academic engagement: - Produced 13 PRJs, 12 proceedings, and 1 book chapter

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

***This table presents on-going process of ICs production of TBS from January 2011 to May 2016**

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Chungcharoen, Ekachidd	Associate Professor	August 3, 1998	Ph.D.	1997	16,162.00		BT, MT, RES, ADM, ED, SER	100%				Qualification: Ph.D., Associate Professor Director, MBA Program, Thammasat Business School Sustained academic engagement: - Produced 1 book chapter Sustained professional engagement: - Served as Independent Director to the Phol Dhanya PLC. - Served as course executive training coordinator of the Mini MBA program, CONC
Kittipanya-ngam, Pichawadee	Lecturer	October 1, 2014	Ph.D.	2012	10,563.00		BT, RES, SER	100%				Qualification: Ph.D. Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years). - Produced 1 PRJs, 1 proceedings and 1 book chapter
Kumpirarusk, Panuwong	Lecturer	July 1, 2015	Ph.D.	2012	14,571.00		BT, SER	100%				Qualification: Ph.D. (Development Administration) Sustained academic engagement: - Graduated Ph.D. in 2012 (< 5 years).
Metapirak, Yawaman	Associate Professor	November 2, 1977 (Retired 2013 and contracted By TBS, 2013)	M.B.A	1977	12,075.00		BT, MT, RES, ADM, SER		40%			Qualification: M.B.A., Associate Professor (Retired 2013) Director of Real Estate Business Program Sustained academic engagement: - Produced 2 PRJs, 1 proceeding and 1 book chapter - Received 1 competitive grant (consulting project) Sustained professional engagement: - Served as advisor to the Thai Valuers Association, and Real Estate Sales and Marketing Association - Served on committee of The Valuers Association of Thailand
Pattamaroj, Krit	Lecturer	November 25, 2010	M.B.A.	2006	20,495.00		BT, MT, RES, SER		100%			Qualification: M.B.A., Sustained academic engagement: - Produced 2 PRJs, 1 proceeding and 1 book chapter - received 1 competitive grant (research project) Sustained professional engagement: - Served on Steering Committee Integrating Inter-Ministry Missions of Zoning Agricultural Area and Agro-Processing Industry Department of Primary Industries and Mines, Ministry of Industry
Rohitratana, Kaewta	Associate Professor	September 28, 1993	Ph.D.	1998	4,482.00		BT, MT, RES, SER	100%				Qualification: Ph.D., Associate Professor Sustained academic engagement: - Produced 2 PRJ, 4 books and 1 manual/guide - Received 12 competitive grants (research/consulting projects) Sustained professional engagement: - Served on committee of the collaboration tourism management research project between National Research Council of Thailand and Thailand Research Fund
Rompho, Nopadol	Associate Professor	October 12, 2003	Ph.D.	2006	20365.00		BT, MT, DT, RES, ADM, SER	100%				Qualification: Ph.D., Associate Professor Head, Department of Operations Management Sustained academic engagement: - Produced 20 PRJs, 3 proceedings, 3 Textbooks, 4 books and 1 casee - Received 2 competitive grants (research projects) Sustained professional engagement: - Served as editorial board to the Journal of Financial Reporting & Accounting

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Sirikrai, Sajee	Assistant Professor	October 28, 1998	Ph.D.	2007	4,495.00		100%					Qualification: Ph.D., Assistant Professor Sustained academic engagement: - Produced 2 PRJs, 2 proceeding and 1 book chapter - Received 5 competitive grants (research/consulting projects) Sustained professional engagement: - Served as advisor to the committee of Thailand Quality Conference & The 16th Symposium on TQM-Best Practices in Thailand - Served on committee of Thailand Quality Award 2011-2013
Supmonchai, Sripen	Associate Professor	August 20, 1982	M.B.A.	1988	4,950.00				100%			Qualification: M.B.A. Associate Professor Sustained academic engagement: - Produce 2 PRJs and 1 textbook Sustained professional engagement: - Served on committee of TNI Journal of Business and Languages, Thailand
Svasti, Pongsvas	Associate Professor	October 12, 1999	M.P.A.	1993	3,825.00				100%			Qualification: M.P.A., Associate Professor Sustained academic engagement: - Produced 3 books and 1 book chapter - Received 1 competitive grants for research and consulting projects Sustained professional engagement: - Former Minister, Ministry of Industry, Thailand (2013)
Tumtavitikul, Surachai	Associate Professor	November 25, 1981	M.Eng.	1980	990.00					100%		Qualification: M.Eng. Associate Professor Sustained academic engagement: - Produced 1 PRJs and 4 proceedings
Yolrabil, Akekarin	Assistant Professor	November 25, 1992	M.B.A.	1997	44,930.00				100%			Qualification: M.B.A. Assistant Professor Director of Scholastic Management Aptitude Requirement Test (SMART) Center, TBS Sustained academic engagement: - Produced 1 book chapter Sustained professional engagement: - Served as Director of Scholastic Management Aptitude Requirement Test (SMART) Center, TBS
Adjunct Participating Faculty												
Freund, R. Britt	Senior Lecturer	January, 2010	Ph.D.	1995	1,638.00			10%				Qualification: Ph.D. (Operation Management) Assistant Dean and Director of the Project Management Consortium at the McCombs School of Business, University of Texas at Austin Sustained academic engagement: - Served as member of the curriculum committee for the Texas Entrepreneurship Foundation Sustained professional engagement: - Served as guest speaker and consultant to a wide variety of public and private corporations such as Royal Dutch Shell, ExxonMobil, Petrobras, Sinopec, Hewlett-Packard, IBM, Motorola, Texas Instruments, HEB Groceries and Frito-Lay

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

¹This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio					Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned		Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Leopairrote, karndee	Assistant Professor	January 2, 2006	Ph.D.	2003	396.00		MT, SER		10%				Qualification: Ph.D. Associate Professor Managing Director at C ASEAN Organization and Executive Director of Future Innovation Thailand Institute (FIT) Sustained academic engagement: - Produced 4 books Sustained professional engagement: - Served as academic advisor to the ASEAN Business Intelligence - Served as advisor to the Software Industry Promotion Agency (SIPA) - Served as Managing Director at C ASEAN Organization and Executive Director of Future Innovation Thailand Institute (FIT)
Department of Operations Management					165,226.00	-		7.00	0.20	4.40	1.00	-	
					100.00%	0.00%		55.56%	1.59%	34.92%	7.94%	0.00%	
Department of Real Estate Business													
Pacharavanich, Pachara	Associate Professor	May 1, 2001	M.B.A.	1996	4,050.00		BT, MT, RES, ADM, SER			100%			Qualification: M.B.A., Associate Professor, CPA Associate Dean for Academic Affairs and Graduate Studies, Thammasat Business School Sustained academic engagement: - Produced 2 proceedings - Received 11 competitive grants (research/consulting projects) Sustained professional engagement: - Served on Committee of the Valuers Association of Thailand, the Treasury Department-Ministry of Finance, Bangkok Mass Transit Authority - Served as advisor related to Real Estate Business to the Thai Valuers Association and the Securities and Exchange Commission, Thailand - Served as Associate Dean for Academic Affairs and Graduate Studies, Thammasat Business School
Pongprasert, Pornraht	Lecturer	January 27, 2014	M.S.	2013	171.00		BT, MT, RES, SER				100%		Qualification: M.S. (Infrastructure Management) Sustained academic engagement: - Produced 3 PRJs
Rattanaprichavej, Niti	Assistant Professor	December 20, 2010	Ph.D.	2010	8,117.50		BT, MT, RES, SER	100%					Qualification: Ph.D. Sustained academic engagement: - Produced 7 PRJs and 3 proceedings - Received 2 competitive grants (research/consulting projects)
Sriboonjit, Jittaporn	Assistant Professor	September 29, 2000	M.BUS.	2000	10,074.00		BT, MT, RES, SER	100%					Qualification: M. BUS., Ph.D. candidate, Assistant Professor Sustained academic engagement: - Continue Ph.D. with "ABD" status - Produced 4 PRJs, 1 proceeding - Received 21 competitive grants (research/consulting projects) Sustained professional engagement: - Professional member of The Royal Institution of Chartered Surveyors, UK - Served as advisor related to real estate development for Tourism Authority of Thailand, Port Authority of Thailand - Served as advisor to Thai Valuers Association - Served on committee of The Valuers Association of Thailand

Table 15-1: Faculty Sufficiency and Qualifications Summary For the Most Recently Completed Normal Academic Year 2015 (RE: Standards 5 and 15)¹

*This table presents on-going process of ICs production of TBS from January 2011 to May 2016

Faculty Portfolio				Standard 5 Faculty Sufficiency (SCHs.)		Normal Professional Responsibilities ³	Standard 15 Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵					Brief Description of Basis for Qualification (Sustained Engagement during 2011 - 2015)
Faculty Member's Name (List individually in Departments) ¹	Academic Rank	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	
Ngarmyarn, Atcharawan	Associate Professor	March 17, 1975 (Retired 2012 and reappointed by TBS 2012)	Ph.D. 1988	-		RES, SER	100%					Qualification: Ph.D. Associate Professor (Retired 2012 and reappointed by TBS 2012) Academic and Professional Engagement: - Produced 5 PRJs, 4 proceedings
Adjunct Participating Faculty												
Jitprasonk, Niputh	Associate Professor	June 1, 1965 (Retired 2003)	M.B.A. 1968	1,944.00		MT, SER					10%	Qualification: M.B.A. Associate Professor (Retired 2003) Sustained professional engagement: - Serves as Consultant of Real Estate Business Program, Thammasat Business School - Serves on Board of Directors of the G J Steel Public Company Limited, Lalin Property Public Co. Ltd - Serves as Independent Director of AIRA Capital Public Company Limited, and Thailand Futures Exchange PCL..
Adjunct Supporting Faculty												
Choochart Taeshapotiwarakun	n/a	May, 2006 (Term 1/2006)	M.Sc. 2005		1,999.50	MT, SER	5%					Qualification: M.Sc., Ph.D. candidate Academic and Professional Engagement: - Continue Ph.D. with "ABD" status Sustained professional engagement: - Served as senior advisor at Research in Motion Co., Ltd. - Served as Real Estate expert at, Urban Design and Development Center, Chulalongkorn University
Department of Real Estate Business				24,356.50	1,999.50		3.05	-	1.00	1.10	-	
				92.41%	7.59%		59.22%	0.00%	19.42%	21.36%	0.00%	
Thammasat Business School				1,035,339.00	129,286.50		75.60	11.25	23.95	7.35	1.15	
				88.90%	11.10%		63.37%	9.43%	20.08%	6.16%	0.96%	

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all participating and supporting faculty including graduate students who have formal teaching responsibilities. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
2. The measure of "teaching productivity" must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.
3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.
4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA for 3 years. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
5. The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission".

APPENDIX

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Appendix S1: Table S1-1

Table S1-1 TBS Mission, Goals, Strategic Plans and Expected Outcomes

Mission 1: To produce and disseminate innovative knowledge in accounting and business administration which responds to the changing global environment and creates economic value added for business competitiveness.

Goal 1.1: To produce high impact academic intellectual contributions that are relevant to Thai and international business.

Performance Indicators	Expected Outcomes	Timeline
a. Number of academic research publications in Thai journals listed in the Thai-Journal Citation Index (TCI).	a. Decrease in the percentage of publishing articles in internal journals to 40% of total articles published in the national journals.	a. 2016 onwards
b. Number of academic research publications in international journals.	b. Increase in the number of high quality international journal publications in 2016 from 2013 by 20%.	b. 2014-2016
c. Citation count.	c. Increase in the citation counts from 2013 by 10% per year.	c. 2014 onwards
d. Number of other intellectual contributions (e.g., Thai and international case studies, number of text books, etc.).	d. Increase in the number of other Intellectual Contributions from 2013 by 10% per year.	d. 2014 onwards

Strategic Plans

- To allocate the annual research budget and research support the TBS Research Center Committee determines the annual research plan and sets the direction of research, training support, and funding to:
 - Develop the Capacity Building Plan (Center Of Excellence: COE).
 - Enhance the capability of new faculty to achieve high quality research and publications.
 - Improve the retention rate of researchers to increase publications in high quality journals.
 - Encourage faculty to publish and reward faculty who publish in top-tier international journals.

Goal 1.2: To be the leader in practical intellectual contributions that will lead to cutting edge solutions for business organizations and government agencies.

Performance Indicators	Expected Outcomes	Timeline
a. Number of research/consulting projects.	a. Increase in the number of research / consulting projects by, at least, 5% per year.	a. 2014-2016

Strategic Plans

- To specify research priorities for practical-oriented research focusing on:
 - Competitiveness
 - Sustainability
 - Social Responsibility

Table S1-1 TBS Mission, Goals, Strategic Plans and Expected Outcomes

Mission 2: To develop graduates who are business competent, socially responsible, and ready-to-work in a global business environment.

Goal 2.1: To strengthen the academic knowledge and competencies of graduates in business with increasing understanding of global issues, ethical issues, and social responsibility.

Performance Indicators	Expected Outcomes	Timeline
a. Achievement of the three TBS learning goals.	a. 85% of students achieving the three TBS learning goals across all programs.	a. 2015-2016
b. Level of employer satisfaction.	b. Employer's satisfaction survey score of TBS graduates above 4 out of 5.	b. 2014 onwards
c. Level of participation in national and international competitions.	c. Increase in the number of students participating in national and international competitions by, at least, 10 % per year.	c. 2014 onwards
Strategic Plans		
- To establish and implement the TBS Assurance of Learning system across the school curricula based on three learning goals. They are: • Learning Goal 1 Academic Excellence • Learning Goal 2 Ready-to-Work in Global Business Environment • Learning Goal 3 Social Responsibility and Ethical Conduct - To provide students with additional workshops or projects to enhance their knowledge and competence to work in the global environment. - To continuously support student involvement in national and international competitions with sufficient financial resources and mentor support.		

Table S1-1 TBS Mission, Goals, Strategic Plans and Expected Outcomes

Mission 3: To support faculty and staff self-development and build a great workplace with good governance.		
Goal 3.1: To enhance and maintain the quality level of faculty expertise in pedagogy and research in their disciplines.		
Performance Indicators	Expected Outcomes	Timeline
a. Percentage of faculty utilization of funding granted by the school and university.	a. 10% increase in faculty utilization of funding.	a. 2016
b. Percentage of faculty successfully promoted in academic rank.	b. 10% increase in faculty successfully promoted in academic rank.	b. 2016
c. Average score of teaching evaluation at least 3.5 out of 5 scale.	c. Less than 5% of total faculty in teaching evaluation score of less than 3.5.	c. 2014 onwards
Strategic Plans		
- To provide financial resources and facilities that support faculty in developing and accomplishing high quality professional research in their specialization. - To establish a monitoring system to assess teaching performance and provide support for improvement. - To initiate a mentoring system for academic promotion to achieve the higher academic rank.		
Goal 3.2: To improve staff service quality.		
Performance Indicators	Expected Outcomes	Timeline
a. The percentage of professional staff attending the workshop/training for service quality / working process improvement with at least 4 topics.	a. 100% participation of the professional staff at least 4 topics per year in training or workshops.	a. 2014 onwards
b. Student satisfaction survey on professional staff.	b. Score of student satisfaction survey above 4 out of 5 scale..	b. 2014 onwards
Strategic Plans		
- To organize workshops and brainstorming sessions to improve service quality. - To arrange productivity improvement project-contest. - To arrange training and knowledge sharing sessions on service improvements. - To implement student's satisfaction evaluation system at the points of service.		
Goal 3.3: To make TBS a great work place.		
Performance Indicators	Expected Outcomes	Timeline
a. Retention rate in faculty and professional staff.	a. 95% retention of permanent faculty, 90% retention of professional staff.	a. 2014 onwards
Strategic Plans		
- To provide sufficient facilities and supportive working environment and governance management. - To support productivity projects on the working environment. - To implement 5-S (Specify, Streamline, Support, Standardize, and Sustain) workplace for efficient service processes.		

Table S1-1 TBS Mission, Goals, Strategic Plans and Expected Outcomes

Mission 4: To provide academic service to support sustainable development and social responsibility in business.

Goal 4.1: To be the leader in executive education by having high impact business training, consulting, and coaching focused on social responsibility

Performance Indicators	Expected Outcomes	Timeline
a. Positive impact on participants after training.	a. Participants impact survey above 5 out of 7 scale.	a. 2014 onwards
b. Number of in-house executive training projects emphasizing business problem solving and innovative development.	b. Increase in number of in-house executive training projects by 10% from 2013.	b. 2014 onwards
c. Number of workshops related to sustainability and social responsibility.	c. Increase in number of sustainability and social responsibility workshops by 10% from 2013.	c. 2014 onwards

Strategic Plans

- To emphasize the development of executive training programs that serve the demand of business which enhances social responsibility.

Goal 4.2: To create various socially responsible activities that benefit society with the cooperation of TBS partners.

Performance Indicators	Expected Outcomes	Timeline
a. Number of community service projects.	a. Increase in number of community service projects by 10% from 2013.	a. 2014 onwards
b. Number of partnerships and number of projects related partners.	b. Increase in number of projects done with business partners by, at least, 10% per year from 2013.	b. 2014 onwards

Strategic Plans

- To initiate activities which enhance relationships with business and alumni or academic partners to serve the Thai community in social responsibility and sustainability through applicable research, consulting, and discussion forums.

Appendix S2: Table S2-1

List of High Quality Peer-Reviewed Journals

Journal Name	Impact Factor	# Articles
SJR Quartile 1		
Journal of Operations Management	6.599	1
Journal of Public Administration Research and Theory	3.674	1
International Journal of Production Economics	2.786	3
International Journal of Physical Distribution & Logistics Management	1.934	4
Supply Chain Management: An International Journal	1.931	1
International Journal of Electronic Commerce	1.87	1
Journal of International Management	1.318	1
Journal of Business Research	1.183	1
Journal of Business Ethics	1.11	1
European Journal of Marketing	0.94	1
Management International Review	0.815	1
International Transactions in Operational Research	0.77	1
Multinational Business Review	0.533	1
Journal of Management Development	0.403	1
SJR Quartile 2		
International Journal of Accounting Information Systems	0.811	1
International Review of Economics and Finance	0.754	1
Journal of Fashion Marketing and Management	0.612	1
Journal of Computer Information Systems	0.549	2
Transportation Research Record	0.525	2
Decision Sciences Journal of Innovative Education	0.501	1
Journal of Futures Markets	0.471	1
Pacific Basin Finance Journal	0.446	3
British Food Journal	0.435	1
Journal of Enterprise Information Management	0.423	1
Measuring Business Excellence	0.412	1
Knowledge Management & E-Learning: An International Journal	0.359	2
Transforming Government: People, Process and Policy	0.337	1
The Asian Journal of Shipping and Logistics	0.282	1
Asia Pacific Business Review	0.275	2
International Journal of Innovation Science	0.233	1

Appendix S2: Table S2-2

Recognition of Intellection and Awards during 2011-2015

Awards and Recognitions	Examples
Best Paper / Best Author Awards	International – 2015 Outstanding Paper Award for Journal of Asia business Studies, Emerald Publishing – 2014 Outstanding Paper Award for Social Responsibility Journal, Emerald Publishing – 2012 Best Application Paper Winner, The 43rd The Decision Sciences Institute International conference, San Francisco, USA. – 2011 Top 20 Most Downloaded Articles of 2011, International Journal of Physical Distribution & Logistics Management National – 2015 Thailand Frontier Author Award, Thomson Reuters Publishing – 2012 Best Paper, The 12th Thai Value Chain Management Logistics, Mae Pha Luang University, Chiangmai, Thailand
Editorships, Associate Editorships, Editorial Board Memberships, and/or invitations to act as journal reviewers for recognized, leading peer-review journals	International – International Journal of Physical Distribution & Logistics Management (IJPDL), Competitiveness Review, Journal of Organizational Change Management, The Economies, Annals of Management Science, – Global Journal of Strategies & Governance, Asia Marketing Journal, Journal of financial reporting and accounting, The Asian Journal of Shipping and Logistics National – Journal of Accounting, Ethics & Public Policy, Academic Journal of Business Sustainability, HR Intelligence, Japanese Studies Journal, Applied Economics Journal, Asia Marketing Journal
Reviewer	International – Asia-Pacific Journal of Business Administration, Association for Consumer Research Annual North American Conference 2011, – the Asia-Pacific Journal of Business Administration Title : Performance Analysis of Micro Finance Institutes (MFIs) in India National – Journal of Science, Technology, and Humanities, Kasetsart Applied Business Journal
Awards and Recognition from external Organization and Institutions	International – Best Professor in Financial Management, Asia's Best Business School Awards, CMO Asia, Singapore – Best Professor in Marketing Management, Asia's Best Business School Awards, CMO Asia, Singapore – Education Leadership Award, World Education Congress, Singapore – International Distinguished Alumna Award, University of Pittsburgh, USA – President, Executive Board Members of The International Conference on Electronic Business – Professional Member of The Royal Institution of Chartered Surveyors – Track Chair, Academy on International Business Annual Conference 2014 – Committee, Asia-Pacific Advisory Council-AACSB – Chair, Guest speaker invitations for international conferences, scholarly programs, and international, national, or regional research forums National – Thailand Best Researcher Award, National Research Council of Thailand – Thailand Young Researcher Award, National Research Council of Thailand

Appendix S2: Table S2-3

Research and Development Projects Granted by Government Agencies, State-owned Enterprises, and Private Organizations

Sector	Organizations	Research / Consulting Services
Government Agencies	Ministry of Finance, Ministry of Energy, Ministry of Commerce, Ministry of Labour, Ministry of Education, Ministry of Public Health, Ministry of Industry Ministry of Tourism and Sports, Ministry of Social Development and Human Security, Ministry of Agriculture and Cooperatives, Ministry of Transport, Ministry of Natural Resources and Environment, , Office of the Prime Minister, etc.	- Feasibility Study related to government investment projects such as Infrastructure projects - Logistics and transport, economics stimulation projects - IT Master Plans, resources management - HRM - Good Governance - Public communications
State-owned Enterprises	Electricity Generating Authority, Metropolitan Electricity Authority, Provincial Electricity Authority, Metropolitan Waterworks Authority, State Railway of Thailand, Port Authority of Thailand, Mass Rapid Transit Authority of Thailand, Bangkok Mass Transit Authority, Airport Authority of Thailand, etc.	- Feasibility Study - Sustainability Business Development - CSR - Logistics and transportation - Leadership - Governance - Business/Marketing Plan - CRM - HRM - Organizational Management - Property Valuation, etc.
Private Organizations	PPT Group: PTT Global Chemical, PTT PLC., PTT Exploration and Planning	- Leadership - Innovation - New Business Development - CRM
	SCG Group: SCG Cement, SSCG Logistics Management, CG System, SCG Network Management, SCG Learning Management	- Logistics - Modern Retailing Business - Business/Marketing Plan - Financial Management
	Banking: Kasikorn Bank (KBANK), Siam Commercial Bank, United Overseas Bank Limited (UOB), Government Savings Bank (GSB), Government Housing Bank (GH Bank), Bank for Agriculture and Agricultural Cooperatives (BAAC	- Business plan and innovation - Customer Centric - HRM - Financial Management - Wholesale Banking - Business Strategy - Service Operations Management - Leadership - CSR
	Pfizer, Google Asia Pacific, Berli Jucker, CP Food, Chiatai Group, Central Group, Thai Oil, Asian Food Group, Quality House, Singha Corporation Co., Ltd., etc.	- Marketing Research - Marketing Strategy - Competitiveness - New Business Development - Leadership - Investment Feasibility - Organization Development - Business Strategy - Human Resource Management - Strategic Management - Sustainability

Appendix S3: Table S3-1

Financial Strategies and Allocation of Resources

Revenue Generation	• Encourage faculty and staff to create innovative high quality academic programs to reduce the impact of the downward trend in enrollment for some programs. • Provide more funding for significant research projects to motivate faculty.
Cost Management	• To better control costs through a more analytical budget system including an online financial model to monitor and scrutinize expenses. Costs will be categorized based on their strategic importance and value creation for TBS.
Sustainability	• Maintain and sustain the current level of income by enrolling more students to programs and managing the accumulated TBS funds to generate a higher return in accordance university requirements. • Monitor the governance practices of TBS through the internal audit committee and risk management committee. • Collaborate with the Alumni Association and other partners to setup an endowment fund to cover expected future financial needs.

Appendix S4: S4-1

Student Preparation Process

Undergraduate level	
1. Freshman Orientation	Orientation activities prepare students for the rigorous studies in the program, to inform students about the rules and regulations and curriculum requirements, and to cultivate school values in the students.
Graduate level	
1. Orientation: Residential and Field Trip	All the master programs use an orientation as the introduction to the program, faculty, staff, current students, and alumni. This is also used as an introductory team building opportunity for new students.
2. Non-Credit Includes: Pre-Courses	
MAP	AC501 Financial Accounting AC502 Cost Accounting These two pre-courses adjust students from different backgrounds especially those without Financial and Accounting backgrounds. AC503 Statistics for Accounting Research this will prepare all students to be ready for doing research for independent study (IS).
MBA and MBA-HRM	BA501 Statistics for Managers BA502 The Development of Thai Business BA503 Business Communication These three pre-courses familiarize students from different backgrounds with the business environment and ready them for business core courses.
IMBA	Intensive Business I and Intensive Business II are designed for students to learn business fundamentals and assist them to brainstorm, create, think and pitch their business plan presentations and prepare them for first semester courses.
MIM	Introduction to Business and Marketing Introduction Seminar Leadership and Building High Performance Teams Effective Business Presentations
MIF	There are 5 pre-courses to prepare students for core courses as follows: MF501 Mathematics for Finance I MF502 Mathematics for Finance II MF503 Basic Econometrics MF504 Basic Economics MF505 Fundamental Financial Accounting
MSMIS	Before the 1 st semester starts, Students without IT backgrounds are required to attend three pre-courses including Programming, Networking, and Decision Support System. Students without Business backgrounds are required to attend three pre-courses in Marketing, Accounting, and HRM.
Ph.D.	A 45-hour Intensive Course is provided to all Ph.D. students before the 1st semester begins to prepare them with foundations of Mathematics and Statistics for research.

Appendix S4: Table S4-2

Grading System

The details of the grading system are in accordance with Thammasat University's regulations for undergraduate and graduate studies.

- The academic evaluation results are reported in a grade point average system (GPA).
- Eight levels of grade are given for Bachelor degree:

Grade	A	B+	B	C+	C	D+	D	F
Point	4.00	3.50	3.00	2.50	2.00	1.50	1.00	0.00
- Nine levels of grade are given for Master and Doctoral degrees:

Grade	A	A-	B+	B	B-	C+	C	D	F
Point	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.00	0.00
- For independent study/thesis/dissertation, an S (Satisfactory) or U (Unsatisfactory) grade is used. S and U grades earn no points and are not included in the calculation of GPA.

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Do Not Distribute

Appendix S4: Table S4-3
Progression Report of the Unsatisfactory Academic Performance of Students

Undergraduate Level:							
Semester (S) Program	S1/2014 Total and Probation Students		S2/2014 Total and Probation Students		S1/2015 Total and Probation Students		Progression Report
	Total No.	Probation No. (%)	Total No.	Probation No. (%)	Total No.	Probation No. (%)	
Thai BBA	1,676	17 (1.01%)	1,340	8 (0.06%)	1,796	11 (0.61%)	- Semester 1/2014: Seventeen students were on probation. - Semester 2/2014: Eight students were on probation. Three students were continuing from 1/2014 and five new students were on probation this semester. - Semester 1/2015: Eleven students were on probation. One student was continuing from 1 and 2/2014, one student was continuing from semester 2/2014 and nine new students were on probation this semester.
International BBA	491	4 (0.81%)	489	4 (0.82%)	513	3 (0.58%)	- Semester 1/2014: Four students were on probation. - Semester 2/2014: Four students were on probation. Three students were continuing from 1/2014 and one new student was being on probation this semester. - Semester 1/2015: Three students were on probation. One student was continuing from 2/2014 and two new students was being on probation this semester.
IBMP Bachelor	297	1 (0.34%)	282	1 (0.35%)	364	1 (0.27%)	- Semester 1/2014: One student was on probation. - Semester 2/2014: One student was continuing from 1/2014 and one student was dismissed. - Semester 1/2015: One new student was on probation this semester.
Graduate Level							
Semester (S) Program	S1/2014 Total and Probation Students		S2/2014 Total and Probation Students		S1/2015 Total and Probation Students		Progression Report
	Total No.	Probation No. (%)	Total No.	Probation No. (%)	Total No.	Probation No. (%)	
IBMP-Master	132	1 (0.75%)	118	1 (0.85%)	98	-	- Semester 1/2014: One student was on probation. - Semester 2/2014: One new student was on probation. - Semester 1/2015: Two students who continuing on probation from previous semester took leave.
MAP	86	1 (1.16%)	87	1 (0.15%)	87	-	- Semester 1/2014: One student was on probation. - Semester 2/2014: One student was continuing on probation. - Semester 1/2015: The student who was continuing on probation from S1 and S2 of 2014 took leave.
MSMIS	125	-	120	-	103	-	- There is no student on probation.
MRE	167	-	160	-	180	2 (1.11%)	- Semester 1/2015: Two students were on probation.
PHD	34	-	28	-	29	-	- There is no student on probation.

Progression Report of the Unsatisfactory Academic Performance of Students

Trimester (T) Program	T1/2014 Total and Probation Students		T2/2014 Total and Probation Students		T3/2014 Total and Probation Students		T1/2015 Total and Probation Students		T2/2015 Total and Probation Students		Progression Report
	Total No.	Probation No. (%)	Total No.	Probation No. (%)	Total No.	Probation No. (%)	Total No.	Probation No. (%)	Total No.	Probation No. (%)	
MBA	312	-	308	-	344	-	332	2 (0.60%)	332	3 (0.90%)	- Term 1/2015: Two students were on probation. - Term 2/2015: Three students were on probation. One student was continuing from 1/2015. One student who was on probation 1/2015 took leave. Two new students were on probation.
MBA-HRM	69	-	68	-	61	-	60	-	60	-	- There is no student on probation.
XMBA	42	-	42	-	51	-	50	-	50	-	- There is no student on probation.
MIF	80	-	72	1 (1.39%)	71	1 (1.41%)	70	1 (1.43%)	70	-	- Term 2/2014: One student was on probation. - Term 3/2014: One new student was on probation. - Term 1/2015: One new student was on probation. - Term 2/2015: There was no student on probation.
MIM	160	2 (1.25%)	157	-	162	1 (0.62%)	162	6 (3.70%)	162	1 (0.62%)	- Term 1/2014: Two students were on probation. - Term 2/2014: There was no student on probation. - Term 3/2014: One new student was on probation. - Term 1/2015: Six new students were on probation. - Term 2/2015: One Student was continuing on probation from 1/2015 and one student who was on probation in 1/2015 took leave.
IMBA	58	1 (1.72%)	51	-	50	1 (2%)	53	2 (3.77%)	53	-	- Term 1/2014: One student was on probation. - Term 2/2014: There was no student on probation. - Term 3/2014: One new student was on probation. - Term 1/2015: Two students were on probation. One student was continuing probation from 3/2014 and one new student was on probation. - Term 2/2015: Two new students were on probation. One student who was on probation in 1/2015 took leave.

Appendix S4: Table S4-4

CDC Activities

Student Year	Objectives	Activities
1	Beginning on a university education is a fundamental step in the life of a student. The CDC helps students to adapt to a new learning environment by providing information about study plans, majors, and career paths. This allows students to select majors that match their interest and begin planning their future careers.	- Student orientation - Ice-breaking activities - Dean and lecturers meet students - Club opening - Panel talk: Finding the right major, sharing the experiences of senior year students and lecturers - Self-assessment tool provided in the CDC Website
2-3	Students continue to explore their interests, motivations, skills, values, and job opportunities. Students should develop an increasingly better idea of their future careers. The CDC helps students to narrow down their career options and encourages students to develop job experience outside the university through internships and the work and travel program.	- Provide information about internship opportunities both online and offline. - Workshop: How to apply for internships - Soft skills workshops: Communication skills, Presentation skills, Leadership, Interpersonal skills - Panel talk: Sharing internship experiences, how to survive internships, internships abroad
4	Students finalize their career goals and prepare for the transition to work or graduate school. Students should possess the necessary hard and soft skills and be ready for professional life.	- Final orientation - Career Week - Soft skills workshops: Communication skills, Presentation skills, Leadership, Interpersonal skills - Panel talk: Industry and Career Insight, “What do recruiters look for?”, “How to navigate your first job?”, Study abroad and scholarship, “How to internationalize your career?”, etc.
After graduation	Student employability survey and follow-up	- Questionnaires are sent out to students and their employers every year - Information from the survey is used to improve TBS programs or course revisions

Appendix S4: Table S4-5

Example of TBS Alumni Career Success beyond Initial Placement

Public Sector (Government / Non-Profit Organization)	
Professor H.R.H. Nongyao Chaiseri	Foundation President, Thammasat University Hospital Former Minister, Ministry of University Affairs Former Rector of Thammasat University Former Dean, Thammasat Business School
Mrs. Bencha Louichareon	Chairman of the Board, Krung Thai Bank Public Company Limited Former Deputy Minister, Ministry of Finance
Mrs. Apiradi Tantraporn	Minister, Ministry of Commerce Former Ambassador and Permanent Representative of Thailand to the WTO.
Dr. Santi Kiranand	Executive Vice President Head of Markets Division and Issuer & Listing Division (Acting), The Stock Exchange of Thailand
Private Sector	
Professor Hiran Radeesri	Independent Director, Chairman of Audit Committee and Director, Shin Satellite Plc, Thaicom Public Company Limited
Honorary Professor Kesree Narongdej	Advisor, Thai Airways International Public Company Limited Founder and President of The Institute of Certified Accountants and Auditors of Thailand
Dr. Maruai Phadungsit	Chairman of the Board of Directors, Sahaviriya Steel Industries Public Company Limited Former Deputy Minister, Ministry of Finance Present The Stock Exchange of Thailand
Mr. Pichai Chunhavajira	Chairman, Bangchak Petroleum Public Company Limited Former President of PTT International Public Company Limited
Dr. Pichit Akrathit	Chief Executive Officer, Asia Wealth Securities
Mr. Anant Asavabhokin	Chairman and Chairman of the Executive Board, Land and Houses Bank Public Company Limited
Mr. Chatchai Payuhanaveechai	Executive Vice President, Kasikorn Bank Public Company Limited
Mr. Sirichai Sombutsiri	Independent Director, OHTL Public Public Company Limited Group Head of Business Banking Group of The Siam Commercial Bank Public Company Limited
Mr. Watchai Vilailuck	Chairman & CEO, Samart I-Mobile Public Company Limited
Ms. Oranuch Apisaksirikul	Group Chief Executive Officer & Director, TISCO Financial Group Public Company Limited
Mr. Thammasak Jittimaporn	Managing Director, Osotspa Company Limited
Mr. Montree Sornpaisarn	Co-Chief Executive Officer, Maybank Kim Eng Securities (Thailand) Public Company Limited
Mr. Supachai Suthipongschai	Managing Director, Thai City Electric Company Limited
Mr. Sompong Phaoenchoke	Director & Managing director, Thai Rung Union Car Public Company Limited
Mr. Sivaporn Chomsuwan	President, MCOT Public Company Limited

Example of TBS Alumni Career Success beyond Initial Placement

Private Sector (Cont.)	
Mr. Rathian Srimongkol, M.D.	Chief Executive Officer, President, Director and Member of Corporate Governance Committee, Krungthai Card Public Company Limited
Ms. Kaisri Nuengsigkapan	President, OHTL Public Public Company Limited, KPMG Phoomchai Holdings Public Company Limited
Ms. Supa Piyajitti	Director, Office of the National Anti –Corruption Commission
Mr. Winid Silamongkol	Chief Executive Officer, KPMG Phoomchai Audit Limited
Mr. Arnon Opaspimoltum	Deputy Managing Director, The Viriyah Insurance
Mr. Anon Sirisaengtaksin	Director / Chairman of the Risk Management Committee, PTT Global Chemical Public Company Limited
Mr. Pakpoom Srichamni	President, Director Executive Director Chairman of the Management Committee, Sino-Thai Engineering & Construction Public Company Limited
Mr. Wichai intraranukulkij	Managing Director, Indara Insurance Public Company Limited
Ms. Kanjana Anurakkamolkul	Executive Director and Director, Lion Corporation (Thailand) Limited
Mr. Surapoch Suwonpanich, M.D.	Director, The Bangkok Christian Hospital
Dr. Somjin Sornpaisarn	Managing Director, TMB Asset Management
Mr. Issara Boonyiung	Managing Director, Kanda Group Co., Ltd.
Mr. Phonglert Roeksasutthairach	Senior Vice President Asset Appraisal Department, TMB Bank Public Co., Ltd.
Mr. Lertvit Pumipitak	SEVP Corporate Business Development, Central Group
Mr. Sutthirak Sateanraphappayut	Managing Director, Thanasiri Group Plc.
Mr. Suttichai Srirattanawong	SVP and Director Office of CEO, Ananda Development Plc.
Mr. Channarong Buristrakul	Managing Director, Piman Group
Mr. Arnon Suntivisut	Client Partner, Facebook Thailand
Dr. Phanthian Zuesongdham	Corporate Process Management Consultant and e-Maritime Coordinator Managerial Staff, Business Unit Service, Department Innovation, Hamburg Port Authority AÖR, Germany

Appendix S5

Criteria for Faculty Sufficiency and Qualifications

Definitions and Policies for Faculty Sufficiency and Qualifications according to AACSB Standards and TBS Mission

Approved by TBS Board of Directors, 08/09/2014

Thammasat Business School deploys and maintains faculty consistent with the standards established by the Association to Advance Collegiate Schools of Business (AACSB) prescribing in Standard 5 and Standard 15. In order to meet AACSB standards, school has developed an operational guideline of:

1. The criteria for “Participating” and “Supporting” faculty status
2. The criteria to calculate the percentage of time devoted to TBS mission for each faculty qualification group
3. The criteria for faculty qualification and engagement

1. Criteria for “Participating” and “Supporting” Faculty Status

Participating Faculty Status

Participating faculty are defined as TBS permanent and contract faculty and include adjunct faculty who teach at least 1.5 credit hours per academic year with a particular expectation or commitment of continuation, who are engaged in activities beyond direct teaching responsibilities. Participating faculty serve the TBS mission through teaching and at least one of the following activities:

- Assurance of learning
- Curriculum development and revision
- Advisory or committee (at the school, department, or program level)
- Strategic planning activities (at the school, department, or program level)
- Student development and advising (Independent study/thesis advisor and reader, etc.)
- Representation and participation in school and university meetings and conferences on behalf of school
- Academic management services (Department Head, Center Director, Program Director, Academic Committee, etc.)
- Accreditation and quality assurance processes
- Participation in intellectual contributions
- Participation in research projects
- Participation in consulting projects
- Teaching at Executive Education
- Direction at Executive Education
- Other activities in the school, department, or program level

Supporting Faculty Status

Supporting faculty are defined as those faculty who are solely engaged in TBS teaching. The appointment is normally ad hoc appointments for one term, course, or module at a time without a particular expectation or commitment of continuation.

2. Criteria to Calculate the Percentage of Time Devoted to TBS Mission for Each Faculty Qualification Group

Permanent Faculty Equivalent		
Participating Faculty		
Participating Faculty	Responsibility (one academic year)	Permanent Equivalent
Permanent Faculty (Thai Nationals)	- Teach at least 4 courses - Produce at least 1 publication - Serve other TBS mission beyond direct teaching responsibility	100%
Research Track Faculty (International)	- Produce at least 1 <u>international PRJs</u> - Serve other TBS mission or teaching responsibility	100%
Contract Faculty hired by TBS	- Teach at least 2 courses (=30%) - Plus at least 1 publication - Serve other TBS missions beyond direct teaching responsibility	$>30\% \leq 100\%$
Contract Faculty hired by TU	- Teach at least 2 courses - Serve other TBS missions beyond direct teaching responsibility	30%
Admin Track Faculty (International)	- Teach at least 2 courses - Serve other TBS missions beyond direct teaching responsibility	40%
Adjunct Faculty	- Teach at least half course (=5%) - Serve other TBS missions beyond direct teaching responsibility	$\geq 10\% \leq 40\%$
Supporting Faculty		
Adjunct Faculty	Teach at least half course only	5%

3. Criteria for Faculty Qualification and Engagement

Faculty Categories

TBS faculty are categorized according to their initial academic preparation and professional experience, and, to their sustained academic and professional engagement activities. As detailed in AACSB Standard 15, the following four categories are used to classify faculty.

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

Figure S5-1 Faculty Categories

Scholarly Academics (SA)

Initial Academic Preparation

- Faculty who obtained a doctorate degree in a discipline related to the faculty member's teaching field with sustained engagement activities, or
- Faculty obtained a doctorate degree in a discipline related to the faculty member's teaching field within the last 5 years, or
- Faculty who are Doctoral student with "All But Dissertation (ABD)" Status (i.g. Ph.D. candidate or passed the defense of dissertation proposal)

Sustained Engagement Activities over the previous five years

Evidence of sustained academic engagement status for Scholarly Academics should include:

- Production of a minimum of two peer-reviewed journal articles and at least one of the following academic activities, or
- Active participation in leadership roles and accomplish at least one of the following academic activities

Academic Activities

- Produce ICs (i.e., PRJs, proceedings in academic conference, textbooks, revision of textbooks, case studies, and book chapters)
- Receive competitive grants for research and consulting projects
- Be active editorships with academic journals or other business publications
- Service on editorial boards, as reviewers or committee of academic journals or academic conferences
- Receive or renew professional certification that enhances classroom activities and research
- Receive recognition from academic societies and associations, research awards, academic fellowships, and invitation for presentations

Practice Academics (PA)

Initial Academic Preparation

- Faculty who obtained a doctorate degree in a discipline related to the faculty member's teaching field with sustained engagement in academic and professional activities.

Sustained Engagement Activities over the past five years

Evidence of sustained professional engagement for PA should include at least one academic and one professional activities:

Academic Activities
a) Produce ICs (i.e., PRJs, proceedings in academic conference, textbooks, revision of textbooks, case studies, and book chapters etc.) b) Receive competitive grants for research and consulting projects c) Be active editorships with academic, professional, or other business and management publications d) Service on editorial boards, as reviewers or committee of academic journals or academic conferences e) Receive or renew professional certification that enhances classroom activities and research f) Receive recognition from academic societies and associations, research awards, academic fellowships, and invitation for presentations g) Supervise thesis (12 credits) / independent study (6 credits) for master student or dissertation for doctoral student
Professional Activities
a) Service in consulting projects and activities align with the school mission b) Service on corporate boards or government committees c) Service in development and presentation of executive education programs of the school d) Have sustained professional work supporting qualified status e) Significantly participate in business professional associations f) Be relevant and active service on boards of directors g) Participate in professional events that focus on the practices of business, management, and related issues h) Other appropriate actions in professional activities

Scholarly Practitioners (SP)

Initial Academic Preparation

1. Faculty with significant work experience in the field in which they teach who hold a master degree in a discipline related to the faculty member's teaching field with sustained engagement activities. Normally, SP faculty should have managerial and executive level experience that enhances their teaching and other contributions to the school.

Sustained Engagement Activities over the past five years

Evidence of sustained engagement for SP should include at least one academic and one professional activities:

Academic Activities
a) Produce ICs (i.e., PRJs, proceedings in academic conference, textbooks, revision of textbooks, case studies, and book chapters etc.) b) Receive competitive grants for research and consulting projects c) Be active editorships with academic, professional, or other business and management publications d) Service on editorial boards, as reviewers or committee of academic journals or academic conferences e) Receive or renew professional certification that enhances classroom activities and research f) Receive recognition from academic societies and associations, research awards, academic fellowships, and invitation for presentations g) Supervised Thesis/Independent Study (6 credits) for master student or Dissertation for doctoral student
Professional Activities
a) Service in consulting projects and activities that align with the school mission b) Service on corporate boards or government committees c) Service in development and presentation of executive education programs of the school d) Have sustained professional work supporting qualified status e) Significantly participate in business professional associations f) Be relevant and active service on boards of directors g) Participate in professional events that focus on the practices of business, management, and related issues h) Have development and presentation of continuing professional education activities or executive education programs i) Other appropriate actions in professional activities

Instructional Practitioners (IP)

Initial Academic Preparation

1. Faculty who hold a master degree in a discipline related to the faculty member's teaching field.

Sustained Engagement Activities,

Evidence of sustained engagement for IP should include at least one of the following activities:

Academic Activities
h) Produce ICs (i.e., PRJs, proceedings in academic conference, textbooks, revision of textbooks, case studies, and book chapters etc.) i) Receive competitive grants for research and consulting projects j) Be active editorships with academic, professional, or other business and management publications k) Service on editorial boards, as reviewers or committee of academic journals or academic conferences l) Receive or renew professional certification that enhances classroom activities and research m) Receive recognition from academic societies and associations, research awards, academic fellowships, and invitation for presentations n) Supervised Thesis/Independent Study (6 credits) for master student or Dissertation for doctoral student
Professional Activities
j) Service in consulting projects and activities that align with the school mission k) Service on corporate boards or government committees l) Service in development and presentation of executive education programs of the school m) Have sustained professional work supporting qualified status n) Significantly participate in business professional associations o) Be relevant and active service on boards of directors p) Participate in professional events that focus on the practices of business, management, and related issues q) Have development and presentation of continuing professional education activities or executive education programs r) Other appropriate actions in professional activities

Other Qualifications (OQ)

Faculty who do not meet above criteria for SA, PA, SP, and IP.

To further the school mission, OQ faculty are encouraged to acquire additional academic preparation and conduct professional engagement activities in order to meet the criteria for SA, PA, SP, or IP.

Appendix S8: Section S8-1

Assurance of Learning Working Committee



Thammasat University
Faculty of Commerce and Accountancy Order
No. 280/ 2014

Subject: Appointment of the Association of Advanced Collegiate School of Business (AACSB) Assurance of Learning (AOL) Working Committees

Whereas it is deemed appropriate to obtain certification from the Association of Advanced Collegiate School of Business (AACSB) Assurance of Learning (AOL) with effectiveness and efficiency, the Dean of the Faculty of Commerce and Accountancy hereby revokes the Faculty of Commerce and Accountancy's Order No. 228/ 2014 given on June 13, 2014, and appoints the new Association of AACSB AOL Working Committees as follows:

The Faculty AACSB AOL Working Committee

1. Dean
2. Associate Dean for Academic Affairs
3. Associate Dean for Graduate Studies
4. Associate Dean for Research
5. Associate Dean for Administration
6. Associate Dean for International Affairs and Accreditation
7. Assistant Dean for Quality Assurance
8. Assistant Professor Dr. Orapan Yolrabil
9. Assistant Professor Pannapachr Itthiopassagul
10. Dr. Peter Ractham
11. Dr. Arunee Tanvisuth
12. Dr. Surat Teerakapibal
14. Mrs. Supatira Tandeemaporn
15. Mrs. Watchara Asawapittayanon
16. Miss Jeerawan Chankiew
17. Mr. Pichet Suksangsri

Duties and Responsibilities

1. To develop the AOL plan and design the AOL prototype for each program
2. To facilitate the implementation of the AOL plan with all faculty and staff
3. To analyze and evaluate the achievement of program learning goals
4. To prepare and present the AOL annual report with recommendations to the TBS Board and the TBS Advisory Committee
5. To close the loop by revising the AOL plan for continuous improvements and perform any other tasks designated by the Dean of the Faculty of Commerce and Accountancy

The Undergraduate AACSB AOL Working Committee

1. Dean
2. Associate Dean for Academic Affairs
3. Associate Dean for International Affairs and Accreditation
4. Assistant Dean for Quality Assurance
5. Associate Professor Srisomruk Intojunyong
6. Associate Professor Dr. Monvika Phadoongsitthi
7. Associate Professor Dr. Nopadol Rompho
8. Assistant Professor Dr. Orapan Yolrabil
9. Assistant Professor Obrom Chaowalerd
10. Assistant Professor Dr. Suntichai Kotcharin
11. Assistant Professor Dr. Duangjai Lorthanavanich
12. Assistant Professor Dr. Aurathai Lertwannawit
13. Dr. Somprasong Kosonboon
14. Lecturer Krit Pattamaroj
15. Dr. Arunee Tanvisuth
16. Dr. Alisara Charinsarn
17. Dr. Niti Rattanaprichavej
18. Lecturer Pornraht Pongprasert
19. Lecturer Parichat Jantori
20. Dr. Monthon Sorakraikitikul
21. Dr. Chaiyuth Padungsaksawasdi
22. Dr. Surat Teerakapibal
23. Dr. Wattanee Siritatsawas
24. Mrs. Watchara Asawapittayanon
25. Miss Sopa Ngamchalermak
26. Miss Jeerawan Chankiew
27. Mr. Pichet Suksangsri

The Graduate AACSB AOL Working Committee

1. Dean
2. Associate Dean for Academic Affairs
3. Associate Dean for Graduate Studies
4. Associate Dean for International Affairs and Accreditation
5. Assistant Dean for Quality Assurance
6. Director of Master of Science Program in Finance (International Program)
7. Director of Master of Science Program in Marketing (International Program)
8. Director of Master's Degree in Business Administration Program (International Program)
9. Director of Master's Degree in Business Administration (MBA, X-MBA, MBA HRM)
10. Director of Master of Science Program in Management Information Systems
11. Director of Master of Accounting Program
12. Director of Doctor of Philosophy Program in Business Administration (Ph.D.)
13. Director of Integrated Bachelor's and Master's Degree Program in Business and Accounting
14. Dr. Niti Rattanaprichavej
15. Lecturer Pornraht Pongprasert
16. Mrs. Supatira Tandeemaporn
17. Miss Kanokporn Banreangsri
18. Mrs. Kritsana Sangvorasilpa
19. Miss Umaporn Hongwattananon
20. Miss Natchaya Yangyuen
21. Miss Arunotai Khipawat
22. Miss Penpoonsuke Zreekum



- 23. Miss Jeerawan Chankiew
- 24. Mr. Pichet Suksangsri

Duties and Responsibilities

1. To be a program representative in working on the AOL plan and designing the AOL prototype for each program with the Faculty AACSB AOL Working Committee
2. To facilitate the implementation of the AOL plan with all faculty and staff and establish means for the evaluation
3. To cooperate in analyzing and evaluating the achievement of program learning goals with all lecturers in the department.
4. To produce the AOL report with recommendations
5. To submit the AOL report with recommendations to the Faculty AACSB AOL Working Committee
6. To perform any other tasks designated by the Dean of the Faculty of Commerce and Accountancy

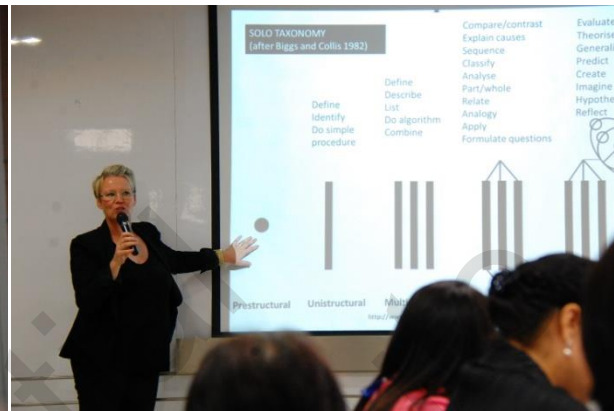
This order will henceforth be tenable from August 1, 2014 until completion of the Dean's mandate.

Given on August 1st, 2014

(Professor Siriluck Rotchanakitumnuai)
Dean

Appendix S8: Section S8-2

AOL Workshop 18-19 June 2014







Appendix S8: Section 8-3

AOL 5-Year Plan for Course Assessment for Continuous Improvement (Updated August 2015)

Undergraduate Programs

1. Bachelor of Accounting Five Year Plan (Semester)– BAC

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO: 1.1 Demonstrates relevant concepts and theories in accounting.	AC421 AC431 AC441	AC441	AC421 AC431 AC441	AC441	AC421 AC431 AC441	AC441	AC421 AC431 AC441	AC441	AC421 AC431 AC441	AC441
LO: 1.2 Applies concepts and theories into accounting and business practice.	AC421 AC431 AC441	AC441	AC421 AC431 AC441	AC441	AC421 AC431 AC441	AC441	AC421 AC431 AC441	AC441	AC421 AC431 AC441	AC441
LG2: Ready-to-work in Global Business Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LG3: Social Responsibility and Ethical Conduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401

AC421 Seminar in Financial Accounting
AC431 Seminar in Management Accounting
AC441 Seminar in Auditing
BA401 Strategic Management

2. Bachelor of Business Administration Five Year Plan (Semester): Marketing Major – BBA (MK)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO: 1.1 Demonstrates relevant concepts and theories in marketing.	MK312	MK312	MK312	MK312	MK312	MK312	MK312	MK312	MK312	MK312
LO: 1.2 Applies concepts and theories into marketing and business practice.	MK312	MK312	MK312	MK312	MK312	MK312	MK312	MK312	MK312	MK312
LG2: Ready-to-work in Global Business Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LG3: Social Responsibility and Ethical Conduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401

MK312 Marketing Planning

BA401 Strategic Management

3. Bachelor of Business Administration Five Year Plan (Semester): Finance Major- BBA (FN)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO: 1.1 Demonstrates relevant concepts and theories in finance.	FN413	FN413	FN413	FN413	FN413	FN413	FN413	FN413	FN413	FN413
LO: 1.2 Applies concepts and theories into finance and business practice.	FN413	FN413	FN413	FN413	FN413	FN413	FN413	FN413	FN413	FN413
LG2: Ready-to-work in Global Business Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LG3: Social Responsibility and Ethical Conduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401

FN413 Strategic Financial Management

BA401 Strategic Management

4. Bachelor of Business Administration Five Year Plan (Semester): Management Information Systems Major – BBA (MIS)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO: 1.1 Demonstrates relevant concepts and theories in information systems.	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352
LO: 1.2 Applies concepts and theories into information systems and business practice.	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352	IS315 IS352
LG2: Ready-to-work in Global Business Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LG3: Social Responsibility and Ethical Conduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401

IS315 Information System Analysis

IS352 Electronic Business

BA401 Strategic Management

5. Bachelor of Business Administration Five Year Plan (Semester): Operations Management Major- BBA (OM)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence	✓	✓	✓	✓		✓		✓		✓
LO: 1.1 Demonstrates relevant concepts and theories in operations management.	OM311	OM313	OM311	OM311 OM313		OM311 OM313		OM311 OM313		OM311 OM313
LO: 1.2 Applies concepts and theories into operations management and business practice.	OM311	OM313	OM311	OM311 OM313		OM311 OM313		OM311 OM313		OM311 OM313
LG2: Ready-to-work in Global Business Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LG3: Social Responsibility and Ethical Conduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401

OM311 Data Analysis for Decision Making

OM313 Process Analysis and Improvement

BA401 Strategic Management

6. Bachelor of Business Administration Five Year Plan (Semester): Organization, Entrepreneurial, and Human Resource Management Major – BBA (MOEH)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO: 1.1 Demonstrates relevant concepts and theories in organization, entrepreneurial, and human resource management.	HR211 HR311 HR312	HR211 HR311	HR211 HR311 HR312	HR211 HR311	HR211 HR311 HR312	HR211 HR311	HR211 HR311 HR312	HR211 HR311	HR211 HR311 HR312	HR211 HR311
LO: 1.2 Applies concepts and theories into organization, entrepreneurial, and human resource management and business practice.	HR211 HR311 HR312	HR211 HR311	HR211 HR311 HR312	HR211 HR311	HR211 HR311 HR312	HR211 HR311	HR211 HR311 HR312	HR211 HR311	HR211 HR311 HR312	HR211 HR311
LG2: Ready-to-work in Global Business Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LG3: Social Responsibility and Ethical Conduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401

HR 211 Human Resource Management
 HR 311 Organizational Behavior
 HR 312 Performance Management System
 BA401 Strategic Management

7. Bachelor of Business Administration Five Year Plan (Semester): Real Estate Major- BBA (RE)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence		✓		✓		✓		✓		✓
LO: 1.1 Demonstrates relevant concepts and theories in real estate.		RB421		RB421		RB421		RB421		RB421
LO: 1.2 Applies concepts and theories into real estate and business practice.		RB421		RB421		RB421		RB421		RB421
LG2: Ready-to-work in Global Business Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LG3: Social Responsibility and Ethical Conduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401

RB421 Real Estate Seminar

BA401 Strategic Management

8. Bachelor of Business Administration Five Year Plan (Semester): International Business, Logistics and Transport Major – BBA (IBLT)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence		✓		✓		✓		✓		✓
LO: 1.1 Demonstrates relevant concepts and theories in international business, logistics, and transportation management.		IB312		IB312		IB312		IB312		IB312
LO: 1.2 Applies concepts and theories into international business, logistics, and transportation management and business practice.		IB312		IB312		IB312		IB312		IB312
LG2: Ready-to-work in Global Business Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401
LG3: Social Responsibility and Ethical Conduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401	BA401

IB312 Research Methodology

BA401 Strategic Management

Integrated Bachelor's and Master's Degree Programs

9. Bachelor of Accounting (Integrative Business Accounting) Five Year Plan (Semester)– IBMP-BAC

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence		✓		✓		✓		✓		✓
LO: 1.1 Demonstrates relevant concepts and theories in accounting.		AI439		AI439		AI439		AI439		AI439
LO: 1.2 Applies concepts and theories into accounting and business practice.		AI439		AI439		AI439		AI439		AI439
LG2: Ready-to-work in Global Business Environment	✓		✓		✓		✓		✓	
LO2.1 Demonstrates effective interpersonal skills.	BI313		BI313		BI313		BI313		BI313	
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	BI313		BI313		BI313		BI313		BI313	
LG3: Social Responsibility and Ethical Conduct		✓		✓		✓		✓		✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.		TU100		TU100		TU100		TU100		TU100

AI439 Accounting Internship

BI313 Business Cultural and Etiquette

TU100 Civic Education (BI329 Business-for-Society Campaign)

10. Bachelor of Business Administration (Integrative Business Management) Five Year Plan (Semester)– IBMP-BBA

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence	✓		✓		✓		✓		✓	
LO: 1.1 Demonstrates relevant concepts and theories in business administration.	BI439		BI439		BI439		BI439		BI439	
LO: 1.2 Applies concepts and theories into business administration and business practice.	BI439		BI439		BI439		BI439		BI439	
LG2: Ready-to-work in Global Business Environment		✓		✓		✓		✓		✓
LO2.1 Demonstrates effective interpersonal skills.		BI313		BI313		BI313		BI313		BI313
LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.		BI313		BI313		BI313		BI313		BI313
LG3: Social Responsibility and Ethical Conduct		✓		✓		✓		✓		✓
LO3.1 Considers impacts of business decisions from ethical and social perspectives.		TU100		TU100		TU100		TU100		TU100

BI313 Business Cultural and Etiquette

BI439 Business in Practice Internship

TU100 Civic Education (BI329 Business-for-Society Campaign)

11. Master of Accounting (Integrative Business Accounting) Five Year Plan (Semester) – IBMP-M (AC)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence		✓		✓		✓		✓		✓
LO: 1.1 Demonstrates understanding of concepts and theories in accounting.		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination
LO: 1.2 Applies business concepts and theories in business problem solving.		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination
LG2: Ready-to-work in Global Business Environment		✓		✓		✓		✓		✓
LO2.1 Demonstrates effective interpersonal skills.		AI719		AI719		AI719		AI719		AI719
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.		AI719		AI719		AI719		AI719		AI719
LG3: Social Responsibility and Ethical Conduct		✓		✓		✓		✓		✓
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.		AI719		AI719		AI719		AI719		AI719

AI719 Independent Study: Project in Accounting

12. Master of Science (Marketing Management) Five Year Plan (Semester) – IBMP M (MM)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence		✓		✓		✓		✓		✓
LO: 1.1 Demonstrates understanding of concepts and theories in accounting.		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination
LO: 1.2 Applies business concepts and theories in business problem solving.		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination
LG2: Ready-to-work in Global Business Environment		✓		✓		✓		✓		✓
LO2.1 Demonstrates effective interpersonal skills.		MM719		MM719		MM719		MM719		MM719
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.		MM719		MM719		MM719		MM719		MM719
LG3: Social Responsibility and Ethical Conduct		✓		✓		✓		✓		✓
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.		MM719		MM719		MM719		MM719		MM719

MM719 Independent Study: Project in Marketing

13. Master of Science (Financial Management) Five Year Plan (Semester) – IBMP-M (FM)

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence		✓		✓		✓		✓		✓
LO: 1.1 Demonstrates understanding of concepts and theories in accounting.		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination
LO: 1.2 Applies business concepts and theories in business problem solving.		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination		Comprehensive Examination
LG2: Ready-to-work in Global Business Environment		✓		✓		✓		✓		✓
LO2.1 Demonstrates effective interpersonal skills.		FM719		FM719		FM719		FM719		FM719
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.		FM719		FM719		FM719		FM719		FM719
LG3: Social Responsibility and Ethical Conduct		✓		✓		✓		✓		✓
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.		FM719		FM719		FM719		FM719		FM719

FM719 Independent Study: Project in Finance

Master Programs

14. Master of Business Administration Five Year Plan (Trimester) – MBA

Program Learning Goal/ Learning Objective	2014			2015			2016			2017			2018		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term1	Term 2	Term 3
LG1: Academic Excellence		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓
LO: 1.1 Demonstrates understanding of concepts and theories in business administration.		BA703	BA703		BA703	BA703		BA703	BA703		BA703	BA703		BA703	BA703
LO: 1.2 Applies business concepts and theories in business problem solving.		BA703	BA703		BA703	BA703		BA703	BA703		BA703	BA703		BA703	BA703
LG2: Ready-to-work in Global Business Environment	✓			✓			✓			✓			✓		
LO2.1 Demonstrates effective interpersonal skills.	BA704			BA704			BA704			BA704			BA704		
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	BA704			BA704			BA704			BA704			BA704		
LG3: Social Responsibility and Ethical Conduct	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	BA604		BA604	BA604		BA604	BA604		BA604	BA604		BA604	BA604		BA604

BA604 Corporate Governance and Social Responsibility

BA703 Strategic Management

BA704 Business Management in Regional Context

15. Master of Business Administration (Human Resource and Organization Management) Five Year Plan (Trimester) – MBA-HRM

Program Learning Goal/ Learning Objective	2014			2015			2016			2017			2018		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
LG1: Academic Excellence		✓			✓			✓			✓			✓	
LO: 1.1 Demonstrates understanding of concepts and theories in business administration and human resource and organization management.		BA703			BA703			BA703			BA703			BA703	
LO: 1.2 Applies business concepts and theories in business problem solving.		BA703			BA703			BA703			BA703			BA703	
LG2: Ready-to-work in Global Business Environment	✓			✓			✓			✓			✓		
LO2.1 Demonstrates effective interpersonal skills.	BA704			BA704			BA704			BA704			BA704		
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	BA704			BA704			BA704			BA704			BA704		
LG3: Social Responsibility and Ethical Conduct	✓			✓			✓			✓			✓		
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	BA604			BA604			BA604			BA604			BA604		

BA604 Corporate Governance and Social Responsibility

BA703 Strategic Management

BA704 Business Management in Regional Context

16. Master of Business Administration (Executive MBA) Five Year Plan (Trimester) – XMBA

Program Learning Goal/ Learning Objective	2014			2015			2016			2017			2018		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term1	Term 2	Term 3
LG1: Academic Excellence		✓			✓			✓			✓			✓	
LO: 1.1 Demonstrates understanding of concepts and theories in business administration and strategic management.		XM702			XM702			XM702			XM702			XM702	
LO: 1.2 Applies business concepts and theories in business problem solving.		XM702			XM702			XM702			XM702			XM702	
LG2: Ready-to-work in Global Business Environment	✓			✓			✓			✓			✓		
LO2.1 Demonstrates effective interpersonal skills.	XM701			XM701			XM701			XM701			XM701		
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	XM701			XM701			XM701			XM701			XM701		
LG3: Social Responsibility and Ethical Conduct	✓			✓			✓			✓			✓		
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	XM719			XM719			XM719			XM719			XM719		

XM701 Modern Entrepreneurship and Business Innovation

XM702 Seminar in Strategic Management

XM719 Strategic Corporate Social Responsibility

17. Master of Science in Accounting Five Year Plan (Semester) – MAP

Program Learning Goal/ Learning Objective	2014			2015			2016			2017			2018		
	Term 1	Term 2	Summer	Term 1	Term 2	Summer	Term 1	Term 2	Summer	Term 1	Term 2	Summer	Term 1	Term 2	Summer
LG1: Academic Excellence	✓				✓			✓			✓			✓	
LO: 1.1 Demonstrates understanding of concepts and theories in accounting.	AC602				AC603			AC603			AC603			AC603	
LO: 1.2 Applies business concepts and theories in business problem solving.	AC602				AC603			AC603			AC603			AC603	
LG2: Ready-to-work in Global Business Environment			✓		✓			✓			✓			✓	
LO2.1 Demonstrates effective interpersonal skills.			AC601		AC603			AC603			AC603			AC603	
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.			AC601		AC603			AC603			AC603			AC603	
LG3: Social Responsibility and Ethical Conduct			✓		✓			✓			✓			✓	
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.			AC606		AC603			AC603			AC603			AC603	

AC601 Business Communication Skills

AC602 Financial Reporting Standards 1

AC603 Management Control System

AC606 Professional Ethics and Governance

18. Master of Science (Management Information Systems) Five Year Plan (Trimester) – MSMIS

Program Learning Goal/ Learning Objective	2014 (Semester)			2015 (Semester)			2016 (Trimester)			2017 (Trimester)			2018 (Trimester)		
	Term 1	Term 2	Summer	Term 1	Term 2	Summer	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
LG1: Academic Excellence		✓			✓		✓			✓			✓		
LO: 1.1 Demonstrates understanding of concepts and theories in management information systems.		IS721			IS721		IS601			IS601			IS601		
LO: 1.2 Applies business concepts and theories in business problem solving.		IS721			IS721		IS601			IS601			IS601		
LG2: Ready-to-work in Global Business Environment		✓			✓		✓			✓			✓		
LO2.1 Demonstrates effective interpersonal skills.		IS721			IS721		IS601			IS601			IS601		
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.		IS721			IS721		IS601			IS601			IS601		
LG3: Social Responsibility and Ethical Conduct		✓			✓		✓			✓			✓		
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.		IS721			IS721		IS601			IS601			IS601		

IS721 Planning and Management of Strategic Information Systems

IS601 Modern Business Management in Digital Era

19. Master of Science (Real Estate Business) Five Year Plan (Trimester) – MRE

Program Learning Goal/ Learning Objective	2014			2015			2016			2017			2018		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term1	Term 2	Term 3
LG1: Academic Excellence			✓			✓			✓			✓			✓
LO: 1.1 Demonstrates understanding of concepts and theories in real estate business.			RB651			RB651			RB651			RB651			RB651
LO: 1.2 Applies business concepts and theories in business problem solving.			RB651			RB651			RB651			RB651			RB651
LG2: Ready-to-work in Global Business Environment			✓			✓			✓			✓			✓
LO2.1 Demonstrates effective interpersonal skills.			RB651			RB651			RB651			RB651			RB651
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.			RB651			RB651			RB651			RB651			RB651
LG3: Social Responsibility and Ethical Conduct			✓			✓			✓			✓			✓
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.			RB651			RB651			RB651			RB651			RB651

RB651 Real Estate Valuation Analysis

20. Master of Business Administration (International) Five Year Plan (Trimester) – IMBA

Program Learning Goal/ Learning Objective	2014			2015			2016			2017			2018		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term1	Term 2	Term 3
LG1: Academic Excellence			✓		✓			✓			✓			✓	
LO: 1.1 Demonstrates understanding of concepts and theories in global entrepreneurship management.			GI760		GI761			GI761			GI761			GI761	
LO: 1.2 Applies business concepts and theories in business problem solving.			GI760		GI761			GI761			GI761			GI761	
LG2: Ready-to-work in Global Business Environment		✓			✓			✓				✓			✓
LO2.1 Demonstrates effective interpersonal skills.		GI602				GI634			GI634			GI634			GI634
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.		GI602				GI634			GI634			GI634			GI634
LG3: Social Responsibility and Ethical Conduct			✓		✓			✓			✓			✓	
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.			GI760		GI761			GI761			GI761			GI761	

GI602 Marketing Decisions

GI760 Independent Study I

GI761 Independent Study II

21. Master of Science (Marketing) (International) Five Year Plan (Trimester) – MIM

Program Learning Goal/ Learning Objective	2014			2015			2016			2017			2018		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
LG1: Academic Excellence				✓			✓			✓			✓		
LO: 1.1 Demonstrates understanding of concepts and theories in marketing.				MK601			MK601			MK601			MK601		
LO: 1.2 Applies business concepts and theories in business problem solving.				MK601			MK601			MK601			MK601		
LG2: Ready-to-work in Global Business Environment		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LO2.1 Demonstrates effective interpersonal skills.			MK703 (T2.1.2)	MK614 (T2.1.1, T2.1.3)		MK703 (T2.1.2)	MK614 (T2.1.1, T2.1.3)		MK703 (T2.1.2)	MK614 (T2.1.1, T2.1.3)		MK703 (T2.1.2)	MK614 (T2.1.1, T2.1.3)		MK703 (T2.1.2)
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.		MK612 (Trait 2.2.1)			MK612 (Trait 2.2.1)			MK612 (Trait 2.2.1)			MK612 (Trait 2.2.1)			MK612 (Trait 2.2.1)	
LG3: Social Responsibility and Ethical Conduct				✓			✓			✓			✓		
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.				MK601			MK601			MK601			MK601		

MK601 Marketing Management
 MK614 Marketing Research
 MK612 Global Marketing Strategy
 MK703 Independent Study II

22. Master of Science (Finance) (International) Five Year Plan (Trimester) – MIF

Program Learning Goal/ Learning Objective	2014			2015			2016			2017			2018		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term1	Term 2	Term 3
LG1: Academic Excellence	✓	✓				✓			✓			✓			✓
LO: 1.1 Demonstrates understanding of concepts and theories in finance.	MF641					MF792			MF792			MF792			MF792
LO: 1.2 Applies business concepts and theories in business problem solving.		MF630 MF791				MF792			MF792			MF792			MF792
LG2: Ready-to-work in Global Business Environment			✓			✓			✓			✓			✓
LO2.1 Demonstrates effective interpersonal skills.			MF792			MF792			MF792			MF792			MF792
LO2.2 Takes into consideration on the global context, issues, and trends in decision making.			MF792			MF792			MF792			MF792			MF792
LG3: Social Responsibility and Ethical Conduct			✓			✓			✓			✓			✓
LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.			MF792			MF792			MF792			MF792			MF792

MF641 Corporate Financial Theory

MF630 Research Methodology in Financial Studies

MF791 Independent Study I

MF792 Independent Study II

Ph.D. Programs

23. Doctor of Philosophy (Business Administration) (International) Five Year Plan (Semester) – Ph.D.

Program Learning Goal/ Learning Objective	2014		2015		2016		2017		2018	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
LG1: Academic Excellence		✓		✓		✓		✓		✓
LO1.1 Applies a deep understanding of concepts and theories to develop advanced/new knowledge or frameworks in the specialized discipline.		Final Defense		Final Defense		Final Defense		Final Defense		Final Defense
LG2: Ready-to-work in Global Business Environment		✓		✓		✓		✓		✓
LO2.1 Delivers effective communication competencies at the professional level.		Final Defense		Final Defense		Final Defense		Final Defense		Final Defense
LO2.2 Adopts a global context in developing research framework and analysis, and considers the global issues and trends in producing intellectual contributions.		Final Defense		Final Defense		Final Defense		Final Defense		Final Defense
LG3: Social Responsibility and Ethical Conduct		✓		✓		✓		✓		✓
LO3.1 Evaluates the ethical conduct in research and acts responsibly.		Final Defense		Final Defense		Final Defense		Final Defense		Final Defense

Appendix S8: Section S8-4

TBS Degree Programs Assurance of Learning: Learning Goals, Learning Objectives, Traits, Rubrics and Target

AOL Bachelor of Accounting (Thai and International Programs)						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates relevant concepts and theories in accounting.	T1.1.1 Illustrates relevant concepts and theories in accounting.	Lacks an understanding or shows a misunderstanding of basic theories and concepts.	Exhibits an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies concepts and theories into accounting and business practice.	T1.2.1 Applies concepts and frameworks in accounting and business practice in practical situations.	Lacks an ability to apply or applies relevant, concepts and frameworks inappropriately.	Adequately and appropriately applies concepts and frameworks into practice.	Thoroughly applies of concepts and frameworks into practice.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Exhibits team-work skills.	Offers limited participation and contributions to team project.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	T2.2.1 Analyzes impacts of global environment on business problems.	Fails to provide accurate analysis	Offers moderate analysis but cannot provide concrete in-depth evidence.	Offers profound and accurate analysis of the impact of the global environment on business problems related to business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Considers impacts of business decisions from ethical and social perspectives.	T3.1.1 Identifies ethical and social responsibility issues in business decisions.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes impacts of business conduct on stakeholders.	Fails to analyze key impacts of business conduct on stakeholders.	Adequately analyzes key impacts of business conduct on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Bachelor of Business Administration: Marketing Major (Thai and International Programs)						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates relevant concepts and theories in marketing.	T1.1.1 Illustrates relevant concepts and theories in marketing.	Lacks an understanding or shows a misunderstanding of basic concepts and theories.	Exhibits an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies concepts and theories into marketing and business practice.	T1.2.1 Applies concepts and frameworks in marketing and business practice in practical situations.	Lacks an ability to apply or applies relevant concepts and frameworks inappropriately.	Adequately and appropriately applies concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Exhibits team-work skills.	Offers limited participation and contributions to team project.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	T2.2.1 Analyzes impacts of global environment on business problems.	Fails to provide accurate analysis	Offers moderate analysis but cannot provide concrete in-depth evidence.	Offers profound and accurate analysis of the impact of the global environment on business problems related to business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Considers impacts of business decisions from ethical and social perspectives.	T3.1.1 Identifies ethical and social responsibility issues in business decisions.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes impacts of business conduct on stakeholders.	Fails to analyze key impacts of business conduct on stakeholders.	Adequately analyzes key impacts of business conduct on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Bachelor of Business Administration: Finance Major (Thai and International Programs)

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates relevant concepts and theories in finance.	T1.1.1 Illustrates relevant concepts and theories in finance.	Lacks an understanding or shows a misunderstanding of basic theories and concepts.	Exhibits an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies concepts and theories into finance and business practice.	T1.2.1 Applies concepts and frameworks in finance and business practice in practical situations.	Lacks an ability to apply or applies relevant concepts and frameworks inappropriately.	Adequately and appropriately applies concepts and frameworks into practice.	Thoroughly applies frameworks and concepts into practice.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Exhibits team-work skills.	Offers limited participation and contributions to team project.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	T2.2.1 Analyzes impacts of global environment on business problems.	Fails to provide accurate analysis	Offers moderate analysis but cannot provide concrete in-depth evidence.	Offers profound and accurate analysis of the impact of the global environment on business problems related to business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Considers impacts of business decisions from ethical and social perspectives.	T3.1.1 Identifies ethical and social responsibility issues in business decisions.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes impacts of business conduct on stakeholders.	Fails to analyze key impacts of business conduct on stakeholders.	Adequately analyzes key impacts of business conduct on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Bachelor of Business Administration: Organization, Entrepreneurial, and Human Resource Management Major

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates relevant concepts and theories in organization, entrepreneurial, and human resource management.	T1.1.1 Illustrates relevant concepts and theories in organization, entrepreneurial, and human resource management.	Lacks an understanding or shows a misunderstanding of basic theories and concepts.	Exhibits an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies concepts and theories into organization, entrepreneurial, and human resource management and business practice.	T1.2.1 Applies concepts and frameworks in organization, entrepreneurial, and human resource management and business practice in practical situations.	Lacks an ability to apply or applies relevant concepts and frameworks inappropriately.	Adequately and appropriately applies concepts and frameworks into practice.	Thoroughly applies frameworks and concepts into practice.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Exhibits team-work skills.	Offers limited participation and contributions to team project.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration of the global context, issues, and trends in business decision making.	T2.2.1 Analyzes impacts of global environment on business problems.	Fails to provide accurate analysis	Offers moderate analysis but cannot provide concrete in-depth evidence.	Offers profound and accurate analysis of the impact of the global environment on business problems related to business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Considers impacts of business decisions from ethical and social perspectives.	T3.1.1 Identifies ethical and social responsibility issues in business decisions.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes impacts of business conduct on stakeholders.	Fails to analyze key impacts of business conduct on stakeholders.	Adequately analyzes key impacts of business conduct on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Bachelor of Business Administration: International Business, Logistics and Transportation Major

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates relevant concepts and theories in international business, logistics, and transportation management.	T1.1.1 Illustrates relevant concepts and theories in international business, logistics, and transportation management.	Lacks an understanding or shows a misunderstanding of basic theories and concepts.	Exhibits an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies concepts and theories into international business, logistics, and transportation management and business practice.	T1.2.1 Applies concepts and frameworks in international business, logistics, and transportation management and business practice in practical situations.	Lacks an ability to apply or applies relevant concepts and frameworks inappropriately.	Adequately and appropriately applies concepts and frameworks into practice.	Thoroughly applies frameworks and concepts into practice.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Exhibits team-work skills.	Offers limited participation and contributions to team project.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	T2.2.1 Analyzes impacts of global environment on business problems.	Fails to provide accurate analysis	Offers moderate analysis but cannot provide concrete in-depth evidence.	Offers profound and accurate analysis of the impact of the global environment on business problems related to business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Considers impacts of business decisions from ethical and social perspectives.	T3.1.1 Identifies ethical and social responsibility issues in business decisions.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes impacts of business conduct on stakeholders.	Fails to analyze key impacts of business conduct on stakeholders.	Adequately analyzes key impacts of business conduct on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Bachelor of Accounting (Integrative Business Accounting)						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates relevant concepts and theories in accounting.	T1.1.1 Illustrates relevant concepts and theories in accounting.	Lacks an understanding or shows a misunderstanding of basic theories and concepts.	Exhibits an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies concepts and theories into accounting and business practice.	T1.2.1 Applies concepts and frameworks in accounting and business practice in practical situations.	Lacks an ability to apply or applies relevant concepts and frameworks inappropriately.	Adequately and appropriately applies concepts and frameworks into practice.	Thoroughly applies frameworks and concepts into practice.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions , summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Exhibits team-work skills.	Offers limited participation and contributions to team project.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	T2.2.1 Analyzes impacts of global environment on business problems.	Fails to provide accurate analysis	Offers moderate analysis but cannot provide concrete in-depth evidence.	Offers profound and accurate analysis of the impact of the global environment on business problems related to business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Considers impacts of business decisions from ethical and social perspectives.	T3.1.1 Identifies ethical and social responsibility issues in business decisions.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes impacts of business conduct on stakeholders.	Fails to analyze key impacts of business conduct on stakeholders.	Adequately analyzes key impacts of business conduct on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Bachelor of Business Administration (Integrative Business Management)

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates relevant concepts and theories in business administration.	T1.1.1 Illustrates relevant concepts and theories in business administration.	Lacks an understanding or shows a misunderstanding of basic theories and concepts.	Exhibits an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies concepts and theories into business administration and business practice.	T1.2.1 Applies concepts and frameworks in business administration and business practice in practical situations.	Lacks an ability to apply or applies relevant concepts and frameworks inappropriately.	Adequately and appropriately applies concepts and frameworks into practice.	Thoroughly applies frameworks and concepts into practice.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Exhibits team-work skills.	Offers limited participation and contributions to team project.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in business decision making.	T2.2.1 Analyzes impacts of global environment on business problems.	Fails to provide accurate analysis	Offers moderate analysis but cannot provide concrete in-depth evidence.	Offers profound and accurate analysis of the impact of the global environment on business problems related to business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Considers impacts of business decisions from ethical and social perspectives.	T3.1.1 Identifies ethical and social responsibility issues in business decisions.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes impacts of business conduct on stakeholders.	Fails to analyze key impacts of business conduct on stakeholders.	Adequately analyzes key impacts of business conduct on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Accounting (Integrative Business Accounting)						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in Accounting	T1.1.1 Illustrates relevant concepts and theories in accounting.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in accounting.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in accounting problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Science (Marketing Management)

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in marketing.	T1.1.1 Illustrates relevant concepts and theories in marketing.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in marketing.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in marketing problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
	LG3: Social Responsibility and Ethical Conduct	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Science (Financial Management)						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in finance.	T1.1.1 Illustrates relevant concepts and theories in finance.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in finance.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in finance problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Business Administration						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in business administration.	T1.1.1 Illustrates relevant concepts and theories in business administration.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in business administration problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Business Administration (Human Resource and Organization Management)

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in business administration and human resource and organization management.	T1.1.1 Illustrates relevant concepts and theories in business administration and human resource and organization management.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in business administration and human resource and organization management.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in business administration and human resource and organization management problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Business Administration (Executive MBA)

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in business administration and strategic management.	T1.1.1 Illustrates relevant concepts and theories in business administration and strategic management.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in business administration and strategic management.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in business administration and strategic management problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Science in Accounting						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in accounting.	T1.1.1 Illustrates relevant concepts and theories in accounting.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in accounting.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in accounting problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Science (Management Information Systems)

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in management information systems.	T1.1.1 Illustrates relevant concepts and theories in management information systems.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in management information systems.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in management information systems problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Science (Real Estate Business)						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in real estate business.	T1.1.1 Illustrates relevant concepts and theories in real estate business.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in real estate business.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in real estate business problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Business Administration (Global Entrepreneurship) (International)

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in global entrepreneurship management.	T1.1.1 Illustrates relevant concepts and theories in global entrepreneurship management.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in global entrepreneurship management.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in global entrepreneurship management problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Science (Marketing) (International)

Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in marketing.	T1.1.1 Illustrates relevant concepts and theories in marketing.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in marketing.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in marketing problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Master of Science (Finance) (International)						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Demonstrates understanding of concepts and theories in finance.	T1.1.1 Illustrates relevant concepts and theories in finance.	Fails to exhibit an adequate understanding of basic theories and concepts.	Exhibits a comprehensive understanding of theories and concepts.	Exhibits a comprehensive understanding of theories and concepts and offers improvements in finance.	≥ 85% Satisfactory and Outstanding
	LO: 1.2 Applies business concepts and theories in business problem solving.	T1.2.1 Applies concepts and frameworks in finance problem solving.	Fails to adequately and appropriately apply concepts and frameworks into practice.	Thoroughly applies concepts and frameworks into practice.	Exhibits highly effective applications of relevant theories and concepts on practical business issues.	≥ 85% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Demonstrates effective interpersonal skills.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in oral work with major errors and ineffective visual aids.	Adequately addresses case or research questions and provides relevant supporting arguments in oral work with some minor errors but easy to follow and effectively presented.	Clearly addresses case or research questions, summarizes findings in oral work and offers a well organized presentation.	≥ 85% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provide relevant supporting arguments in written work with major errors.	Adequately addresses case or research questions and provides relevant supporting arguments in written work with some minor errors but effectively written.	Clearly summarizes findings in written work and has a well organized supporting arguments.	≥ 85% Satisfactory and Outstanding
		T2.1.3 Demonstrates team-working skills.	Moderately participates and contributes to team project.	Actively participates and contributes to team project.	Shows leadership in participation and contributions to team project.	≥ 85% Satisfactory and Outstanding
	LO2.2 Takes into consideration on the global context, issues, and trends in decision making.	T2.2.1 Evaluates impacts of global environment on business problems.	Delivers moderate analysis but cannot provide concrete in-depth evidence.	Delivers profound and accurate analysis of the impacts of global environment on business problems related to business administration.	Delivers profound and accurate analysis of the impacts of the global environment on business problems and offers improvements in business administration.	≥ 85% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the impacts of business decisions from ethical and social perspectives.	T3.1.1 Evaluates ethical and social responsibility issues in business.	Fails to identify ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions.	Identifies key ethical or social responsibility issues in business decisions with comparable examples.	≥ 85% Satisfactory and Outstanding
		T3.1.2 Analyzes the impacts of business conduct on stakeholders.	Fails to analyze the key impacts of business conducts on stakeholders.	Adequately analyzes the key impacts of business conducts on stakeholders.	Completely analyzes the impacts of business conduct on stakeholders in detail and provides valid suggestions to stakeholders.	≥ 85% Satisfactory and Outstanding

AOL Doctor of Philosophy (Business Administration) (International)						
Learning Goals	Learning Objectives	Traits	Rubrics			Target
			Unsatisfactory	Satisfactory	Outstanding	
LG1: Academic Excellence	LO1.1 Applies a deep understanding of concepts and theories to develop advanced/new knowledge or frameworks in the specialized discipline.	T1.1.1 Illustrates or frameworks in dissertation and publication.	Fails to demonstrate a comprehensive understanding of concepts and theories.	Demonstrates a comprehensive understanding of concepts and theories contributing to the academic knowledge in dissertation with publication in international peer-reviewed journals.	Demonstrates a comprehensive understanding of concepts and theories contributing to the academic knowledge in dissertation with publication in high impact international peer-reviewed journals.	100% Satisfactory and Outstanding
		T1.1.2 Applies results in practical situations in dissertation.	Lacks application of results in practical situations.	Demonstrates effective applications of results on practical business issues.	Demonstrates highly effective applications of results on practical business issues.	100% Satisfactory and Outstanding
LG2: Ready-to-work in Global Business Environment	LO2.1 Delivers effective communication competencies at the professional level.	T2.1.1 Exhibits effective oral communication.	Fails to adequately address case or research questions and provides relevant supporting arguments in the dissertation presentation with major errors.	Presents in a well-organized, meaningful, convincing and eloquent manner in the dissertation defense.	Presents in a highly organized and articulate manner with critically analyzed results in the dissertation defense.	100% Satisfactory and Outstanding
		T2.1.2 Exhibits effective written communication.	Fails to adequately address case or research questions and provides relevant supporting arguments in the dissertation with major errors.	Offers a well-written, meaningful, convincing and eloquent dissertation.	Offers a highly organized and articulate dissertation with critically analyzed results.	100% Satisfactory and Outstanding
	LO2.2 Adopts a global context in developing research framework and analysis, and considers the global issues and trends in producing intellectual contributions.	T2.2.1 Analyzes impacts of the global environment on business problems that relate to the dissertation topic.	Fails to offer profound and accurate analysis of the impacts of the global environment on business problems related to the dissertation topic.	Offers profound and accurate analysis of the impacts of the global environment on business problems that contributes to the academic knowledge related to the dissertation topic.	Publishes academic knowledge contributions in high impact international peer-reviewed journals.	100% Satisfactory and Outstanding
LG3: Social Responsibility and Ethical Conduct	LO3.1 Evaluates the ethical conduct in research and acts responsibly.	T3.1.1 Demonstrates awareness of issues relating to business research ethics.	Fails to demonstrate the self-assessment on research ethics process.	Demonstrate incomplete the self-assessment on research ethics process.	Completely demonstrate the self-assessment with strong agreement from dissertation committee on research ethics process	100% Satisfactory and Outstanding
		T3.1.2 Follows the plagiarism prevention rules of the university.	Fails to pass the plagiarism criteria set by the university.	Adheres to the plagiarism criteria set by the university.	Scores significantly high in originality.	100% Satisfactory and Outstanding

Appendix S8: Section S8-5

The First Cycle AOL for Academic Year 2014

Result and Continuous Improvement

1) Undergraduate Level

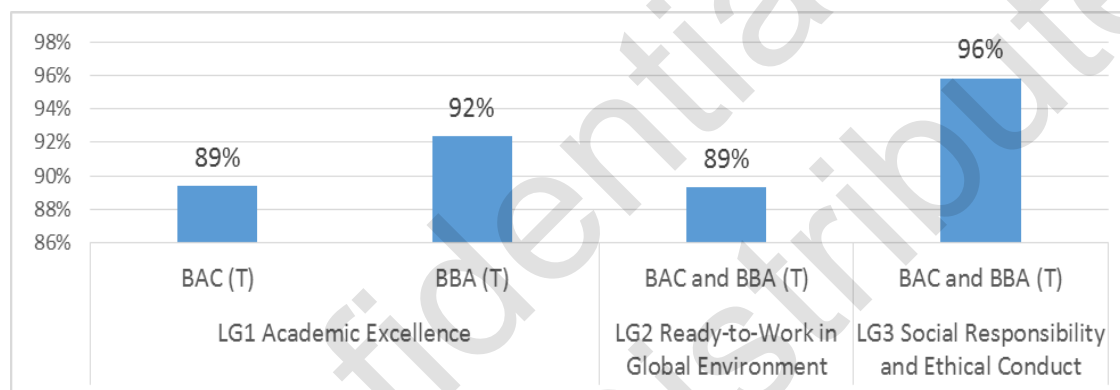
The details of all undergraduate programs AOL assessment are presented below:

1.1) Thai Program

Accounting and Business Administration Programs

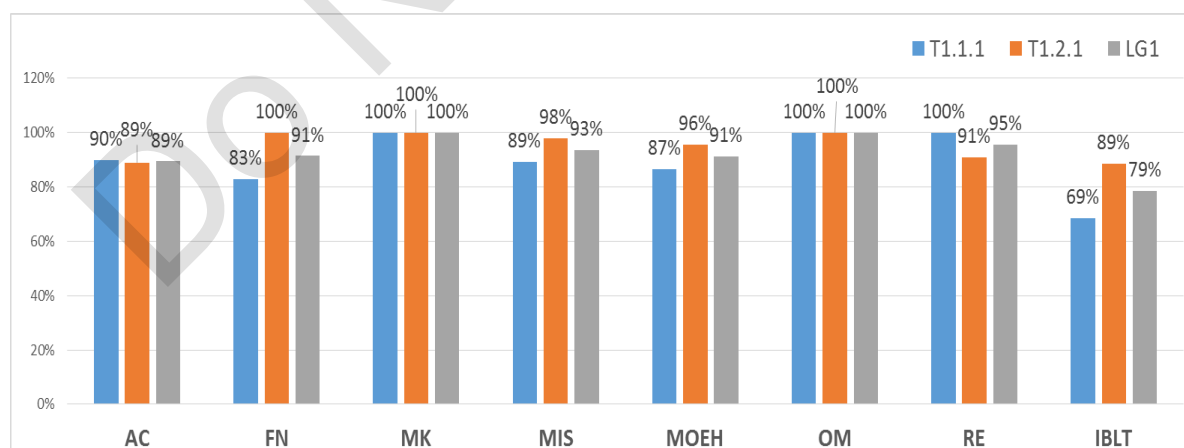
Learning Goal 1 Academic Excellence (LG1), the overall assessment results revealed that the Thai Accounting program achieved 89% and Business Administration program achieved 92% (Figure 8-1).

Figure 8-1 AOL Assessment Results for Accounting and Business Administration Thai Programs



However, the findings from analysis of majors revealed that International Business, Logistics, and Transportation (IBLT) could only achieve academic excellence at 79% (Figure 8.2). When considered by trait, students in the Finance and IBLT majors could not achieve the 85% target for Trait 1.1.1 'Illustrates relevant concepts and theories'. Finance students could achieve 83% while IBLT students only achieved 69% which was the lowest among the Thai programs (Figure 8.2). The Organizational Behavior course (HR311) of the Organization, Entrepreneurial and Human Resource Management department (MOEH) could also not achieve the target of trait 1.1.1.

Figure 8-2: LG1 Assessment Results by Trait for Accounting and Business Administration Thai Programs



For learning goal 2 (Ready to work in global business environment) and learning goal 3 (Social responsibility and ethical conduct), all Thai programs at the undergraduate level use the capstone course BA 401 (Strategic Management) to assess the learning outcome. The results showed that overall

Thai programs achieved 89% (Figure 8-1). However, the analysis by trait found that students could not achieve the 85% target for Trait 2.1.1 'exhibits effective oral communication' and Trait 2.1.2 'exhibits effective written communication' in learning objective 2.1 (Demonstrates effective interpersonal skills). The Trait 2.1.1 was achieved only at 82% and Trait 2.1.2 at 84% (Figure 8-3). For learning goal 3 (Social Responsibility and Ethical Conduct), overall Thai programs achieved 96%. All the traits of LG3 achieved the target (Figure 8-1, Figure 8-3).

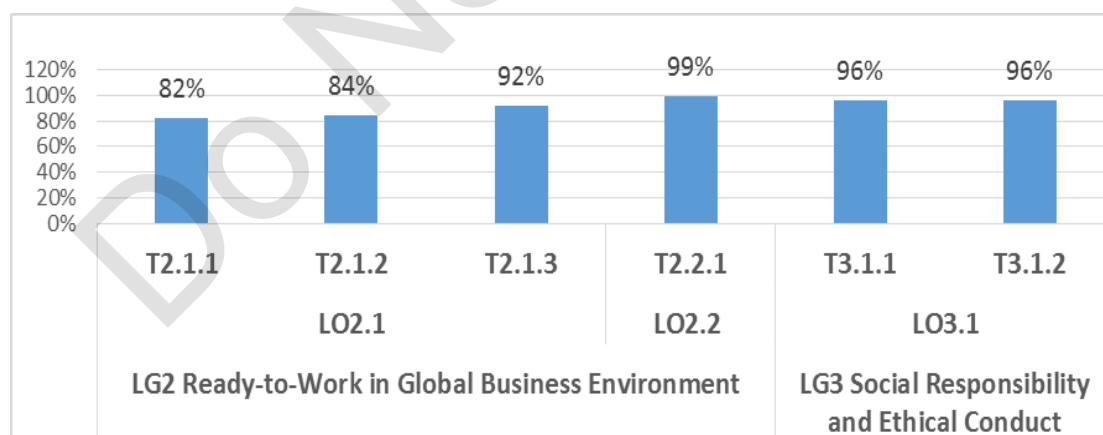
Continuous Improvement / Closing Gaps for Thai Undergraduate Programs

In summary, the assessment for Thai undergraduate programs met the target achievement at 85% except IBLT majors (79%) which could not achieve LG1 at 85%. In addition, two majors, Finance and IBLT, could not achieve the target of Trait 1.1.1 'Illustrates relevant concepts and theories'. These two majors will be closely monitored for continuous improvement in the next academic year 2015. This includes courses - FN413 (Strategic Financial Management), IB312 (IBLT Research Methodology), and HR311 (Organizational Behavior). For FN413, the AOLC found that the suggestions for continuous improvement in the first semester did not maintain the achievement of learning objectives in the second semester (i.e., a decrease from 89% to 72%). The instructor had assigned more assignments to reinforce the understanding of the concepts and theories but this was insufficient. In the next academic year, additional exercises will be assigned to enhance the basic and applied knowledge in both quantitative and non-quantitative concepts. For HR311, additional readings and cases will be assigned to improve the understanding of concepts and theories of organizational behavior.

Continuous improvement of IB312 will be closely monitored. Students will be examined through papers in each phase: (1) research rationale; (2) literature review; (3) research design and methods in order to confirm their understanding of the research process. This should help improve their performance in the final exams as well. More focus on formulating research framework / questions and asking the right kind of questions can be improved through additional research tutorials.

For the capstone course (BA401 Strategic Management) to improve the lower trait assessment of learning goal 2 on oral presentation, the lecturer will provide additional guidance to students about good oral presentation techniques and clearly inform them at the beginning of the semester about presentation skill evaluations, and peer review of assignments. For writing skill, students tend to use informal and inappropriate language in their academic writing. TBS will provide more support activities to prepare 3rd and 4th year students for business communication before their graduation.

Figure 8-3: LG2 and LG3 Results Compared by Traits for Thai Bachelor Program

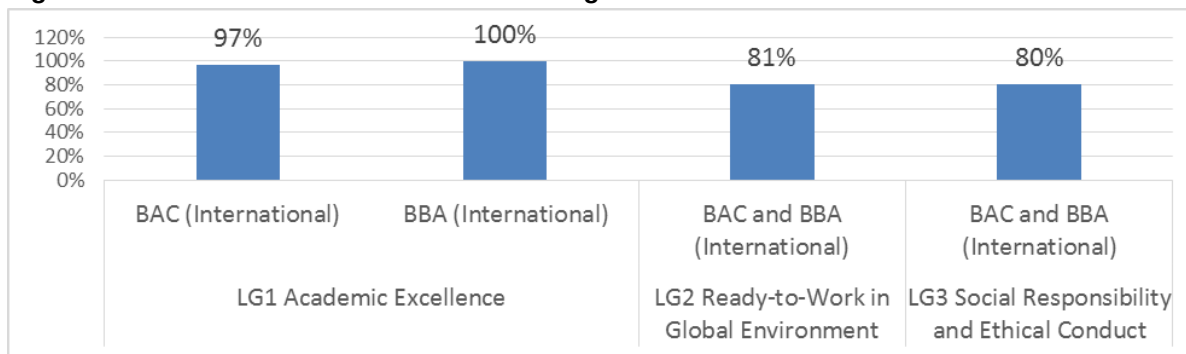


1.2) International Program

Accounting and Business Administration Programs

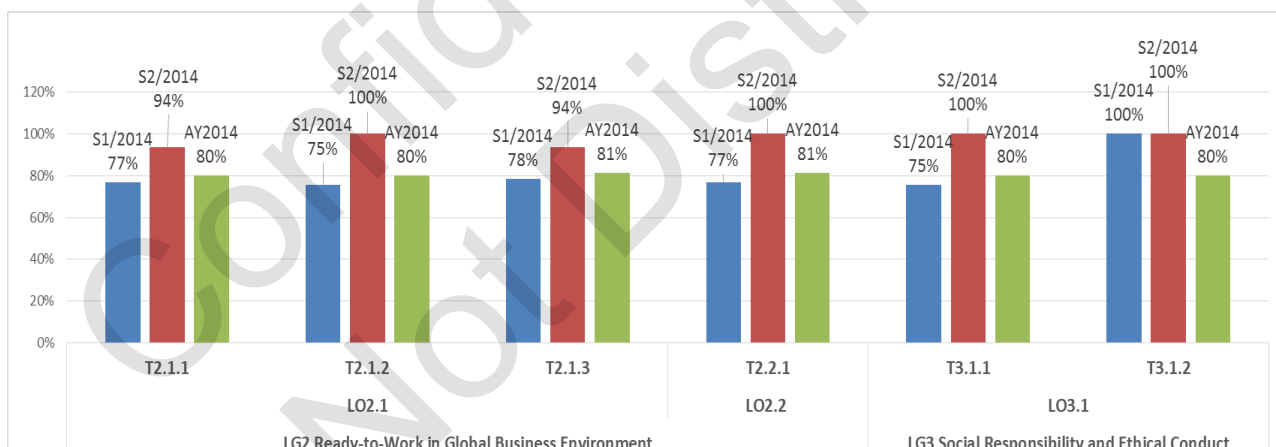
The overall assessment results showed that the international programs achieved the academic excellence target (Accounting 97%, Business Administration 100%). All majors achieved 85% of academic excellence (Figure 8-4).

Figure 8-4 Assessment Results for Accounting and Business Administration International Programs



All undergraduate international majors adopted the capstone course BA 401 (Strategic Management) to assess learning goal 2 (Ready to work in global business environment) and learning goal 3 (Social responsibility and ethical conduct). Overall, students from international programs could not achieve the 85% target of LG2 and LG3 (LG2 =81% and LG3 =80%) (Figure 8-4). The analysis by trait also shows that students could not achieve the 85% target for all traits in academic year 2014. Nevertheless, when considering the results compared between two semesters in the academic year 2014, the finding showed satisfactory improvement after continuous improvement actions from the first semester implemented in the second semester (Figure 8-5). In semester 2/2014, both LG2 and LG3 achieved the target of 85% (Figure 8-5).

Figure 8-5 LG 2 and LG3 results Compared by Traits and Semester for International Program



Continuous Improvement / Closing Gaps

In the first semester, the AOLC considered the suggestions for continuous improvement as shown in the AOL Course Assessment Summary Report for Learning Goal 2 and Learning Goal 3 given by the lecturer of the BA401, the committee agreed with the lecturers' suggestions to improve their teaching methodology as follow.

"...The lecturer will improve the understanding of the students on the impact of global environment on business problems and will further encourage the mix of teams to include both local and international exchange students. This will allow them to better cross-pollinate business views and promote exchange of ideas from different parts of the world.

In addition, more practical real life case examples of the ethical issues will be applied in class to help the students better understand the different aspects of the ethical issues/dilemmas. Industry practitioners who face these issues will also be invited to class to share their experience to give students a better recognition of the issues and their impact..."

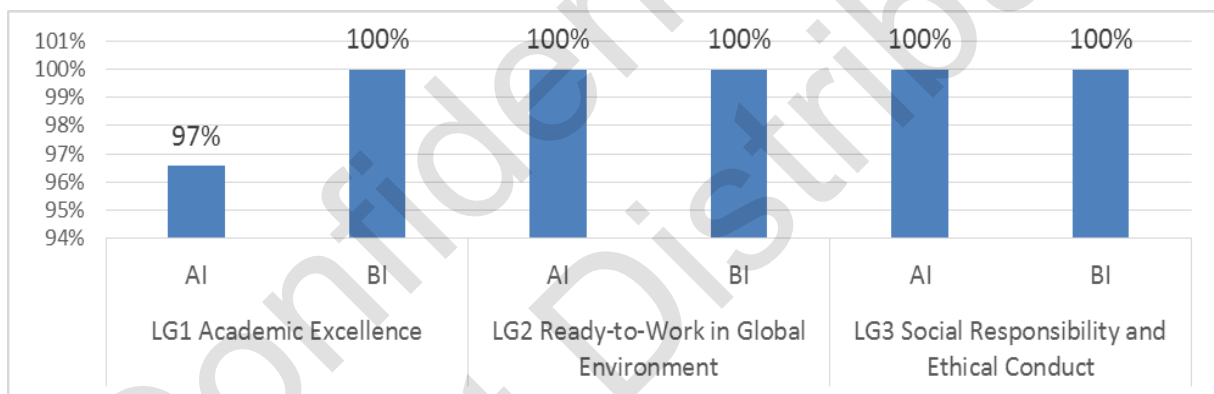
The AOLC also recommended to the lecturer of this subject to increase the students' communication skills both in oral and written and team-work to improve the achievement of T2.1.1, T2.1.2 and T2.1.3. The lecturer commits to provide more activities on presentation and writing skills for the students especially in junior classes of the BBA program in order that learning goals 2 and 3 could achieve the target in the second semester.

1.3) Integrative Business Management Program (IBMP) – Undergraduate Programs

Integrative Business Accounting and Integrative Business Management

Learning Goal 1 Academic excellence (LG1) was assessed through the internship segment in the curriculum. Integrative Business Accounting (AI) uses AI439- Integrative Business Management (IBMP-BM) uses BI439 - Business in Practice Internship to measure academic excellence. The assessment was conducted by the company offering internships of the student's knowledge and ability to apply their knowledge at work. Internship students of both majors achieved above 85% (Accounting 97%, Business Management 100%). For Learning Goal 2 Ready-to-Work in Global Business Environment (LG2) and learning goal 3 Social responsibility and ethical conduct (LG3), Overall, the IBMP undergraduate programs students achieved 100% of these two learning goals (Figure 8-6).

Figure 8-6 Assessment Results for IBMP Undergraduate Programs



Continuous Improvement / Closing Gaps

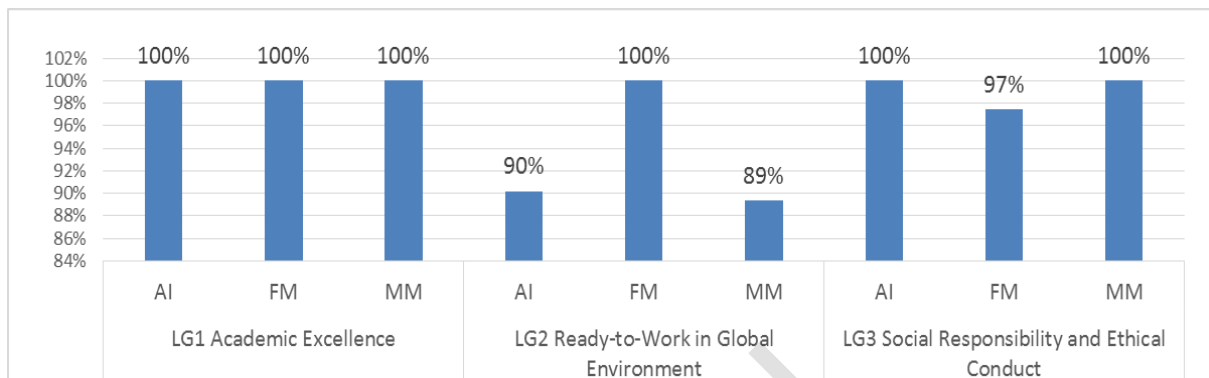
Although the student internship showed high levels of academic excellence achievement in both programs, the employing companies suggested that the school should provide more sessions to improve oral presentation skills for students so that they are able to share their experience and express their ideas more clearly in public.

2) Graduate Level

2.1) Integrative Business Management Program (IBMP) – Master Programs

The AOL assessment of IBMP Master Programs achieved the 85% target for learning goals. Figure 8-7 shows the assessment results. For Master of Integrative Business Accounting Program, the overall achievement is above 85% for LG1 Academic Excellence (100%), LG2 Ready-to-Work in Global Environment (90%), and LG3 Social Responsibility and Ethical Conduct (100%). For Master Science in Financial Management, the overall achievement is above 85% for LG1 Academic Excellence (100%), LG2 Ready-to-Work in Global Environment (100%), and LG3 Social Responsibility and Ethical Conduct (97%). Finally, the overall achievement for Master Science in Marketing Management is above 85% for LG1 Academic Excellence (100%), LG2 Ready-to-Work in Global Environment (89%), and LG3 Social Responsibility and Ethical Conduct (100%).

Figure 8-7 Assessment Results for IBMP Master Programs



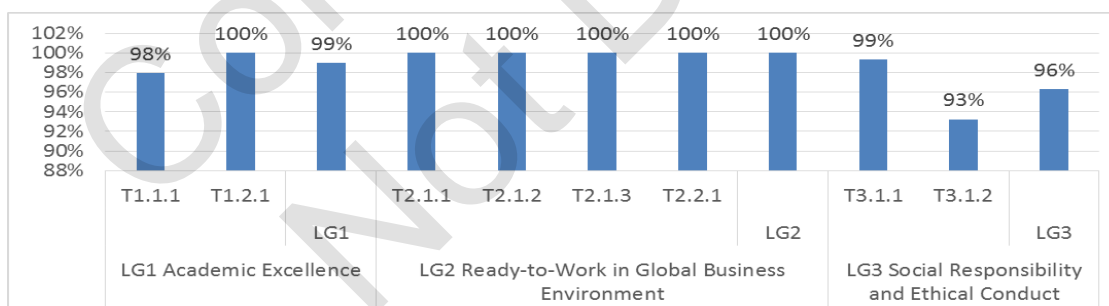
Continuous Improvement / Closing Gaps

One major gap of the three IBMP master programs is that the course AI 719-Independent Study could not measure Trait 2.1.3 Demonstrate team-working skills because the student project was assigned to be done individually this term. AOLC suggested that the program committee consider another course to measure this trait in the next academic year. In addition, instructors suggested that students evaluate the case assigned in a holistic perspective instead of examining each issue separately. The instructors will emphasize the analysis approach in 1/2015 class.

2.2) Master of Business Administration (MBA)

Figure 8-8 shows the assessment results, LG1 Academic Excellence (99%), LG2 Ready-to-Work (100%) and LG3 Social Responsibility and Ethical Conduct (96%). These results surpass the target of 85%. When considering the results compared by traits, all traits achieved over 85% which exceeds the target of 85%.

Figure 8-8: Assessment Results for MBA Programs



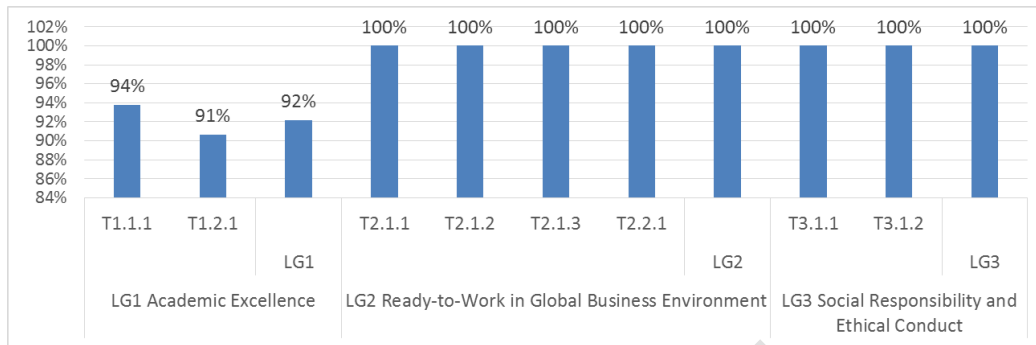
Continuous Improvement / Closing Gaps

From the first semester assessment, lecturers suggested that more cases and term papers should be provided to improve the students' ability to apply the strategic management knowledge by using the CAPSIM simulation game as a tool in the second semester. This approach maintained the academic excellence achievement of the MBA students in the second semester. Moreover, the instructors suggested to the AOLC that the course and materials assessments are adjusted from the overall assessment by course learning goal achievement to a coursework assessment using assignments, case studies, and examinations.

2.3) Master of Business Administration- Human Resource and Organization Management (MBA-HRM)

Figure 8-9 shows the assessment results, LG1 Academic Excellence (92%), LG2 Ready-to-Work (100%) and LG3 Social Responsibility and Ethical Conduct (100%). These results surpass the target of 85%. When considering the results compared by traits, all traits achieved over 85%.

Figure 8-9 Assessment Results for MBA-HRM Programs



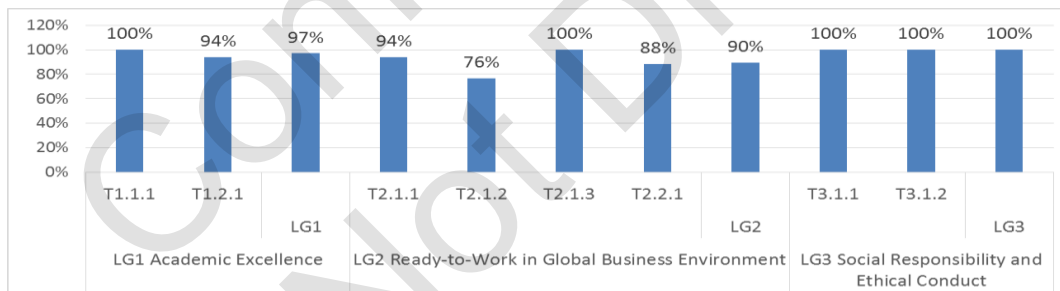
Continuous Improvement

The instructors suggested that additional cases and articles should be assigned to students for analysis and discussion. The instructors also suggested to apply more case analyses in the learning process to increase the in-depth exploration of contemporary CSR issues.

2.5) Master of Business Administration - Executive Program (X-MBA)

Figure 8-10 shows the assessment results, LG1 Academic Excellence (97%), LG2 Ready-to-Work (90%) and LG3 Social Responsibility and Ethical Conduct (100%). These results surpass the target of 85%. When considering the results compared by traits, Trait 2.1.2 'exhibits effective written communication' in learning objective 2.1 (Demonstrates effective interpersonal skills) achieved 82%. This is below the target of 85%. XM 701 (Modern Entrepreneurship and Business Innovation) was the subject used for measuring this trait.

Figure 8-10 Assessment Results for Executive MBA Programs



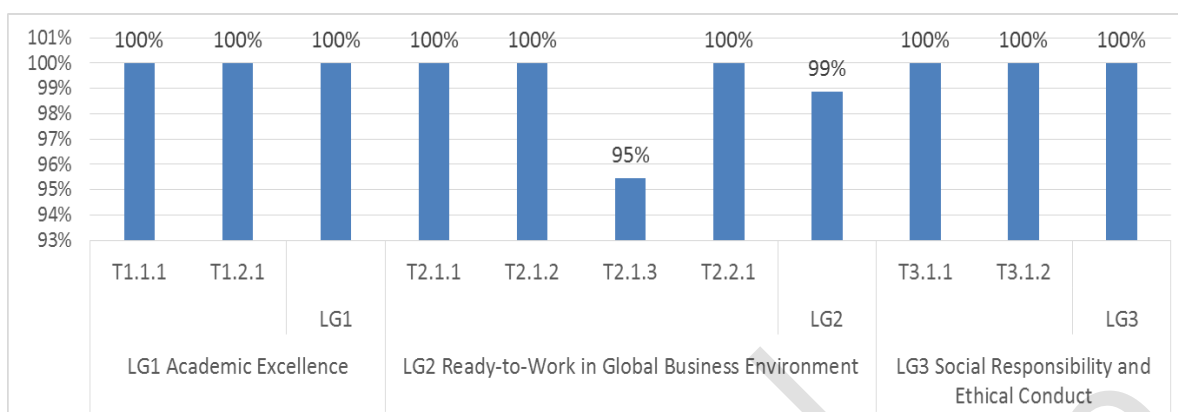
Continuous Improvement / Closing Gaps

Most students are excellent in oral communication but have to improve their written skill. Suggestions for good writing will be provided as the tutorial.

2.6) Master of Science (Management Information Systems) – MSMIS

Figure 8-11 shows the assessment results, LG1 Academic Excellence (100%), LG2 Ready-to-Work (99%) and LG3 Social Responsibility and Ethical Conduct (100%). These results surpass the target of 85%. When considering the results compared by traits, all traits achieved over 85% which exceeds the target of 85%.

Figure 8-11 Assessment Results for MSMIS Program



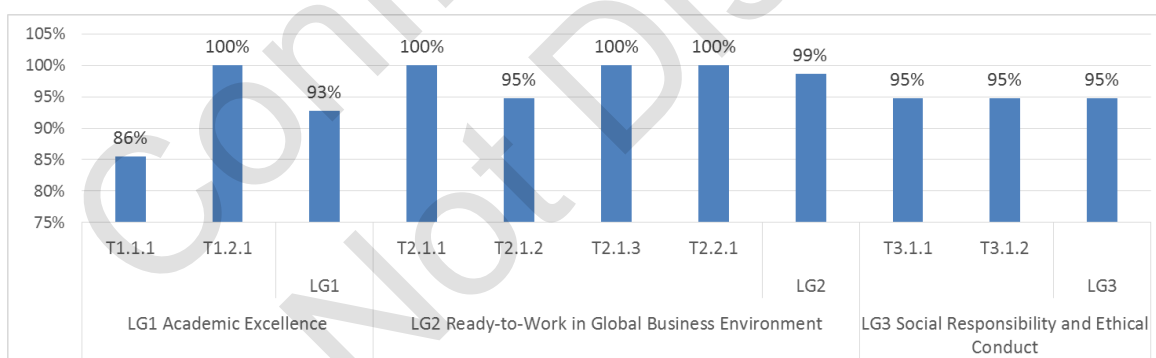
Continuous Improvement / Closing Gaps

There are suggestions for improvement such as, changing the teaching method to be more active learning, assigning more cases and team project work, and inviting external practitioners to provide best practices on system planning.

2.7) Master of Science (Real Estate Business) - MRE

Figure 8-12 shows the assessment results, LG1 Academic Excellence (93%), LG2 Ready-to-Work (99%) and LG3 Social Responsibility and Ethical Conduct (95%). These results surpass the target of 85%. When considering the results compared by traits, all traits achieved over 85% which exceeds the target of 85%.

Figure 8-12 Assessment Results for MRE Program



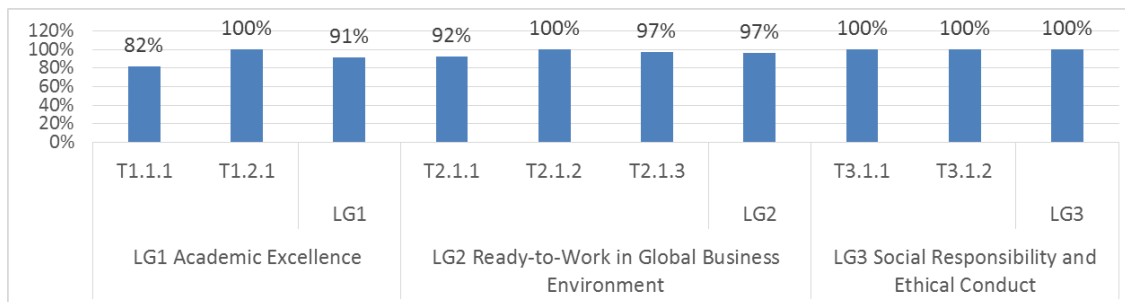
Continuous Improvement / Closing Gaps

The instructor plans to reduce group assignment size to encourage that all group members have a chance to contribute and participate in writing the report.

2.8) Master of Accounting Program - MAP

Figure 8-13 shows the assessment results, LG1 Academic Excellence (91%) although the T1.1.1, 'Illustrates relevant concepts and theories' express 82% less than the target, LG2 Ready-to-Work (97%) and LG3 Social Responsibility and Ethical Conduct (100%). These results surpass the target of 85%. When considering the results compared by traits, all traits achieved over 85% which exceeds the target of 85%. This cycle, MAP has not yet assessed Learning Objective 2.2 'Takes into consideration on the global context, issues, and trends in decision making' because the subject that measured LO2.2 is offering in summer semester. It will be ended on July 12th, 2015.

Figure 8-13 Assessment Results for MAP Program



Continuous Improvement / Closing Gaps

More current case studies related to Thailand should be discussed in the course to help the students on relevant concept and application because of changes in the standards for financial report and the complications that increase. The improvement of learning process will enhance student ability to apply more effectively the content of the course to the real situation.

2.9) Master of Finance - MIF

Figure 8-14 shows the assessment results, LG1 Academic Excellence (93%), LG2 Ready-to-Work (97%) and LG3 Social Responsibility and Ethical Conduct (100%). These results surpass the target of 85%. When considering the results compared by traits, all traits achieved over 85% which exceeds the target of 85%. In academic year 2014, Master of Finance Program has prepared its new curriculum. In the curriculum revision the AOL course assessment did not focus on team work and two traits were not assessed, Trait 2.1.3 'Demonstrate team-working skills' and Trait 3.1.2 'Analyze the impact of business conduct on stakeholders'. The AOLC suggested the assessment method should be revised by the program director so that the two traits could be measured in the next academic year.

Figure 8-14 Assessment Results for MIF Program



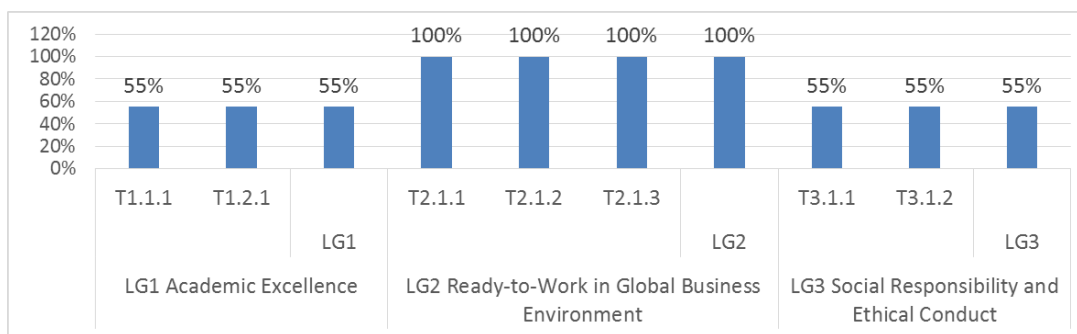
Continuous Improvement / Closing Gaps

Research papers in corporate finance should be discussed in class. After the AOL implementation in August 2014, Master of Finance Program has revised its new curriculum. The AOL committee suggested program to discuss the assessment method and the appropriate course to measure teamwork and business conduct on stakeholders next academic year.

2.10) Master of Business Administration (International) - IMBA

Figure 8-15 shows the assessment results, LG1 Academic Excellence (55%), LG2 Ready-to-Work (100%) and LG3 Social Responsibility and Ethical Conduct (55%). The results showed that LG1 and LG3 have not achieved the target. When considering the results compared by traits, all traits of LG1 and LG3 are also not achieved the target. LG1 and LG3 were measured by course GI760 'Independent Study I'. The assessment results for this subject are far from satisfactory level because students were still developing for their projects and thus, they could not express their academic excellent (LG1) and their consideration on ethical and social perspectives in their projects (LG3). Normally, the clear picture for their projects would come up in the continuous course GI760 'Independent Study 2' which will be used for measuring for LG1 and LG3 in the next term.

Figure 8-15 Assessment Results for IMBA Program



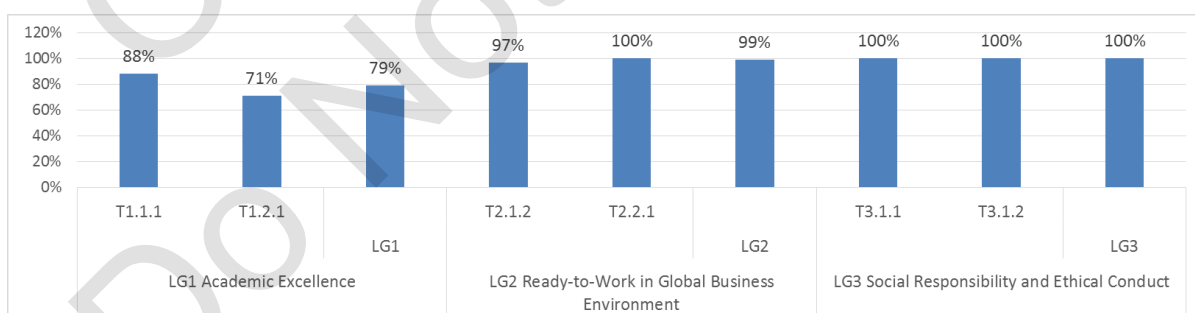
Continuous Improvement / Closing Gaps

There is regular discussion in IMBA committee about how to increase the number of students who pass IS1. It is important to maintain the goal of motivating students to think bigger and to do more ambitious projects. It may be worth considering how part of the projects might be started in the previous term and receive credit as part of coursework at that time.

2.11) Master of Science in Marketing (International) - MIM

The assessment results for MIM were LG1 Academic Excellence (88%), LG2 Ready-to-Work (99%) and LG3 Social Responsibility and Ethical Conduct (100%) (Figure 8-16). These results surpass the target of 85%. MK601, the first marketing core and foundation course, was used for LG1 measurement. Overall, students have performed well. When considered by trait, the lowest performing Trait 1.2.1 'Applying concepts and frameworks in solving real-world marketing problems' (71%) resulted from factors such as a lack of business experience, insufficient knowledge in the specific example industry used in the examination, and inability to apply concepts and theories learned in real-world marketing situations. In March 2015 the MIM program revised its curriculum to be used for the next 5 academic years (2015-2019). MIM began its AOL assessment with the new curriculum. The Trait 2.1.1 'Exhibits effective oral communication' and T2.1.3 'Demonstrates team-working skills' have not yet been assessed because the subject measuring these traits will end on July 8th, 2015.

Figure 8-16 Assessment Results for MIM Program



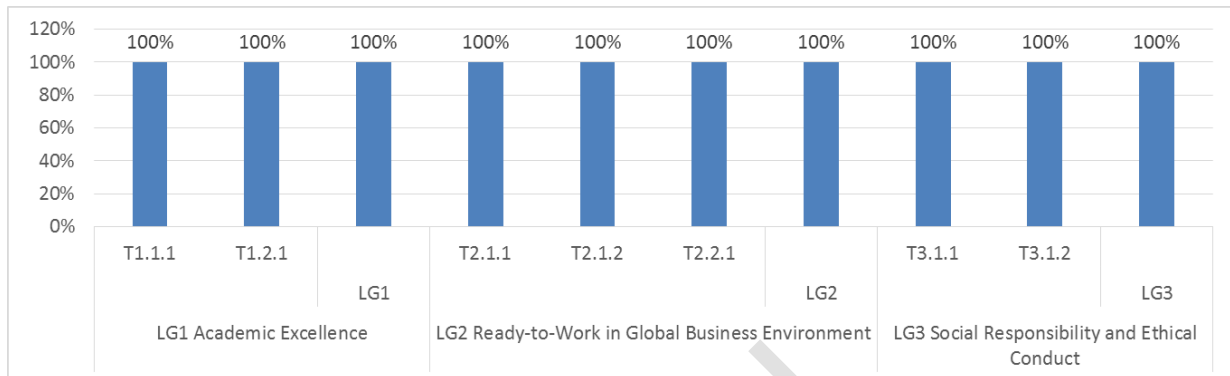
Continuous Improvement / Closing Gaps

There are 14 remaining courses in the MIM study that will provide students opportunities to improve their skills in Trait 1.2.1. For the next term the course instructor will increase class discussions on how marketing concept might be applied to real-world marketing situations.

3) Doctoral Program

The doctoral program uses the dissertation defense for assessing the three learning goals. In academic Year 2014, only one Ph.D. student graduated. The result shows that all learning goals, LG1 Academic Excellence, LG2 Ready-to-Work and LG3 Social Responsibility and Ethical Conduct achieved at 100%. These results achieved the target of 85% (Figure 8-17).

Figure 8-17 Assessment Results for Ph.D Program



Continuous Improvement / Closing Gaps

There was only one student taking the final defense of dissertation this semester and the committee viewed that he achieved both learning objectives of Learning Goal 2 with outstanding results.

Appendix S8: Section S8-6

Program / Major that could not achieve 85% target of learning goals (LG) / traits (T) in
academic year 2014

Program / Major	LG1 Academic Excellence	T1.1.1 Concept and Theory	T1.2.1 Apply Concept and Theory	T2.1.1 Oral Communication	T2.1.2 Written Communication	LG3 Social Responsible & Ethical Conduct
TH BBA-FN		83%				
TH BBA-IBLT	79%	69%				
TH BBA/BAC				82%		
XMBA					84%	
MAP	82%					
IMBA	55%					55%
MIM			79%			

*Continue improvement was presented in iSER updated report.

Appendix S11: Table 11-1

Undergraduate Program Structure

1. Bachelor of Accounting (Thai Program)						
Major	General Basic Courses (credits)	Business Core Courses (credits)	Major Area Courses		Free Elective Courses (credits)	Total (credits)
			Compulsory (credits)	Elective (credits)		
AC	30	45	39	6	9	129
2. Bachelor of Business Administration (Thai Program): 7 Majors						
Major	General Basic Courses (credits)	Business Core Courses (credits)	Major Area Courses		Free Elective Courses (credits)	Total (credits)
			Compulsory (credits)	Elective (credits)		
FN	30	45	18	18	24	135
MK	30	45	33	6	21	135
MOEH	30	45	30	9	21	135
OM	30	45	30	6	24	135
IBLT	30	45	12	27	21	135
MIS	30	45	27	15	18	135
RE	30	45	24	9	27	135

Appendix S11: Table 11-2

Integrated Bachelor's and Master's Program Structure

Integrative Business Accounting						
The total credits for Integrated Bachelor and Master degree is 167 credits, Bachelor 129 credits and Master 38 credits.						
3. Bachelor of Accounting (Integrative Business Accounting)						
	General Basic Courses (credits)	Core Courses			Free Elective Courses (credits)	Total (credits)
		General Business (credits)	Business Skills (credits)	Integrated Accounting Profession (credits)		
Integrated Accounting Management	30	18	42	33	6	129
4. Master of Accounting (Integrative Business Accounting)						
	General Basic Courses (credits)	Core Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)		Total (credits)
Plan A	2	24	-	Thesis 12 credits		38
Plan B	2	24	6	Independent Study 6 credits		38
Integrative Business Management						
The total credits for Integrated Bachelor and Master degree is 158 credits, Bachelor 120 credits and Master 38 credits.						
5. Bachelor of Business Administration (Integrative Business Management)						
	General Basic Courses (credits)	Core Courses 84 credits			Free Elective Courses (credits)	Total (credits)
		General Business (credits)	Business Skills (credits)	Integrated Business Management (credits)		
Integrated Business Management	30	18	39	27	6	120
6. Master of Science (Financial Management)						
	General Basic Courses (credits)	Core Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)		Total (credits)
Plan A	2	24	-	Thesis 12 credits		38
Plan B	2	24	6	Independent Study 6 credits		38
7. Master of Science (Marketing Management)						
	General Basic Courses (credits)	Core Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)		Total (credits)
Plan A	2	24	-	Thesis 12 credits		38
Plan B	2	24	6	Independent Study 6 credits		38

Appendix S11: Table 11-3

MBA and MBA-HRM Program Structure and Study Plan

Plan	Pre-Courses	Core Courses 36 credits			Elective Courses (credits)	Thesis / Independent Study	Total (credits)
		Business Core (credits)	Functional Skills (credits)	Modern Management Concepts and Practices (credits)			
Plan A	3 courses (no credits)	10.5	15	10.5	3	Thesis 15 credits	54
Plan B	3 courses (no credits)	10.5	15	10.5	12	Independent Study 6 credits	54
Study Plan							
Introductory Courses							
BA 501 Statistics for Managers						3 credits	
BA 502 The Development of Thai Business						1.5 credits	
BA 503 Business Communication						1.5 credits	
Year 1				Year 2			
Semester 1		9 Credits		Semester 1		9 Credits	
BA 601 Economic Analysis for Business Decisions BA 602 Organizational Behavior and Leadership BA 610 Accounting for Decision Making				BA 701 Performance Management and Value Creation BA 702 Entrepreneurship and Innovation in Business Elective (1)			
Semester 2		9 Credits		Semester 2		9 Credits	
BA 620 Financial Management BA 630 Marketing Management BA 640 Principles of Management and Human Resources Management				BA 703 Strategic Management Elective (2) Elective (3)			
Semester 3		9 Credits		Semester 3		9 Credits	
BA 603 Business Research BA 604 Corporate Governance and Social Responsibility BA 650 Operations Management BA 704 Business Management in Regional Contexts				BA 770 Independent Study Elective (4)			
Electives (9 credits)							
Accounting BA 711 Tax Management BA 712 Analysis of Financial Data and Statement for Decision Making BA 713 Cost Management						3 credits 3 credits 3 credits	

MBA and MBA-HRM Program Structure and Study Plan

Finance	3 credits
BA 721 Modern Financial Policy and Strategy	3 credits
BA 722 Investment Analysis and Portfolio Management	3 credits
BA 723 Management of Financial Institutions	3 credits
BA 724 Risk Management and Insurance	3 credits
BA 725 International Finance	3 credits
BA 726 Finance Derivatives	3 credits
BA 727 Advanced Feasibility Study	3 credits
BA 728 Personal Wealth Management	3 credits
BA 729 Insurance and Retirement Planning	
Marketing	3 credits
BA 730 Electronic Marketing	3 credits
BA 731 Consumer Behavior	3 credits
BA 732 Competitive Marketing Strategy	3 credits
BA 733 Integrated Marketing Communications Management	3 credits
BA 734 Service Marketing and Management	3 credits
BA 735 International Marketing	3 credits
BA 736 Business to Business Marketing	3 credits
BA 737 Product and Brand Management	3 credits
BA 738 Pricing Strategy	3 credits
BA 739 Modern Distribution Channel Management	
Supply Chain	3 credits
BA 751 Logistics Management	3 credits
BA 752 Supply Chain Management	3 credits
BA 753 Data Analysis for Decision Making	3 credits
BA 754 Service Operations Management	3 credits
BA 755 Quality Management	3 credits
BA 756 Business Process Improvement	
Management	3 credits
BA 761 Management Information Systems	3 credits
BA 762 International Business Management	3 credits
BA 763 Business Law	3 credits
BA 764 Business Consulting	3 credits
BA 765 Selected Topics in Business	1.5 credits
BA 766 Special Issues in Business 1	1.5 credits
BA 767 Special Issues in Business 2	
Real Estate	3 credits
RB 600 Modern Real Estate Business	3 credits
RB 612 Real Estate Law and Taxes	3 credits
RB 621 Real Estate Finance and Investment Analysis	3 credits
RB 671 Feasibility Study and Construction Management	3 credits
RB 736 Modern Property Management	3 credits
RB 777 Residential and Commercial Property Development	
Human Resource and Organizational Management	3 credits
BA 643 Employee and Labor Relations	1.5 credits
BA 644 Human Resources Information System	3 credits
BA 645 Strategic Compensation and Performance Management	1.5 credits

MBA and MBA-HRM Program Structure and Study Plan

BA 646 Knowledge Management	3credits
BA 741 Developing Human Capital in Organizations	3 credits
BA 742 Contemporary Issues in Human Resources Management	1.5 credits
BA 743 Consulting in Human Resources Management	1.5 credit
BA 744 Human Resources Planning and Staffing	

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Appendix S11: Table 11-4

XMBA Program Structure and Study Plan

Plan	Pre-course (credits)	Core Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)	Total (credits)
Plan A	1 courses (no credits)	30	3	Thesis 15 credits	48
Plan B	1 courses (no credits)	30	12	Independent Study 6 credits	48
Study Plan					
Introductory Courses					
XM 501 Mathematics for Finance I				3 credits	
Year 1			Year 2		
Semester 1		9 Credits	Semester 1		9 Credits
XM 601 Managerial Economics XM 602 Accounting Information for Analysis and Decisions XM 603 Contemporary Human Resources Management			XM 701 Modern Entrepreneurship and Business Innovation Elective (2) Elective (3)		
Semester 2		9 Credits	Semester 2 6 Credits		
XM 604 Analytical Tools for Decision Making XM 605 Marketing Strategies for Managers XM 606 Strategic Financial Management			XM 702 Seminar in Strategic Management XM 751 Independent Study 1		
Semester 3		9 Credits	Semester 3 6 Credits		
XM 607 Strategic Operations Management XM 608 Research for Business Planning and Decisions Elective (1)			XM 752 Independent Study 2 Elective (4)		
Electives (9 credits)					
XM 711 Investment Strategy and Portfolio Management				3	credits
XM 712 Marketing and Management Strategy for Service Industry				3	credits
XM 713 Strategic Logistics Management				3	credits
XM 714 Government and Legal Environment of Business				3	credits
XM 715 Global Business Strategy				3	credits
XM 716 Special Issues in Strategic Management				3	credits
XM 717 Selected Topics in Strategic Management				3	credits
XM 718 Strategic Cost Management				1.5	credits
XM 719 Strategic Corporate Social Responsibility				1.5	credits

Appendix S11: Table 11-5
MAP Program Structure and Study Plan

Plan	Pre-Courses	Core Courses	Elective Courses (credits)	Thesis / Independent Study (credits)	Total (credits)
Plan A	3 courses (no credits)	24	6	Thesis 12 credits	42
Plan B	3 courses (no credits)	24	15	Independent Study 3 credits	42
Courses List					
Pre-Courses					
AC 501 Financial Accounting					
AC 502 Cost Accounting					
AC 503 Statistics for Accounting Research					
Core Courses					
AC 601 Business Communication Skills					
AC 602 Financial Reporting Standards I					
AC 603 Management Control Systems					
AC 604 Managerial Finance					
AC 605 Risk Management					
AC 606 Professional Ethics and Governance					
AC 607 Business Laws and Regulations					
AC 608 Professional-Related Rules and Regulations					
AC 609 Taxation I					
AC 610 Accounting Research Methodology					
Electives Courses					
Financial Reporting Electives					
AC 721 Financial Reporting Standard II					
AC 722 Corporate Financial Reporting and Analysis					
AC 723 Seminar in Financial Accounting					
Controllership Electives					
AC 741 Controllership					
AC 742 Seminar in Strategic Cost Management					
AC 743 Advanced Financial Management					
Taxation Electives					
AC 761 Taxation II					
AC 762 Tax Planning					
AC 763 Seminar in Taxation					
General Electives					
AC 724 Specific Topics Related to Financial Accounting					
AC 725 Derivatives : Valuation and Accounting Treatments					
AC 726 Advanced Assurance Services and Attestation					
AC 744 Specific Topics Related to Managerial Accounting					
AC 781 Specific Topics Related to Sustainability Development					
AC 782 Forensic Accounting					
AC 783 Specific Topics Related to Assurance Services					
AC 784 Managerial Economics					

Appendix S11: Table 11-6

MRE Program Structure and Study Plan

Plan	Pre-Course	Core Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)	Total (credits)
Plan A	2 courses (no credits)	33	0	Thesis 15 credits	48
Plan B	2 courses (no credits)	33	9	Independent Study 6 credits	48
Study Plan A					
Pre-Course					
RB 500 Statistical Analysis for Real Estate					3 Credits
RB 501 Fundamental of Architecture and Engineering for Real Estate Business					1.5 Credits
Year 1			Year 2		
Semester 1			Semester 1		
9 Credits			9 Credits		
RB 600 Modern Real Estate Business			RB 690 Research Methodology for Real Estate		
RB 611 Accounting for Real Estate Management			Business		
RB 612 Real Estate Law and Taxes			RB 735 Modern Property Management		
			RB 800 Thesis		
Year 1			Year 2		
Semester 2			Semester 2		
9 Credits			9 Credits		
RB 602 Economics and Urban Development			RB 800 Thesis		
RB 621 Real Estate Finance and Investment Analysis					
RB 622 Real Estate Construction Project Management					
Year 1			Year 2		
Semester 3			Summer Semester		
9 Credits			3 Credits		
RB 613 Real Estate Marketing Management			RB 800 Thesis		
RB 651 Real Estate Valuation Analysis					
RB 671 Feasibility Study and Business Plan					
Study Plan B					
Pre-Course					
RB 500 Statistical Analysis for Real Estate					3 Credits
RB 501 Fundamental of Architecture and Engineering for Real Estate Business					1.5 Credits
Year 1			Year 2		
Semester 1			Semester 1		
9 Credits			9 Credits		
RB 600 Modern Real Estate Business			RB 690 Research Methodology for Real Estate		
RB 611 Accounting for Real Estate Management			Business		
RB 612 Real Estate Law and Taxes			RB 735 Modern Property Management		
			Elective (Select 1 Subject)		
Year 1			Year 2		
Semester 2			Semester 2		
9 Credits			9 Credits		
RB 602 Economics and Urban Development			RB 700 Independent Study I		
RB 621 Real Estate Finance and Investment Analysis			Elective (Select 2 Subjects)		
RB 622 Real Estate Construction Project Management					
Year 1			Year 2		
Semester 3			Semester 3		
9 Credits			3 Credits		
RB 613 Real Estate Marketing Management			RB 701 Independent Study II		
RB 651 Real Estate Valuation Analysis					
RB 671 Feasibility Study and Business Plan					

Appendix S11: Table 11-7

MSMIS Program Structure and Study Plan

Plan	Pre-Course	Core Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)	Total (credits)
Plan A	3 courses (no credits)	27	3	Thesis 15 credits	45
Plan B	3 courses (no credits)	27	12	Independent Study 6 credits	45
Study Plan A					
Pre-Courses					
IS 501 Fundamental of financial and managerial Accounting					1.5 credits
IS 551 Information Technology Essentials					1.5 credits
IS 591 Business Communication					1.5 credits
Year 1			Year 2		
Semester 1		9 Credits	Semester 1		9 Credits
IS 601 Modern Business Management in Digital Era			IS 800 Thesis		
IS 630 Marketing Management			Elective (3 Credits) or IS 800 Thesis (9 Credits)		
IS 651 Data Management and Business Intelligence					
Semester 2		9 Credits	Semester 2		
IS 611 Managing Information Systems Projects			IS 800 Thesis (9 or 6 Credits)		
IS 612 Business Improvement using IS			Elective		
IS 654 Information System security in Business					
Semester 3		9 Credits			
IS 652 Enterprise architecture for organizational transformation					
IS 653 Digital Business					
IS 691Research Methodology in Information Systems					
Study Plan B					
Pre-Courses					
IS 501 Fundamental of financial and managerial Accounting					1.5 credits
IS 551 Information Technology Essentials					1.5 credits
IS 591 Business Communication					1.5 credits
Year 1			Year 2		
Semester 1		9 Credits	Semester 1		9 Credits
IS 601 Modern Business Management in Digital Era			IS 789 Integrating IS/IT Knowledge and Emerging Technology		
IS 630 Marketing Management			IS 771 Independent Study I		
IS 651 Data Management and Business Intelligence			Elective		
Semester 2		9 Credits	Semester 2		
IS 611 Managing Information Systems Projects			IS 772 Independent Study II		
IS 612 Business Improvement using IS			Elective		
IS 654 Information System security in Business					
Semester 3		9 Credits			
IS 652 Enterprise architecture for organizational transformation					
IS 653 Digital Business					
IS 691 Research Methodology in Information Systems					

Appendix S11: Table 11-8

IMBA Program Structure and Study Plan

Plan	Core Courses (credits)	Area Studies Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)	Total (credits)
Plan A	18	18	0	Thesis 15 credits	51
Plan B	18	21	6	Independent Study 6 credits	51
Study Plan					
Introductory Courses					
GI 500 Intensive Business 1					3 credits
GI 501 Intensive Business 2					3 credits
Year 1			Year 2		
Semester 19 Credits			Semester 19 Credits		
GI 600 Business Economics GI 602 Marketing Decisions GI 604 Business Environment in Asia			GI 605 Logistics and Operations Management for Decision Making GI 632 International Organization Behaviors for Sustainability GI 633 Global Strategy and Strategic Business Models		
Semester 29 Credits			Semester 29 Credits		
GI 601 Accounting for Management and Decision Making GI 603 Financial Decisions GI 730 Innovations in the Market			GI 731 Structures of New Ventures GI 760 Independent Study 1 Elective (1)		
Semester 39 Credits			Semester 36 Credits		
GI 630 Macro Environments and Sustainability GI 631 Cross-Cultural Teams and Leadership GI 634 Innovation for Value Creation			GI 761 Independent Study 2 Elective (1)		
Elective Courses					
GI 640 Doing Business in China					3 credits
GI 641 Doing Business in Japan					3 credits
GI 740 Current Issues in Entrepreneurship					3 credits
GI 741 Seminar in Business for Entrepreneurs 1					3 credits
GI 742 Seminar in Business for Entrepreneurs 2					3 credits

Appendix S11: Table 11-9

MIM Program Structure and Study Plan

Plan	Pre-Courses	Core Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)	Total (credits)
Plan A	3 courses (no credits)	18	12	Thesis 15 credits	45
Plan B	3 courses (no credits)	18	21	Independent Study 6 credits	45
Study Plan A					
Pre-Courses					
MK 500 Introduction to Business and Marketing Introduction Seminar				1.5 credits	
MK 501 Leadership and Building High Performance Teams				1.5 credits	
MK 502 Effective Business Presentations				1.5 credits	
Year 1			Year 2		
Semester 1			Semester 1		
7.5 Credits			9 Credits		
MK 601 Marketing Management			MK 615 Marketing Research		
MK 602 Economic Analysis			MK 603 Financial Analysis and Planning		
MK 611 Consumer Behavior			Elective (Select 1 Subject)		
Semester 2			Semester 2		
7.5 Credits			7.5 Credits		
MK 612 Statistics for Marketing Decisions			MK 800 Thesis		
MK 613 Statistics Brand Management			Elective (Select 1 Subject)		
MK 614 Global Marketing Strategy					
Elective (Select 2 Subjects)					
Year 1			Year 2		
Semester 3			Semester 3		
4.5 Credits			9 Credits		
Elective (Select 3 Subjects)			MK 800 Thesis		
Study Plan B					
Pre-Courses					
MK 500 Introduction to Business and Marketing Introduction Seminar				1.5 credits	
MK 501 Leadership and Building High Performance Teams				1.5 credits	
MK 502 Effective Business Presentations				1.5 credits	
Year 1			Year 2		
Semester 1			Semester 1		
7.5 Credits			9 Credits		
MK 601 Marketing Management			MK 615 Marketing Research		
MK 602 Economic Analysis			MK 603 Financial Analysis and Planning		
MK 611 Consumer Behavior			Elective (Select 1 Subject)		
Semester 2			Semester 2		
7.5 Credits			9 Credits		
MK 612 Statistics for Marketing Decisions			MK 701 Independent Study I		
MK 613 Statistics Brand Management			Elective (Select 4 Subjects)		
MK 614 Global Marketing Strategy					
Elective (Select 2 Subjects)					
Year 1			Year 2		
Semester 3			Semester 3		
4.5 Credits			7.5 Credits		
Elective (Select 3 Subjects)			MK 702 Independent Study II		
			Elective (Select 3 Subjects)		

Appendix S11: Table 11-10

MIF Program Structure and Study Plan

Plan	Pre-Course (no credits)	Core Courses (credits)	Elective Courses (credits)	Thesis / Independent Study (credits)	Total (credits)
Plan A	5 courses	30	0	Thesis 15 credits	45
Plan B	5 courses	30	9	Independent Study 6 credits	45
Study Plan A					
Introductory Courses					
MF 501 Mathematics for Finance I			1.5 credits		
MF 502 Mathematics for Finance II			1.5 credits		
MF 503 Basic Econometrics			2 credits		
MF 504 Basic Economics			1.5 credits		
MF 505 Fundamental Accounting and Finance			1.5 credits		
Year 1			Year 2		
Semester 1			Semester 1		
8 Credits			5 Credits		
MF610 Financial Analysis I: Financial Reporting			MF630 Research Methodology in Financial Studies		
MF621 Capital Markets and Financial Institutions			MF631 Computer Programming in Financial Research		
MF641 Corporate Financial Theory					
Year 1			Year 2		
Semester 2			Semester 2		
9 Credits			6 Credits		
MF640 Financial Economic Theory			MF 800 Thesis		
MF643 Financial Econometrics I					
MF644 Equity Investment					
Year 1			Year 2		
Semester 3			Semester 3		
8 Credits			9 Credits		
MF642 International Finance			MF 800 Thesis		
MF645 Fixed-Income Security Investment					
MF650 Financial Engineering I : Derivatives Pricing					
Study Plan B					
Pre-Courses					
MF 501 Mathematics for Finance I				1.5 credits	
MF 502 Mathematics for Finance II				1.5 credits	
MF 503 Basic Econometrics				2 credits	
MF 504 Basic Economics				1.5 credits	
MF 505 Fundamental Accounting and Finance				1.5 credits	
Year 1			Year 2		
Semester 1			Semester 1		
8 Credits			6.5 Credits		
MF610 Financial Analysis I: Financial Reporting			MF630 Research Methodology in Financial Studies		
MF621 Capital Markets and Financial Institutions			MF631 Computer Programming in Financial Research		
MF641 Corporate Financial Theory			Elective (Select 1 Subject)		
Semester 2			Semester 2		
9 Credits			7.5 Credits		
MF640 Financial Economic Theory			MF791 Independent Study I		
MF643 Financial Econometrics I			Electives (Select 3 Subjects)		
MF644 Equity Investment					
Year 1			Year 2		
Semester 3			Semester 3		
8 Credits			6 Credits		
MF642 International Finance			MF792 Independent Study II		
MF645 Fixed-Income Security Investment			Electives (Select 2 Subjects)		
MF650 Financial Engineering I : Derivatives Pricing					

MIF Program Structure and Study Plan

Electives (9 credits)	
Group 1 Firm Financial Architecture (FFA)	
MF746 Financial Analysis II : Corporate Valuation	1.5 Credits
MF747 Treasury Management	1.5 Credits
MF755 Selected Topic in Finance I	1.5 Credits
MF756 Selected Topics in Finance	1.5 Credits
MF757 Financial Engineering II: Risk Management	1.5 Credits
MF758 Special Topics in Finance I	1.5 Credits
MF759 Special Topics in Finance II	1.5 Credits
MF767 Stochastic Process and PDE	1.5 Credits
MF769 Game Theory	1.5 Credits
MF777 Behavioral Finance	1.5 Credits
MF778 Financial Architecture	1.5 Credits
Group 2 Financial Engineering (FE)	
MF747 Treasury Management	1.5 Credits
MF749 Securitization	1.5 Credits
MF755 Selected Topic in Finance I	1.5 Credits
MF756 Selected Topics in Finance	1.5 Credits
MF757 Financial Engineering II: Risk Management	1.5 Credits
MF758 Special Topics in Finance I	1.5 Credits
MF759 Special Topics in Finance II	1.5 Credits
MF766 Advanced Portfolio Management	1.5 Credits
MF768 Copula Finance	1.5 Credits
MF769 Structured Products	1.5 Credits
MF777 Behavioral Finance	1.5 Credits
Group 3 Financial Analysis & Research (RFA)	
MF749 Securitization	1.5 Credits
MF755 Selected Topic in Finance I	1.5 Credits
MF756 Selected Topics in Finance	1.5 Credits
MF757 Financial Engineering II: Risk Management	1.5 Credits
MF758 Special Topics in Finance I	1.5 Credits
MF759 Special Topics in Finance II	1.5 Credits
MF766 Advanced Portfolio Management	1.5 Credits
MF768 Copula Finance	1.5 Credits
MF769 Structured Products	1.5 Credits
MF777 Behavioral Finance	1.5 Credits

Appendix S11: Table 11-11

Ph.D. Program Structure and Study Plan

Plan	Core Courses (credits)	Major Courses (credits)	Elective Courses (credits)	Dissertation	Total
Plan A	-	-	-	63	63
Plan B	9	12	6	36	63
Study Plan					
Core Courses					
DB 801 Advanced Statistical Analysis				3 credits	
DB 802 Advanced Economics				3 credits	
DB 803 Econometrics I				3 credits	
Major Courses					
Accounting Series12 Credits			Finance Series12 Credits		
DB 811 Research Methodology			DB 821 Econometrics II		
DB 812 Empirical Capital Market Based Research in Accounting			DB 822 Financial Economics		
DB 813 Judgment and Decision Making Research in Accounting			DB 823 Financial Theory		
DB 814 Archival and Survey Research in Accounting			DB 824 Corporate Finance		
Marketing Series12 Credits					
DB 811 Research Methodology					
DB 831 Marketing Theory and Practice					
DB 832 Advanced Consumer Behavior					
DB 833 Marketing Decisions Modeling					
Elective Courses					
DB 851 Investment Theory and Analysis					
DB 852 Selected Topics in Accounting					
DB 853 Financial Market Developments and Innovations					
DB 854 International Financial Management					
DB 855 Selected Topics in Finance					
DB 856 Seminar in Logistics and Supply Chain Management					
DB 857 Management Science Technique in Logistics and Supply Chains					
DB 858 International Marketing					
DB 859 Seminar in Marketing Strategy Research					
DB 860 Seminar in Service Science Research					
DB 861 Selected Topics in Marketing					

Appendix S11: Table 11-12

Student Awards

TBS students received 253 Awards at national and international Level during 2011-2015, Highlights of Student Awards 2014 – 2015 are listed below.	
MIM Program	
Competition	Awards
The New Venture Championship 2015 (NVC), University of Oregon Lundquist College of Business, Portland, Oregon, U.S.A.	Champion
Global Venture Labs Investment Competition 2015 (VLIC), The University of Texas at Austin	1st Runner-up
	3rd Runner-up and Wells Fargo Clean Energy Award
Rice Business Plan Competition 2015 (RPBC) , Rice University, Houston, Texas, U.S.A.	Finalist Award Courageous Women Entrepreneur Prize Best Written Plan
Stu Clark Investment Competition 2015, University of Manitoba, Winnipeg, Canada	60s Idea Pitch
	3rd Place in the Logo Competition
The IBK Capital - Ivey Business Plan Competition 2015	2nd Runner-up
	Winner - Division B
Ivey Business Plan Competition 2015, University of Western Ontario, Canada	3rd Runner-up
Asian Venture Challenge (AVC) 2014	First Runner-up and Best Written Plan
the 17th Venture Capital Investment Competition (VCIV2014) - Asia East Round	2nd Runner-up - Asia East Round
Stu Clark Investment Competition 2014, University of Manitoba, Winnipeg, Canada	2nd Place (Logo Competition)
BBA International Program	
McGill Management International Case Competition 2014	Winner
	1st Runner-up
CFA Institute Research Challenge in Thailand 2014-2015	Winner
CIMA Global Business Challenge 2015	Winner - Thailand Final
CIMA Global Business Challenge 2014	Best Presenter - Thailand Final
	Condolence Prize - Thailand Final
	Winner - Thailand Final
Copenhagen Business School Case Competition 2015	Runner-up and Best Presenter
McCombs Spring Case Competition 2015	2nd Runner-up
	Winner
	1st Runner-up
Deloitte Risk Intelligence Debate Competition (Nation Round)	Winner - National Round
	Winner - Regional Round
HSBC Thailand Business Case Competition 2015	1st Runner-up
	2nd Runner-up
L'Oreal Brandstorm Thailand 2015	Winner - Thailand Final
L'Oreal Brandstorm Thailand 2014	Winner - Thailand Final
	2nd Runner-up - Thailand Final
CIMB ASEAN Stock Challenge 2014	3rd Runner-up
SCB Young Talent, Siam Commercial Bank PCL	Winner
	2nd Runner-up

Student Awards

TBS students received 253 Awards at national and international Level during 2011-2015, Highlights of Student Awards 2014 – 2015 are listed below.	
ISUZU Marketing Brains Challenge 2014	Consolation Prize
Kah Toh Pleuk Business Plan	2nd Runner-up
AIS - BrandAge Award (8th)	Winner - Business Development Plan
	1st Runner-up - Business Development Plan
10th Young Marketing Research Marketing Association of Thailand and Siam University	Winner - Team Award
Social Responsibility Marketing Plan - Royal Projects Case Study, Thailand Management Association	Winner
Chulalongkorn International Business Case Competition 2015	2nd Runner-up
The Great Thai Business Concepts by Government Saving Bank 2015	2nd Runner-up
Thammasart University	Winner – Good Academic Activity Student (Individual)
	Honorable Mention Award– Good Academic Activity Student (Team)
The Challenger 2015 by TUBC	Winner
The Challenger 2014 by TUBC	1st Runner-up
DSG Marketing Plan Competition 2015	Winner
BBA Thai Program	
TISCO Young Financial Planner	Winner
The 3rd TISCO Young Financial Planner	Honorable Mention Award
Asian Entrepreneurship Award 2014	1st Runner up - Business Plan
DTN Business Plan Award 2014, Department of Trade Negotiation, Ministry of Commerce, Thailand	Winner - Business Plan
	2nd Runner Up - Business Plan
Marketing Association of Thailand and Oishi Group	Honorable Mention Award - Marketing Plan "Best Green Tea for Teenager"
PDMO Camp 2014, Public Debt Management Office, Ministry of Finance	Honorable Mention Award
Sabina Pretty Perfect Tomorrow's Idea Award 2013	1st Runner up
SCB young Talent, Siam Commercial Bank PCL	Winner - Team
	1st Runner up - Team
The 2nd KK Innovation Award "Real Estate Innovation Project"	Honorable Mention Award
	2nd Runner Up
Creative Tourism Thailand : New Destination 2015	Winner
Harvard National Model United Nations	Honorable Mention Award
MACRO Building local retailer capability and shop management 2014	Winner - Local Retailers Business Plan
	1st Runner up - Local Retailers Business Plan
	2nd Runner up - Local Retailers Business Plan
The 24th J-Mat Award	Best Idea Award
The 2nd KU Economic and Business Plan Competition 2015	2nd Runner up
The Best Leadership - Thailand Management Association	1st Runner up - Business Plan for Leisure & Learning @Doi Tung
ISUZU Marketing Brains Challenge 2014	Winner - ISUZU Marketing Brains Challenge 2014

Student Awards

TBS students received 253 Awards at national and international Level during 2011-2015, Highlights of Student Awards 2014 – 2015 are listed below.	
IBMP Program	
Toyota Motors (Thailand)	Winner - Video clip for White Road Campaign
	Honorable Mention Award - Poster for White Road Campaign
Chula Loves the Earth, NOKIA	Honorable Mention Award - Mobile Application for Sustainable society on Windows Phone 8
Marketing Association of Thailand and Oishi Group	Honorable Mention Award - Marketing Plan "Best Green Tea for Teenager"
T-FEX Champion League, Stock Exchange of Thailand	Honorable Mention Award
Thai Social Enterprise Office	Think Awards - Thai Social Enterprise Awards
Community Service Project - Service Learning	Winner - National
Singha English Challenge 2014	2nd Runner up
KidSangChart (Think for Nation) Project, Future Innovative Thailand Institution	Honorable Mention Award - Education Reform
	Honorable Mention Award - Energy Reform
Creative Business Solutions Academy (CBS)	Winner
Certificate of Participation The Bangkok Sister City Youth Program BSCYP 2015	Certificate from International Affairs Division Bangkok Metropolitan Administration
Young Financial Star Competition 2015	Winner - Muang Thai Insurance Star
	Winner - Muang Thai Insurance Star
	Winner - PTT CSR Star Team
	1st Runner up - PTT CSR Star Team
	2nd Runner up - PTT CSR Star Team
	1st Runner up - K-Expert Star
	2nd Runner up - K-Expert Star
	2nd Runner up - TFEX Derivatives Star
IBMP, BBA Thai and BBA International Programs	
Young Financial Star Competition 2014, Stock Exchange of Thailand	Winner - Muang Thai Insurance Star (IBMP program)
	Winner - SET Investment Star Planner (IBMP program)
	1st Runner up - K-Expert Star (IBMP program)
	2nd Runner Up - K-Expert Star (IBMP programs)
	Winner - TFEX Derivatives Star Team (IBMP and BBA Thai programs)
	1st Runner up - PTT CSR Star Team (IBMP, BBA International programs)
	2nd Runner Up - PTT CSR Star Team (IBMP and BBA Thai programs)
EY Audit Challenge 2014	Winner (IBMP and BBA Thai programs)
International MBA Program	
Asian Entrepreneurship Award 2015	8 teams finalist
	President Prize - Japan New Business Conference
Mekong Business Model Competition 2014	Wins 1st Prize
International MBA Program	
MIT SLOAN'S 11th Annual Operations Simulation Competition (OPSSIMCOM 2015)	Rank 17th of 202 teams

Student Awards

TBS students received 253 Awards at national and international Level during 2011-2015, Highlights of Student Awards 2014 – 2015 are listed below.	
MIF Program	
CMRI Award of SET Research Paper 2014	Best Research Paper
MRE Program	
The 2nd The Real Estate Innovation and Living Innovation	Winner and Popular Vote - Living Innovation
	Winner and Popular Vote - Business Plan for Real Estate Innovation
	1st Runner up - Business Plan for Real Estate Innovation
Ph.D. Program	
Thammasart University	Great Thesis, Social Science Major

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Appendix S12: Table 12-1

Impact from Training

Department	Impact from Training
1. Accounting (AC)	• Updated and Improved teaching for the following courses: AC201 Fundamental Accounting AC311 Intermediate Accounting I AC312 Intermediate Accounting II AC313 Cost Accounting AC316 Auditing AC411 Advance Accounting I AC412 Advance Accounting II AC421 Seminar in Financial Accounting AC441 Seminar Auditing • Improved following researches: Corporate Governance Accounting Research Readiness of Standard Account Using for SMEs • Updated financial statements knowledge
2. Finance (FN)	-
3. Marketing (MK)	• Updated and Improved teaching for the following courses: MK201 Principles of Marketing MK311 Consumer Behavior MK315 Quantitative Research in Marketing MK318 Distribution Channel Management MK342 Retail Management MK341 Marketing Channel Management MK352 Services Marketing MK361 International Marketing MK421 Socially Responsible Marketing • Improved following researches: Marketing Sustainability Business-to-Business Relationship Marketing Consumer Behavior
4. Management Information System (MIS)	• Updated and Improved teaching for the following courses: IS201 Management Information Systems IS311 Programming Concepts IS315 Information System Analysis IS316 Information System Design IS411 Internet Application Development IS451 Information Systems Security and Control IS456 Software Quality Assurance • Improved research "Big Data" and further researches • Use obtain knowledge to advise students

Impact from Training

Department	Impact from Training
5. Organization, Entrepreneurship and Human Resource (MOEH)	• Updated and Improved teaching for the following courses: HR201 Principles of Management HR322 Managerial Communication HR311 Organizational Behavior HO318 Managerial Communication HR411 Research Methods in Human Resource Management HO414 Conflict Management HR324 Organization Development HR211 Human Resource Management HR315 Managing Compensation and Rewards • Improved following researches: Employment System and Human Resource of Japanese People in the Age of Elders Management a Multigenerational Workforce Doing Business in Other Countries: Case Study "Thai Restaurant and Processing Goods" • Improved HRM/Leadership Skill
6. Operation Management (OM)	• Updated and Improved teaching for the following courses: OM201 Principles of Operations Management OM311 Data Analysis For Decision Making OM313 Process Analysis and Improvement OM314 Quality Management OM411 Operations Planning and Control OM443 Strategic Organization Performance Measurement BA 651 Business statistics • Improved following researches: Business Excellence Statistics Instruments for Research Organization's Performance Assessment
7. International Business, Logistics & Transport (IBLT)	• Updated and Improved teaching for the following courses: IB312 Research Methodology BI322 Global Business and Strategy IB323 Industrialization and Global Competitiveness of Firms IB324 The Dynamics of Thai Capitalism IB421 International Business Management • Improved further researches and following researches: Impact of Corporate Social Responsibility On Work engagement and organizational commitment International Business ASEAN Integration • Improved knowledge skill of tourism
8. Real Estate Business (RE)	• Updated and Improved teaching for the following courses: RB421 Real Estate Seminar RB726 Seminar RB211 Introduction To Real Estate Business RB212 Introduction To Real Estate Valuation

Appendix S14: Table S14-1

Executive Training Courses Offered by CONC

Open Programs			
Long Programs (over 100 hours)		Duration	
Management:			
• Global Mini-MBA		177 hrs.	
• Mini MRE (Real Estate)		208 hrs.	
• Business System Development: BSD		110 hrs.	
Marketing:			
• Marketing Director: Experience sharing		117 hrs.	
Short Programs (below 100 hours)		Duration	
Marketing:			
• Marketing Certificate Program		75 hrs.	
• Digital Marketing Certificate Program			
Finance:			
• Finance for non-finance Executive		66 hrs.	
• Certified Investment and Securities Analyst Program: CISA		72 hrs.	
• Strategic Financial Management		75 hrs.	
Human Resources Management:			
• HR & Organization Strategy		60 hrs.	
• HR & Organization Development		93 hrs.	
• Advance HR : Survival Beyond Tomorrow		99 hrs.	
• Executive Leadership Development Program		90 hrs.	
• Enhancing Leadership Presence		84 hrs.	
		80 hrs.	
Modular Programs			
Duration			
Management:			
• Tax Planning		1 day	
• Effective Presentation Technique		2 days	
• Excellence Negotiation		2 days	
• Balanced Scorecard		1 day	
• Performance Measurement		1 day	
• Business Law		1 day	
• Mind Map		1 day	
• Service Excellence		1 day	
Marketing:			
• Digital Marketing		1 day	
• Strategic Brand Management		2 days	
• Pricing & Marketing Profitability		2 days	
Finance:			
• Entrepreneurial Finance		2 days	
• Cash Flow Management for Sustainability		1 day	
• Financial Budgeting		1 day	
• Currency Risk Management			
Human Resource:			
• How to be an effective instructor		3 days	
• How to Positive Thinking		1 day	
Strategy:			
• Strategic Talent Management		1 day	
• Business Strategy		2 days	
Customized In-House Programs			
These programs are customized based on training needs. Courses include the Leadership Development Program, Mini-MBA, Productivity Improvement Program, Advance Financial Management Program, and Organizational Change. CONC customers for these programs are major companies listed in Stock Exchange of Thailand such as:			
Food Industry:		CP Group, the biggest food company in Thailand; Betagro; Siam Food.	
Banking Industry:		Siam Commercial Bank; Kasikorn Bank; Krungthai Bank, Government Saving Bank.	
Automobile, Construction, and Telecommunications:		Siam Cement Group; Thai Summit Group; Sino-Thai construction; Italian-Thai construction; CAT Telecom; Total Access Communication, Plc.	
Service Industry:		Siriraj Hospital; Mahachai Hospital; Thai Tourism Authority; Muangthai Insurance.	
Real Estate Business:		Prukpa Real Estate, Supalai PCL, L.P.N. Development PCL.	