Assumption University

What it is:

ABAC or Assumption University is an academic community - characterised by a shared VISION, shared responsibility and mutual respect. - committed to integral education of all students, - for a just and humane society.

Philosophy or what Assumption University stands for:

In loyalty to its Christian mission, ABAC stands for - the inculcation of respect for the three institutions of the Nation: Religion, Country, and King; and a democratic way of life. - the belief that a man justifies himself and his existence by the nobility of his work. - the commitment to be a light that leads men towards the true source of all knowledge and life.

Objectives and Policies:

Assumption University exists for the main purpose of serving the nation by providing scientific and humanistic knowledge, particularly in business education and management science through research and interdisciplinary approaches. To this end it aims at forming intellectually competent graduates - who are morally sound, committed to acting justly, and open to further growth in all this;
- who appreciate freedom of expression, imbibe right attitudes and ideologies through a carefully integrated curriculum of Ethics, Science, Languages and Business Management.
- who achieve academic excellence through hard work, analytical thinking, and effective decision-making.
Academic Standards

INTRODUCTION

The University has reached a size and complexity in which the President and the Vice Presidents can no longer run it as private fiefdoms. As academic Deans and Associate Deans it is imperative that you step forward and provide the executive leadership needed for the continued academic growth of your particular faculties. A university of more than 14,000 students in eleven faculties, and a professional staff drawn from more than 20 nations, each with its own unique culture, compound the management problems. We all need to realize that the future growth and success of this University as an institution of international stature rests, in large measure, on the shoulders of the Deans. Therefore, your active support and solid commitment to the University and its philosophy cannot be overstated.

Assumption University's main purpose for being, or its mission, is to serve the nation by providing scientific and humanistic knowledge particularly in business education and management science through research and interdisciplinary approaches.

The University's key continuing objectives include the development of competent graduates:

+ who are morally sound, and committed to acting justly, and open to further growth;
+ who appreciate freedom of expression, imbibe right attitudes and ideologies through a carefully integrated curriculum of Ethics, Science, Languages and Business Management;
+ who can compete as equals and on par with other graduates from any Nation in the global marketplace.
This mission and objectives require academic leadership and professional management.

For this reason, I have examined various academic deliberations made by the Administrative and the Faculty Senates throughout the past decade and synthesized them into ABAC ACADEMIC STANDARD as a handbook for the Vice President for Academic Affairs and the Deans.

The President
Easter, 3 April 1994
Academic Senate

The Academic Senate is an authoritative body whose function is to oversee the various faculties' academic performance by
- giving directives and formulating policies;
- evaluating performance of every faculty according to the University's Academic Standard as approved by the Faculty Senate.

STRUCTURE
Chairman: V.P. for Academic Affairs
Members: Deans and Deputy Deans or Assistant Deans
Expert(s)
Secretary

Within the academic structure of the university the Vice President for Academic Affairs is the institution-wide manager and supervisor of certain important academic support services.

N.B. A semesterly report should be submitted to the President.

Academic Committee

Each faculty shall have its own academic committee whose function is to assist the Dean in administering and evaluating academic performance of the faculty according to

- MUA Standards
- Academic Standards set up by the University
- Policies emanating from the Academic Senate
STRUCTURE

Advisor: V.P. for Academic Affairs
Chairman: Dean of the Faculty
Members: Deputy Dean or Asst. Dean
Department Heads
Expert (s)
Secretary

N.B. Every faculty has the duty to formulate its own policies in carrying out the task entrusted. A quarterly report should be submitted to the Academic Senate, a copy of which be also sent to the President’s office.
ACADEMIC STANDARDS
AND
THE ACADEMIC COMMITTEE
ABAC Academic Standards and the Academic Committee *

The main objectives of ABAC education are to foster personal development of the students, to facilitate the achievement of academic excellence and to inculcate in the students right attitudes and ideologies through a carefully integrated educational plan.

In order to fulfill such goals, Assumption University has established a number of standards, regulations, educational criteria and guidelines so that the university administrators, instructors, and students alike could work together toward the university ideal. Some academic rules and regulations have been explicitly stated in the university bulletin. Other standards, though may be implicit in nature, have been put forward as the university philosophy, traditions and/or operational procedures. These standards, too, must be understood and internalized.

Application of standards, however, could present problems, conflicts and controversy. The distinction between fairness and leniency and between rigidity and compassion sometimes can be quite difficult to judge. One has to always remember that rules and regulations are "normative procedures" established to enhance order and systematic evaluation. Even though rules should be generally applied to all cases, when dealing with the development of a human-being, strict application of rules, at times, becomes secondary to individual growth and fulfillment. Regulation enforcers, therefore, must be fair, just, honest, unprejudiced, on the one hand, a compassionate and an understanding human-being on another.

*Reported by Dr. Phornchai Sripraphai
The present President of ABAC feel that it is necessary to reiterate once again some important ABAC educational objectives, a clarification of certain roles and work procedures so that all ABAC administrative units would come to a common understanding and would pursue similar goals. These comprise:

I Salient Study Values of ABAC Students

It is important that we, as teachers and educators, try our best to instill the following study values within all ABAC students.

1.1 Discipline

All ABAC students must learn to follow the university discipline as well as to develop their own self-discipline. Self-discipline involves the ability to stimulate oneself to work hard, to be in control, to pursue academic goal with vigor, to be engaging and to face life challenge with determination, with well-thought-out plans and with intelligence.

Discipline can be measured by regularity of class attendance, class participation, accomplishment of assignment on time, and so on. To be taken into consideration also are social discipline, dress-code, mannerism, etc.

1.2 Academic Tenacity and Perseverance

ABAC students must be trained to become tough scholars, future competitive businessmen, managers, administrators or scientists.

Academic perseverance and tenacity derive from hard work, class assignments, laboratory practicum, frequent quizzes, class activities, and also from extra-curricular activities.
1.3 Language Proficiency

The abilities to communicate, to present one's idea in a coherent manner and to understand are the key to success. All ABAC students must be proficient in ENGLISH - the standard instructional medium of the university and the standard work language for the business community. The significance of ENGLISH proficiency cannot be overemphasized. It has been ABAC's strength in the past and will be in the future. It is a vital goal upon which we should try to improve.

It is, therefore, necessary that ABAC students be properly trained to achieve an acceptable level of English proficiency. Ideally it should be a rule of the university that all students must first pass through all the four English requirement courses, before they can continue in their major Educational fields. Specifically, those students who do not pass English Four, will not be allowed to take further courses in their major.

II Instructors' Role in Providing - Quality Education

Student progress and success are also dependent upon the kind of knowledge provided by the instructors. ABAC instructors must be self-conscious of their duties. They must try their best to guide their students toward the defined goals. Teaching is an occupation which demands self - sacrifice, discipline and tolerance. Each instructor must plan in advance specified course contents, effective instructional methods and comprehensive evaluative procedures: the three most important bases for quality teaching. Specifically, ABAC instructors should:

2.1 Prepare elaborated course outlines and follow those outlines so that all necessary material be adequately
covered and corresponding to the kind of contents being taught.

2.2 Evaluate the students thoroughly, precisely and fairly. Evaluative procedures must not be one-sided. Student must be evaluated according to
a) knowledge
b) understanding
c) application
d) differing perspectives

2.3 Provide quality teaching. Teaching is both an art and a science. Teaching is also very much dependent upon personal style, expertise, knowledge and experience. Quality instructions, however, will always consist of
a) good preparation
b) interesting and effective instruction methods
c) expert usage of resources from the community
d) good communication skill
e) empathy toward students' rate of acceptance.
   (consideration of individual difference)

III The Role of Academic Committee

The Role of Academic Committee is a rather complex one. Its first function is to oversee that academic standards have been kept. According to this function, it is the duty of the Academic Committee to find ways to induce the students to become disciplined, to work hard, to possess academic tenacity and perseverance and to be proficient in English. This function must be fulfilled in collaboration with class-room instructors.

It is also under the responsibility of the Academic Committee to see to it that high quality of teaching standard be kept at all
times. In this regard, however, the duty of the committee is not to control the instructors, but to advise and to facilitate. The academic committee must use careful judgment to balance between academic freedom provided the instructors and the kind of desirable standard of the university. This necessitates close cooperation and regular consultations between instructors and the members of the academic committee. There are clear-cut issues which the committee could make judgment without causing any controversy. There are, however, a number of cases which need cooperation and mutual understanding. High Level of Professionalism is required in dealing with sensitive matters (avoidance of personal preference is imperative).

It is also important to note here that even though examination is the most important and practicable method to evaluate students' performance, it is not the only method. Students are different, so are their intelligences, the rates of development, their aptitudes, their abilities. Fairness dictates that we employ a universal standard of measurement to evaluate our students. This is perfectly normal. But standard procedures must be kept flexible so that they can accommodate difference; be it from students' background, situational context, socio-economic necessities and so on. Application of ONE standard without reflection, without complete understanding of the situation can be dangerous. We can keep ABAC standard high through a multi-approach method, (parts of which have been outlined in this paper) not simply through examination rigidly or unbendable rules. The goals of education is not simply to weed out incompetent students. It is a challenge to find ways to lead these students to their fullest development. It lies upon the shoulders of the Academic Committee members to set a standard of excellence and yet to make this standard flexible enough to accommodate student's individual difference.
OPERATIONAL GUIDELINES
Operational Guidelines for Academic Committee

1. The duty and responsibility of the Academic Committee is to see to it that ABAC standard of excellence be kept.

2. It is the duty of the Academic Committee to give guidelines to the instructors regarding examination questions.

3. According to the university constitutions which have been approved by the MUA, instructors are given the right to academic freedom. This means that evaluation and grading of students remain under instructors' responsibilities. Under normal circumstances, instructors' grades are final. Only in cases where instructors are found to be unreliable, irresponsible and/or negligent that the Academic Committee has the right to intervene.

4. It is the duty of Academic Committee to see to it that students are provided with adequate advice. In the past, advising has been our weak spot and as a consequence, students suffer.

5. It is important to note that 'strict' control of examination process, ambiguous or arbitrary assignment or change of grades do not necessarily lead to 'academic excellence'. We must strive for 'quality education' which emphasizes depth and width of subject contents, quality question papers and scholarly works of students.

6. Experts in each academic field must be enlisted to join the Academic Committee. Experts will help Academic Committee to make the university standards reliable, acceptable and recognized by the MUA as well as by the university community at large.
7. Expert's responsibilities include:
   a) examination of test questions as to depth, thoroughness, variation in areas of measurement.
   b) assisting the Academic Committee to make sound and accurate judgment in cases where in-depth knowledge of specific field of education is involved.

8. It is within the rights of the students to present a petition to the Academic Committee. The Academic Committee must provide the opportunity for a fair hearing, a just and thorough investigation. Students should not be dismissed out of hand.

9. In order to maintain "Academic Excellence" we will have to implement both the policies which are governed by The MUA (i.e., university's constitutions and laws) as well as some specified internal policies. This internal policy is, on the one hand, distinctively our own, yet, on the other, it should comply with standards practiced by universities all over the world.

10. In order that ABAC policies be properly implemented, the following procedures should be initiated.
   a) intensified advising programs.
   b) broad training and education for our advisors.
   c) creative and innovative thinking on the part of the Academic Committee.
ABAC STANDARDS OF EXCELLENCE
ABAC Standards of Excellence

ABAC "Standards of Excellence" consists of the three main criteria:

1) the depth and width of subject contents
2) quality question papers
3) scholarly works by the students and the instructors.

Specifically, the following are expected:

Students

1. Discipline
2. Regularity of Class Attendance
3. Active Class Participation
4. Accomplishment of Assignment
5. Rigorous Study Habits
6. Quizzes
7. Language Proficiency (English and Others)
8. Mid-term Examination
9. Final Examination
10. Refine Social Mannerism

Teachers

1. Teach all classes in English.
2. Prepare course outlines.
3. State class objectives, contents, activities, evaluation methods clearly.
4. Be sure that subjects taught cover both depth and width.
5. Demand rigorous studying discipline from the students.
6. Teach professionally.
   - Good Preparation.
   - Interesting methods of instruction.
- Usage of experts and other resources.
- Good communication skills.
- Empathy toward students.

7. Start the class on time.
8. Evaluate students thoroughly and fairly.
9. Be involved in students' academic development.
10. Be responsible to all the duties involved in college duties.

- supervision of examination
- interviewing students
- offering good advice
- attending meetings and seminars, etc.
ROLES OF THE DEAN
Roles of The Dean*

Deans should provide leadership to their faculties.

**Academic Leadership:** Your professional staff and those assigned to your faculties should look to you, their Dean, to set the standards. Your enthusiasm, or lack of, about the University or your faculty tends to be contagious. An ABAC Academic leader must manage the teaching and learning processes according to the Academic Standards set by the University and by the objectives and goals established in the curriculum.

Deans are required to fulfill these key roles.

**Figurehead:** Acts as legal and symbolic head and performs required ceremonial or legal duties. They represent the University both here in Thailand and abroad.

**Leader:** Motivates, develops and guides subordinates

**Liaison:** Maintains a network of contacts and information sources with key people in your fields of expertise inside and outside Thailand

**Monitor:** Seeks and obtains information needed for understanding the University and its environment.

**Disseminator:** Transmits information to the rest of your management team and to other key people in the University.

*Reported by John F. Simmons*
Spokesperson: Transmits information to key groups and people in your field of expertise.

Entrepreneur: Searches the University and its environments for projects to improve your curriculums, procedures, structures and operating facilities.

Disturbance Handler: Takes corrective action in times of trouble or crises.

Resource Allocator: Allocates University resources by making and/or approving decisions.

Negotiator: Represents your faculty in negotiating important agreements. In addition to and as an integral part of the various roles requires of academic leaders, Deans/managers must carry out their planning, organizing, staffing, leading, and controlling functions.

Planning: Decision making; selecting the courses of action that your faculties will follow in order to carry out the mission and objectives of the University. Planning also includes the establishment of faculty objectives and strategies and this strongly implies not only the need to introduce controlled change, but also the need for sensible and workable innovation. Decision making requires information both external and internal and the Deans should encourage research and creative activities by their faculty members and their students alike. Planning should be participative and not done in a vacuum.

Organizing: involves an intentional structure of roles for people. Making sure that all the tasks necessary to accomplish objectives are assigned and they must be assigned to people who can and will do them. The purpose of the
organizational structure is to help create an environment -- physical, social, psychological -- that spurs human performance.

**Staffing**: The Dean plays a key role in the recruitment of qualified faculty members by filling and keeping filled, the positions provided for in the organizational structure and by setting requirements for the job to be done. Staffing includes inventorying, appraising and selecting candidates for positions; and training or developing both candidates and current job holders to accomplish their tasks effectively.

**Leading**: Leading is influencing people so that they will strive willingly and enthusiastically toward the achievement of organizational goals. Most important problems arise from people, their desires and attitudes, their behavior as individuals and in groups. Therefore, managers if they are to be effective academic leaders must understand what motivates their staff and how to motivate them if the are to be effective. Moreover, the Dean needs to inspire his faculty members to meet the goals and objectives outlined in the curriculum, and to get students involved in the education process through their participation in activities aimed at enhancing the learning environment.

**Controlling**: Measuring and correcting of the activities of subordinates to assure that events conform to plans. Thus, controlling measures performance against goals and plans. Deans are to evaluate their instructors in at least three major areas: teaching, academic administration, and, research or the writing of articles on apropos topics.

**The Need for Coordination**.
Coordination, while not normally considered a function of management is often described as the essence of management. Coordination of faculty effort
is an absolute must. Each of the managerial functions is an exercise in contributing to coordination. Different faculties and people often interpret similar interests in different ways, and, as a consequence, their efforts toward mutual goals do not automatically mesh with the efforts of others. Coordination thus is the central task of Deans. They need to reconcile differences in approach, timing, effort, or interest, with the other University faculties and departments and to harmonize individual goal with organizational goals if they are to contribute to the overall University goals. The best coordination occurs when individuals see how their jobs contribute to the goals of the university. All faculty goals should be designed to contribute to the goals of the university and therefore, needs to be communicated and coordinated with those who have an interest.

Responsibilities, Duties and characteristics of the Academic Deans:
The Dean must:

1. Have demonstrated academic leadership especially in encouraging student activities that supplement the learning process.

2. Advise the President, the vice presidents and the Academic Senate concerning the academic policies of the university.

3. Implement policies emanating from the University Council, and the faculty senate and academic senate.

4. Propose academic planning and curriculum development strategies and proposals to the President, the vice presidents and the Faculty Senate.

5. Initiate change through creativity and innovation within the faculty and the university at large.

6. Propose academic development plans for their departments and submit them through the proper channels for final approval.

7. Conform to and insure that their faculty adheres to University requirements as outlined in the Faculty manual and in other governing regulations. For example, to insure that the number of teaching hours
required of full time faculty is met. They advice library and other appropriate staffs on the acquisition of learning resources such as new books for the library.

8. Chair faculty department head and faculty meetings to encourage and foster a spirit of inquiry and to encourage research activities. Through these meetings they should demonstrate academic leadership by giving advice and encouraging a pedagogical orientation attuned to their particular situation. The Dean appoints faculty sub committees and delegates authority as needed to accomplish group and faculty objectives. These activities should encourage participation and help develop their staffs leadership skills.

9. Coordinate with and contributes to the coordinating efforts of others by seriously considering the issues brought to their attention by others and by offering well thought out advise.

10. Submit an annual report of the Faculty through proper channeis to include the President of the University. The report should be in sufficient detail as to cover the main points listed in this guidance paper.

In conclusion, Academic Deans must lead, manage and coordinate. Deans must be problem solvers, not problem makers. All who accept the positions and the power and prestige associated with being faculty deans are assuming the responsibilities inherent in the job. They will be held accountable for their actions or inactions. Assumption University aims high and its Deans must do likewise.
FACULTY & STAFF
DEVELOPMENT POLICIES
Faculty & Staff Development Policies

RATIONALE: "Those who have sacrificed their lives and time by their
- creative loyalty;
- and, positive contributions to the institution must be recognised, promoted and rewarded."
The nail that sticks up must NOT be hammered down.

CREATIVE LOYALTY
- Stability: time & physical presence, justice and love in governance, long years of service.
- Prosperity: concerned for our material well being (no wastage), generating income & revenue.
- Willingness: willing to propose and accept ideas and concepts for the good of the organization. To place personal loyalty second to institutional loyalty.

POSITIVE CONTRIBUTIONS TO

Our strength
- leadership: be recognised & respected at the national and international level (international forum).
Our growth

- academically: teaching, researching, and writing.
- socially: among the academe - invited to teach & to lecture; appreciated by the society at large
- economically: concerned for resource utilization with no wastage; looking for benefactors; etc.