Kampechara Puriparinya
Email: kampechara@yahoo.com

Higher Education Program, Chulalongkorn University
Bangkok, Thailand

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2\textsuperscript{nd} International Conference on World-Class Universities (WCU-2)

October 31-November 3, 2007
Shanghai Jiao Tong University, Shanghai, China
### WCUs: Introduction

**Definitions:**
- Conceptual Mappings of WCUs

### WCUs: Rankings - International Rankings

- Global Rankings: WCUs Rankings
- Regional Rankings & National Rankings

### WCUs: Methodologies

1. Study the success factors of WCUs
2. Current situation of Thai HEIs
3. Proposed corporate level of strategies towards the WCUs of Thai HEIs

### WCUs: Chula’s Success Stories

1. Positioning: success stories
2. Reflections success stories from the ranking resources
3. Specimens of Chula’s success stories

### WCUs: Conclusions

General discussion
WCUs: Introduction

Current and trends of HE are changing drastically

HEIs: The Socializing agents

The Core functions of HE as the community scholars, the places of attractions and pool wisdom, enhancing for quality & excellence in teaching, research, community service, promotion and preservation of cultural dimensions.
WCUs: Introduction

Many challenges impact on humankind and every organization/HEIs

- Globalization-global villages
- Rapid development of ICT, Transforming knowledge-based society/economy
- Free trade area (FTA), General agreement on trade in services (GATS)

(Knight, 2002, cited in UNESCO, 2002; APEC-HRDWG-EDNET, 2005.)
WCUs : Definitions

The world class university

- Ranking among the foremost Int’l standards of excellence (Altbach, 2003)
- Institution of academic programs of excellence, a strong tradition of academic research and debate, protection of academic freedom, intellectual autonomy, good governance, and cultural tolerance and diversity. (Wichit Srisa-An, 2005)
- Four freedoms will be required
  - Freedom to innovate
  - Freedom to work in partnership
  - Freedom from bureaucracy and unnecessary restrictions, and
  - Freedom from arbitrary funding pots. (Caldwell 2003, cited in Clake, 2003)
WCUs: Seven elements to WCUs

Liverpool (October 19, 2005) suggests the seven elements to the world-class university:

- Internationalizing the curricula
- Increasing student exchanges
- Increasing the number of international students
- Implementing faculty development and exchanges
- Utilizing information technology
- Collaboration with external constituents; and
- Advancing international development.
Views on WCUs

Outstanding performance in many events

- Top list is quality faculty
- Research reputation is critical
- Talented undergraduate body
- Int’l presence
- Proper resource is an excellence issue
- Alliance and networks
- Embrace many disciplines
- Technology smart
- Practice the art of good management

WCUs (Niland, 1998)
Views on WCUs (Contd)

**WCUs**
(Hemenway & the Universities of Kansas team’s Distributions (2006))

- Ten Characteristics of a great Universality
  - Focusing and recognizes the ten characteristic of the primary and maintenance functions of a great university (Analytic induction by researchers, 2007)

**WCUs**
(Carcia, 2002)

- The three pillars of world class public universities
  - Devotion
  - Accountability
  - Funding
CONCLUSION

In conclusion, the world class university is higher education institution with the success factors of truly internationalization of the core mission of teaching & learning, research, academic services, tolerance of cultural diversity, and managing quality continuously.
Views on University Rankings

THES-QS World University Rankings

- THES
- QS Education, Trust
- Top Universities

New for 2007
- Published annually in the Fall

( Ben Sowter, Head of research team, 12 Feb 2007)

Four key themes, as basis for Comparison.

- Research quality
- Graduate employability
- International commitment
- Teaching quality

THES-2006

Peer reviews 40%
Recruiter review 10%
Int ‘l student score 5%
Int ‘l Faculty score 5%
Faculty/student score 20%
Citations/faculty score 20%
Examples: Criteria/Factors of WCUs Rankings

The World's Top 200 Universities (Criteria/Factors) (THES, 2005, 2006)

- Peer review 40%
- Recruiter review 10%
- Int’l Faculty score 5%
- Int’l students score 5%
- Faculty/Students score 20%
- Citations/Faculty score 20%
Examples: Criteria/Factors of WCUs Rankings

Figure: Academic Ranking of World Universities (Criteria/Factors) (SJTU, 2005, 2006)

- Q of ED.
  - Alumni (NBL+Fields medals) 10%
- Q of Faculty
  - Staff (NBL+Fields medals) 20%
  - HiCi 20%
- Research Outputs
  - Articles: N & S 20%
  - Articles SCi & Social Sc., & AHCI 20%
- Size of Institution
  - Academic performance/size 10%

Impact of Nobel Prizes:

\[ V_{ip} = \frac{(2P+5N)}{f} \]

Total Weight 100%

SJTU
### Examples: Criteria/Factors of WCUs Rankings

#### Jews, IQ & Nobel Laureates

<table>
<thead>
<tr>
<th>% Jewish</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30%</td>
<td>Westinghouse Science Prize</td>
</tr>
<tr>
<td>30%</td>
<td>Faculty at elite colleges</td>
</tr>
<tr>
<td>30%</td>
<td>Supreme Court Law Clerks</td>
</tr>
<tr>
<td>27%</td>
<td>Ivy Leaguers</td>
</tr>
<tr>
<td>25%</td>
<td>ACM Turing Award</td>
</tr>
<tr>
<td>27%</td>
<td>Nobel Prizes won by Americans</td>
</tr>
</tbody>
</table>

#### Impact of Nobel Prizes:

\[
V_{ip} = \frac{(2P+5N)}{f}
\]

- \(V_{ip}\): Visible Prestige
- \(P\): Pulitzer prizes
- \(N\): Nobel prizes
- \(f\): Total number of faculty to measure their prestige

Source: [http://www.lagriffedulion.f2s.com/dialogue.htm](http://www.lagriffedulion.f2s.com/dialogue.htm)


(Barzun, cited in Stephen, 2001)
Examples: Criteria/Factors of Regional rankings

Figure: The best universities in Asia (Criteria/Factors) (Asiaweek, June 30, 2000)

- Acad. Reputation 20%
- Students selectivity 25%
- Faculty resources 25%
- Research 20%
- Financial resources 10%
- Grad. Student as% of total students
- Citations in Int’l journals/faculty/researches
- Internet bandwidth/student, Kbps

(World Class Universities)

Asiaweek 2000

(Quit to rank Universities since 2000)

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WCUs : Int’l Rankings

Rankings of WCUs/Int’l rankings
- THES
- SJTU-ARWU
- Webometrics Rankings of World Universities
- Financial Times Global MBA Rankings

Regional Rankings/Int’l Rankings
- ASIAWEEK

National Rankings
- U.S. News & World Reports
- Australian Teaching Performance Rankings, and
- Many Resources Rankings.
Examples: Criteria/Factors of WCUs Rankings

The World’s Top 200 Universities
(Criteria/Factors)(THES, 2005)

<table>
<thead>
<tr>
<th>Criteria/Factors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer review</td>
<td>40%</td>
</tr>
<tr>
<td>Recruiter review</td>
<td>10%</td>
</tr>
<tr>
<td>Int’l Faculty score</td>
<td>5%</td>
</tr>
<tr>
<td>Int’l students score</td>
<td>5%</td>
</tr>
<tr>
<td>Faculty/Students score</td>
<td>20%</td>
</tr>
<tr>
<td>Citations/Faculty score</td>
<td>20%</td>
</tr>
</tbody>
</table>
Examples: Criteria/Factors of WCUs Rankings

Figure: Academic Ranking of World Universities (Criteria/Factors) (SJTU, 2005)

- Q of ED.
  - Alumni (NBL+Fields medals) 10%

- Q of Faculty
  - Staff (NBL+Fields medals 20%, HiCi 20%)

- Research Outputs
  - Articles: N & S 20%
  - Articles SCi&Social Sc. 20%

- Size of Institution
  - Academic performance/size 10%
Examples: Criteria/Factors of WCUs rankings

The best universities in Asia
(Criteria/Factors) (Asiaweek, June 30, 2000)

- Acad. Reputation 20%
- Students selectivity 25%
- Faculty resources 25%
- Research 20%
- Financial resources 10%
- Grad. Student as % of total students
- Citations in Int’l journals/faculty/researches
- Internet bandwidth/student, Kbps
**World Class Universities**

**WCUs Samples and Overall Scores from League Table of ...**

<table>
<thead>
<tr>
<th>Overall Scores (Range of score 20.8-100)</th>
<th>Harvard</th>
<th>Cambridge</th>
<th>Melb</th>
<th>Kyoto</th>
<th>Chula</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
<td>85.8</td>
<td>92.7</td>
<td>54.5</td>
<td>61.6</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
<td>92.7</td>
<td>54.5</td>
<td>61.6</td>
<td>29.0</td>
</tr>
<tr>
<td>3</td>
<td>85.8</td>
<td>92.7</td>
<td>54.5</td>
<td>61.6</td>
<td>29.0</td>
</tr>
</tbody>
</table>

**Ranking No.**
- 2005
- Updated THES-QS(2006)

**Source:** THES(2005)

**The Best Universities in Asia:** (ASIAWEEK 2000, Thai HEIs)
- **Multidisciplinary:** (77 Univs., Range of Scores 34.32-82.17%)
  - TU (Ranked No.51)
- PSU(53)
- KKU(59)
- KU(63)
- CMU(62)

**Science & Technology** (39 Univs., Range of Scores 42.71-90.79%)
- KMITT (Ranked No.33)
- SUT(35)
- MUT(36) (Private)
- KMIT-NB(37)
Webometrics Ranking of World Universities (July 2007)

Top 4,000 Universities Of 13,074 Univers.

<table>
<thead>
<tr>
<th>Countries Univs.</th>
<th>Africa/58</th>
<th>512</th>
</tr>
</thead>
<tbody>
<tr>
<td>America/52</td>
<td>5,022</td>
<td></td>
</tr>
<tr>
<td>Asia/47</td>
<td>3,456</td>
<td></td>
</tr>
<tr>
<td>Europe/57</td>
<td>3,988</td>
<td></td>
</tr>
<tr>
<td>Oceania/26</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13,074</td>
<td></td>
</tr>
</tbody>
</table>

Webometrics Ranking (position) = Rank (4V+2S+R+Sc)

World Class Universities

| Ranking|world| |Asia|
|--------|-----|-----|
| 516    | 36  | KU  |
| 527    | 37  | CHULA |
| 672    | 50  | PSU |
| 772    | 67  | AIT |
| 805    | 72  | CMU |
| 866    | 78  | TU  |
| 877    | 83  | ABAC |
| 887    | 85  | KKU |
| 916    | 89  | MAHIDOL |

S: Size
V: Visibility
R: Rich Files
Sc: Scholar

Cybermetrics

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WCUs: Statistics by Region (SJTU, 2005)

Statistics by Region

North and Latin America
Europe
Asia/Pacific
Africa

Region | Top 20 | Top 100 | Top 200 | Top 300 | Top 400 | Top 500
---|---|---|---|---|---|---
North and Latin America | 17 | 57 | 100 | 140 | 165 | 198
Europe | 2 | 35 | 79 | 123 | 168 | 205
Asia/Pacific | 1 | 8 | 23 | 36 | 65 | 93
Africa | | | | | | 4
Total | 20 | 100 | 202 | 300 | 400 | 500

## Table: the statistics by country for the world top 508 Univs in SJTU Ranking 2007

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>NUMBER OF UNIVERS IN RANKING LIST</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>166</td>
<td>32.7</td>
</tr>
<tr>
<td>UK</td>
<td>42</td>
<td>8.3</td>
</tr>
<tr>
<td>JAPAN</td>
<td>32</td>
<td>6.2</td>
</tr>
<tr>
<td>CHINA</td>
<td>25</td>
<td>4.9</td>
</tr>
<tr>
<td>CANADA, FRANCE (each)</td>
<td>22</td>
<td>4.3</td>
</tr>
<tr>
<td>ITALY</td>
<td>20</td>
<td>3.9</td>
</tr>
<tr>
<td>AUSTRALIA</td>
<td>17</td>
<td>3.5</td>
</tr>
<tr>
<td>NETHERLAND</td>
<td>12</td>
<td>2.4</td>
</tr>
<tr>
<td>SWEDEN</td>
<td>11</td>
<td>2.2</td>
</tr>
<tr>
<td>SPAIN</td>
<td>9</td>
<td>1.8</td>
</tr>
<tr>
<td>S.KOREA,SWITZERLAND(each)</td>
<td>8</td>
<td>1.8</td>
</tr>
<tr>
<td>BELGIUM,AUSTRIA,ISRAEL(each)</td>
<td>7</td>
<td>1.3</td>
</tr>
<tr>
<td>FINLAND,BRASIL,NZ(each)</td>
<td>5</td>
<td>1.0</td>
</tr>
<tr>
<td>S.AFRICA,</td>
<td>4</td>
<td>.8</td>
</tr>
<tr>
<td>IRELAND</td>
<td>3</td>
<td>.6</td>
</tr>
<tr>
<td>SINGAPORE,GREECE,HUNGARY</td>
<td>2</td>
<td>.4</td>
</tr>
<tr>
<td>POLAND,INDIA,CHILE,PORTUGAL (each)</td>
<td>2</td>
<td>.4</td>
</tr>
<tr>
<td>ARGENTINA,SLOVENIA,TURKEY,EGYPT, MEXICO (each)</td>
<td>1</td>
<td>.2</td>
</tr>
</tbody>
</table>

Note: Thailand HEIs were missed in SJTU Rankings (2003-2007), Total Univs 508 in the League Table. (2007)
Increasingly, citation data are being used as a comparative measure of research output, often to compare one institution with another, by main field of science. Here we outline some principles on which such comparisons should be based.

The first principle is to compare like with like. Comparing, say, average citations in mathematics at one institution with mathematics at another may only be comparing the mix of subdisciplines that go to make that average.

For instance, mathematics can be grouped into pure mathematics, applied mathematics and statistics, and the average citation rate increases in this order. So, for example one will expect an institution which concentrates on applied mathematics and statistics, say, to have a higher average than one that concentrates on pure mathematics.

Then journals differ markedly within these subdisciplines. So papers should be compared with their peers, usually those appearing in the same journal set. Of course, journal quality is important. Although we can individually rank our own subdisciplines, this outcome depends on your sub-discipline sector; for example statistics can be subdivided into probability, mathematics.
WCUs: Methodologies

- Content analysis
- e-Survey / Search the Webs & ranking resources of WCUs

Major Findings: The Success factors of WCUs

- Managing quality and infrastructure
- Curriculum and innovation
- Public service and cultural intelligence
- Technical cooperation and international development
- Area studies, international students and scholars
- Research

WCUs Success Factors

Documents

- Managing quality and infrastructure
- Curriculum and innovation
- Research
- Area studies, international students and scholars
- Technical cooperation and international development
- Public service and cultural intelligence

Relevant documents

1. The success factors of the WCUs had shown in Table 2: 1) Managing quality and infrastructure 2) Curriculum and innovation 3) Research 4) Area studies, international students and scholars 5) Technical cooperation and international development 6) Public service and cultural intelligence.
Current updates of Thai HEIs

- Transforming HEIs - The Administration of Education Regulatory Act (July 7, 2003)
- MUA is transformed to CHE
- ONESQA

Figure: Classifications of HEIs under supervision of CHE (2005)

- 25 comprehensive public universities (2 Mega - universities opened admissions, and 4 autonomous U.)
- 59 private universities and colleges
- 41 newly elevated Rajabhat Universities
- 9 clusters of multi-campus Rajamangala Univ. of Technology
- 17 Community colleges
- 2 Buddhist universities (autonomous)
- 2 HEIs Asian Institute of Technology (AIT) and PIT

- The Total enrolment in Academic year 2005 (CHE, 2005) Grand total 1,907,995
- Number of graduates 251,282
- Faculty
  - academic staff 30,953
  - supportive staff 57,643
- Total budget (Government allocation) MTB 45,249,958,000
- Internal budget of the universities did not assign in the report.
- Initiative of CHE
  - developed admission system
  - Financial reform of HE, Income contingent loan (ICL)
  - Cyber university
  - International affairs
The education system in Thailand

- Pre-primary, Kindergarten, Nursery school, Pre-kindergarten
- Primary, Elementary school
- Lower secondary, Middle school, Junior high school
- Upper secondary high school, senior high school
- Post secondary
  - Higher ed.
  - Community college, college
  - University, institute, specialized
- Public & private
- Specialized

Year of schooling

Age

Figure: Levels of education in Thailand, by age and year of schooling
Higher Education Statistics

Table - The 1st External Assessment and results of HEIs (1999 – 2005) (ONESQA, 2005)

<table>
<thead>
<tr>
<th>No.</th>
<th>Standards/kpis/classifications</th>
<th>Overall %</th>
<th>Public %</th>
<th>Private %</th>
<th>- RU %</th>
<th>RIT %</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grad employment &amp; Further studies</td>
<td>81.29</td>
<td>69.19</td>
<td>68.20</td>
<td>62.91</td>
<td>77.38</td>
<td>68.84</td>
</tr>
<tr>
<td>2</td>
<td>PHD – Thesis, int dissemination</td>
<td>23.8</td>
<td>29.45</td>
<td>19.29</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Research &amp; Dev. learning/Faculty member</td>
<td>0.09</td>
<td>0.05</td>
<td>0.04</td>
<td>0.08</td>
<td>0.03</td>
<td>0.16</td>
</tr>
<tr>
<td>4</td>
<td>FTE students/Faculty</td>
<td>19.96</td>
<td>18.67</td>
<td>18.46</td>
<td>41.06</td>
<td>17.52</td>
<td>9.5</td>
</tr>
<tr>
<td>5</td>
<td>Computers/FTE students</td>
<td>1.51</td>
<td>8.11</td>
<td>9.29</td>
<td>14.55</td>
<td>12.97</td>
<td>11.25</td>
</tr>
<tr>
<td>6</td>
<td>Doctoral Faculty members</td>
<td>8.97</td>
<td>33.42</td>
<td>9.85</td>
<td>5.72</td>
<td>2.7</td>
<td>6.84</td>
</tr>
<tr>
<td>7</td>
<td>Research output/FTE faculty</td>
<td>0.14</td>
<td>0.37</td>
<td>0.11</td>
<td>0.12</td>
<td>0.08</td>
<td>0.14</td>
</tr>
<tr>
<td>8</td>
<td>Research output &amp; utilization/Faculty member</td>
<td>0.11</td>
<td>0.23</td>
<td>0.1</td>
<td>0.08</td>
<td>0.07</td>
<td>0.13</td>
</tr>
<tr>
<td>9</td>
<td>Research distribution Init/Faculty member</td>
<td>0.05</td>
<td>0.21</td>
<td>0.01</td>
<td>0.00</td>
<td>0.01</td>
<td>0.06</td>
</tr>
<tr>
<td>10</td>
<td>Academic service project and research/Faculty member</td>
<td>0.31</td>
<td>0.86</td>
<td>0.24</td>
<td>0.29</td>
<td>0.09</td>
<td>0.35</td>
</tr>
<tr>
<td>11</td>
<td>Activities/preservation &amp; promotion</td>
<td>0.19</td>
<td>0.12</td>
<td>0.14</td>
<td>0.14</td>
<td>0.1</td>
<td>0.33</td>
</tr>
<tr>
<td>12</td>
<td>Research funding/Faculty member (USD)</td>
<td>700</td>
<td>3,489.9</td>
<td>336</td>
<td>563.5</td>
<td>213</td>
<td>573.25</td>
</tr>
</tbody>
</table>

Source: Assessment Report 2005 (www.onesqa.or.th)
Synthesis by researcher.

Source: Higher Education Database developed by Information and Public Relations Group, Bureau of General Affairs, Commission on Higher Education
University education and selective some sub-factors (IMD-World competitiveness, 2005)

**Figure:** University education and selective some sub-factors (IMD-World competitiveness yearbook 2005 (IMD, 2005: 602 – 605))

**Table:** Selected data of the samples: World Class Universities

<table>
<thead>
<tr>
<th>Universities</th>
<th>Founded</th>
<th>Countries</th>
<th>World ranking from overall score</th>
<th>Ranking sources</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard</td>
<td>1636</td>
<td>USA</td>
<td>1</td>
<td>THES (2005), SJTU (2005)</td>
<td>The best of the world</td>
</tr>
<tr>
<td>Melbourne</td>
<td>1853</td>
<td>AU</td>
<td>19, 82, 9</td>
<td>THES (2005), TSJTU (2005), ASIA WEEK (2000)*</td>
<td>- The 1st in Australia of THES (2005) - Multi-disciplinary</td>
</tr>
<tr>
<td>Kyoto</td>
<td>1897</td>
<td>JP</td>
<td>31, 22, 1</td>
<td>THES (2005), SJTU (2005), ASIA WEEK (2000)</td>
<td>- Tokyo U., not subscribed</td>
</tr>
</tbody>
</table>

Ranking resources: International Rankings, Regional and National Ranking (www.library.uiuc.edu/exrankint.htm)

WCUs: Corporate level of strategies of Thai HEIs

Environmental Scanning: STEP Analysis → STEEP + T = (Terrorism)

Aggressive strategies

Quality Cycle

- IO
- CoE
- Best Practices
- KBM

Sustainable Development

I → QC → QA → TQM

CQI

Years

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Center of Excellence (CoE) and Intelligent Organization (IO)

World Class ED. Activities Center

Research excellence

Building on momentum, and celebrates its successes

Core mission

Maintenance

Truly Internationalization

Top Quality And values

Curriculum & Innovation

Teaching & Learning excellence

• LLL, SDL
  • PBL
  • BBL
  • RBL
  • WBL

• E-learning
  • Blended learning

Center of Excellence (CoE)

Performance/Best Practices Impact to the world

• Integrity
• Leadership
• Human capital
• Cross-Cultural management
• Best facilities/infrastructure
• CQI/KAIZEN
• Leaders in Technology
• Enterprising
• Philanthropy

WCUs : Focus World Class Universities

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Conclusion & Suggestion

1. Towards the world class universities of Thai higher education institutions, scenario and long range planning are the challenges of the executives to build human capital, collaboration partnership, global team, internationalizing the campus, university learning, and build the centers of excellence for the enterprising universities and the intelligent organizations.

2. Guiding performance indicators of the study is in progress.

3. Strengthening of collaboration among HEIs in the country and overseas, esp., AUN, UNU, and variety of organizations, preparedness for free trade in educational services and building better world universities.
STRATEGIES TOWARDS THE WORLD CLASS UNIVERSITIES OF THAI HIGHER EDUCATION INSTITUTIONS

Chula’s success stories

• Prepared for presentation at 2nd International Conference on World-Class Universities (WCU-2)

• October 31 - November 3, 2007
  Shanghai Jiao Tong University, Shanghai, China
● Academic Performance conferences

Lectures and debates as follows:
- "Pra-kun khong laeng rean ma" is conducted by Chulalongkorn University’s high profile alumni who serve the country from all parts of Thailand. These graduates are renowned for their accomplishments and virtues. The concept of this conference is for the alumni to be proud of Chulalongkorn University’s reputation and return some benefit to the place where they gained their education.
- Leading lectures of "Learning from His Majesty the King’s works" is conducted by the Chula Alumni Privy Councilors, who closely serve His Majesty the King.
Chula’s ranking number in league table is 161 out of 200 universities in the world. The weighting score is 31.2 out of 100, and the median of 200 universities is 36.3. The position of Chula is below the median. (Figure 1). 

The score of subject area in THES-QS 2006 ranking of Chulalongkorn university: Arts and Humanities (27.10, ranking number 104), Engineering & IT (31.44, ranking number 100), Life Science and Biomedicine (29.19, ranking number 82), Nature and Science (24.04, ranking number 145), Social Sciences (37.45, ranking number 46) (THES-QS 2006. cited in Ben Sowter, February 12, 2007).
Prominent in Research & Teaching (Ranked No. 1)

Ranking by Council on HE-2005
(Released 2006)
Table 1: The preliminary results of Thai universities external assessment (2006-2010)

<table>
<thead>
<tr>
<th>Category</th>
<th>Level of Quality</th>
<th>Total</th>
<th>Certified</th>
<th>Percentage Certified</th>
<th>Certified Conditionally</th>
<th>Not Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Universities</td>
<td>2.00 3.00 4.00 5.00</td>
<td>24</td>
<td>18</td>
<td>75.00</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Private Universities</td>
<td>7 35 11 1</td>
<td>54</td>
<td>12</td>
<td>22.22</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>Rajabhat Universities</td>
<td>1 16 23 1</td>
<td>41</td>
<td>24</td>
<td>58.54</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Rajamangala Universities</td>
<td>8 26 4 -</td>
<td>38</td>
<td>4</td>
<td>10.53</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>Specialized Universities</td>
<td>2 26 63 2</td>
<td>93</td>
<td>65</td>
<td>69.89</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>2 7 1</td>
<td>10</td>
<td>1</td>
<td>10.00</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>21 115 118 6</td>
<td>260</td>
<td>124</td>
<td>47.69</td>
<td>115</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: Bangkok Post 22 May 2007

Table 2: The results of Chula’s external assessment

<table>
<thead>
<tr>
<th>Standard and Criteria</th>
<th>Mean</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of graduates</td>
<td>4.25</td>
<td>good</td>
</tr>
<tr>
<td>Research and innovations</td>
<td>4.60</td>
<td>very good</td>
</tr>
<tr>
<td>Academic services</td>
<td>5.00</td>
<td>very good</td>
</tr>
<tr>
<td>Arts and culture preservation</td>
<td>5.00</td>
<td>very good</td>
</tr>
<tr>
<td>Organization and HR Development</td>
<td>5.00</td>
<td>very good</td>
</tr>
<tr>
<td>Curriculum and instruction</td>
<td>4.70</td>
<td>very good</td>
</tr>
<tr>
<td>Quality assurance system</td>
<td>4.70</td>
<td>very good</td>
</tr>
</tbody>
</table>


Scalar weighting: Weak 1 2 3 4 5 Very good

The results of Chula’s second round of external assessment has shown in the table 2

The results of academic groups assessment: Health Sciences (4.68), Engineering (4.71), Education (4.53), Arts (4.51), Physical & Biomedical Sciences (4.53), Interdisciplinary (4.52), its shown the very good academic clusters. Some academic clusters are good: Architecture (4.30), Administration, Accountancy, Tourism, and Economics (4.26) Humanities and Social Sciences (4.26)
| **OPDC - External Evaluation (2006)** | •Overall Weighting score 4.65 out of five scale  
•Outstanding operation plan alignment |
| **Quality & of Students Awards** | •World Robocup 2007: The second prize winner  
•Students of Chula’s Demonstration School won some of Academic Olympic Prizes |
| **Center of Excellence (COE)** | •Halal Science Center  
•Continuing Ed Center, Testing Services Center.  
•Biomedical / Health Sc. Material Sc, Architecture, Buddhist & Dhamma Center, and so on. |
| **Academic Clusters, HR Development & Scholarships** | Enhancing CQI on Curriculum & Instruction, Research, Outreach, ICT, Cultural dimensions. HR-Strategies, etc. |
| **Networking & Internationalization** | •Public & Private Organizations  
•International Organization & HEIs worldwide. |
| **Facilities & well-being** | •Academic resources  
•Physical & Health center, Catering & Housing etc., |
| **Alumni** | Outstanding alumni, Alumni Association & relations and Philanthropy |

Visit URL: www.chula.ac.th
Figure: Chula’s research outputs (Jan-July 2007)
Abstracts were publicized in int’l Journals

Source: Chula’s Research Affairs

Note: 1) publication/month
Mean = 41.14
2) Number of faculty members - 3190 Approx.
Final Remarks

- Core values for sustainable development
- Autonomous universities??
- Entrepreneurial HEIs??
- Healthy HEIs, Green campus?
- Truly internationalization ??
- Post Doctoral & Scholarships??
- P-16 Teacher Training & Blended learning
- Networking, Outreach, Community engagement, and CSR.
- and so on…strategic initiatives
Thank you

For Attention
International Conference on World-Class Universities (WCU-2)
Shanghai Jiao Tong University, Shanghai, China

Biography

Asst. Prof. Kampechara Puriparinya is a Board Member of Faculty of Education, Chandrakasem Rajabhat University (CRU) Bangkok, Thailand, and had been appointed Vice President for Planning and Development at CRU since 1994 to 2002. He was also Dean, Faculty of Education at CRU (1986-1990).

Asst. Prof. Kampechara Puriparinya hold B.Ed. with concentration in Sciences and Mathematics at Burapha University (previously College of Education), and holds M.Ed. In Psychology and Counseling at Chulalongkorn University, Higher Grad. Dip. in Higher Education Management-International Program, PHD Candidate in Higher Education at Chula. He was a former permanent specialist for the Committee of the Youth, Women and Aging, Member of Parliament, The Kingdom of Thailand (2001-2004). He had trained in strategic planning for Senior Administrators at the University of Melbourne Victoria, Australia, an intensive training and certified TQM in Higher Education at California State University in Stanislaus, USA.

At present he is a senior lecturer in I/O Psychology and Organizational Behavior at CRU. A trainer in Service Psychology for tourism guidance, and HRD trainer for various organizations both private and public sectors.