



# FACULTY MANUAL

ASSUMPTION UNIVERSITY  
NINTH EDITION 2018

ASSUMPTION UNIVERSITY PRESS, BANGKOK 10240 THAILAND



*F*ACULTY *M*ANUAL  
Assumption University  
of  
Thailand

**Nineth Edition 2018**

**ASSUMPTION UNIVERSITY PRESS**  
Bangkok 10240, Thailand

© 1989, 1992, 1995, 1999, 2007, 2008, 2012, 2017, 2018 by

Assumption University Press  
Bangkok 10240, Thailand

*All rights reserved.* No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without a prior written permission from the publisher.

*"What could be more important than to train the minds of children and to shape the habits of the young? In truth, far greater than any painter, far more excellent than any sculptor or any other artist ranks, in my esteem, the teacher who molds the character of youth."*

*St. John Chrysostom, in Matt, 18, Horn. 60.*

*Teaching is creative work with its basic materials: the minds, the hearts and the ambitions of impressionable young who want and need proper guidance.*

*Teachers should have but one motive - service to mankind. Not all students are bright, but even the slowest will gain if the teacher crusades for service.*

*Teaching is enduring work. A teacher affects eternity. He will never know where his influence will reach.*

*Excellence in teaching begins with the realization that what students learn is more important than what the teacher teaches. A teacher is considered to be the manager and facilitator of the learning process.*

# Contents

	<b>Page</b>
<b>Note to Faculty</b>	1
<b>Assumption University</b>	
Origin	2
Philosophy of Education	2
Vision 2000	3
Vision 2000 for the AU Graduates	4
Strategies	4
AU Core Values	4
Motto	5
<b>On Becoming an AU Instructor</b>	
Conceptual Framework	6
Paradigm Shift	6
Effective Teaching	7
<b>AU Code of Professional Ethics</b>	9
<b>The Faculty</b>	
Selection	12
Probation	12
Being an Instructor	12
Duties and Responsibilities	13
Advisory Role	14
Professional Integrity	14
Social Responsibility	14
Clocking in and Clocking out	15
Posting of Hours and Teaching Load Requirements	15
Leave of Absence	15
Sick Leave	
Vacation Leave	
Authorized Leave	
Termination of Service	16
<b>University Regulations</b>	
External and Internal Examiners	18
Attendance	18
Course Outlines	18
Course Requirements	18
Preparation and Submission of Question Papers	20
Correction and Evaluation of Papers	21
Final Grades	21

	<b>Page</b>
Submission of Grades and Answer Papers	21
Announcement of Grades	21
Use of English	21
Academic Standards	22
Teaching Load	22
Office Hours	22
Summer Teaching	22
Evening Programs	23
<b>Procedures for Quality Proctoring</b>	<b>24</b>
<b>Services</b>	
Audio-Visual Services	34
Duplicating Services	34
Library Services	34
Texts and References	34
Medical and Hospital Services	34
<b>Personnel Items</b>	
Salary Scale	35
Extra Pay Provision	35
Evaluation	35
Promotion	36
<b>Fringe Benefits</b>	
Faculty Development Program	37
Support Grants for Academic Works	38
General Welfare	44
Medical Benefits	45
Welfare of Children	46
Welfare Assistance	46
<b>AU Awards for Excellence</b>	
St. Montfort Award	49
St. Michael Award	49
St. Hilaire Award	49
St. Martin de Tours Award	49
St. Bernard Award	50
St. Thomas Aquinas Award	50
<b>References</b>	<b>51</b>

## NOTE TO FACULTY

Welcome to Assumption University. It should be noted that in the early days of the University, the Faculty Manual was in the form of a handout, a compilation of regulations and announcements. Then, from 1979 onwards, a series of Faculty Manuals were prepared to serve as a framework for all instructors to follow.

As we cross the threshold of the 21st century, things keep on changing rapidly. The explosion of electronic technology has caught us unprepared in the transmission and storage of ideas and information. Teaching can now be done through various media. In fact, the impact of globalization, competition, technological innovation, and other changes in education are rapidly growing and cannot be ignored.

This is one of the reasons why this Faculty Manual is taking on a new emphasis beginning with a conceptual framework of teaching/learning. It is intended to remind us that there is a scientific knowledge base that can help guide our teaching practice. Theory, practice, and research form the three sides of the knowledge triangle that support teaching practices. Life, as a teacher, will be full of excitement and challenge depending on what we make of it. After many years of schooling, we should find ourselves in a cycle of observation, training, and experiencing principles of teaching. Often, we pay too much attention to our rights and too little to our responsibilities, emphasizing on contents per se rather than on the right attitude and spirit of what we are doing. Rewards in life do not come to us in the form of material things only. The greatest joy of giving and a sense of fulfillment can well up in our hearts when our students blossom into efficient, even accomplished performers.

To all who are teaching, press on. Look beyond the immediate to the goal ahead. Successfully achieving what we set out to learn or to accomplish is a test and forger of character. Nothing is achieved in life if we shirk or quit the task at hand. Whatever difficulties you may be experiencing in your field of teaching, keep your goal in view and hold steadily.

Enjoy your stay at Assumption University.

Rev. Bancha Saenghiran, f.s.g., Ph.D.  
President

# ASSUMPTION UNIVERSITY

## Origin

Assumption University was initially originated from Assumption Commercial College in 1969 as an autonomous Higher Education Institution under the name of Assumption School of Business. In 1972, with the approval of the Ministry of Education, it was officially established as Assumption Business Administration College or ABAC. In May 1975, it was accredited by the Ministry of University Affairs. In 1990, it was granted new status as Assumption University by the Ministry of University Affairs.

The University is a non-profit institution administered by the Brothers of St. Gabriel, a worldwide Catholic Religious Order, founded in France in 1705 by St. Louis Marie de Montfort, devoted to education and philanthropic activities. The Congregation has been operating many educational institutions in Thailand since 1901.

## Philosophy of Education

In loyalty to its Christian mission, Assumption University stands for:

- Respect for the three institutions of the Nation: Religion, Country, the King and a democratic way of life;
- Belief that a man justifies himself and his existence by the nobility of his work: LABOR OMNIA VINCIT;
- Commitment to be a light that leads men towards the true source of all knowledge and life.

Assumption University represents an international “academic community which, in a rigorous and critical fashion, assists in the protection and advancement of human dignity”, specifically, with devotion to the Thai cultural heritage, “through research, teaching and various services offered to the local, national, and international communities.”\*

## Mission: 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;
- Appreciate freedom of expression, imbued with ethical attitudes and ideologies through a carefully integrated curriculum of Ethics, Science, Languages and Business Management;
- Achieve academic excellence through hard work, critical and positive thinking, and effective decision-making.

---

\*Apostolic Constitution of John Paul II.

## **Vision 2000**

### **Assumption University of Thailand envisions itself as:**

- An international community of scholars;
- Enlivened by Christian inspiration;
- Engaged in the pursuit of Truth and Knowledge;
- Serving human society, especially through the creative use of interdisciplinary approaches and cybertechnology.

### **Strategies**

#### **- Leadership**

- Academic, Innovative Student-Centered Teaching;
- Information and Communication Technology Learning Center;
- Information Technology Applications for All Curricula;
- Research.

#### **- Productivity**

- Recruiting bright and promising students through scholarship.

#### **- Service**

- Staff training through Human Resource Development for IT literacy effectiveness and efficiency (down-sizing for Networking).

## **Vision 2000 for the AU Graduates**

### **Assumption University of Thailand envisions its graduates as:**

- Healthy\* and open-minded persons, characterized by personal integrity, an independent mind, and creative thinking;
- Professionally competent, willing to exercise responsible leadership for economic progress in a just society;
- Being able to communicate effectively with people from other nations and to participate in the globalization.

### **Strategies**

- Innovative student-centered teaching and learning by doing;
- Participation in ongoing research and IT literacy;
- Leadership training in globalization character formation and social responsibility;
- Professional ethics;
- State-of-the-art education in language and cybertechnology;

### **AU Core Values**

#### **“CARE”**

**C** = Catholic values

- Faith
- Hope
- Love

**A** = Accountability

**R** = Righteousness

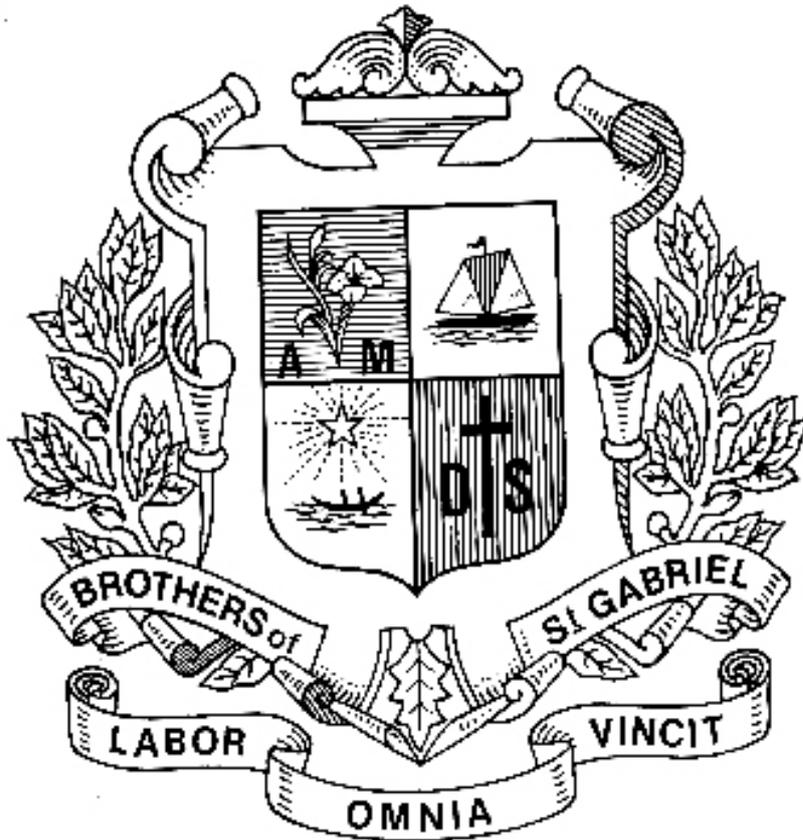
**E** = Excellence

---

\* *mens sana in corpora sano* (Sound Mind in Sound Body)

- International environment;
- Service activities through experience in club activities;
- Cybertechnology: Information technology capacity and applications.

MOTTO



**LABOR OMNIA VINCIT**

Success Through Hard Work

# ON BECOMING AN AU INSTRUCTOR

## Conceptual Framework

Nothing is more important in a university than the quality and vigor of its faculty. The attitudes and practices of the faculty must be attuned to fit the new environments. To enhance the quality of instruction and research in Assumption University, the faculty must assume a high sense of responsibility. Thus, reorientation programs will be undertaken from time to time.

In order to produce today's faculty that must be characterized by maturity, good judgment and a great concern for the welfare of their students, instructors must be imbued with current educational philosophy. Instructors are expected to be great teachers and expert researchers; counselors to students; professionals ready to assist their community and the nation in the solution of its problems; and active participants in faculty self-management by serving on appropriate university committees.

## Paradigm Shift

### 1. From Teacher-centered to Student-centered

As the father of the active learning model, Dewey envisioned the role of a teacher as a leader of a group activity, rather than an authority figure who imparted knowledge. Student-centered learning and active learning must be key concepts that underscore the nature of teaching and the learning process. Dewey viewed learning as individual development, not as acquiring information poured in from a dogmatic teacher. Thus, the aim of educational institutions should be "**development from within.**"

### 2. As Manager of the Learning Process

Excellence in teaching begins with the realization that what students learn is more important than what the teacher teaches. A teacher is considered to be the manager of the learning process.

The managed-learning process calls for drawing information from the participating learners, keeping them involved and engaged in learning, and recognizing their progress when they have learned. The emphasis is on what the learner learns. The learner is the most important person in the process — not the teacher. The teacher assists the learner in acquiring skills, knowledge, and techniques, and helps the learner integrate this information for application in the non-academic world.

According to Kuczarski & Kuczarski (1995), the three stages of managed-learning are:

- a. **Discovery.** The teacher should know what students already know before the lesson is taught.
- b. **Teaching.** The mode of delivery of the subject contents must be considered so as to bring out optimum results.

- c. **Application.** A try out or the use of knowledge or skill must be provided so that the teacher knows whether learning has occurred or not. At the same time, learners must find out for themselves what they have learned correctly and evaluate their own level of learning achievement.

In the managed-learning process, the learners assume responsibility for their own learning.

### **3. By Inquiring into the Teaching and Learning Process**

In his book "Learning to Teach," Arends (1998) states that the ultimate purpose of teaching is "to assist students to become independent and self-regulated learners." This primary purpose stems from two underlying assumptions, namely:

- a. Knowledge is not entirely fixed and transmittable but is something that all individuals, students and adults alike, actively construct through personal experience, and
- b. The most important thing that students should learn is how to learn.

### **Effective Teaching**

To achieve these lofty aims, Arends contends that effective teaching requires the following characteristics as prerequisites for teaching. Effective teachers must be academically able and care about the well-being of students. At the same time, they must produce results, mainly those of student academic achievement and social learning. But these characteristics need another four higher-level attributes to make teaching effective.

The attributes of effective teachers are:

- a. Personal qualities that allow them to develop authentic human relationships and to create democratic classrooms.
- b. Positive dispositions toward knowledge. They need to have command of at least three broad knowledge bases that deal with subject matter, human development and learning, and pedagogy. They need to use this knowledge to guide the science and art of their teaching practice.
- c. A repertoire of teaching practices that are known to stimulate student motivation in order to enhance students' achievement of basic skills and to develop their higher-level thinking skills that contribute to producing self-regulated learners.
- d. Personally disposed toward reflection and problem solving. They consider learning to teach a lifelong process, and they can diagnose situations and adapt and use their professional knowledge appropriately to enhance student learning and to improve schools.

Teachers, regardless of their grade levels, their subject areas, or types of schools in which they teach, are required to perform three important functions:

- a. Provide leadership to groups of students. The leadership functions of teaching are to plan, motivate and coordinate work so individuals can work interdependently to help formulate and assess important organizational goals.
- b. Perform interactive functions of teaching. They provide direct, face-to-face instruction to students, creating models of teaching, teaching strategies and procedures, and the wisdom of practice contained in the repertoire of experienced teachers.
- c. Demonstrate organizational functions of teaching. According to Trends (1998), teachers are organizational members working with colleagues, parents, and others. They need to have good relationships with colleagues, agreeing on common goals. They must be able to relate to others or to attend to their own personal growth and psychological well-being within a complex organizational setting. Through this means they become influential professionals with their colleagues and beyond the confines of their school.

Moreover, they must develop good work relationships with colleagues engaged in cooperative planning efforts based on agreed goals and assist in the creation of a common means for achieving those goals that lead to institution wide effectiveness.

They must have a repertoire for entering into institution-wide dialogue on important educational issues.

## AU CODE OF PROFESSIONAL ETHICS

Lecturers of Assumption University must exhibit high levels of professional competence and ethical conduct, not only to merit the confidence and respect of the students and their parents which they have to serve, but also to be able to act as their role models. In the Thai context, university lecturers are considered to be a privileged class. Correspondingly, both as professionals and as educators they are expected to have a high sense of moral values and a common standard of behavior.

All AU lecturers are expected to comply both with the letter and spirit of the ethical standards set forth in the current text, henceforth referred to as the "Code of Professional Ethics," or "The Code" for short. The Code is expressed in the form of a set of enforceable and mandatory Rules. These Rules prescribe the ethical conduct required of every lecturer, regardless of her/his occupational position. Any individual subjected to The Code who violates a Rule will be exposed to the possibility of disciplinary actions. Do remember however that the goal of the Code is to prevent unethical conduct before it occurs.

The Code text will keep referring to "the Lecturers" but it also applied (*mutatis mutandis*) to the Deans, Associate and Assistant Deans, Chairpersons, etc. in the exercise of the duties and tasks as related to their function.

All violations of the Rules will be handled by especially nominated Ad Hoc Committees. The Ad Hoc the committee will be in charge of the responsibility of investigating and adjudicating alleged Rule violations and of proposing appropriate penalties. Disciplinary sanctions will be imposed as warranted by the severity of the offense and its circumstances, but in accordance with the published AU procedures and penalties (*See reference 1*) and within the framework of due process and equal protection under the law.

When there is a reason for the lecturer to feel uncertain about the ethical propriety of a specific activity or type of conduct, the said lecturer should refrain from engaging in any such activity or conduct until the matter has been duly clarified. Any lecturer who needs assistance in interpreting the Code is encouraged to request an advisory opinion from the AU Office of Human Resource Management (OHRM).

### Code of Professional Ethics

As stated the Code of Professional Ethics is expressed in the form of a set of enforceable and mandatory Rules. Many of these Rules touch upon subjects and topics treated more extensively or more explicitly in earlier ABAC or Assumption University publications. (*See References 1, 2 and 3*)

- Rule 1** The AU lecturer has the duty to familiarize himself or herself with all the Rules of conduct as prescribed in the Code of Professional Ethics and to abide by them.
- Rule 2** The lecturer shall competently, faithfully, and consistently discharge her/his teaching duties and related responsibilities.
- Rule 3** The lecturer shall support all the university efforts aimed at improvements in teaching, learning and research, as well as those rendering services to the public or supporting and promoting Thai tradition and culture. In particular, the lecturer shall cooperate with all internal operations aimed at

improving the overall efficiency and effectiveness of the university, such as quality assurance operations, good governance, one- and five-year planning, etc.

- Rule 4** The lecturer shall support all the policies and practices of the university which provide individual lecturers with opportunities to update and to advance their professional competence and their academic achievements.
- Rule 5** The lecturer shall support the development, the improvement, and the enforcement of the Code Rules and in particular those aimed at fostering ethical conduct among the lecturers.
- Rule 6** The lecturer, in the conduct of her/ his professional duties shall not engage in any act of dishonest, deceitful, or fraudulent activity.
- Rule 7** The lecturer shall not allow the pursuit of financial gain or any other personal benefit to interfere with her/ his exercise of sound professional judgment and honest practice.
- Rule 8** The lecturer shall not withhold any information or assistance, officially requested by the Ad Hoc Committee or by any other regulatory university authorities charged with investigating or prosecuting an alleged violation of the Code.

### **Jurisdiction and Composition of the Ad Hoc Committee**

Every investigation of an alleged violation of the Code of Professional Ethics and its Rules of Conduct will be carried out by an Ad Hoc committee of (in principle) five persons. This Ad Hoc committee will have a chairperson appointed by the Vice President for Academic Affairs. This chairperson, in turn, will recruit four more members for the committee and propose them as member-candidates to the Vice President for his approval and their formal nomination.

The AD Hoc committee shall have the responsibility for:

- a. Investigating all matters involving the alleged Code violation;
- b. Submitting in writing the result of its investigation;
- c. Proposing appropriate disciplinary actions or penalties;

As the result of their investigations, the Ad Hoc Committee members may suggest amendments to the current Code, to its procedures, to the disciplinary actions, and penalties, they consider appropriate.

### **Procedural Steps for Code Complaints**

- a. Complaints alleging a violation of the Code of Professional Ethics must be submitted in writing to the Vice President for Academic Affairs.
- b. For any complaint that is deemed receivable, the Vice President will appoint an Ad Hoc committee chairperson who, in turn, will recruit the other Ad Hoc committee members and propose them to the Vice President for Academic Affairs for his approval and formal nomination.
- c. Any person accused of a Code violation has the right to request an appearance in person before the Ad Hoc committee in order to explain his/her version of the facts.
- d. Upon the conclusion of its investigation, the chairperson of the Ad Hoc Committee will prepare a report of the Committee's activities and its conclusions and submit it to the Vice President for Academic Affairs.

- e. Any lecturer stricken by an adverse decision of an Ad Hoc Committee, shall be given a period of 30 working days within which he/ she can address a (*motivated*) request for a revision of his/her case to the Vice President for Academic Affairs.

## **Penalties**

- a. If the Ad Hoc Committee determines that a complaint merits a disciplinary action, it may recommend an appropriate penalty.
- b. The severity of the penalty proposed shall be commensurate with the severity of the offense committed. Also the extent to which the violation reflects on the likelihood of future professional misconduct should play a role.
- c. Penalties that may be imposed are in essence those of Article 33 of the Regulations referred to in Reference 1. One thus meets in ascending order of severity:
- A verbal private admonition,
  - A verbal reprimand in the form of an informal rebuke,
  - A formal censure in the form of a written warning (with or without a probation clause),
  - A imposition of a leave of absence without salary,
  - A imposition of a (specified) deduction from the salary,
  - A cancellation of the yearly meritorious service salary bonus,
  - A decrease in salary step (s),
  - A termination of the employment contract.
- d. All the proceedings, correspondence and decisions related to a breach of the Code of Professional Ethics as handled by an ad hoc committee shall in principle be kept confidential between the parties involved. However, if it can serve a higher purpose, the Vice-President for Academic Affairs may decide on a case-by-case basis to disclose the decision and the penalties imposed by the ad hoc committee.
- e. Complaints involving an alleged violation of the Code of Professional Ethics by members of the ad hoc committee themselves, shall be submitted to the AU Ombudsman.

## **References:**

1. *Assumption University Regulations Governing the Principles of Job Performance of Lecturers and Officers (B.E. 2535)*
2. *Assumption University Faculty Manual, 1995*
3. *ABAC Academic Standards, April 1994*

# THE FACULTY

## 1. Selection

The University exercises great care in the selection of its instructors because it knows that no matter how noble its ideals are they will never be realized unless its teachers are imbued with the same ideals.

The recruitment and selection of an instructor is the responsibility of the Dean of the respective faculty. The proposal for a new appointment will be forwarded to the Vice President for Academic Affairs and the President for approval. Each faculty is responsible for administering appropriate of administrations and interview(s) in order to properly evaluate an applicant in his/her knowledge in the specific discipline, English proficiency, and teaching ability.

Since the University uses English as its medium of instruction, fluency in English is a must for all applicants. However, fluency in English alone does not guarantee acceptance. Applicants must have a thorough grasp of the subject or subjects they wish to teach and must demonstrate the ability to impart such knowledge to the students.

In addition, the applicant must possess the following qualities:

- A sociable nature,
- A willingness to abide by the University regulations,
- A willingness to work hard,
- A thorough grasp of the nobility of the teaching profession, initiative and enthusiasm.

## 2. Probation

Once an applicant is accepted, he/she will serve a probationary period of 180 days (could be extended based on the Chairperson's evaluation). At the end of the probationary period, the probationer will be given permanent status or released.

## 3. Being an Instructor

Teaching is creative work. It involves building people. It takes patience and understanding.

Only a person who loves teaching and students can be a good instructor. Students are individuals in their own right with their own unique personalities and problems. This means that each student needs individual care and attention. Only a person of great patience and understanding can function effectively in such a role.

Students must be respected. They have ideas, opinions, and feelings. These must be understood and appreciated.

Instructors are facilitators. They make it easier for students to learn, to think, to search, to develop. In short, to grow.

Quality can be assured to stakeholders only in so far as it begins with the personal quality of the instructor. The process of learning should be the outcome of teaching preparation,

teaching delivery, and teaching evaluation. Instructors of quality must possess quality in all teaching areas and other related activities.

#### **4. Duties and Responsibilities**

The main duties of an instructor are as follows:

The *first* duty of an instructor is to understand the University, what it stands for and what its aims (its philosophy and objectives) are.

The *second* duty is to get a thorough grasp of the different programs of study and how they interrelate with each other.

The *third* duty is to understand the rules and regulations of the University, nature and scope of his/her own work within the framework of the philosophy and objectives of the University and the various programs of study.

As responsible persons, instructors will prepare their lessons before going to class, be punctual, and see to it that the class period is fully utilized.

Instructors will be available to students when they are needed and will take an interest in each of the students.

Instructors will do what they can to help their students in any ethical way possible.

#### **Other Responsibilities**

##### **4.1 Attending University Functions**

University functions, such as Wai Kru Ceremony, Last Orientation, Academic Exhibitions, Commencement, etc. offer the instructors unique opportunities to show their sense of participation and oneness. They must not only be willing but eager to take part in such functions.

They are always there when the University needs their presence or their service.

##### **4.2 Attending Faculty Meetings**

Faculty meetings, whether at the University or departmental level, are held when needed. Faculty meetings are held to exchange ideas, to offer criticisms and encouragement and to solve problems. Therefore, all should actively participate.

##### **4.3 Proctoring Exams**

All full-time instructors have the duty to proctor in these examination.

- Entrance Examination
- Quizzes
- Mid-semester Examination
- Final Examination

The Office of Administrative Affairs provides the proctoring schedule and all instructors are requested to follow the schedule faithfully.

Examination days are working days and all instructors are expected to be present unless they are on personal leave or on other university assignments.

## **5. Advisory Role**

Most students need some help and guidance to complete their university education successfully. To provide them with such help, every student is assigned an advisor whom he/she can consult with whenever he/she has any problem.

In order to fulfill his/her role the advisor must know:

- The rules and regulations of the University,
- The programs and requirements,
- The sequence in which courses are to be taken,
- The basic contents of the courses,
- The academic standing of the student,
- The rules on probation and dismissal.

To be an effective advisor an instructor has to be:

- Patient and understanding,
- Firm but fair,
- Available to help the student,
- Interested in the student and his/her problems,
- Full of initiative to follow up on the student and his/her performance.

## **6. Professional Integrity**

Professional Integrity means honesty to oneself, one's duty and one's students. Instructors should accomplish their work and do it well. They should be fair to all their students. They should constantly evaluate themselves and their performance. Their motto should be: "ONLY MY BEST WILL DO".

## **7. Social Responsibility**

No education is complete if it does not instill in students social responsibility.

Assumption University owes its origin to those who were imbued with love for their fellowmen. Such people were conscious of their sacred duty to improve and uplift others around them.

Assumption University instructors must walk in the footsteps of these pioneers.

Assumption University instructors can best fulfill their social obligations by helping their students to become conscientious, compassionate, law-abiding, and morally sound citizens.

As instructors of Assumption University, they should be in the vanguard of research in this country. They can also serve the country and community by writing academic papers and books in response to the needs of the Thai community.

## **8. Clocking In and Clocking Out**

All instructors are required to Clock In each morning when they report for duty and they must also Clock Out before leaving the campus. A three-in- one card (ATM, ID, Time-Registration) has been introduced in March 1999 to facilitate the process. The card is the property of Assumption University. It should be carried at all times and presented upon request to any University Official. This card is NON-TRANSFERRABLE. Lending this card to anyone, or failure to present it upon request or failure to clock in and clock out is a violation of the University regulations and subjects the holder to disciplinary action.

In particular, when it is used to register time for office hours, the holder of this card is the sole person who has the right and responsibility to do so. Duplicity in time-registration is tantamount to cheating and is liable to disciplinary action.

## **9. Posting of Hours and Teaching Load Requirements**

Each semester, instructors are required to post their (a) Teaching Hours, and (b) Office (or Advising) hours on their office doors. Copies should be given to their immediate supervisor and to the Vice President for Academic Affairs.

The University requires each instructor to carry a teaching load of 12 hours/week (180 hours/semester presuming that one semester has 15 weeks) and to interview or give oral test to students 3 hours/week or under special contracts to teach 15 hours/week. Normally Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays are considered working days for an instructor unless it is arranged otherwise. A lesser load is allowed when the instructor has to shoulder administrative or other duties. In addition, an instructor must put in at least 15 hours/week in the office for student advice and guidance. In short, a minimum of 30 hours of work per week is required, excluding the overtime hours.

The lunch hour is not included in advising hours. Advising hours means the hours instructors are present in their offices and at their work desks.

Instructors working less than a full load may be required to work in a second department/faculty depending on the needs and concurrence of the Deans and/or Department chairpersons involved.

Only instructors who fulfill the full teaching load can receive extra payment. If an instructor is invited to teach beyond the required load in another faculty, he/she needs to get approval from the Dean of the respective faculty before accepting the teaching assignment.

## **10. Leave of Absence**

If, for some unavoidable reasons, an instructor has to be absent from the University, a Leave of Absence Form should be filled out by the instructor concerned and approved by the Chairperson, the Dean and the Vice President for Academic Affairs.

In case of emergency and only one day of absence is needed, the Authorized Absence Form may be filled out by the instructor concerned after the leave has been taken.

For an authorized absence not exceeding two consecutive working days, the approval of the instructor's immediate supervisor must be obtained.

If the period of absence is for more than two consecutive days, the instructor must forward his/her Authorized Absence Form through the immediate supervisors to the Vice President for Academic Affairs for approval. Request for an authorized absence must be acknowledged by the immediate supervisor at least one working day before taking effect.

All class periods missed due to the leave taken must be made up by the instructor concerned.

An instructor is not allowed to take more than 15 days of personal leave in any academic year.

### **10.1 Sick Leave**

An instructor is allowed a sick leave of 30 days in an academic year. All class periods missed due to the sick leave must be made up by the instructor concerned.

### **10.2 Vacation Leave**

Vacation leave of 15 days per academic year, not exceeding 5 days at any one time as approved by the immediate supervisor, is allowed only for instructors who have no teaching duties to perform.

### **10.3 Authorized Leave**

A female instructor can take 45 days maternity leave with pay, and an additional 45 days leave, if necessary, without pay.

A male instructor can take 30 days leave with pay to enter into monkhood. The term monkhood shall apply broadly without any religious discrimination. For example, a person with Islamic faith proceeding to Mecca or having to fast during the Ramadan may take such leave.

A written authorization from the immediate supervisor and the Vice President for Academic Affairs is required before an instructor can take the Authorized Leave.

## **11. Termination of Service**

An instructor shall be discharged from duty under the following cases:

- Death
- Voluntary resignation
- Employment termination
- Retirement at the age of 60 years

In case of death the University will render assistance under the rules and regulations of the University and the labor laws of the country.

If the instructor wishes to resign, the instructor shall submit a written notice not less than 30 days before the end of the semester. While the resignation is pending approval, the instructor must continue his/her normal duties and the University shall pay him/her the remuneration for the work.

The instructor who submits a resignation notice 30 days before the end of the second semester and would want it to be effective at the end of the current academic year must maintain his/her teaching duties up to the end of the summer period.

In any event that the University is unable to find a substitute instructor, the instructor will continue employment until the end of the academic year, and the University will pay the remuneration up to the last day of the instructor's employment.

An instructor will receive his/her severance pay and other terminal benefits on the day of his/her resignation, provided he/she has clearance from the following offices:

- Registration
- Library
- Finance
- Administration
- Human Resource Management
- Assumption University Credit Union Cooperative Ltd.

Failure to comply with the 30-days' notice might result in the instructor forfeiting his/her severance pay.

Employment termination of an instructor will be exercised for any of the following reasons:

1. Expiration of the employment contract with a specific period of time mentioned therein.
2. A major violation of the regulations of the University or serious misconduct, or misbehavior as specified below:
  - 2.1 Absent from work for 3 consecutive days without sufficient reason.
  - 2.2 Violation of the rules and regulations governing job performance for a repeated offense after a written warning has previously been given by the immediate supervisor or higher authorities.
3. The University may terminate the employment without any warning to an Instructor in these case:
  - 3.1 Through intentional or careless negligence, an instructor causes damage to the materials or to the prestige and honor of the University.
  - 3.2 An instructor is found to be dishonest or has committed acts deemed antagonistic to the University.
  - 3.3 An instructor engaged in committing immoral and unethical conduct that is considered unjustifiable and unacceptable by society.
  - 3.4 An instructor being sentenced to imprisonment, except for light or careless offenses.

If the University terminates the employment of an instructor for any of the aforementioned reasons, the University shall comply with and conform to the labor laws and the existing rules and regulations of the University.

# UNIVERSITY REGULATIONS

## 1. External and Internal Examiners

To ensure high academic standards the University uses the services of:

- a. External Examiners approved by the Commission on Higher Education (CHE) and appointed by the President;
- b. Internal Examiners appointed by the President upon the recommendation of the Vice President for Academic Affairs.

The CHE requires that:

- a. The Final Examination for a course be comprehensive,
- b. 60% of the total marks be allocated to the Final Examination for Junior or Senior Students

## 2. Attendance

The CHE and the University require 80% attendance for a student to qualify for the Final Examination.

To create a learning environment and atmosphere in the University and to comply with the CHE attendance regulations, attendance checking must be a part of classroom management. An instructor should keep a record of students' absences and an assessment should be made on the basis of attendance. In the process, a warning should be given to any student who has been absent beyond the permissible limit and therefore forfeit the right to sit the examination. Twice a semester, before mid-semester and final examinations, the instructor should submit attendance records of the students to his/her chairperson, unless another arrangement is made.

## 3. Course Outline

An instructor is required to prepare an outline of the course he/she is to teach at least two weeks prior to the start of the semester and submit it to the department chairperson for approval and necessary action. By the first day of class, copies of the course outline will be ready to be picked up from the Office of the Vice President for Administrative Affairs for distribution to the students.

The course outline should be fairly comprehensive specifying the topics the course will cover, the points the instructor will emphasize and the time required to cover each topic. Coverage should conform to the course description.

The course outline with the course requirements and allocation of marks is to be given to the students on the very first day of class.

## 4. Course Requirements

Course requirements should be clearly specified in the course outline, including the allocation of marks for each requirement. Depending upon the nature of the course, requirements may include the following items:

#### **4.1 Quizzes**

The University emphasizes the continuous development of its students. Regular quizzes help achieve this objective. Quizzes also ensure regular attendance, more attention and more participation in class.

#### **4.2 Term Papers**

Modern business studies and other academic programmes use research extensively. Assumption University students should know how to conduct research. Asking students to write term papers is one way to acquaint them with research and research methods.

A term paper deals with a problem and its probable solution. To do it well, students must be able to define the problem, find its probable causes and suggest ways and means for its solution. This involves research: reading books, gathering and sorting out data and providing supporting evidence.

A term paper is an exercise in thinking and judging. It sharpens the mind.

#### **4.3 Oral Reports/Presentations**

These help the student to get rid of his/her shyness and to gain self-confidence.

Oral reports take time. They must be prepared. The student has to read the books and/or articles assigned and then give a clear and concise summary of the contents, and finally entertain questions from the class.

This cannot be achieved without mastery of the topic in question.

#### **4.4 Class Participation**

When case analysis is involved and students are required to study a case (or cases) thoroughly and bring out worthwhile points in a class discussion, it is natural to motivate students to do such homework by allowing marks for class participation. The main point to bear in mind is to provide all students with equal opportunity in making their points in the class discussion. Sometimes, only a few students end up doing all the talking throughout the semester if the instructor is not careful.

#### **4.5 Book Reports**

Instructors are advised to give reading assignments to their students to widen their knowledge. Textbooks go out-of-date quickly; more recent knowledge or viewpoints may be found in other more recent books and in journals, newspapers and magazines.

#### **4.6 Field Trips**

Field trips can give students first hand information about current practices and methods and to acquaint them with modern business machines, factory layout, equipment, and problems. Instructors, depending on the nature of the course they handle, are encouraged to arrange field trips which will benefit their students and make their understanding of the course more thorough and complete.

Instructors can and should solicit the help and advice of their department chairperson in the arrangement and carrying out of such field trips.

#### **4.7 Other Assignments**

Course requirements need not be confined to those listed in item 2.4. An instructor can use his/her own discretion in stipulating requirements. He/she can have dictations, speeches, guest speakers, role-playing, to mention just a few teaching activities.

#### **4.8 Mid-Semester Examination**

The academic calendar specifies the dates for this examination. No regular classes are held during this period and instructors are obliged to proctor the mid-semester examination.

#### **4.9 Final Examination**

At least 40% of the total marks should be assigned to the final examination for Freshmen and Sophomores. As stated in an earlier section, as a general rule the Commission on Higher Education requires that 60% of the marks be allocated to the final examination for Juniors and Seniors.

The final examination questions should adequately cover the entire course and they should therefore be comprehensive in nature.

The questions should test whether the students have sufficient grasp of the whole course.

The questions set for mid-semester and final examinations should be examined for their appropriateness in terms of validity and reliability of measurement and evaluation. The results of the examinations must always be weighed against the ability of the instructors in teaching as well as the learning ability of students.

#### **4.10 Allocation of Marks**

Marks should be allocated according to the time and level of difficulty involved in the fulfillment of the various requirements. This will generate more enthusiasm in the students.

### **5. Preparation and Submission of Question Papers**

The dates for the submission of question papers will be found on the academic calendar. All instructors are required to submit their examination questions on or before the dates specified. This will ensure that typing, checking, and printing work will be done on schedule.

If possible, instructors are requested to submit typed questions. This will ensure accuracy. If instructors can help proofread their questions before printing, unnecessary explanations in the examination room will be avoided.

Instructors are asked to see to it that their questions are adequate for the time allotted and that they sufficiently cover the subject matter of the course(s) they handle. A mid-semester examination is normally scheduled for two hours, and the final examination, for three hours. It is expected that instructors will use their best judgment in this matter.

## **6. Correction and Evaluation of Papers**

This is a time-consuming and often thankless job. The temptation to rush and get it is great.

But it is also a matter of fairness and justice.

Therefore, all instructors must make it a point of honor to do this job to the best of their ability. They may have to read and reread a paper before they can make up their mind about marks and grades. No one should be haphazard or careless in this matter as the whole future of a student may be at stake.

## **7. Final Grades**

The final grades should reflect the students' performance during the whole semester rather than in one particular examination. Therefore instructors should keep records of their students' performance during the semester and this should influence the students' final grade.

## **8. Submission of Grades and Answer Papers**

The academic calendar specifies the dates on which grades and answer papers are to be submitted. All instructors are requested to do everything in their power to meet the deadline.

Submission of grades on the dates specified is necessary for several reasons:

- Some courses are prerequisites for other courses and students must know their grades before they can enroll for those courses.
- The grades must be approved. If grades are delayed, approval will also be delayed.
- The graduating students need their full transcript to further their studies and to find jobs. The transcript can be issued only when the grades have been approved.
- Only when all grades are submitted can probation or dismissal be determined.

## **9. Announcement of Grades**

Once approved, instructors are free to announce to the students the grades for the first and second year courses.

To lessen the students' harassment of instructors, chairpersons, deans and others in an attempt to have their grades adjusted upward, it is a violation of the University policy to reveal a student's raw score and the raw score grade break points. In addition, the University policy dictates that a student's grade not be given prior to approval of the course grades by the external examining committee.

## **10. Use of English**

The medium of instruction at Assumption University is English. Most instructors are required to prepare and conduct their classes in English. All quizzes, assignments, reports, and examinations are to be in English.

In addition, it is strongly recommended that all instructors speak English on campus. Students need to hear good English spoken on campus.

## **11. Academic Standards**

It is the instructor's duty and responsibility to set meaningful and challenging grading standards. It is the department chairperson's responsibility to ensure that instructors set appropriate standards.

A freshmen level course should not be taught as a senior course. Junior and senior courses should not be so easy that even freshmen could take and pass them. The instructor should use his/her own best judgment and try to match his/her teaching to the level involved.

## **12. Teaching Load**

The University requires at least a 12 hour-per-week teaching load from its full-time instructors, although it has the right to require up to 15 hours per week. In all, an instructor must assume a teaching load of at least 180 hours and 45 hours of interview or oral test per semester presuming that one semester has 15 weeks. Instructors carrying above 225 hours of teaching and interview load per semester (15 weeks) are paid overtime on an hourly basis for extra teaching.

Instructors are also required to interview or to give oral tests to students 3 hours per week, bringing the total working time to 15 hours per week. However, if there is any instructor who has not been assigned to interview students, the instructor may be asked to teach up to 15 hours per week without additional compensation.

## **13. Office Hours**

All full-time instructors must come to work each and every working day of the week (Monday through Friday) regardless of whether he/she has any class hours that day or has completed the 30 hours required by the University. A minimum of 30 working hours per week on campus, inclusive of class hours, is required of all instructors. The overtime-teaching hours must be in addition to these 30 hours. Office hours are calculated from 7.30 a.m. to 7.00 p.m.

## **14. Summer Teaching**

Today the University runs on several different calendars with some programs using a trimester system. Most faculties operate on the two semester plus summer schedule.

To date, the summer, for most instructors, is a time for instructors to break from their normal teaching. It is a time to relax, to reflect, and to project. Instructors need time to relax and to engage in nonacademic activities. They should take time to reflect on the past academic year and to examine their own performances and the achievements of their students. Academics should project themselves into the future and consider how they can be more effective and productive in their teaching and in self-development. The summer is a good time for our vital non-Thai staff to take home leave and reacquaint themselves with family and friends abroad.

Within the new environment that features a dynamic information technology industry, which in turn has spawned the learning organization and a drive toward globalization, time is of the essence. Students want to move ahead with their careers as rapidly as possible. Economic and time constraints require effective and efficient use of our physical and, more importantly, human resources. To deal with the new realities and the potentialities of technology, we may need to rethink our academic calendar. We envision a need to go to a trimester system or a

two semester, one summer system. Should the trimester system come into being, the semester break and salary schedules may also need to be redrawn or adjusted in some manner to reflect new demands and realities.

To demonstrate our commitment to being more student oriented in today's environment, it may be necessary to call on some who may not desire to teach during the summer. Generally, we have more instructors wishing to teach than we have subjects and sections to teach, but there are, on occasion, shortages for a few courses needed by students to either graduate or to get back on track and schedule with their academic careers. For these instructors few students effected, the University expects their understanding and full cooperation.

## **15. Evening Programs**

Instructors chosen to teach in the evening program are generally full time lecturers who have completed their required teaching hours in the day program and desire additional compensation. These instructors will be compensated according to current established rates for the program they are teaching and for their qualifications.

Special conditions of employment addendum may be drawn up for the faculty who teaches low volume courses (few students and/or sections). Some instructors may be required to teach in both evening and day programs without added compensation. These instructors will generally have schedules that do not place undue work pressures on them because of the need for teaching in both programs. Additional low volume courses may come into being as the University continues to grow and continues to meet the needs of students and society. Full-time staff who specialize in these areas may be preferable to part time-staff who are engaged full-time in the nonacademic world.

# PROCEDURES FOR QUALITY PROCTORING

Testing and measurement is inseparable from teaching and learning. It is also an unrewarding job. Faculty members should try to accomplish the task with a sense of shared responsibility and communal spirit. Remember that preventive measure is better than corrective measure. Moreover, the main objective of proctoring is to facilitate students in the evaluation of their performances. Managerial skill is also necessary in proctoring. "Procedures for Quality Proctoring" serves as guidelines for faculty members in Au proctoring context. Any doubt or difficulty arising should be discussed with the "Head of Proctor Scheduling and Control." Proctoring should be a joy to any faculty member to witness the fruit of his/her hand.

**If you would rise but a cubit  
above race and country and self  
you would indeed become godlike.**

**Kahlil Gibran**

## **1. Examination and Proctoring Schedules**

The proctors are normally informed of proctoring duties well in advance of the scheduled date. Usually the schedule will be available at the Office of Administrative Affairs five days before the first day of the examination period.

## **2. Picking up Question Papers**

- 2.1 **Timeliness** Proctors are required to pick up examination materials (question papers and provided answer sheets) from the Office of Administrative Affairs at least 20 minutes before the set examination period.

Upon arrival at the office, proctors are required to inform the officers of their ID Codes. The Administrative officer will hand over brown envelopes containing the examination question papers and empty brown envelope, which will be used for student answer papers. The proctors are to take possession of the envelopes after signing their names.

The question paper envelopes will also indicate the assigned room number, the subject and the number of students scheduled to appear for the examination.

- 2.2 **Lateness** Proctors, failing to arrive 15 minutes before the scheduled examination time, or at the time the stand-bys are assigned to replace them, will be reported as being late. Furthermore, a proctor's "Late status" will be changed to "Absent" if he/she arrives more than 30 minutes after the examination has commenced.
- 2.3 **Signatures** All proctors are required to sign their names on the proctoring sheet. Failure to sign is tantamount to being absent for proctoring.

## **2.4 Absence from Proctoring Duties**

2.4.1 All proctors, irrespective of reason, who are not able to carry out their proctoring duty on the assigned dates, will receive a memo from the Head of Proctor Scheduling and Control. Furthermore, their names will also be reported to the Vice President for Academic Affairs and the Office of Human Resource Management one week after the last day of examination period. Should the memo contain incorrect information, or the concerned proctors are able to submit documents justifying the absence, they are requested to inform or submit their letters and other documents e.g. medical certificates, to the Head of Proctor Scheduling and Control within the stated period.

2.4.2 Furthermore, absence from proctoring will also be considered as a failure on the part of the concerned lecturer to carry out an assigned duty.

2.5 **Stand-by:** A stand-by is required to be present at the Office of Administrative Affairs until all proctors have already signed up, and then go and remain in the Faculty Lounge until the examination is over. Unavailability means absence.

## **3. Distributing Question Papers**

3.1 After picking up the examination materials, proctors must immediately proceed to the assigned room and upon their arrival check the student seating assignments that are posted outside the examination room. This is particularly important if two examinations are to take place at the same time in one exam room, as the examination materials must be distributed according to the student seating assignments.

3.2 While proctors are distributing the examination materials, students are to remain outside the room.

3.3 To help students locate their assigned seats, the proctors should write designated row numbers on the board in the examination rooms starting from the left side of the board.

Please note that the question papers and answer sheets are to be distributed on every other row, if the examination involves only one subject. This means rows 1, 3, 5 or 2, 4, 6 should be used.

3.4 Furthermore, to help reduce the time required for collecting and arranging of question papers and student answer sheets at the end of examination period, the proctors are advised to write Row and Seat number on the upper right corner of all question papers and answer sheets. "1\5" indicates row number 1 and 5 indicates seat number.

## **4. Allowing Students to Enter the Room**

Approximately 5 minutes before the examination starts, the students should be told to enter the room and take their seats. The proctors should place themselves at the entrance(s) and check the following:

- 4.1 **Student ID card:** In case a student presents an expired ID card or cannot produce an ID card for whatever reason, he/she is required to contact Office of the Registrar to obtain a temporary ID. Under no circumstances will students without a valid student ID card be allowed to enter the examination room.
- 4.2 **Student Uniform:** All students, (except those enrolled in the Continuing Education students, or students holding cards issued by the Student Rights and Discipline Division, Office of Students Affairs, and cosigned by the Head of Proctor Scheduling and Control, exempting students from wearing uniform for examinations) are required to wear the "full uniform." The University dress code requires students to wear the University's full uniform only on 4 occasions (Registration, Ethics Seminars, Formal Quizzes and Examinations). Enforcing the dress codes is perhaps a duty that most proctors have chosen to ignore, as it requires extra effort that always entails frustration and argument on something being mistakenly perceived as trivial matter. Proctors should allow only students wearing the following uniform to enter the room.

**Male**

White shirt, university necktie, dark blue or black trousers, black or dark brown belt with the university's buckle, black leather shoes.

**Female**

White blouse with metallic buttons bearing the Au logo, dark blue or black skirt, black or dark brown belt with university buckle, white or black leather shoes.

Trousers or skirts made of denim, corduroy or velvet are not allowed.

Black canvas, athletic shoes, or fashion shoes are not allowed.

Students violating the university dress code must not be allowed to enter the examination room, unless they have written permission from the Director of Examination, Office of Administrative Affairs.

- 4.3 **Examination Punctuality** No student should be permitted to come into the examination room later than 10 minutes after the scheduled time. If a student arrives later than the specified time, he/she must be told to contact the Director of Examination at the Office of Administration Affairs whose written memorandum is needed before the student can sit for the examination. Under no circumstances will an extension of time be given to make up for the time lost.
- 4.4 **Permission to Place Belongings in the Examination Room** Students are permitted to place books, notes, handbags, and communication devices which are turned off and are kept inside their bags or purses under their desks, chairs, in front of, or along the sides of large examination rooms, i.e. Assembly Hall, Salle d'Expo. Placing them on the nearby desk or chair is not acceptable.

Please also note that during the examination, mobile phones cannot be used as watch. Hence, any of these electronic devices found in the students' possession would subject the students to the University's cheating disciplinary actions. See detailed information and procedures concerning violation of examination

regulations disallowing possession of communication devices during examination, in item 5.3.

As part of measures preventing students from cheating in the examination, students are only allowed to place their ID cards, and necessary equipments, (calculator, pencils and erasers) on the desk. Their wallets and pencil boxes, where they usually conceal examination short notes, are to be placed under their desks. Students are to ask for permission, which can be granted on a case-by case basis, to obtain certain belongings from their wallets or pencil boxes placed underneath their desks.

## 5. Proctoring the Examination

- 5.1 **Student Personal Information** Proctors must instruct students to fill in information concerning their names, admission codes, and sections first, and to read all instructions on the question paper's cover sheet, including Examination Regulations pertaining to cheating before allowing them to proceed with the examination. At the same time, they are to be instructed not to communicate or borrow pens, erasers, and rulers from others without the proctor's permission.
- 5.2 **Use of Unauthorized Materials** At the very beginning of the testing period, students should be told to turn over materials, e.g. notes, formulae, rulers containing information related to or unrelated to the examination. This needs to be done as a preventive measure to lessen the likelihood of misunderstandings and possible cheating incidents. Students should also be informed that if these materials are found in their possession after the given time period, they can be used against them as evidence of cheating.

If students are permitted to use calculators, they must be checked by the proctors at the beginning of the examination period to see whether the model corresponds to the one permitted on the cover sheet of the examination paper. They should take away from the students any calculator models that are not permitted as soon as possible, or in case of doubt, consult with the supervisor in charge.

- 5.3 **Communication Devices** Assumption University's examination regulations strictly prohibit students from having communication devices in their possession while the examination is in progress. Violating the regulation is tantamount to Attempted Cheating. Those violating this regulation will be reported to the Cheating Investigation Committee which will consider the case and determine any terms of punishment.

All communication devices that are found in the students' possession (unless they are kept inside the students' bags or purses, which are placed in front of the examination room, or are switched off and placed on the floor underneath their desks or chairs) must be confiscated by the proctor and submitted to the Office of Registrar together with the Cheating Report Form containing details regarding the alleged violation as well as the students' signature acknowledging the alleged charge at the end of examination.

- 5.4 **Checking of Student ID Cards** Approximately 10 minutes after the examination has started, the proctors will remove the student name list posted outside the examination room, visit each student's desk to check the ID card and to obtain the student's signature, the only evidence that the student has attended the

examination. No student should be allowed to leave the examination room without signing the sheet.

- 5.5 **Leaving the Examination Rooms** Under no circumstances should students be allowed to submit their answer sheets and leave the examination room within the first 30 minutes of the examination period. This is meant to prevent the leakage of examination questions to students entering the examination room late.

Should any student violate this regulation, the proctors must briefly describe the incident in the space next to that particular students' name on the list. At the end of the examination period, the proctor should report the incident to Office of the Registrar. The case will be forwarded to the Cheating Investigation Committee for a formal investigation.

If students want to leave before the end of the examination time, they should obtain the proctor's permission and properly hand over the answer papers and question sheets.

- 5.6 **Withdrawal of Subject** A proctor cannot entertain students' request to withdraw from the subject in the examination room. The request is not legitimate and hence is not allowable, particularly during the final examination. Students are always given permission to withdraw subjects even on the examination day, if they are unprepared for the examination.

- 5.7 **Unwell Students** Students could feel unwell in the examination room particularly if they have had insufficient rest before the examination day. If this occurs, proctors are requested to inform the Director of Examination at the Administrative Office so that a stand-by could be sent to the room, or in certain cases the supervisor could personally accompany the students to the infirmary. In all cases, the students must sign their names on the examination name list before being accompanied to the infirmary. Furthermore, the students question paper and answer papers must also be taken to the infirmary where extra time will be given to allow the students to finish the examination paper.

At the end of the examination, the nurse at the infirmary will submit both the question papers and answer sheets to the Office of the Registrar. Should the case be critical and the students not allowed to continue the examination, the nurse will render his/ her judgment to the supervisor at the Administrative Office as to the student's incapacity to carry on the examination, and a decision on whether the student would be allowed to take a reexamination will be made.

- 5.8 **Information Regarding the Remaining Time** Students should be informed of the time remaining at least 30 minutes before the end of the examination so as to help them utilize their time effectively.
- 5.9 **Loitering** Students are not allowed to loiter in the hallway or corridor while examinations are in progress. Proctors have the authority to ask students to leave the area. Should students refuse to follow their instructions, the student ID cards must be seized and submitted to Office of the Registrar together with a short report regarding the incident. On the basis of the report, the "Cheating Cheating Investigation Committee" will render a decision pertaining the terms of punishment.

- 5.10 **Students' Submission of Question Papers** Students are not allowed to take the question papers out of the examination room. Attempting to do so is tantamount to cheating. As such, proctors must ascertain that students, particularly those completing their papers before the end of examination time, have submitted their answer sheets and question papers. Proctors should check at the end of the examination period if the number of the answer sheets correspond to the number of question papers and report any discrepancy to the Office of the Registrar should there be any missing question papers.
- 5.11 **Unattended Examination Room** Proctors are not allowed to leave the examination room unattended. Proctors who wish to visit the rest room themselves should either wait for the supervisor in charge, or assign the room temporarily to the neighboring proctors.
- 5.12 **Students Requiring Use of Rest Rooms** Proctors are required to accompany students wishing to visit the rest room during the examination. In such cases, wait for the supervisor in charge or request the neighboring proctor to watch over the room.
- 5.13 **Proctors' Behavior During Examinations** Proctors should be attentive to the needs of students taking the examination and be prompt to render service to them. Proctors are not permitted to read, write, engage in discussion with other proctors, use mobile phones, or walk outside the examination room, except when soliciting or giving help to another proctor in an adjoining room while the examination is in progress.

Proctoring performance will be included as part of the annual departmental instructor evaluation. Instructors reported as doing a poor proctoring job will be counseled by the Chairpersons or Deans and the matter will be forwarded to the Vice President for Academic Affairs for review and additional action as warranted. Furthermore, their year-end bonus will also be affected.

## 6. Collecting Student Answer Sheets and Question Papers

- 6.1 **Completion of Examination Period** Students must be told to stop writing and turn in their answer sheets and question papers at the end of the examination period. (Students, especially freshmen, might not have good English proficiency to understand the instructions in English. It is advisable for proctors to give the instructions slowly and clearly.) If they refuse to stop writing and submit their answer papers, they must be informed that their answer sheets will not be corrected, and that the incident will be reported to the Cheating Investigation Committee. The Violating Stop Writing Instruction remark should also be written on the upper corner of their sheets scripts. The proctors must report their names, ID code, and examination room to the Office of the Registrar for a formal investigation.
- 6.2 **Collection of Examination Papers**  
In a small examination room where only one proctor is assigned to administer the examination, it is advisable for proctors to give instructions about 1 hour before examination ends to the students on the procedures in submitting answer sheets.

Students who finish their examinations earlier are required to hand in their answer sheets and question papers to the proctors, and the proctors should immediately check whether students' names and ID codes, as well as the subject's title are properly written before allowing them to leave the room. The submitted answer sheets and question papers should be placed in the secure location where the proctor can easily keep an eye on them.

At the end of examination time, if a large number of students still remain in the room, after the Stop Writing Instruction is given, students in each column, starting from the column closest to the entrance would be instructed to leave their seats and separately place their answer sheets and question papers at the place i.e. podium, desks, where proctors can easily ascertain the complete filling out of students' names and ID codes. This is to prevent them from turning in unnamed blank answer sheets, and later claiming that their answer sheets are missing and requesting for make-up examination. After submitting the question papers and answer sheets, they are required to immediately leave the examination room.

In a large examination room/hall with a large number of students, two or more faculty members are usually assigned to proctor the examination. At the end of the examination, if a large number of students still remain in the room, one proctor could be assigned to make sure the students remain in their seats and not to communicate with others, while the other gives instructions to the students to leave their seats and submit their answer sheets and question papers at the designated locations, (podium or stage), starting from the column closest to the entrance/exit to prevent the students from sneaking out sheets unnoticed.

The proctor should stand near the designated location to ascertain that each of the submitted answer sheets contains students' personal information (name and ID code) before allowing the students to leave examination room. This is to prevent them from turning in unnamed blank answer sheets, and later claiming that their answer sheets are missing and requesting for make-up examination.

This procedure should enable the proctors to ensure that both answer sheets and question papers are submitted.

- 6.3 **Checking of Student Answer Sheets** It is always desirable for the proctors to take their time in collecting and arranging the answer sheets according to student admission code or seating arrangements, and to check the collected answer sheets against the student name list to ensure that all answer sheets are collected. Should there be any missing answer sheets, the proctor must immediately inform the Office of the Registrar so that corrective action can be taken.

Please note that, quite often, student answer sheets were left uncollected in examination rooms. A few were found 3-4 days after the examination date. Though this could be attributed to human error, it always raises the question of whether such incidents are genuine errors, or are used by students in obtaining permission for a re-examination.

## 7. Submitting Student Answer Sheets

- 7.1 Upon completion of the examination, the question papers, blank papers and unused answer sheets will be placed in the original envelope and sealed with the tape provided. Completed answer sheets and other completed testing materials will be placed in the second envelope. Proctors must sign their names across the seals and write necessary information, i.e. ID codes of students missing the examination as well as ID code of students whose answer papers could not be located, if any, on the second envelope before submitting them at the Office of the Registrar. It is essential that proctors report the cases of missing answer sheets in writing, stating the student's name ID code, and other pertinent situations at the Office of the Registrar, using the form provided at the office.

## 8. Preventing and Dealing with Cheating Cases

An important proctor role includes preventing students from cheating. As such, proctors are required to be alert and observe students until the end of examination period.

- 8.1 **Cheating Materials** Students tend to write information that may be needed in the examination in the following objects:

Handkerchiefs	Tissue papers
Bank notes	Sweets wrappers
Cigarette packets	Soles of shoes
Protractors, rulers, pencils, erasers calculator covers	
Pencil cases (notes written in pencil)	
Notes written in white ink on white sheets of paper	

Female students may write notes on their thighs or palms.

Male students may write notes on their palms and calves with their socks coverage the writing.

- 8.2 **Fidgety** Students beware of students who fidget in their seats, or lift their answer sheet up for their friend(s) to see. They may also place the answer sheet on their desk in position that will allow their friends at the back to see the answers. Students may also use their fingers as codes for multiple choice answers.

Students tend to cheat around 30-60 minutes after the examination starts. Students who are cheating will show increased signs of cheating during the last half-hour of the examination.

- 8.3 **Catching Students Cheating in the Examination** When a student is caught or suspected of cheating during the examination, it is necessary that he/she must be informed of the following immediately:

- a. That the suspected student is informed of the nature of cheating.
- b. That the case will be reported to the Cheating Investigation Committee.
- c. That the student acknowledges the allegation of cheating by signing his/her name and code number under the description of the case of

cheating stated in the Cheating Case Report Form. The proctors are also required to write Cheating on the upper right hand corner of the student answer sheets.

If there is physical evidence of cheating such as a piece of paper containing any data relevant or irrelevant to the examination (proctors are not to make judgments on the relevance of the evidence), the proctors are required to attach such evidence with the written report and the student's answer sheets together with calculators or stationery equipment, if any, and submit them to Office of the Registrar immediately after the examination.

- d. That the student in question will be allowed to complete his/her examination, if he/she wishes to do so. In any case, he/she will not be allowed to leave the examination room until 30 minutes after the examination has commenced.

#### **8.4 Separately Submit Answer Papers of Students Suspected of Cheating**

At the end of the examination period, proctors should inform and submit the suspected-of-cheating student's answer papers together with confiscated evidence to the Office of the Registrar.

- #### **8.5 Searching Students' Property**
- Do not search wallets on/or pencil bag/box of the student unless the situation warrants such action. As a preventive measure, if the proctors suspect or see any sign that a student(s) might have concealed certain notes, they should inform the student of the situation and that they are authorized to search wallets and pencil boxes. If unauthorized materials, e.g. notes, formula, calculators are found in the students' possession, e.g. in a pencil box or bag, the student will be subjected to appropriate punishment. The proctors are requested to follow the detailed instructions provided in item 8.3.

If a student attempts to conceal the note in his/her uniform, proctors should inform the examination supervisor at the Office of Administrative Affairs so that appropriate action can be taken.

### **9. Petition for Special Proctoring Schedules**

- 9.1 Instructors are strongly discouraged from requesting special proctoring schedules or changes to their proctoring schedules. Please keep in mind that proctoring is part of a lecturer's responsibility, and as such, only emergencies and unavoidable circumstances will be given special consideration.
- 9.2 In case a proctor cannot perform his/her duty due to compelling personal reasons, he/she is required to submit a request to the concerned chairpersons for prior approval, and then, for final approval, to the Head of Proctor Scheduling and Control within the period specified by the Office of Administrative Affairs. Request forms are available at the Office of Human Resource Management.
- 9.3 Proctoring on Saturdays and Sundays might be necessary if there are not sufficient volunteers for weekend proctoring.

- 9.4 Volunteers for weekend proctoring will be entitled to extra pay only when they have fulfilled their regular weekday proctoring duty. They, however, can opt to include weekend proctoring as part of their regular proctoring duty, without pay. Please keep in mind that certain weekday proctoring is also required. Request forms for weekend proctoring are available at the Office of Administrative Affairs. Requests for special proctoring schedules must be submitted two weeks before the first day of examination. In summer sessions, with very short examination period, weekend proctoring can be considered a compulsory duty.

## **10. Changing of proctoring schedules**

As "stand-bys" will only be assigned to substitute for proctors who have missed or were late for their proctoring duties, it is therefore necessary for proctors who anticipate problems that might hamper them from performing proctoring duty on specific assigned dates to look for their own substitutes. Fill in the Substitute Form available at the Office of Human Resource Management, and submit it to the Head of Proctor Scheduling and Control or Mr. Sakda at the Office of Administrative Affairs at least 1 day before the examination date.

Should any proctor change his/her proctoring schedule with other lecturers without approval from the concerned chairperson and from the Head of Proctor Scheduling and Control, that proctor will have to assume responsibility for all errors caused by the substitute carrying out the proctoring.

## **SERVICES**

### **1. Audio – Visual Services**

In an age of information technology, the quest for the best modes of instruction and delivery is important. The main purpose in the use of such facilities as videos, computer, multi-media, the Internet, etc, is to facilitate and bring about students' learning.

Should the instructor need overhead projectors or other visual aid services, he/she can contact the Office of the Vice President for Administrative Affairs.

If the public address system in the room is found, at any time, to malfunction, the Office of the Vice President for Administrative Affairs should be notified.

### **2. Duplicating Services**

Mimeographing services are available at the Office of Administrative Affairs. Should an instructor need to duplicate class handouts, he/she should submit the materials at least one week in advance, especially if typing services are also required. It is not the policy of the University to charge the student for a one or two page handout.

In addition to the mimeographing services, instructors may utilize the photocopying service of the University, provided that the material photocopied are for teaching at Assumption University.

### **3. Library Services**

Both the Suvarnbhumi and Huamak campus maintain a large library with over 500,000 volumes total and subscribe to about 1,700 journals and periodicals. In addition to the study facilities provided for students and instructors in the main libraries, there are reading areas in many other locations. These include the Catholic Education Council Library, the Christian Library, the Graduate Student Lounge, the Guidance and Counseling Library, the Faculty Lounge, and the International Center.

### **4. Texts and References**

Textbooks are prescribed by department chairpersons in consultation with the academic committee and the Dean. A copy of the textbook for the course may be borrowed from the Central Library. Moreover, should any instructor know of more suitable textbook for the course, do not hesitate to recommend them to the department chairperson.

Reference books for research may be suggested by the instructor and sent to the department chairperson concerned who will evaluate the request and when deemed appropriate, have them ordered and placed in the library.

### **5. Medical and Hospital Services**

The University has a Nursing Center operated by a registered nurse at the Martin De Tours Hall. The nurse is on duty from Monday through Friday from 8.00 a.m. to 4.30 p.m. and is available for emergency, first aid, and medical counseling.

# PERSONNEL ITEMS

## 1. Salary Scale

Assumption University uses the pay scale approved by the University Council. Qualifications (degree, diploma, certificate) are the basis on which the salary scale is drawn. In addition, the teaching experience, the needs of the University for an applicant's service, and the potential for service are also taken into consideration before determining an applicant's salary.

## 2. Extra Pay Provision

Extra payment for overtime teaching and for weekend proctoring will be provided to instructors. If the instructors fail to fulfill the full workload, extra payment will not be given for overtime teaching and for weekend proctoring. The OHRM should be consulted for an individual's rate of compensation for overtime teaching.

## 3. Evaluation

An instructor's performance is evaluated periodically culminating in the annual salary review or reconsideration of any other remuneration.

An instructor's performance will be evaluated in four areas.

### 3.1 Teaching

Instructors must understand the nature and scope of their duties and responsibilities within the framework of the philosophy and objectives of the University and the various programs of study. The first area under evaluation is teaching and other things related to teaching. Appropriate preparation, teaching methodologies, depth and breadth of the course contents, time on task, punctuality, teaching aids, etc. should be considered.

Instructors should exhibit high levels of efficiency and effectiveness. They must also maintain class discipline and be able to motivate students.

### 3.2 Research

Modern business studies and other academic fields use research extensively. Research involves reading books, gathering and sorting data whereby the instructors sharpen their minds and update their knowledge in their fields of teaching.

The evaluation on this part is based on the research work done and/or the research presented by the instructor.

### 3.3 Administrative Work

Administrative work includes proctoring, setting papers, evaluating pertinent job-related activities such as curriculum, students, stability of textbook, department meetings, academic advising or interviewing, etc. In addition, instructors can organize debates and field trips to supplement teaching activities.

### **3.4 Participation in Different Functions of the University**

All full-time instructors are expected to take part in important University functions, such as Commencement Exercises, Wai Kru Ceremony, University Annual Seminar, Orientation, Training Programs, etc. Therefore, all instructors should be guided by a sense of oneness to show interest and participate in such activities.

Evaluation is done by the instructor's immediate supervisor, the respective chairperson and the Dean of the faculty.

### **4. Promotion**

Salary increases depend on performance, devotion to duty, good spirit and cooperation, readiness to be of service to the University, and other factors, both tangible and intangible.

Salary increases are decided by the Remuneration Screening Committee with the concurrence of the President.

## **FRINGE BENEFITS**

The following are Fringe Benefits of Assumption University.

- Faculty Development Program
- Support Grants for Academic Works
- General Welfare
- Medical Benefits
- Welfare of Children of Instructor, Staff and Service Personnel
- Welfare Assistance

### **1. Faculty Development Program**

The Faculty needs regular academic and personal development to cope with changes. Development can be acquired by different means, such as attending seminars and conferences, undertaking professional training programs, presenting research papers and academic papers at conferences, attending higher degree programs, and others.

At the same time, an instructor who is new to the teaching profession needs to pass through various stages of training before developing into a full-fledged instructor. The University fully understands that human resource development requires its closest attention, and that the process of faculty development should be continuous if it is to be beneficial to both the instructor and the students. Therefore it is necessary that faculty development is given its due place as individual choice alone could result in tortuous turns in the process that may lead to inefficient or ineffective results.

#### **1.1 Scholarships for Training Programs**

Instructors who are interested to apply for scholarships for short-term training, seminar and observation of the work (not more than 1 month), or attending conferences and presenting an academic paper should consult their Chairperson and Dean.

After the scholarship has been granted by the University, the instructor concerned should contact the Office of Human Resource Management for assistance in the registration process.

#### **1.2 Scholarships for Further Studies**

Instructors who obtain Au scholarship grants for further studies abroad or within the country to pursue master's and doctoral degrees must meet the following conditions/qualifications:

- The candidate normally shall not be over 40 years old.
- The candidate should have worked with the University for more than five consecutive years. When deemed necessary, the candidate may be selected to further his studies after completion of the probationary period.
- The candidate must obtain a TOEFL score of at least 550 or its equivalent.
- The candidate should not have been sentenced to imprisonment or fined except for minor or careless offences.

- The applicant should not have been punished for violations of University regulations.
- The candidate has to submit his/her application for scholarship funds to the Office of Human Resource Management for consideration by a committee, which will review the merits, demerits, pros and cons and make an appropriate proposal to the President for final approval.

***The Selected Candidate has the following right:***

- To receive reimbursement for annual fees, tuition fees and other mandatory fees.
- To receive full coverage for a two-way plane ticket to and from the city of study.
- To receive funds deemed necessary by the University for the scholarship student.
- To receive other expenses as the University deems suitable.

***Scholarship Recipients must observe the following:***

- To sign a contract with the University according to the terms already fixed.
- To keep the University informed of their progress on a regular basis.
- To waive the right that would prevent the University from having access to their academic performance records.
- To complete the course of study as early as possible.
- To inform the University of any scholarships, fellowships, research assistance and other grants received from the host institution or any other third party.

## **2. Support Grants for Academic Works**

Whereas it is deemed appropriate to promote and support Assumption University lecturers in their academic works and to enhance academic excellence, the Rector of Assumption University, empowered under the provisions in Articles 43(1) and (5) of the Private Higher Education Institutions Act B.E.2546 Amendment (No.2) B.E.2550, hereby announces the criteria and conditions for the approval of requests for Support Grants for Academic Works as follows:

### **2.1 Research Support Grant**

#### **2.1.1 Objectives**

Research Support Grants are provided to encourage and support young researchers to conduct a research which serves any of the following objectives:

- (1) To create a new body of knowledge.
- (2) To improve the teaching and learning process of relevant disciplines.
- (3) To obtain information, principles, and solutions, resulting in academic advancement of practical and beneficial applications.
- (4) To better the quality of life of people in the community or society at large.
- (5) To create new products or patented inventions.

#### **2.1.2 Grant Applicants' Qualifications**

- (1) Holder of a Master degree or higher.
- (2) Employed by the University for at least one year.
- (3) Fulfilled all the duties and responsibilities of a full-time lecturer.
- (4) Have successfully completed the previous research funded by the University, if any.

- (5) Not on study leave or leave without pay.

### **2.1.3 Conditions**

- (1) A lecturer applicant can conduct an individual or a team research project.
- (2) The research project proposed has never been funded by the University or other organizations in the past.
- (3) The research project proposed is not part of the senior project/thesis/dissertation of any Bachelor/Master/Doctoral program.
- (4) The research project proposed is of original nature, not a repetition of other research and has never been conducted anywhere before.
- (5) Upon the approval of the research proposal by the University, the research project leader (hereafter also called principal investigator) will be held accountable under the contract that accompanies the research project.

### **2.1.4 Grant Allocation**

Upon the University's approval of the research proposal, the lecturer will be granted an amount of money not exceeding 100,000 baht per research project. Funding includes the following:

- (1) Remuneration for research assistants and/or experts, not exceeding 30 per cent of the total amount
- (2) Travel expenses for off-campus data collection—within the Kingdom of Thailand, not exceeding 40 per cent of the total amount
- (3) Office and equipment supplies, not exceeding 60 per cent of the total amount
- (4) Miscellaneous expenses e.g. postal fees, photo-copying and binding, not exceeding 20 per cent of the total amount
- (5) Publication expenses (e.g. page charge) of research papers in recognized international or national journals or Assumption University's journals.

Disparity in approved estimated expenses will be decided upon by the Research Support Committee on a case-by-case basis.

### **2.1.5 Approval Procedure**

- (1) The principal investigator submits a written request for the grant and the research proposal to the Dean.
- (2) The Faculty's Academic Committee considers the proposal. Upon the Faculty's approval, the proposal will be forwarded to the secretary of the Research Support Committee by March 1 (First Round) or October 1 (Second Round) of each academic year.
- (3) The proposal is considered by the Research Support Committee.
- (4) Upon the approval of the Research Support Committee, the proposal will be evaluated by three external and/or internal experts.
- (5) Upon unfavorable recommendations given by the external/internal experts, the Research Support Committee may reject the proposal on a case-by-case basis. In this case, the proposal is sent back to the Faculty and the principal investigator, respectively.
- (6) Upon positive recommendations given by the external/internal experts, the Research Support Committee will forward the proposal to the Rector for final approval.
- (7) The Rector considers the proposal and makes the final decision on the proposal, and the Faculty and the principal investigator will be informed respectively.

- (8) The contract, with assigned contract number, will be issued for the approved project within 90 days after the start of the approval round in which the proposal is submitted to the University's Research Support Committee.
- (9) In case that the principal investigator needs more time to complete the research project, the request for time extension, together with the progress report(s), must be submitted for approval at least 45 days before the due date specified in the contract.
- (10) Upon the successful completion of the research project, the principal investigator must submit a final report to the Research Support Committee for verification.

#### **2.1.6 Terms of Payment**

- (1) For effective supervision and progress monitoring of approved research projects, the funds granted will be paid in three installments:
  - (a) 50% of the total amount granted after the Contract of Grant for Research is approved and signed.
  - (b) 30% of the total amount granted after the progress report has been submitted and is approved by the Research Support Committee.
  - (c) 20% of the total amount granted after the Research Support Committee approves the final report.
- (2) To avail of the above terms, the principal investigator is required to submit a financial report on the actual expenses incurred, keep and maintain all related documents and receipts, and indicate any remaining cash on hand from the previous installment.

#### **2.1.7 Copyright and Patents**

- (1) The University reserves the copyright of the research and/or research findings from the approved projects for two years after the submission of the final report. After the said period, the copyright will belong to the researcher(s).
- (2) The copyright of the research and the research findings published by Assumption University is a property of the University.
- (3) In case of a patented invention, for which the university receives royalties, the royalties received shall be distributed as follows:
  - (a) 60% to the inventor(s)
  - (b) 20% to the college/faculty
  - (c) 20% to the University.

#### **2.1.8 Research Support Committee**

The Research Support Committee, appointed by the University, is responsible for the following tasks and duties:

- (1) Review the research proposals.
- (2) Appoint three external and/or internal experts per research proposal to evaluate the said proposal and give recommendations to the Research Support Committee.
- (3) Recommend the research proposals to the Rector for final approval.
- (4) Monitor the work progress of the approved research projects and grant provision.
- (5) Consider the submission of academic research proposals or paper presentation for both domestic and overseas research projects in accordance with rules and regulations of the university. The Rector of the University will, upon the

recommendations of the said committee, approve or reject the submitted proposals or paper presentation.

### **2.1.9 Research Promotion Measures**

- (1) A lecturer, in his/her capacity as the first author of a paper written by the research team and accepted for presentation at a congress, conference, workshop, symposium, or related event, will be allotted financial support for his/her research paper presentation according to the Paper Presentation Grant. In case the first author is unable to present the paper due to unavoidable circumstances, another lecturer in his/her capacity as an authorized co-author can be proposed as a substitute.
- (2) Deans and Chairpersons must take into consideration the lecturers' research work, together with other academic work contribution, for the annual faculty performance evaluation for salary increase and promotion.

## **2.2 Paper Presentation Grant**

### **2.2.1 Applicants Qualifications**

- (1) Employed by the University for at least one year.
- (2) Fulfilled the duties and responsibilities of a full-time lecturer.

### **2.2.2 Conditions**

- (1) A lecturer is invited to deliver an address or tutorial or present a paper at a symposium, conference, workshop, or related legitimate event held by national or international organizers such as:
  - (a) Professional research societies or institutes
  - (b) Reputable academic institutions
  - (c) Other legitimate organizations.
- (2) A lecturer participates in a legitimate event held by national or international organizers (as specified above) and presents his/her paper as the first author/authorized co-author.
- (3) The University is listed as the employer in the author's affiliation and the paper positively contributes to the reputation of the University.

### **2.2.3 Terms of Grant**

- (1) For the lecturer who meets Condition 2.2 (1), all legitimate expenses should be shouldered/met by the event organizers and the University will shoulder only travel expenses, visa fee, and airport tax, on the condition that the organizers are unable to fund the travel due to shortage of funds.
- (2) For a lecturer who meets Condition No. 2.2 (2), he/she may request for a paper presentation grant for the following items:
  - (a) Registration fee
  - (b) Travel expenses
  - (c) Visa fee
  - (d) Airport tax
  - (e) Accommodation
  - (f) Per diem (daily allowance).
- (3) Upon the approval of the grants, the lecturer is entitled to reimbursement of all actual expenses on the condition that the lecturer complies with the University Regulations in the submission of required receipts and other evidences.

#### 2.2.4 Approval Procedures

- (1) The lecturer submits a written request for the grant to the Dean together with the following:
  - (a) Full research/academic paper
  - (b) Letter of acceptance or invitation
  - (c) Program schedule and contents of the event
  - (d) Written evidence of the expenses paid by the organizers
  - (e) Estimated expenses.
- (2) The Faculty Academic Committee considers the paper. Upon the Faculty's approval, the request will be forwarded to the Research Support Committee. If the faculty disapprove the paper, the lecturer will be informed about the unfavorable results of the review.

The following evaluation guidelines apply for different events.

- (a) If a paper is accepted for presentation during an event organized by a *professional research society or institute*, at least *two peer review reports* (as evidence of peer review) must be provided by the event organizers.
  - (b) If a paper is accepted for presentation during an event organized by a *reputable academic institution*, at least *one peer review report* (as evidence of the review process) must be provided by the event organizers.
  - (c) If a paper is accepted for presentation during an event organized by *other legitimate organizations with no peer review process*, an approval for paper presentation might be given on a case-by-case basis depending on the quality of the paper after being evaluated by the Faculty Academic Committee.
  - (d) In all cases stated above, it is strongly recommended that the paper must be relevant to the teaching and learning process in the corresponding department or faculty.
  - (e) In all cases stated above, an accepted paper may be rejected by the Committee if the textual content is written in poor English or other language, or the graphical content is found inappropriate.
  - (f) In all cases stated above, an accepted paper may be rejected by the Committee upon unfavorable recommendations provided by the Faculty Academic Committee. The Faculty Academic Committee must also verify whether the paper has been properly modified in order to comply with the event organizer's requests for minor/major modification.
  - (g) In all cases stated above, an accepted paper may be rejected upon unfavorable recommendations given by additional internal/external reviewers appointed on a case-by-case basis by the Research Support Committee.
- (3) In case the Research Support Committee approves the written request, the said request is forwarded to the Rector for final decision.
  - (4) The Rector considers the written request and the lecturer will be informed of the decision.
  - (5) After the presentation, the lecturer must submit a report concerning the said presentation to the Research Support Committee. Otherwise, he/she will not be eligible for any other grants.

## **2.3 Paper Publication Grant**

### **2.3.1 Requirements**

At the end of each academic year, a lecturer who fulfills the following requirements will receive the yearly remuneration for academic works.

- (1) Teaching: 12 hours/week/semester, or as assigned by the Faculty
- (2) Advising: as assigned by the Faculty
- (3) Publication
  - (a) Research paper or academic paper that has been published according to the following criteria
    - International journals which are included in internationally recognized databases, e.g., Science Citation Index, Social Science Citation Index: 10,000 baht
    - International journals which are not included in internationally recognized databases but are peer-reviewed: 5,000 baht
    - National journals which are peer-reviewed: 3,000 baht
    - Assumption University's journals: 3,000 baht
    - National journals: 2,000 baht
    - International proceedings which are peer-reviewed: 4,000 baht
    - International proceedings: 2,000 baht
    - National proceedings which are peer-reviewed: 3,000 baht
    - National proceedings: 2,000 baht
  - (b) Research monographs of book length which are peer-reviewed: 20,000 baht
  - (c) Textbooks or books that have been written/compiled and published according to the Commission on Higher Education's format and publication criteria and used in the teaching and learning at Assumption University or other institutions and evaluated as of good quality by external readers: 20,000 baht
  - (d) Academic work of other types, e.g. an invention, a piece of art, etc., that has been disseminated or awarded as well as evaluated by external/internal experts. The exact amount is to be determined on case-by-case basis but not exceeding 10,000 baht.

### **2.3.2 Publishing Papers in Journals**

When a lecturer in his/her capacity as the first author is confirmed that his/her research or academic paper is accepted for publication in journals, published by national or international reputable publishers, the lecturer may submit a request to the University for reimbursement of publication expenses.

### **2.3.3 Co-Author (Writer/Researcher/Inventor)**

The academic work submitted for the yearly grant must be created by the lecturer and must be written by the lecturer. If there is/are a writer(s)/researcher(s)/ inventor(s), all members must specify in percentage their contribution to each academic work. The first author does matter. The first author cannot, under any circumstances, declare his/her contribution as lesser than each one of his/her co-author(s). If such certification of contribution cannot be obtained, the remuneration shall be equally distributed among the full-time lecturers participating in the same research project.

#### **2.3.4 Approval Procedure**

- (1) The lecturer must fill in and submit the Grant Form including the list of academic works completed in the previous academic year (June-May) by June 30 of each year. A copy of all academic works must be submitted together with the completed Grant Form.
- (2) The university will appoint a committee consisting of both external and internal members to consider the performance and academic works of each lecturer and propose the annual grant to the Rector for approval.
- (3) The grant will be paid to the lecturer by 31 July of each year.

#### **2.4 Professional Ethics**

The researchers/lecturers will be subjected to disciplinary actions as deemed appropriate in case of breach of contract and the violation of the following Code of Professional Ethics

- (1) Plagiarism and/or self-plagiarism
- (2) Fabrication of information, incorrect information, falsification of information, and/or incorrect citation of own or others academic works;
- (3) Making false claims of others' academic works
- (4) Copyright infringement
- (5) Engaging in illegal and unethical conduct and in doing so endangering his/her research subjects.

### **3. General Welfare**

#### **3.1 Annual Bonus**

Each year the University provides an annual bonus to instructors who are currently at work at Assumption University. The bonus payment will be made on the day that the monthly salary for December is paid, i.e. on December 24 or on another appropriate day as the case may be. The annual bonus amount is equal to the December base salary and shall be paid to those who have completed 12 months of service with the University. In case instructors have not completed 12 months but have passed the probationary period, the University shall pay the bonus pro rata, i.e. December salary divided by 12 and multiplied by the number of months served, which includes the probationary period. The fraction of the first half of the month totaling not less than 15 days is considered one month. The University reserves the right to deny the annual bonus or part thereof to those whose services are not satisfactory or not in conformity with the requirements, or rules and regulations of the University.

#### **3.2 Use of University Facilities**

On the occasion of marriage, instructors may use university facilities, furniture and audio equipment free of charge. Should damage be caused to any of the borrowed items, the University will be compensated by the borrowers. Requests for any of the above items should be made to the Office of the Vice President for Administrative Affairs.

Instructors are welcome to request for the use of Assumption University Cafeteria (Le Coq d'Or) which is located in the Student Council Building.

### **3.3 Free Transportation**

Instructors are provided free transportation by the Au Coach service to and from the 2 campuses as long as it is available.

## **4. Medical Benefits**

Instructors who have completed the probationary period are entitled to receive medical attention at the medical center nominated by the Office of Social Security, Ministry of Labor and Social Welfare where the treatment, medicine and services are provided free of charge under the terms of Social Insurance Act.

### **4.1 Reimbursement of Medical Expenses Exceeding Expenses Covered by Social Security**

The University's reimbursement on additional expenses on medicines, room charges and food, exclusive of other charges incurred with the Social Security assigned hospital is subject to the following limits:

- (a) In-patient treatment: for a period up to 30 days for each entry, not exceeding 50,000 baht per year. Instructors, staff and service personnel shall be entitled to claim such assistance only twice per academic year.
- (b) Out-patient treatment: reimbursement shall not exceed 20,000 baht per year for doctor's fees and medicine. Such claims must be accompanied by valid vouchers and medical certificates.

Not all kinds of treatment are paid for by the University. An instructor should obtain details from the Office of Human Resource Management in this regard. The scale of charges for room and food shall be as follows:

1. For the President, Vice-Presidents and officials of equivalent status, the maximum admissible rate is 2,000 baht per day.
2. For the second level executives, the maximum rate is 1,500 baht per day.
3. For instructors, the maximum rate is 1,000 baht per day.
4. For staff of each division/section, the maximum rate is 900 baht per day.
5. For service personnel (drivers, messengers, janitors and security guards), the maximum rate is 500 baht per day.

Claims for medical treatment, medicine and room charges must be accompanied by relevant evidence and original receipts indicating the name and surname of the patient and the doctor's certification. They should be submitted to the Office of Human Resource Management.

### **4.2 Reimbursement of medical expenses varies upon instructors' year of employment**

The University makes reimbursement of medical expenses for the families of instructors who have completed one year of services at the following rates:

1. With 1-5 years of service, 25% of the actual medical charges will be reimbursed but not exceeding 7,000 baht per year.
2. With 6-10 years of service, 50% of the actual medical charges will be reimbursed but not exceeding 12,000 baht per year.
3. With over 10 years of service, 75% of the actual medical charges will be reimbursed but not exceeding 17,000 baht per year.

Under such coverage, "family" means legitimate husband, wife and children only. If the instructor is single, the University will provide medical assistance to his/her father and mother in accordance with the provisions outlined in the foregoing paragraphs. To be entitled to this assistance, members of the families of the instructor must avail themselves of the services from the authorized hospitals.

## **5. Welfare of Children**

Instructors who have been working with the University for more than one year (No. 5.4.1) and more than three years (No. 5.4.2) shall have educational benefits for not more than three legitimate children at any one time in the following manners:

Sons and daughters of instructors who have passed the entrance examination will be exempted from tuition fees throughout their course of study leading to an Assumption University Bachelor's degree.

The reimbursement of tuition fees for children of instructors who are studying in the country from kindergarten to high school or its equivalent shall be at the following rates:

1. Instructors who have completed 3 years but not more than 5 years of service with the University shall be entitled to 50% of the tuition fees.
2. Instructors who have completed 5 years but not more than 10 years of service with the University shall be entitled to 75% of the tuition fees.
3. Instructors who have completed more than 10 years of service with the University shall be entitled to the full amount of tuition fees.

For children studying in private institutions, the scale of tuition fees approved by the Office of the Private Education Commission of the Ministry of Education and the scale of tuition fees stipulated by the University shall be adopted.

## **6. Welfare Assistance**

- 6.1 In the event that an instructor dies while in service, the University shall make a compassionate grant of 15,000 baht to the surviving spouse or to one of the legitimate parent(s) or child(ren) of the deceased.
- 6.2 In cases where the instructor loses a legitimate family member, the University will make a compassionate grant of 5,000 baht to the instructor.
- 6.3 In order to qualify for retirement funds, instructors should satisfy the following:

- a. They must have completed not less than 5 consecutive years of service with the University.
- b. They must have left the University due to retirement, voluntary resignation, employment termination, or death.

6.4 Instructors have no right to obtain retirement funds in the following circumstances:

- a. They are dismissed from their jobs for some reasons prior to completion of 5 consecutive years, starting from the first working day.
- b. Their services were terminated due to their own wrongdoing, misconduct or negligence.
- c. They are relieved of their duties because of legal punishment or imprisonment other than for minor or careless offences.
- d. They resign from the University without complying with the conditions of the University contract. That is, the instructor did not notify the University authorities of his intention to resign in writing at least 30 days prior to the conclusion of the semester.

In cases which do not fall within the provision of these requirements, the President will make the final decision.

6.5 Instructors who have performed their duties in an acceptable manner and retire or leave the University after five years of service will be entitled to receive a severance pay on the following conditions:

- a. Instructors who have completed 5 years but have not completed 10 years of service with the University are entitled to obtain a severance pay equal to 40% of the last drawn monthly salary multiplied by the number of years served.
- b. Instructors who have completed 10 years but have not completed 20 years of service with the University are entitled to obtain a severance pay equal to 60% of the last drawn monthly salary multiplied by the number of years served.
- c. Instructors who have completed more than 20 years of service with the University are entitled to obtain a retirement lump sum payment equal to 75% of the last drawn monthly salary multiplied by the number of years served.

6.6 For the purpose of computing the severance pay, the service period is calculated as follows:

- a. The first day of work up to the last day prior to retirement.
- b. For the period of leave of absence or sick leave or if the instructor is suspended, depending upon whether such absences were approved and salary was paid as usual, the University considers this as full-time service. However, if the period of leave, sick leave or suspension was approved but no salary was paid, the University does not consider this as period of service. (The bonus payment regulations are different. For more details refer to 5.2.1)

- c. Instructors who are selected or are able to pass competitive scholarship exams, in order to work or study within the country or abroad without coming to work at Assumption University, are considered by the University as rendering service.
- d. The service time for severance pay is based on the number of years worked. The instructor entitled to be compensated with severance pay upon resignation or retirement should have served the University for at least five full consecutive years. The fraction of the year thereafter totaling no less than 270 days is considered one year.

## **AU AWARDS FOR EXCELLENCE**

Rev. Prathip Martin Komolmas wrote in the *Faculty and Staff Development Policies*, July 22, 1993: “Those who have sacrificed their lives and time by their creative loyalty and positive contributions to the institution must be recognized, promoted and rewarded.”

AU Awards aim to both reward for past performances and encourage future efforts. As a reward, it demonstrates our belief that those selected have met and surpassed the standards of excellence for the award given. The awards are also meant to encourage future efforts of not only the reward recipients but others who may take note that they, too, will be recognized for superior performance.

### **The Six AU Awards**

Each award was named after an illustrious person found in Catholic Church history and also in memory of our predecessors who had worked long and hard to carry out their teaching mission. The general policies governing each award were laid down by the AU Academic Awards Committee in 1997. These policies are subject to review, re-interpretation, and modification as may be called for. Except for the St. Montfort Award, the awards are given in three classes. The second and third class awards are meant to recognize mid-level and junior AU faculty and staff who have performed well above the norm as compared to their peer group. The awards are as follows:

#### **1. St. Montfort Award: Illustrious Service Award**

St. Montfort Award is given for faithful, dedicated and outstanding services rendered to the University by senior administrators whose career spans more than 25 years.

#### **2. St. Michael Award: Public Service Award**

St. Michael Award comes in three classes and is given to University members who have provided academic and/or other significant services to society, and who have represented the University in academic and supporting activities that are acknowledged by the public. In so doing, they uphold and promote the University's reputation and stature.

#### **3. St. Hilaire Award: Distinction in Writing Award**

St. Hilaire Award comes in three classes and is designated for those who achieved distinction through academic writings in the form of articles and books.

#### **4. St. Martin de Tours Award Excellence in Performance Award**

St. Martin de Tours Award is designated for lecturers and administrators who discharged their duties and responsibilities conscientiously and superbly; who exhibited high standards of efficiency, excellence, and quality in teaching, counseling, and duties such as composition of test materials, framing of examination papers and other academic related factors.

The award is also for non-teaching staff who add to the University learning process.

#### **5. St. Bernard Award: Special Merit Award**

St. Bernard Award is intended for University members who exhibited special managerial skills and who performed their tasks and assignments beyond the normal calls of duty such as initiating, restructuring or reengineering of programs for an office or department, or providing voluntary services for improving, upgrading systems and procedures, and participating in other artistic or scientific activities for the welfare of society.

#### **6. St. Thomas Aquinas Award: Research Award**

St. Thomas Aquinas Award is given to those who contribute through their research to the promotion, enhancement or the reputation and prestige of the University. Their research should result in publications, patents and/or other innovative materials or features.

---

---

#### **Note:**

In bringing this manual to its conclusion, readers should not assume that it takes precedence over other officially approved policies that deal with various and specific aspects of the University policy and philosophy. Any disagreements, anomalies and misunderstanding of any policy, procedure, and role should be brought to the attention of the University for clarification, adjustment or change.

## REFERENCES

Arends, R. I. (1998). Learning To Teach (4th ed.). New York: McGraw-Hill.

Assumption University. (1997, December). The Au Academic Awards: In recognition of greatness of spirit shown in service to the university: Ordinary things done in extraordinary ways [Brochure]. Bangkok: Assumption University.

Assumption University. (1999). Assumption University: Graduate- Undergraduate Bulletin 1999. Bangkok: Assumption University.

Komolmas, P. M. (1999). Vision 2000. Paper presented at the meeting of the Annual Faculty Seminar on Quality Teaching at AU in 2000, Bangkok.

Kotler, P. & Murphy, P. E. (1981). "Strategic Planning for Higher Education." Journal of Higher Education. 52(5). 471.

Kuczarski, S. S. & Kuczarski, T. (1995). Values-Based Leadership. Englewood Cliffs, NJ: Prentice-Hall.

Senge, P.M. (1997). The Fifth Discipline: The Art and Practice of Learning Organization. London: Century Business.

